



THE IMPLEMENTATION  
OF THE MEDIA  
EDUCATION IN SCHOOLS

# METHODOLOGICAL MATERIAL

## **MEDIA AND SOCIETY**

**Project:**

Media: to Understand and to Create  
(The Implementation of the Media Education in Schools)

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VILNIUS GEDIMINAS  
TECHNICAL UNIVERSITY  
FACULTY OF CREATIVE INDUSTRIES

Susitvike Jolita Strazauskaitė su Džiška  
Akademija za umjetnost i kulture u Osijeku





**Dear Educators,**

*Today's schools are ready for new challenges. These challenges are constantly met as the learning content becomes outdated or no longer relevant to current pupils. Hence the relevant learning content should be an important part of each school's curriculum. For this reason, six organizations: Vilnius Salomeja Neris Gymnasium, Elektrotehnicka i prometna skola Osijek; 4th Lyceum of Katerini, University of Josip Juraj Strossmayer in Osijek Academy of Arts and Culture, Kentro Erevnas Programmatismou Kai Anaptyxis (KEPA) Pierias and Vilnius Gediminas Technical University Faculty of Creative Industries joined together and working in collaboration successfully completed "Media: To Understand and To Create (The Implementation of the Media Education in Schools)" (IMES) project, funded by the Erasmus + Programme of the EU. Our aim is to make the implementation of media literacy accessible to a wider educational community, thus the main aim of this project has been to create two intellectual outputs: a 34-hour curriculum Media and Society and methodological materials for the curriculum.*

*Media literacy education is still rare in today's schools, yet its importance is unquestionable. The prepared methodological material "Media and Society" will undoubtedly help to fill the currently existing lack. The book consist of four main parts "Introduction into Media", "Media and Self", "Media and Community", "Media and the State" and each part is divided into four topics containing: lesson plans, activities, activity sheets, keywords, indicative task time, necessary resources, preparatory work, follow up activities and evaluation methods. In order to make the learning process in schools more smooth and easier, the book is divided into theory and practice. Theoretical part focuses on teachers' self-education and seeks to introduce them to the topics. Practical part of a methodology is dedicated to the direct work in the classroom consisting of a lesson plan (Teacher's sheet) and an activity sheet for pupils. We believe that all the activities can be easily modified and reconstructed according to pupil's experience, skills and different cultural backgrounds.*

*We hope that our created methodological materials will be easily and creatively used in the educational process and will provide more motivation to teach and develop Media education in schools.*

*Kind regards,*

*IMES Project Team*





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## THEORETICAL PART

### I. INTRODUCTION INTO MEDIA

The terms *media* and *medium* are multifaceted and are increasingly present in the public and in the public arena around the globe, especially in the modern age, and many experts have tried to define them in various ways in multiple areas of societal activity.

As Zrinjka Peruško points out, the term *medium* itself originates from the Latin word *medius* (middle, which is between) and originally (in the singular) denoted an intermediary, the one through which communication is transmitted. In this sense, a medium can also be a person, but most often it is a material or physical carrier of communication, such as paper, sound waves, radio waves or a sound carrier (CD). There is a famous – and generally accepted in the media sphere – definition of the Canadian media theorist Marshall McLuhan, who in the 1960s claimed that "The medium is the message", which he then reformulated into "The medium is the message" given the way the situation was developing, especially in the media scene.

As there are plenty of definitions and divisions of the media, in this case it will be viewed within the definition found in Webster's Dictionary, which states that a medium is "any means, mediation or tool, and especially a mode of communication that reaches the general public", whose important characteristic is that it carries an information or message. The general public most often perceives as the media those we call *traditional media* and/or *mass media*, which are, primarily, newspapers, radio and (analogue) television. According to John B. Thompson, mass media mediate processes of mass communication in which the audience (recipients) are not physically present, and also include books, magazines, film, sound and image carriers (video, CD, DVD) and others.

Thanks to the development of technology, an emergence and strong development of *new media* have been recorded in recent decades. Although each medium was practically a new medium at its inception, when mentioning *new media*, media experts generally refer to media based on computer technology that communicates and directly addresses dispersed media audiences and individuals (no longer to mass audiences) and characterized by the shift from one-way to two-way communication. Martin Lister and his associates point out that the main features of new media are digitality, interactivity, hypertextuality, virtuality, networking and simulation, which often also include convergence and multimediality. According to Lev Manovich, new media are, first and foremost, the internet, web sites, computer multimedia, computer games and virtual reality, as well as other media (CD-ROM, digital television, films which use 3D animation and digital compositing, digital photography, e-books and other), which mainly arose from certain traditional media and represent computer-mediated forms of production, distribution and communication. Today they certainly include social networking sites and social networking applications (communication platforms) as

well as other contemporary media forms and platforms, which media experts already distinguish into a specific category popularly labeled *new new media*. Nada Zgrabljic Rotar mentions that new new media appeared on the internet platform, and are characterized by the fact that their users and consumers are also content producers (consumers + producers = *prosumers*).

The three basic functions of the media are information, education and entertainment, and in the modern world, new, combined media forms such as *infotainment* (information + entertainment), *infomercial* (information + commercial) and others are emerging. This first chapter addresses several current and important media-related phenomena such as: ethics, simulation, dangers and negative impacts (sides) of media, and principles of image composition.

*Written by Tomislav Levaka, mag.cult.*

## ETHICS

Ethics is “the discipline dealing with what is good and bad and with moral duty and obligation” (<https://www.merriam-webster.com/dictionary/ethic>). In other words, it is a system of morals followed by the society and affecting the decisions about what is good and bad for the members of that society – individually and collectively.

The issues of ethics analyze human rights and responsibilities, the matters of right and wrong, the difficult questions of what is good and what is bad, and what is the relation between the two. The concepts of human ethics emerged from various sources: religions, cultures, philosophies.

Media ethics deal with specific ethical principles related to the media, the acceptable standards of their function and appeal, and the changes that various media – broadcast media, print media, social media, film, theatre, the arts and the internet in general – have caused upon them.

The field covers many varied and highly controversial topics, ranging from war journalism to Benetton ad campaigns.

## FIELDS OF MEDIA ETHICS

<p>Issues of moral principles and values as applied to:</p> <ul style="list-style-type: none"><li>• the conduct, roles, and content of the mass media,</li><li>• journalism ethics and standards,</li><li>• marketing ethics,</li><li>• the field of study of the topic.</li></ul>	<p>In relation to news coverage it includes issues such as:</p> <ul style="list-style-type: none"><li>• impartiality,</li><li>• objectivity,</li><li>• balance,</li><li>• bias,</li><li>• privacy,</li><li>• the public interest.</li></ul>
<p>More generally, it also includes:</p> <ul style="list-style-type: none"><li>• stereotyping,</li><li>• taste and decency,</li><li>• obscenity,</li><li>• freedom of speech,</li><li>• advertising practices (such as product placement),</li><li>• legal issues (such as defamation).</li></ul>	<p>On an institutional level it includes:</p> <ul style="list-style-type: none"><li>• debates over media ownership and control,</li><li>• commercialization,</li><li>• accountability,</li><li>• the relation of the media to the political system,</li><li>• issues arising from regulation (e.g. censorship) and deregulation.</li></ul>

Media ethics operates between two extremes: truth and deception. Truth telling is considered to be the first and foremost goal of any media activity, while any opposition to that is considered deception. The tradition to regard media as the so-called “fourth power” of a democracy has determined the public’s trust in media as an authoritative source of information. Before social media and the internet, any media messages were regarded as authentic and “truthful”, therefore trustworthy. The tradition to believe in the “power of publicity” relates to other concepts of general ethics, such as the concept of authority, reputation, etc.

Important aspects of ethics in general and media ethics in particular to be pointed out for the pupils: the concept of libel/ defamation and legal consequences; the concept and importance of intellectual property and the notion of copyright, together with laws that regulate it; the concept of plagiarism and the fields where it operates (textual, visual, audio materials) as well as the importance not to plagiarize; the concept of privacy and the laws that define and regulate offenders/ trespassers.

*Written by dr. Kristina Stankeviciute*

## SIMULATION

Simulation is “a model of a set of problems or events that can be used to teach someone how to do something, or the process of making such a model” (<https://dictionary.cambridge.org/dictionary/english/simulation>).

It is an imitation of processes or systems of the real world, an artificial act or result.

The contexts that require applying simulation of one or another form are really many, and they are mainly technological: simulation is used for safety engineering, testing, training, education and videogames. Usually it is used to demonstrate some eventual real effects of situations and courses of action employed as an alternative to already-existing ones. In the cases when the real system cannot be engaged (because it does not exist yet, is unavailable due to damage, danger or some other reason, or has been already designed but not yet built), simulation is often the preferable method of action as well.

Simulation is an essential term in media studies because of the very origins of the contemporary media: most media forms produce ‘unreal’, intangible reality that is based on the concept of the individual who is producing it (a photographer is the creator of the imaginary reality that we see in the photograph, a filmdirector is the creator of the imaginary reality of the film we are watching, etc.). That reality is titled ‘hyperreality’, and it is entirely fictional, simulated, intangible.

Analysing the new society that finds media indispensable from its daily life, French philosopher Jean Baudrillard introduced the concept of ‘simulacrum’. In his text of 1981 *Simulacra and Simulation* Baudrillard creates his theory of media effects and culture. The term ‘simulacrum’ goes all the way back to Plato, who used it to describe a false copy of something. Baudrillard argues that in a postmodern culture dominated by TV, films, news media, and the Internet, the whole idea of a true or a false copy of something has been destroyed: all we have now are *simulations* of reality, which aren't any more or less "real" than the reality they simulate.

Baudrillard defines simulacra as copies that never had or do not have an original. For him simulacrum is a state of an object or a phenomenon when it does not reflect the life around, but starts to show what does not really exist.

In Western culture, according to Baudrillard, television, film, TV series and other “maps of reality” are considered more real than life itself – those are the “simulacra”, or hyperreal copies, that come before our own lives. Characters from TV series become better friends to us than people of flesh and blood whom we live with. We know much more deeply the life and nature of our favourite TV or cinema heroes, but we tend to ignore the communication with our family or relatives. We communicate by e-mail or social media, and learn values or behaviour from TV or film rather than



from our own family or culture. We get nervous and irritated if we stay too long offline, and the offline anxiety is one of the newest neurodiseases currently studied by scientists. We have, claims Baudrillard, entered a period of time where the image is more important than the person who owns it, where appearing is more important than being.

*Written by dr. Kristina Stankeviciute*

## DANGERS AND NEGATIVE IMPACT

Media has always been quite powerful, and this power has increased multiple times in the last decade with strong technology development and the rise of contemporary interactive media. The results of many recent media studies and analyses – for example, the findings published in 2008 on the Bartleby Research media platform – confirm that in modern times media, especially new media and mass media, have unparalleled influence on all aspects of human life and society, resulting in having a tendency to shape political, economic and social values of an individual.

The three basic functions of the media – information, education and entertainment – are positive in and of themselves, but the effects of these functions are multidimensional and different in modern times. On the one hand, there are a number of positive aspects (effects) of the media, such as the transfer of information to a large number of people in a very short time, stimulating imagination and creativity, and helping others. Unfortunately, as pointed out by Ciboci, Kanižaj, Labaš and Osmančević, the media have many negative aspects with serious consequences for all citizens, especially children. There are several main groups of negative media impacts and the dangers and threats that arise from them. The first group is regards violence in the media, which should include, for example, electronic violence. The data released by Nova Studio in 2017 as part of the project "Share the Positive, Block the Negative" in Croatia indicates that the greatest threats, especially to children and youth, are *cyberbullying* (internet mediated violence most often perpetrated through social networks), *online grooming* (luring in children for the purpose of satisfying sexual desires), *happy slapping* (the physical assault of a group of persons on one person while recording everything by cellphone or camera and the subsequent publication of the recording online), *online exclusion* (a common occurrence among children is to exclude individuals from groups or to delete them from their friends list), and the like. Electronic violence directed at individuals is also often expressed through violations of human dignity, insults, shaming and hate speech. According to Ciboci, Kanižaj, Labaš and Osmančević, the second group of negative media effects deals with setting up unrealistic beauty standards in the media, i.e. the imposition of values and ideals of beauty. The third group is media and advertising, particularly covert advertising (product placement), and the fourth is asserting groundless and improvident stereotypes and prejudices about specific social groups and phenomena.

In addition, as stated by Barbara Kolucki and Dafna Lemish, , there is an increasing concern that media can overwhelm the senses, hamper imagination and spontaneous play, produce insensitivity to the pain of others, encourage destructive behavior, lead to decay in moral values, suppress local cultures, and contribute to alienation from society. The increasingly frequent cases of producing, sharing and disseminating fake news and disinformation, as well as disruption of privacy and information security on the Internet are particular issues. National Audiovisual Institute of Finland (KAVI), Department of Media Education and Audiovisual Media (MEKU), Electronic Media Agency (AEM) in Croatia and the Croatian UNICEF Office warn in the joint expert publication “Children and Media”, published in 2018 that web sites constantly and regularly collect information about their users and consumers, for example, from their profiles on social networks. Additionally, users themselves disclose and provide a lot of information when participating in various tests, competitions or award games. This information is then used for improving target advertising or user experiences, but often there are various cases of data misuse, such as frequent identity theft as a special form of fraud. The risk of misuse increases if people disclose their personal data (first and last name, address, phone number, bank account number and passwords, etc.) on social networks and online stores or keep them in various Internet databases. It is therefore very important for citizens to be well acquainted with types of websites, social networks and communication platforms they use and their privacy settings, and to learn how to distinguish between safe and dangerous data gathering channels and between reliable and suspect sources. It is very important to learn how to withhold and protect personal data, that is, to not share it online unnecessarily.

*Written by Tomislav Levaka, mag.cult.*

## PRINCIPLES OF IMAGE COMPOSITION.

The basic principles of visual language apply to all types of visual media: Graphic design, photography, video, painting, drawing.

**Some basic key concepts are:**

### **SHOT SIZE**

**Shot size** refers to how close the camera is to the subject. At the very basis there are five commonly used shot sizes:

**Long Shot or Wide Shot.** Subject is far from the camera, but it is possible to discern individuals. Long shot is used to establish where the scene takes place.



**Full shot.** Subject is depicted from head to toe. This shot is often used as a master shot for the scene, showing all the action that occurs.



**Mid shot.** People are shown from waist up. One of the most frequently used shots in film and television.



**Close up.** A close up shows a character's face. Often used when filming conversations. Close up is used to show the character's emotions.



**Extreme close up (ECU).** Usually shows eyes and mouth.



## FRAMING COMPOSITION



**Rule of thirds.** It is a pleasing way to compose the frame. If you divide the frame into thirds, points of interest should be positioned along the lines or their intersections.



**Look room.** When a character is looking at an object or another character there should be the right amount of space between the actor and the edge of the frame.



**Headroom** is the amount of the space between the character's head and the edge of the picture.

This picture is the example of appropriate use of headroom.



Example of too much headroom.



Example of too little headroom.



**Over the shoulder shot.** This type of framing depicts both the main subject and the subject he is interacting with. This kind of framing adds more depth to the image.





**Two shot.** Any shot of two characters is a two shot.



When framing shots for a conversation it is important to ensure that the characters are looking in the right direction. (180 degree rule).

Visual language means that the image is more than just a picture. Image is information and the composition is a method to present this information to the viewers in the certain order. There are several basic rules which are used to direct viewer's attention:

- Rule of thirds
- Leading lines
- Balance
- Proportion
- Contrast
- Texture

*Written by Arturas Kavaliauskas*

## II. MEDIA AND SELF

Marshall McLuhan stated that the most important revolutions in human kind existence, that had changed the society, were technological not political. (McLuhan, 1962, 2002). He referred to Gutenberg galaxy, i.e. invention of printing machine, and invention of electronic media. The print enabled process of 'detribalization', the birth of the individual. Electronic media represent the era of 'new tribes' or 'retribalization'.

Media as extensions of a man, enable continuation of human being as well as capacities, enhancing pace and proportion of communication. In that way the media are shifting borders of human extent. (McLuhan, 1994). From the early beginnings of civilization, when Homo erectus discovered hand, the era of media begun. Throughout the times, media were part of the men, men were media, as well as they created and produced the media content itself. Today, our smartphones became our extended, artificial limb. Blurred is the border of reality and virtual reality. Easy as the breeze we switch from offline to online, and vice versa. Media became inseparable part of ourselves.

In previous times, people started their morning routines by saying prayers, today, we are all immersed in the same Internet and new media universe. The new media (i.e. internet) have messiahs' function. McLuhan calls it electronic mystique, by logging in person becomes part of the whole (Internaut). (McLuhan and Fiore, 2001).

*Written by Snjezana Baric-Selmic, mag.cult.*

## PRIVACY. PERSONAL DATA

Since the invention of the first computer, technology has advanced rapidly, contributing to the overall improvement of the society's life. Yet the process, along with benefits, has its drawbacks, and certain changes in individual behaviour should be considered among them. There are regulatory and ethical questions related to the use of new technologies. With more and more connected devices used throughout the world every day, there are growing numbers of risks and challenges, the right to privacy being the primary concern. Related issues are those of collection and storage of data, generated through the use of numerous smart devices. The companies performing the operations do not necessarily act transparently, while terms of use and service are often extremely technical, therefore difficult to understand for the general population. The purpose of the data collection may be hidden from the users, and most often they do not have control over the information about themselves. Considering the amount of data produced daily in the contemporary society, the data control processes must be taken very seriously. We must bear in mind that Big Data is us, therefore we must be critical about it. Regaining control over our personal data should be among those habits we train in our kids since their earliest age.

Companies use our data for their marketing policies, targeting the way we live and our needs, implying that they know better what is better for us. In this way, discussions about the right to privacy relate directly to discussions about the use and management of data.

Safe data management and data protection is important not only for companies or businesses, but for individuals as well, especially because often their personal data is connected to one or another enterprise (school, university, hospital, workplace, bank, etc.). Security breach of an individual smart device may result in stolen or deformed data of many more people. Ways of safe data management and protection are provided by many resources, some of them are listed below.

*Written by dr. Kristina Stankeviciute*

## FALSE IDENTITY

When we think about the identity, we certainly have to take into consideration the notion of personal identity. The notion refers to the identity of ourselves as human beings: who are we? Who am I? In the postmodern era the question about personal identity has become a crucial one. The main focus or 'the problem' refers to temporal identity. Zygmund Bauman calls present time the liquid present. That follows the main thought of postmodern philosophers (Lyotard, Baudrillard etc.)

who are stating the postmodern era is time of fragmentation, fluency and deconstruction. The identity of a person is not only a sum of material properties. The identity of a person includes bodily properties – my body has temporal continuity – but also some psychological and sociological properties – my memory has continuity.

In the everyday life, the tools and technologies of digital communication surround us to the extent that they are no longer noticeable, or distinct from other forms of communication, such as face-to-face or traditional analog and print media. (Cover, 2016). In some respects, the tools of digital connectivity literally encircle us as we move through daytime and nighttime: from the desktop computer to the laptop, the tablet to the smartphone, the connected fitness device or smartwatch to the radio frequency identification device (RFID) trackable card, the networked car to the online fridge, the wifi access points in the office to the use of high-quality mobile and cellular data connectivity in the street, we are surrounded, connected, always online, and making use of these connective devices as part of all our many everyday interactions, engagements, desires, and routines. (Cover, 2016). Digital connectivity is as common today as the possibility of finding a television in the family home or hot water in the apartment. This digital technology influences our relationships, subjectivities, and how we produce ourselves. We talk of identities being “online” and that very idea has shifted considerably over the past few years. In the 1990s and 2000s, it was possible to think about identity as something one did, performed, engaged with, or represented differently online from offline, as if an online identity was somewhat fake, virtual, unreal and then we had our real, embodied selves. Today, however, identity is always online. (Cover, 2016). That is, being constantly connected and immersed online we performe ourselves online , leaving digital traces all over the Internet, social-networking pages, blogs, and other sites that are actively contributing to elements of our identity. (Cover, 2016). In that context, we are always online, and our identities are “always on.” (Cover, 2016). Identity and its online representation is therefore not something we switch off, move away from, or otherwise demarcate from the everyday practices of selfhood.

## **IDENTITY AND PERFORMATIVITY**

Identity is a way of conceptualizing the self in the context of representations and self-representation. There are many ways of understanding the identity, and there is a very complex history of approaches relating to some of the key questions addressed in cultural and artistic expressions of the past and present: Who am I? Who are we? Identity is comprised of identifications



with particular categories or demarcations that are given in language, media, and culture. (Fearon, 1999). Such coordinates might include the common denotations of identity categories such as gender, race, ethnicity, class demarcations, and sexuality, alongside nationality, citizenship, schooling background, socioeconomic status, educational experience, and career, all of which to varying degrees in varying contexts add to the personal and individual experience to make up the figure of the I, the subject, the self. (Fearon, 1999). *„Subjects are invited to identify both actively and passively with categories and frameworks of identity and selfhood and, today, those categories are given in media and digital media, and played out through our practices in relation to communication and digital participation.“* (Cover, 2016). Gender theorist and philosopher Judith Butler has written extensively on the identity as “performative.” (Butler, 1988). We perform our identities “in accord” with cultural demands. (Butler, 1988). Our identities perform in a way how we articulate ourselves online, whether that be through designing, maintaining and producing a social-networking profile, contributing to a blog by discussing certain issues, editing and distributing a self-image or selfie, or encountering information on Wikipedia, among many other forms of “identity work” undertaken knowingly. In light of the above points, there is no longer any real sense of offline and online in a world of ubiquitous digital media and digitization. (Cover, 2016).

## SPECTACLE

The new trend of taking self-images by turning our cameras onto ourselves and sharing them online witness the realization of Warhol's prophecy of „15 minutes of fame“. Selfie contemplates concept of Self, and encompasses notions of identity and digital communication providing a framework for shifts in how identity is being performed in digital contexts. (Cover, 2016). Butler *Bodies That Matter* argues that identity performativity is *„not an individual act but is always a reiteration of a norm or set of norms“* (Butler, 1993: 12) . *„That is, a subject does not express or articulate an inner truth, but cites, repeats, and mimes the norms, attributes, and codes of coherent behavior that fabricate the idea there is an inner essence.“* (Cover, 2016).

Identity construction always occurs in the relation with the Other. According to the French sociologist Jean Claude Kaufmann, the individual is made of social matter and is a constituent part of the society. Obligation of forming the identity is a challenge addressed by the contemporary society and that offer cannot be rejected. Nowadays, more and more it is about identification instead of an identity. Identification resides in the movement toward something never achieving its goal. The core of identification process is endless selfidentification - *„simple movement to go beyond*

oneself!“ (Kaufmann, 2006). Kaufmann sees identification as „storytelling about oneself, told to itself“ – a specific selfstorytelling.

*Written by Snjezana Baric-Selmic, mag.cult.*

## CYBERBULLYING

**Bullying, or harassment**, according to Cambridge English Dictionary definition, is the behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do (<https://dictionary.cambridge.org/dictionary/english/bullying>). Bullying may involve either direct or indirect threats, sexual remarks, hate speech or disclosing victim’s personal information, and all that is done with the aim of humiliating, offending or hurting the person chosen as victim, making him/her feel inferior to those around him/her.

**Cyberbullying, or cyberharassment**, is the same type of behavior, yet it is exercised via electronic devices (e.g. direct e-mailing) or other means, such as the social networks.

Cyberbullying differs from traditional bullying in several aspects, such as identity issues (victims of cyberbullying do not necessarily even know the identity of their bully), reasons of attack (why the bully is targeting them), accessibility of content (the harassment may be spread widely and easily, as well as remain accessible for a long time). All those factors determine that cyberbullying has more painful and far-reaching effects on the victim.

Digital data (available on social media sites and other platforms) is often open to the all audiences that may be not benevolent towards data owners. The content that we as individuals share online through various devices we use every day (smartphones, computers) or through various channels of communication (social media sites, online shopping pages etc.) creates our digital record (also known as digital footprint, or online reputation), that is accessible to many institutional users, such as employers, sports clubs, schools, colleges or sellers of online services, such as travel agencies, banks, or electronic shops. Cyberbullying can affect the online reputation of all sides involved – the victims, the bullies, the ones who spread the offensive message without adding nothing to it (and therefore consider themselves innocent), as well as mere onlookers.

Cyberbullying, however, seems to be more disconcerting than simple bullying, because it tends to be persistent (because digital devices communicate 24/7, and bullying messages may be sent – as well as received – incessantly), permanent (hard to remove and therefore affecting a person’s digital reputation for a long time), and hard to notice (differently from simple bullying that is also not always easy to spot, cyberbullying takes place ‘in private’, one-to-one with the screen of the digital device employed, so is even less noticeable).

There are many websites in English created by various organizations that provide advice for those to experience cyberbullying. The most important sets of advice are **How can we help prevent cyberbullying; How to react to cyberbullying; What you can do if you see someone being bullied online**, as well as many others.

*Written by dr. Kristina Stankeviciute*

## DIGITAL CREATION

Humans are creative beings. Digital technologies offer us a possibility to create texts, blog posts, PDF files, images, drawings, graphics, infographics, videos on affordable portable devices without extra cost. Some creations like texts, graphics and music may be created entirely from scratch on a computer or a mobile phone. Pictures and video may be taken and edited on mobile phones as well. Internet provides us with the opportunity to showcase our digital creations to the broad audience.



Digital technologies which enable us to create are becoming more powerful, portable and affordable.

There are online platforms which encourage creators to form communities (for example [www.deviantart.com](http://www.deviantart.com) for visual artists, [www.gurushots.com](http://www.gurushots.com) for photography, [www.soundcloud.com](http://www.soundcloud.com) for music creators) where members can provide feedback on other people's work, encourage each other to create and grow.

It is important to learn to reflect on one's creative and learning journey, so as part of the course pupils are encouraged to start the blogs where they could document the progress of the process of their creative work. Their blogs should also be used to keep their sources of inspiration, examples of their goals and video tutorials they follow in one place. Some of the most popular and convenient blogging websites are [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com).

Suggested source for inspiration – [www.pinterest.com](http://www.pinterest.com). Suggested source for video tutorials on any form of digital creation – [www.youtube.com](http://www.youtube.com). Each field of digital creation has its own pool of tips

and tricks; therefore, pupils are encouraged to present the techniques they implement in their chosen field.

In this day and age, when the digital creation is available to everyone around us, it is important to find your own way of seeing (or hearing the world). According to Oxford Learners Dictionary ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)), one of the definitions of aesthetics is the branch of philosophy that studies the principles of beauty, especially in art. Aesthetic is influenced by human perception of the world as much as the technologies that enable us to get into more detail. Personal aesthetics is what makes one's creations distinctive.

Talking about the visual creations there are five steps to discovering your own aesthetics. Moreover, these steps apply to music-making as well.

To start with, you have to discover or re-discover who you are. Here are the questions which will help you to achieve this:

- What is something you love doing?
- What don't you like?
- What do you love about yourself the most?
- What would you do on your perfect day?
- How do you want people to feel around you?

Write down five things about yourself that make you unique; List some quotes that inspire you and/or reflect your personality.

Second step is to discover Your inspiration. Remember what influenced your choice of the field of digital creation. Find people whose works you find appealing.

Making a mood board is a very effective way that helps you visualise the aesthetics that you prefer. In other words, a mood board is a collage of images you like. Some questions which will help you to create it are:

- What is your ideal lifestyle?
- Where would you like to travel?
- What activities would you like to try?

- How would you decorate your ideal home?
- What clothes and outfits reflect your personality?
- What are your favourite colours, the ones that speak to your soul?

You may pick the scenes from your favourite films or TV shows that inspire; make a selection of art and quotes that make you feel how you want to feel.

Now that the visualisation of what you like and how you want to live your life is complete, it is time to organise your selection in a way that is organised and cohesive. Look through your mood board – maybe now you’ll see something that doesn’t belong there. Try replacing it with a different image that does belong.

Step five – having figured out what inspires you in your chosen field of digital creation it is time to start working towards achieving what you want. Let the choices lead you not only in your creative work, but your daily life as well. There is a thin line between inspiration and imitation and the best way to avoid copying someone else’s creative work is to have multiple and varied sources of inspiration.

*Written by Arturas Kavaliauskas*

### III. MEDIA AND COMMUNITY

Postmodern society, that started by the end of 1980s, is the time of Homo videns (i.e. Homo Vidiot – man that sees, looks, observes; man of image). (Sartori, 1998: 37). Today, everything around us is visual. We live in visual and digital society and culture. Sociologist Zygmund Bauman says that we live in a fluid society. Nothing is constant or solid. We live in eternal and everlasting present, with anxiety being the fundamental feeling. (Bauman, 2000). Therefore, Bauman says that media represent autonomy and freedom. McLuhan, however, said that Media is message and/or massage. Postmodern human finds in media therapeutic function and usage. (McLuhan, 2001). So, taking all above mentioned into consideration, text and wording is not enough anymore. Media had to become picture book (picture storybook).

Community however, with internet, global web and reach, developed, from the local area to global area. Communication has never been easier or instant, possible all around the globe. So, your local community is / or could be both offline and online, but one can be part of numerous global communities online, without ever being physically present. That is wonderful but scary at the same time.

Social media technologies can help connect local communities to the wider world, even let them become global. Newton Lee states that Facebook could become its own country, or nation. (Lee, 2013). Virtual reality is pretty much the reality, and what happens there is part of our life, too.

In Ancient times, during symposion, Ancient Romans would dine, drink and discuss important matters. At Agora or Forum, Ancient Greeks or Romans, mediated important issues of the polis or republic. Then, the community was media.

Today, media is community.

*Written by Snjezana Baric-Selmic, mag.cult.*

## MANIPULATION (MEDIA MANIPULATION)

The term (word) propaganda is mentioned for the first time 1627, when the Pope Urban VIII established *Congregatio de Propaganda Fide and Propaganda collegium* in order to spread and strengthen the Catholic faith in the world. Since then the term is being connected to spreading and deepening of political, religious, cultural and other ideologies and beliefs. Latin word *propagatio* means further spreading and *propagare* to spread further by the commissioner.

Therefore, propaganda determines the organized spreading of certain ideas, principles as well as doctrines by truthful, but also untruthful arguments, in order to gain and recruit people to be the exponents of these ideas. It means that the propaganda can be progressive, as well as regressive, i.e. advanced or reductive.

According to Chomsky (1997) first modern government propaganda was organized by the Woodrow Wilson Administration. He was elected President in 1916 in the middle of the World War I. American citizens were pacifistic and saw no reason to be involved in a European war. *"The Wilson administration was committed to war and had to do something. They established a government propaganda commission, called the Creel Commission which succeeded, within six months, in turning a pacifist population into a hysterical, war-mongering population which wanted to destroy everything German, tear the Germans limb from limb, go to war and save the world."* (Chomsky, 1997: 6). *"There was very strong support from the media, from the business establishment, which in fact organized, pushed much of this work, and it was, in general, a great success. State propaganda, when supported by the educated classes and when no deviation is permitted from it, can have a big effect. It was a lesson learned by Hitler and many others, and it has been pursued to this day."* (Chomsky, 1997: 7).

Marshall McLuhan's one of the most iconic phrases states the the "Medium is a message!", but he also stated the the "Medium is a massage! (as well)", meaning the the media have a therapeutic function and influence. The mass media influence has been enormous, especially as it reach massive and passive audience.

Walter Lippmann, theorist of the Liberal Democracy, stated that there are two groups of people within the society: the small elite and the big majority of the population, they are what Lippmann called "the bewildered herd." *"We have to protect ourselves from "the trampling and roar of a*

*bewildered herd". Now there are two "functions" in a democracy: The specialized class, the responsible men, carry out the executive function, which means they do the thinking and planning and understand the common interests. Then, there is the bewildered herd, and they have a function in democracy too. Their function in a democracy, he said, is to be "spectators," not participants in action."* (Lippmann, 1922; Chomsky, 1997).

### **Top 10 Media Manipulation strategies by Noam Chomsky**

[http://theinternationalcoalition.blogspot.com/2011/07/noam-chomsky-top-10-media-manipulation\\_08.html](http://theinternationalcoalition.blogspot.com/2011/07/noam-chomsky-top-10-media-manipulation_08.html)

<https://www.youtube.com/watch?v=gIfjSRCai5s>

#### **1. the strategy of distraction**

The crucial element of social control is the **strategy of distraction** which is to divert public attention from the important issues determined by the political and economic elites. This technique uses flooding of distractions and information that are more or less insignificant. The main idea is to keep public busy with other things, while the most important issues go unnoticed. That distraction strategy prevents the public interest in the important knowledge in the area of the science, economics, psychology, neurobiology and cybernetics. *"Maintaining public attention diverted away from the real social problems, captivated by matters of no real importance. Keep the public busy, busy, busy, no time to think, back to farm and other animals (Chomsky, quote from text Silent Weapons for Quiet War )."*

#### **2. Create problems, then offer solutions**

This method is also called "problem -reaction- solution". Initially, the problema is created, i.e. a "situation" in order to cause reaction in the audience. For example: media will intensify reports on urban crime or violence so that the public feels insecure, so that some security laws or restricting policies are to be passed. Or: create an economic crisis to accept as a necessary decreasing of public services.

#### **3. The gradual strategy**

Some major issue or drastic measures to be accepted to an unacceptable degree, just applying it gradually. For instance, some new socioeconomic conditions ( neoliberalism ) were imposed during the 1980s and 1990s: privatization, massive unemployment, wages etc. so many changes



that would have brought a revolution if they had been applied at once.

#### **4. The strategy of deferring**

Another way to accept an unpopular decision is to present it as “painful and necessary”. The public, masses, has the tendency to expect (naively) that “everything will be better tomorrow” and that the sacrifice required may be avoided.

#### **5. Go to the public as a little child**

Most of the advertising to the public uses speech, argumentation and particularly children’s intonation, as if the viewer were a little child or a mentally deficient. Why? *“If one goes to a person as if she had the age of 12 years or less, then, because of suggestion, she tends with a certain probability that a response or reaction also devoid of a critical sense as a person 12 years or younger” (Chomsky, Silent Weapons for Quiet War ).* KISS method ‘Keep it Simple and Stupid, so that everyone can understand’.

#### **6. Use the emotional side more than the reflection**

Making use of the emotions is a classic technique for causing a lack of rational analysis, and finally to the critical thinking of the individual. Furthermore, the use of emotions leads to the unconscious for implanting or grafting ideas, desires, anxieties or induce behaviors ...

#### **7. Keep the public in ignorance and mediocrity**

Making the public incapable of understanding the technologies and methods used to control and enslave. *“The quality of education given to the lower social classes must be the poor and mediocre as possible so that the gap of ignorance it plans among the lower classes and upper classes is and remains impossible to attain for the lower classes” (Chomsky, Silent Weapons for Quiet War ).*

#### **8. To encourage the public to be complacent with mediocrity**

It is acceptable even desirable to be stupid, vulgar and uneducated...

#### **9. Self-blame**

Let the person blame himself / herself his/hers misfortune, because of the lack of his/hers intelligence or efforts.

## 10. Getting to know the individuals better than they know themselves

There has been a significant growing gap between public knowledge and that of the dominant elites. Those ones who 'have the knowledge' rule the world. Because of the enhanced and advanced knowledges in sciences such as neurobiology and applied psychology, the "system" gained a sophisticated understanding of human beings, both physically and psychologically. The system knows the common man more than he knows himself. This means that the system exerts greater control and power over individuals.

*Written by Snjezana Baric-Selmic, mag.cult.*

## STEREOTYPES

Stereotypes are defined as 'shared cultural descriptions of social groups', or 'category-based reactions to people from groups perceived to differ significantly from one's own'. In other words, stereotypes help to distinguish between "us" and "them", in this way serving as a certain tool in the process of identity construction.

In the contemporary world of individualistic society the practice of stereotyping is considered quite bad taste. Gender stereotypes are attacked and avoided by trying to escape gender differences as such. Social stereotypes do not last because the society itself changes all the time. Political stereotypes (such as, for example, beliefs of the liberals and the conservatives, or stereotypes about politics in general) are undone by the politicians themselves (e.g. the personality of Donald Trump and his ways of communication and self-expression, i.e. through Twitter messages). Cultural stereotypes, on the other hand, seem to continue, despite the growing number of "citizens of the world" and people of mixed nationalities. Cultural stereotyping seems to have remained the single more or less "politically correct" type of stereotyping.

Culturally speaking, stereotypes are ways of perceiving another culture and "measuring" it upon one's own. If "Finns are slow", or "Italians are hot-tempered", it means that we – neither Finns or Italians – represent some sort of average that is supposedly the right type of thing.

The pioneer of stereotype research Walter Lipmann believed that the stereotype functions as a kind of "mold", allowing fast and easy reproduction, while the attempt to see all things freshly and in detail rather than as types and generalities is "exhausting." Thus, stereotypes are 'energy-saving

devices.’ Which means that stereotyping is not a negative process of overlooking everyone’s individuality, but helps us to classify others before deciding whether to plunge into further friendships with them or not.

Within the context of the social sciences stereotypes are often interpreted as social standards or cultural models, which steer generally accepted, normal reactions, communication, and behaviour. Yet it is important to note with regard to national stereotypes that they sport one common element: other nations usually are considered inferior to one’s own. A nation’s unique character is based on the difference between “us” and “them”, where “them” refers not only to the special characteristics of the other nation, but also to social traits that “we” do not possess.

Stereotyping activity may be – and usually is – performed by the insiders and the outsiders. While the main aim of stereotyping about others is most probably the need to distinguish “us” from “them”, creating clear patterns of world perception in this way, enhancing stereotypes about ourselves should be seen as a tool of identity formation.

The media represent the most important and powerful channels of creating, communicating and enhancing cultural and other stereotypes. Mass media forms (news portals, TV programs, films, TV series, radio shows, music videos) are powerful tools of appealing to their audience’s minds and shaping their opinions and beliefs. Racial, ethnic, gender, sexual, cultural, political and social standards, behaviour and expectations are addressed in the media in various manners, and may enhance or revert the traditional thinking of a society. For example, the traditional disbalance between male and female roles in housekeeping in India, when the wife is supposed to do all the housework, was challenged in a Proctor and Gamble company advertising of washing powder. The story is told in a touching manner that makes one reconsider the traditional values. It received a number of awards and raised the question of family stereotypes in India. You can see the video here <https://www.youtube.com/watch?v=vwW0X9f0mME>

*Written by dr. Kristina Stankeviciute*

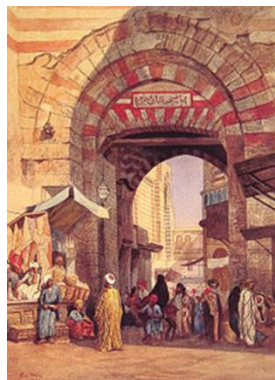
## ADVERTISING

Communication is a “*conditio sine qua non*” of the human actions and progress. Communication is used in all forms and fields of human activities, as well as in economy (business).

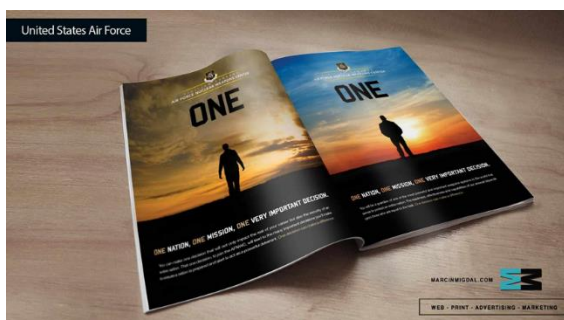
Social and economical relationships developed along with the human society development, as well as the way of thinking, acting and problems solving. So, at the certain level of economic actions, the marketing approach occurred and today has become the most dominant way of acting not only in business but in all other areas of our lives as well.

Accelerated technology development results in growth and improvement of ways and forms of communication, as well as new approaches toward marketing communication. Concept of the Integrated Marketing Communications means adjustment of marketing activities to the new circumstances, as well as consumers needs and wishes.

Marketing communications, i.e., informing the consumers is as old as the trade (commerce) itself. It developed and improved its style, technology and the manners of communication along with the development of the trade, economy, technology, production processes and social relationships in whole.



Throughout the history of marketing communication, dominant way of communicating was the advertising via mass media. (print, radio, TV)



Other ways of marketing communication: sales promotion, direct communication, Public Relations (PR), publicity etc., were rarely used.

Changes that occurred in surroundings: mass market fragmentation, explosion of new ICT technologies, market insecurities as well as development of global market demanded marketing communication adjustment to the new circumstances.

Recognizing the changes, at the beginning of 1980s, marketers realized the necessity to coordinate all marketing activities in order to achieve larger effect. So, in 1990s, new term occurred Integrated Marketing Communication (IMC).



How to get your ideas spread? By Seth Godin, marketing guru

<https://www.youtube.com/watch?v=xBIVIM435Zg>

Advertising influences the brand equity: brand awareness, brand quality, brand associations, brand loyalty. It informs consumer about the product or service. It persuade them about the product/service capacity and ability to meet and gratify their needs and desires.

*„Advertising is to inform and to influence!“*

Lat. ‘advertere’ - to turn the mind toward ...

Advertising is mentioned first time in 1665 as a signpost for the handcraft shop.

Advertising is paid, non-personal communication without instant feedback by the public.



*„The basic objectives of all marketing communication methods are (1) to communicate, (2) to compete, and (3) to convince.“ (Belch & Belch, 2018). Companies or organizations should ensure that information they communicate is clear, accurate, truthful, and useful. Being truthful and accurate, i.e. transparent in marketing communications is more than a matter of integrity; it’s also a matter of legality, since fraudulent marketing communications can end in lawsuits. (Belch & Belch, 2018).*

**Informative Advertising** *„creates awareness of brands, products, services, and ideas. It announces new products and programs and can educate people about the attributes and benefits of new or established products.“ (Belch & Belch, 2018).*

**Persuasive Advertising** *„tries to convince customers that a company’s services or products are the best, and it works to alter perceptions and enhance the image of a company or product. Its goal is to influence consumers to take action and switch brands, try a new product, or remain loyal to a current brand.“ (Belch & Belch, 2018).*

**Reminder Advertising** *„reminds people about the need for a product or service, or the features and benefits it will provide when they purchase promptly.“ (Belch & Belch, 2018).*

*Written by Snjezana Baric-Selmic, mag.cult.*

## VIRTUAL REALITY

Virtual reality is “a realistic three-dimensional image or artificial environment that is created with a mixture of interactive hardware and software, and presented to the user in such a way that the any doubts are suspended and it is accepted as a real environment in which it is interacted with in a seemingly real or physical way” (<https://www.realitytechnologies.com/virtual-reality/>). It aims to

achieve total immersion – “a sensory experience which feels so real that people forget it is an artificial and begin to interact with the environment as they would naturally do it in the real world”. (<https://www.realitytechnologies.com/virtual-reality/>).

Virtual reality environment will be completely artificial, yet it may be either realistic or unrealistic. This means that the simulation of reality in the environment may follow the rules of an everyday setting (such as driving an automobile or walking on the street or in the forest), or it may create a new world that lives according to laws different from those governing time, gravity and other properties of life on planet Earth (such as hunting space aliens on the surface of the Moon or similar).

Key elements of virtual reality experience are virtual world (environment), immersion, sensory feedback, interactivity.

While discussing impacts of virtual reality, several aspects should be taken into consideration. Firstly, it is physical effects – immersion into virtual reality may cause cybersickness, or motion sickness, similar to that caused by ship travel. It usually comes in the form of nausea that arises after spending a period of time in a virtual environment which is due to the effects the shift in perception has on balance. Among other negative physical effects are mentioned loss of spatial awareness, dizziness and disorientation, seizures and eye soreness.

Equally important are the psychological and ethical issues related to virtual reality, such as, for example, desensitization and virtual criminality. Both of those relate to virtual reality games in which there are high levels of violence or training exercises for the military in which soldiers engage in simulated combat scenarios which include killing. Desensitization occurs when a person is no longer affected by extreme acts of behavior such as violence and fails to show empathy or compassion as a result. In some situations they actively seek out this type of scenario for the adrenaline rush and sense of power. Virtual criminality, meanwhile, is at present a speculative concern only, for it raises questions like “what happens if someone commits a criminal act but within a virtual environment?”, or “can a virtual reality participant experience pain, distress or other emotions associated with a criminal act?”. The more serious issue here, however, is the level of immersion and the consequent level of stress and tension, experienced by the users of virtual reality, i.e. the players of violent computer games.

*Written by dr. Kristina Stankeviciute*



## IV. MEDIA AND STATE

From the very beginnings, the media – especially the so-called mass media, that is, means of mass communication – have had complex relationships with the various forms of states in which they operated, as well as with institutions related to states and their functioning.

As Javed Jabbar points out, “existing at several levels, the relationship between the State and the Media is of fundamental importance to both”. Rade Veljanovski adds: “The relationship between the media and the state is one of the very significant relations in a democratic society, which is also an indicator of the quality of social development achieved”. According to Veljanovski, although the media is becoming a phenomenon of globalization and despite the fact that many of them already have the status of transboundary and intercontinental mediators of mass communication, they are in the contemporary world also based in specific countries and are the products of historical, political, cultural, technological and other circumstances characteristic of those countries. Thus, until recently, virtually until the last twenty years of the 20<sup>th</sup> century, the state has been the framework in which the media have been created and developed, primarily in the institutional sense. In this context, Jabbar concludes that “even though the State is monolithic in concept and singular as a word, in actuality the State shares diversity with the media. The three principal pillars of the State – the Legislatures, the Executive and the Judiciary – are constituted by a large number of segments”, with the stipulation that “the different components of the State at multiple levels interact with different media in different contexts”.

Due to this interaction, which in practice can be either positive or negative or neutral, but also due to the impact of media activity on the society as a whole, many media professionals and experts, including Stjepan Malović, were and are known to refer to the media in various terms. Lea Vukić explains that the most common names for media (and journalists) are “fourth class”, “fourth estate” and “fourth power” (with executive, legislative and judicial power administered by the state in a tripartite division of power), or “seventh power” (a term that dates from the 19th century, when there were six superpower states in Europe). Some media theorists and practitioners, such as the American reporter and political commentator Walter Lippmann, also refer to the media as “watchdogs” (of democracy), indicating that they also have a “check and control role (of the political elite) in contemporary civic culture, especially if it is of the democratic type”. According to Vukić, these terms, which are often used today to describe the media, “in the broadest sense, vividly signify



the influence of the mass media on the public and, through them, on the politics of a country. In the narrow sense, the ideal of the media is understood as a kind of corrective to the state government”.

On the other hand, there are, for example, state and/or government media. The specialized international internet portal ACE Electoral Knowledge Network claims: „State media, state-owned media or government media are owned by the state or the government of the day (and financed out of public money) and directly controlled by it. It may perform a public service function or it may be a propaganda instrument of the state or government. State and government media is also generally not-for-profit“.

Thus, there are apparently different modes and levels at which the state and the media can influence one another, and they are only partly regulated by legal and media documents and regulations. This last, fourth chapter deals with some of the most prominent concepts and phenomena related to this topic: propaganda, disinformation and fake news (false information), globalization and, especially, (global/national) security issues and problems.

*Written by Tomislav Levaka, mag.cult.*

## PROPAGANDA

Propaganda appears and is, in its various shapes and forms, regularly used in many areas of activity and society, primarily in politics, as well as security issues, economy, information, culture and other areas.. This is why there are many different definitions of the term, set by well-known communication and propaganda theoreticians and experts such as Edward L. Bernays (labeled the “father of public relations”), Harold D. Lasswell, Noam Chomsky, Philip M. Taylor and others.

In their book “Propaganda & Persuasion” Garth S. Jowett and Victoria O 'Donnell expound a clear and concise definition: “Propaganda is the deliberate, systematic attempt to shape perceptions, manipulate cognitions, and direct behavior to achieve a response that furthers the desired intent of the propagandist”. In the field of media and communication, according to Ian Chadwick, propaganda is defined as “a form of communication that is aimed towards influencing the attitude of the community toward some cause or position by presenting only one side of an argument”. In this regard, propaganda is, as Kristy Littlehale emphasizes, a systematic method of manipulating information to influence public opinion, which is often very successful. Also, propaganda can be defined as any message intended to modify the attitudes and behavior of people at whom it is directed, primarily by appealing to their emotions.

According to Jowett and O'Donnell, "words and expressions that are frequently used as synonyms for propaganda are lies, distortion, deceit, manipulation, mind control, psychological warfare, *brainwashing*, , palaver, and *fake news*".. Three main categories (types) of propaganda are: *white* – overt, attributable to a definite source; *black* – covert, deliberate deception where a false source is definitely implied; and *gray* – where a source is concealed and not acknowledged by the originator. Chadwick notes: "Propaganda is usually repeated and dispersed over a wide variety of media in order to create the chosen result in audience attitudes".

The first, very simple forms and contents of propaganda were recorded in the very beginnings of the human race, and propaganda methods and activities have continuously appeared and developed throughout history. However, Littlehale argues, propaganda become widely used in the 19<sup>th</sup> century, primarily in the political sphere, which later came to the fore during the World War I and the World War II. Today there are more than a hundred registered propaganda techniques. Seven main (basic) propaganda techniques, identified by the Institute for Propaganda Analysis (IPA) in 1938, are: Bandwagon; Card Stacking; Glittering Generalities; Name Calling; Plain Folks; Testimonials and Transfer. The specialized informative internet portal The Independent MH/CD Union Voice outlaid short descriptions and explanations of the seven mentioned propaganda techniques in 2007:

- „*Bandwagon* - an appeal to the subject to follow the crowd, to join in because others are doing so as well;
- *Card Stacking (Selective Omission)* - involves only presenting information that is positive to an idea or proposal and omitting information contrary to it;
- *Glittering Generalities* – words that have different positive meaning for individual subjects, but are linked to highly valued concepts. When these words are used, they demand approval without thinking, simply because such an important concept is involved (for example, honor, glory, freedom, etc.);
- *Name Calling* – the use of derogatory language or words that carry a negative connotation when describing an enemy;
- *Plain Folks (Common People)* – an attempt by the propagandist to convince the public that his views reflect those of the common person and that they are also working for the benefit of the common person;
- *Testimonials* – quotations or endorsements, in or out of context, which attempt to connect a famous or respectable person with a product or item;
- *Transfer* – an attempt to make the subject view a certain item in the same way as they view another item, to link the two in the subject's mind. Although this technique is often used to transfer negative feelings for one object to another, it can also be used in positive ways".

Some other common propaganda techniques are: Assertion; Lesser of Two Evils; Pinpointing the Enemy; Simplification (Stereotyping); Appeal to Authority; Doublespeak; Censorship and others. A special kind of

(hidden) propaganda, marketing and/or advertising is called *product placement*. Business Dictionary defines it as “an advertising (and propaganda) technique used by companies to subtly promote their products through a non-traditional advertising technique, usually through appearances in film, television or other media”. *Product placement* is also extensively used in music, computer videogames, so-called *classical media*, etc.

All kinds of traditional and new media and various forms of public advertising and dissemination of information are used for spreading propaganda messages and goals. According to economist Marcel Meler, these can be: books, newspapers, weekly magazines, journals, reviews, magazines and other publications, radio, television (analogue and digital), public address (PA system), the post, hot air balloons, mash posters, mobile billboards, light panels, eco-panels, outdoor propaganda (advertising), mobile propaganda (advertising), internet, multimedia digital technology and others. More recently, mobile phones and smartphones (SMS messages, mobile applications and communication platforms) and social networks are used as the most efficient propaganda tools and methods. Leaders and participants of the international project and platform Mind Over Media in the EU – Analyzing Contemporary Propaganda, state that “propaganda appears in a variety of forms and uses common techniques to successfully influence people, including: activating strong emotions; responding to audience needs and values; simplifying information and ideas; and attacking opponents”. In such circumstances it is extremely important and – as emphasized by the Croatian Association for Communication and Media Culture (*Društvo za komunikacijsku i medijsku kulturu* – DKMK) on the portal Djecamedija.org – it is necessary to develop educational techniques that will encourage critical thinking and recognition of propaganda in all that surrounds us.

*Written by Tomislav Levaka, mag.cult.*

## DISINFORMATION AND FAKE NEWS

The phenomenon of production and dissemination of *disinformation* and/or *fake news* was placed in public focus by three important events on the political map of the world, in which this phenomenon played and/or still plays an important, perhaps crucial role. These are: the Russo-Ukrainian conflict (war, crisis) lasting since 2014; the referendum on the United Kingdom's exit from the European Union (Brexit) in the spring of 2016 and the campaign for the US presidential election and the election of Donald Trump as the new US president in the fall of 2016. Donald Trump is the one who popularized the term *fake news* in the wider public, and its use became so widespread that the famed Collins English Dictionary proclaimed it the word of the year in 2017, adding it along with a brief explanation in its next print edition.

Random or deliberate production, distribution and dissemination of false, unverified and inaccurate information for various purposes (most often for propaganda or manipulation), has been occurring since ancient times, mostly via the spoken word. The first time such information was officially noted in the written

form was the second half of the 15<sup>th</sup> century, after the appearance, spread and availability of the press as the mass media. Such occurrences were once labeled as *rumors*. Barbara Kovačević explains that in the beginning, newspaper articles stating false, unverifiable or unsubstantiated information, were clearly marked at the end of the text with the Latin abbreviation NT (per the Latin term *non testatum*). Later on, this type of fake news and/or disinformation was called a "journalistic duck" (probably according to the German word *die Ente*, pronounced similarly to the Latin abbreviation NT, meaning "duck"), or *canard* (French word for "duck"), becoming a popular newspaper genre. Due to the development of the media, especially mass media such as radio and television, the news, including disinformation, unverified and sensational information and fake news, spread even faster and easier. With the appearance of the Internet, and later social networks and communication platforms (social networking apps), communication has shifted from one-way (from the media to the public) to two-way communication (*from-all-to-all*). Thus, a number of *prosumers* have emerged - who are both recipients of messages, i.e. *consumers*, and active senders of messages, i.e. *producers* of media content - which, among other things, created fertile grounds for production and spread of fake news. They appear in practically all areas of activity and society, and have the biggest consequences in sensitive and dangerous areas of health, politics, security issues and economy, thus becoming a serious social problem.

There are a number of different definitions of the term *fake news*, sometimes known under different labels, such as *junk news*, *pseudo-news*, *hoax news* or even *alternative facts*. David Leonhardt and Stuart A. Thompson posed a comprehensive definition: "Fake news is a type of yellow journalism or propaganda that consists of deliberate misinformation or hoaxes spread via traditional print and broadcast news media or online social media". There is also the problem of the official terminology regarding the phenomenon. Many media and communication experts and regulators claim the term *fake news* is inaccurate and inadequate so they do not accept it, stating multiple reasons, with the common argument that something must be true to be news. Thus, as potentially better versions the terms *disinformation*, *fake information*, *false information*, *information pollution*, *information disorder* and others are used. The European commission uses and defines the term *disinformation*: „Disinformation is verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public. It may have far-reaching consequences, cause public harm, be a threat to democratic political and policy-making processes, and may even put the protection of EU citizens' health, security and their environment at risk". In their study „Information Disorder: Toward an interdisciplinary framework for research and policy making", published in September 2017 for the Council of Europe, Claire Wardle and Hossein Derakhshan propose using the term *information disorder*, identifying its three different types: *mis-information*, *dis-information* and *mal-information*. They describe "the differences between these three types of information:

- *Mis-information* – when false information is shared, but no harm is meant;
- *Dis-information* – when false information is knowingly shared to cause harm;

- *Mal-information* – when genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere”.

There are also a number of categories similar to fake news. According to American economists Hunt Alcott and Matthew Gentzkow, there are “several close cousins of fake news: 1) unintentional reporting mistakes; 2) rumors that do not originate from a particular news article; 3) conspiracy theories; 4) satire; 5) false statements by politicians; and 6) reports that are slanted or misleading but not outright false.

Reasons and motivations for providing and spreading disinformation and/or fake news may be different, but, as Alcott and Gentzkow note, are usually material (profit by attracting advertisers and charging for services) or ideological (dissemination of certain political ideas). There are a number of other prerequisites and reasons that work in favor of spreading false information: „the growth of news accessed and increasingly consumed via social networks, portals and mobile apps” (Reuters Institute Digital News Report for 2016); a steady increase in the number of users of social networks and communication platforms (DreamGrow, 2019); people increasingly preferring friends and contacts on the internet as sources of news and truth (Edelman Trust Barometer, 2017) and the fact that, according to Adam Kucharski, fake online news, rumors and opinions, as well as infections and infectious diseases, are shaped and transmitted via social contacts, in this case through social networks. Likewise, a general decline in trust in social institutions and traditional media (Edelman Trust Barometer, 2017), increasing globalization and an increase in inclination towards conspiracy theories are favorable conditions for the spread of disinformation and/or fake news.

Numerous ways to detect and recognize fake news were also established. For example, in 2017 The International Federation of Library Associations and Institutions (IFLA) issued a document and published an infographic entitled "How to Spot Fake News" with eight tips, i.e. simple steps for successfully determining the credibility and veracity of some information or news: “1. Consider the Source; 2. Read Beyond (Headlines); 3. Check the Author; 4. (Discover) Supporting Sources; 5. Check the Date; 6. (Research) Is It A Joke?; 7. Check Your Biases; 8. Ask (Consult) the Experts”. There are also a number of ways to combat the production and spread of disinformation and fake news. These are creating computer algorithms for recognition, deletion, blocking and prevention; increasing the number of conferences and scientific research and studies devoted to this issue; creating new media and legal regulatory frameworks; returning to traditional ethical and professional values in journalism; increasing the number and quality of *fact-checking* webpages, portals, organizations and persons (according to The Reporters' Lab, center for journalism research at Duke University, there were 237 registered *fact-checkers* from 78 countries in the world in April 2020); creating guidelines to prevent the problem – increasing the level of media literacy and critical thinking by educating citizens of different ages, which is also the method that media and communication experts and regulators consider the best and most efficient in the long run.

The European Commission emphasizes: „Fighting disinformation in the era of social media and online platforms has to be a coordinated effort involving all relevant actors, from institutions to social platforms, from news media to single users”. This is why in December 2018 the European Union outlined an “Action Plan against Disinformation” to step up efforts to counter disinformation and fake news in Europe.

*Written by Tomislav Levaka, mag.cult.*

## GLOBALIZATION

Writing a prologue to his „the Rise of Network Society, 1996“, one of the books in his ambitious trilogy „The Information Age: Economy, Society and Culture“ Spanish sociologist Manuel Castells concluded that in the world of global wealth, power and images flow, the search for the identity, collective or individual, attributed or constructed, becomes the fundamental source of society's purpose (substance). (Castells, 2010)

Castells concludes that *„identity has become the main, sometimes even the only source of purpose in a historical era characterized by broad destructuring of organizations, delegitimation of institutions, weakening of social movements as well as ephemeral cultural expression.”* (Castells, 2010: 353).

The main reason is in enormous and accelerated development and spread of „global networks of instrumental exchange“ that is a huge threat to every form of independence. These global networks selectively include or exclude individuals, groups, regions or even whole countries. To conclude, our societies are structured around the bipolar opposition between Network and Self.

By the end of the 2nd millennium, the historical transition between different forms of society happened. Huge number of main social, technological, economical and cultural transformations 'united' in order to support the rise of new form of society, „Network Society“. (Castells, 2010).

Increased value exchanges and broader cultural transactions resulted from travel and migration flows as well as new information and communication technologies. As a consequence, core values become less nation-specific and national identity will increasingly be exchanged for a global identity. One could also argue that globalization does not entail the rise of one globally converged and unified value system *per se*. Globalization is a matter of transactions between global (transnational), national, and sub-national players.

More global exchange and transactions in terms of culture lead to real quests and actions that cater to the question on what it is that constitutes one's unique local, regional or national identity. Concrete examples are found in the rising popularity of traditional theater, seasonal festivals, typical fashions, native language songs, and for instance local artisanal ('slow') foods. Less comfortable

examples include the rise in nationalism and in the above mentioned ethnic clashes, which in the last decades can be observed in large parts of Europe. We are dealing with the so-called globalization-localization 'paradox of modern culture'. (Ester et al., 2006).

„Globalization is definitely not seen as the development towards one global melting pot of cultures or a 'spaghetization' of value systems.“ (Ester et al., 2006: 18). The result might well be the co-existence of globally and nationally or even locally inspired cultures. Another result might be the synthesis of these cultures into something new, something that consists of strong elements of both 'other' and 'own' origin cultures merging to a point of non-distinction. (Ester et al., 2006).

Written by Snjezana Baric-Selmic, mag.cult.

## SECURITY ISSUES

*Global security* (also called *international security*) – according to RAND Corporation, an American global research *think tank* organization – includes “military and diplomatic measures that nations and international organizations, such as the United Nations, European Union and NATO, take to ensure mutual safety and security”. As Amos N. Guiora states, “these measures include military action and diplomatic agreements such as treaties and conventions”. The Cambridge Dictionary defines global security as protection of the world against war and other threats. According to the TinMore Institute, “threats and hazards to global security might include such actions as disruption of natural or commodity resources; failed or failing states; pandemics (swine flu or others); climate change; mass population migrations; civil unrest; and other unsuspected or surprising disturbances to national peace. Some measures needed to enforce global security could include: military action, diplomacy, policy development and implementation, management processes, technology changes or development, etc.”

Guiora adds: “*International (global) security* and *national security* are invariably linked. International security is national security or state security in the global arena”. Slovenian defense science and national security expert Anton Grizold states that “the national security system can be defined as a set of mechanisms aimed at protecting fundamental social values from possible external or internal threats, ensuring peace and freedom of its citizens and creating opportunities for achieving the overall development of society and the prosperity of all members of the community”. In other words, the security of citizens depends in good part on the national security system and its degree of organization and efficiency. As Darko Lacković points out, the modern state systems of national security consist mostly of two components. Those are: 1. a *security policy* – aimed at achieving security and protection of fundamental social values (including foreign policy, defense policy, economic policy, social policy, environmental policy, health policy, energy policy, education and cultural policy); and 2. the *security system* – tasked with achieving security at the level of the entire society.

Accidental or deliberately improper and/or careless use of various mass media and new media, directly or indirectly related to the issues and problems of global security and/or the national security of a particular country, i.e. the publication of untested, false or inaccurate information, may lead to a greater or lesser endangering of global and/or national security, and all members of the system can be protagonists: the authorities, politicians, military commanders, journalists and others. According to Elina Lange-Ionatamishvili and Sanda Svetoka of the NATO Strategic Communication Centre of Excellence in Latvia, one of the world's most famous examples of intentional use of the media, strategic communication and communication platforms – specifically social networks - to destabilize the national security of a country, in this case Ukraine, is the Russo-Ukrainian conflict (war, crisis), ongoing since 2014.

International relations and national security expert Marijana Musladin warns that the “very use of social networks can endanger national security or help to achieve state-level strategic interests, depending on who is using them, how and for what purpose”. Musladin emphasizes: “Threats to national security and negative consequences on state strategic interests can arise from differing uses of social networks, which are currently the main tools of information exchange on the Internet. These negative effects on national security may arise when state, and also non-state actors, use social media, especially when social networks are used by people with access to sensitive security information such as diplomatic representatives, state-level strategic companies, intelligence services, etc.”. Possible threats to national security arising from the misuse of social networks are: terrorism, organized crime, armed conflicts, protests and revolutions, careless use of social networks by public servants and employees, etc. At the moment, there is also the issue of frequently problematic reporting on the European Migration Crisis (beginning in 2015), i.e. as defined by Camila Ruz, a major migration of population from African and Asian countries to European Union countries.

Due to all this, citizens should learn to recognize threats to global and national security in the context of the media and communication, and ways to verify the credibility of information as well as critically assess media messages, particularly those related to security issues.

*Written by Tomislav Levaka, mag.cult.*



## PRACTICAL PART



## DEFINING MEDIA ETHICS

### Aim

To teach pupils how to behave ethically when using Media.

### Time

90 min

### Keywords

*Ethics, digital Media, social Media, ethical journalism, Media law, Media ethics*

### Recourses needed

Computers with Internet connection for each group, multimedia, Gmail accounts, a copy of an **Activity sheet** for each group

### Before the lesson

- Read an article **Code of Ethics** [Appendix 1]
- Divide the class into groups of three
- Watch the video: <https://www.youtube.com/watch?v=zcNeA4bPLoU>

### During the lesson

**Activity 1:** Ask pupils to find three definitions of the words Ethics and Media in three online dictionaries. Discuss and comment.

**Activity 2:** Ask pupils to look at Calvin Klein's advertisement and discuss in their groups whether the following Media message is ethical or non-ethical, why?

**Activity 3:** Ask pupils a question:

- *What is the difference between ethical and lawful?*

Play the video: <https://www.youtube.com/watch?v=zcNeA4bPLoU> and ask them to take notes.

**Activity 4:** Ask pupils to name 5 ethical principles that are usually broken in Media messages. Instruct them to use the key phrase: **5 core values of journalism** to search the Internet.

**Activity 5:** Ask pupils to work in their groups. Instruct them to find any online articles on **Digital Media Ethics** and take notes of the key points.

Each group present their findings in front of the class

### Follow up activity

Each group finds 5 advertisements (photos) and has a discussion on whether the pictures are ethical or non-ethical and why?

### Feedback

According to ethical norms of journalism ask each pupil to take a picture of the advertisement that is, in their opinion, un-ethical and send it to the teacher.

## Activity 1

Find three definitions of the words **Media** and **Ethics** in three online dictionaries.

MEDIA	ETHICS
1.	1.
2.	2.
3.	3.

Discuss and draw your own conclusion on what could be considered as Media Ethics. Also, is everything that you see or hear in Mass Media ethical?

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## Activity 2

Look at Calvin Klein's advertisement and discuss in your groups whether the following Media message is ethical or non-ethical, why?




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<https://theconversation.com/do-sex-and-violence-actually-sell-45138>

## Activity 3

What is the difference between ethical and lawful? Discuss.

	After watching the video
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## Activity 4

Name 5 ethical principles that are usually broken in Media messages. Use the key phrase: **5 core values of journalism** to search the Internet.

1.	2.	3.
4.	5.	

## Activity 5

In your groups, find any online article on **Digital Media Ethics** and take notes of the key points (at least 5). Report the findings to the class.

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# THE PRINCIPLES OF ETHICAL JOURNALISM

## Aim

To understand the principles of media ethics; to list at least 10 basic rules of ethical journalism.

## Time

60 min

## Keywords

*Ethics, truth, information, methods of gathering information, verified information, context*

## Recourses needed

A copy of **Code of Ethics** [Appendix 1] for each pupil, a copy of an **Activity sheet** for each pupils, computers with Internet connection

An online app like:

- <https://www.visme.co/>
- <https://www.easel.ly/>
- <http://vizualize.me/>
- <https://piktochart.com/>

## Before the lesson

- Read **Code of Ethics** from [Appendix 1]
- Study information on infographics from: <https://www.columnfivemedia.com/infographic>

## During the lesson

**Activity 1:** Ask pupils to read [Appendix 1] and have a discussion on the four principles of ethical journalism presented in the article. Four principles:

1. Seek truth and report it
2. Minimize harm
3. Act independently
4. Be accountable and transparent

**Activity 2:** Ask pupils to look through the news portals, choose an article and express their opinion on whether the four principles are/are not applied and why?

**Activity 3:** Ask pupils to create infographics in one of the free online apps. There should be at least 10 basic rules of ethical journalism/media message creation on the infographic. Pupils can use the Code of Ethics text to remind them of the basic rules of ethical journalism.

## Follow up activity

Pupils using a voting app (for example Answer Garden) choose the best and most visually attractive infographic which will be printed and exposed on the classroom wall as a reminder for future lessons.

## Feedback

From created infographics it is possible to understand whether pupils are able to list at least 10 basic rules of ethical journalism

## Activity 1

Read *Code of Ethics* and prepare to discuss on the four principles of ethical journalism.

## Activity 2

Look through the news portals, choose an article and express your opinion on whether the four principles are/are not applied and why?

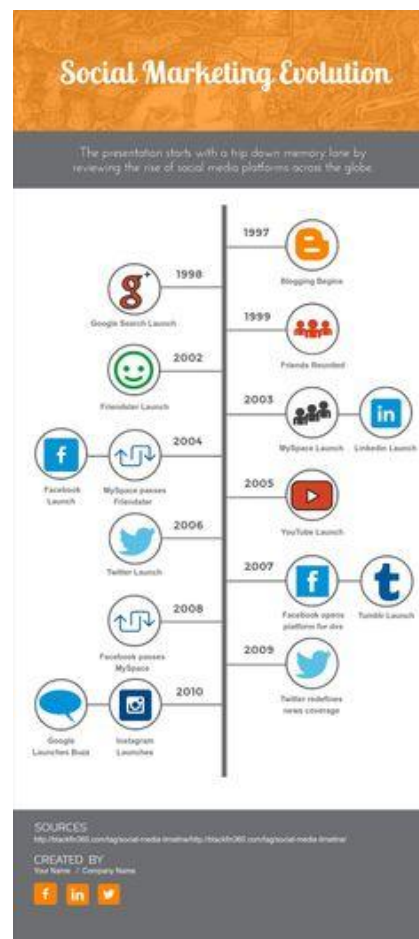
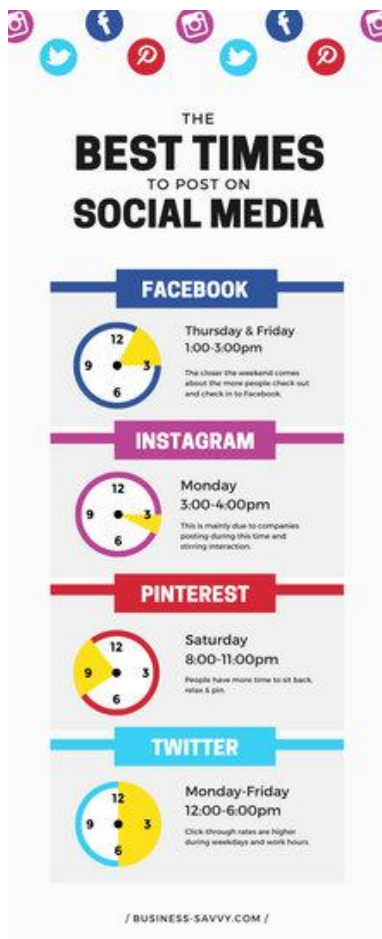
	Headline	Why?
Applied		
Not applied		

## Activity 3

In one of the chosen online apps create infographic containing at least **10 basic rules** of ethical journalism/media message creation. You can use the *Code of Ethics* text to remind you of the basic rules of ethical journalism Suggestions:

- <https://www.visme.co>
- <https://www.easel.ly>
- <http://vizualize.me>
- <https://piktochart.com>
- <http://www.canva.com>

Example:



# QUESTIONNAIRE ON ETHICS

## Aim

To understand the concept of ethics, media ethics and the processes of social change in relation to ethics.

## Time

45 min

## Keywords

*Ethics, digital media, social ethics, ethical journalism, media ethics*

## Resources needed

A copy of an **Activity sheet** for each pupil, multimedia

## Before the lesson

- Read theoretical part on **Ethics**
- Divide the class into groups of 3-4

## During the lesson

**Activity 1:** Remind pupils about ethics, media ethics, ethical journalism and etc.

Ask them to create a questionnaire on ethics in general and media ethics in particular (including aspects of age, gender, nationality, etc.) The questionnaire must focus on:

- *What is considered ethical and non-ethical in your society?*
- *How do people understand media ethics?*
- *Do they notice non-ethical behavior of the mass media, public people or private individuals, what are their reactions to it, do they appeal to the editor, complain to the government, or do nothing? and etc.*

**Activity 2:** Ask pupils to role play an interview. They have to choose one person from another group and using the created questionnaire gather information, which will be used later on.

## Homework assignment

Using the same questionnaire each group has to interview ten more people and gather information. It is important to include people of various age groups and educational backgrounds, if possible – people of various cultures. They have to summarize the results and make a visual illustration (a chart, a drawing, etc.) of the information gathered.

## Feedback

Discussion of the homework activity gives the teacher the opportunity to offer students feedback regarding their understanding of social ethics and media ethics.

## ACTIVITY SHEET

**Activity 1**

Look at the example and create a similar questionnaire on ethics in general and media ethics in particular (including aspects of age, gender, nationality, etc.) The questionnaire must focus on:

- *What is considered ethical and non-ethical in your society?*
- *How do people understand media ethics?*
- *Do they notice non-ethical behavior of the mass media, public people or private individuals, what are their reactions to it, do they appeal to the editor, complain to the government, or do nothing? and etc.*

**Sample Survey****Instructions**

Answer questions as they relate to you. For most answers, check the box(es) most applicable to you or fill in the blanks.

**About You****1. Your Age**

(Select only one.)

- ☐ 17 or less  
☐ 18-25  
☐ 26-35  
☐ 36-45  
☐ 46-55  
☐ 56-65  
☐ 66-75  
☐ 76 or more

**2. Your Gender**

(Select only one.)

- ☐ Female  
☐ Male  
☐ Other

**3. Your Role**

(Select all that apply.)

- ☐ Clerical  
☐ Sales  
☐ Design  
☐ Marketing  
☐ Executive  
☐ Other

**YOUR QUESTIONNAIRE****Activity 2**

Choose one person from another group and using the created questionnaire gather information, which will be used later on.

**Homework assignment**

Using the same questionnaire your group has to interview ten more people and gather information. It is important to include people of various age groups and educational backgrounds, if possible – people of various cultures. You have to summarize the results and make a visual illustration (a chart, a drawing, etc.) of the information gathered, which you will present the following lesson.

# ETHICS VS MEDIA ETHICS

## Aim

To understand the necessity of ethical approach and norms in media usage, media production as well as media content distribution.

## Time

150 min

## Keywords

*Ethics, moral, rules, construct, context, digital media, social media*

## Recourses needed

A computer with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

## Before the lesson

- Read theoretical part on **Ethics**
- Watch a movie ***The Nightcrawler*** by Dan Gilroy, 2014 (117 min.)

## During the lesson

**Activity 1:** Ask pupils to write down several words that first come to mind when they hear words “*ethics*” and “*media ethics*”.

After 2 minutes, at least 10 words are written on the board, as a mind map around the words “*ethics*” and “*media ethics*”.

Provide a more detailed definition of “*ethics*” and “*media ethics*”. [*concepts presented in the theoretical part*]

**Activity 2:** Watch a movie: ***The Nightcrawler*** by Dan Gilroy, 2014 (117 min.)

Ask pupils to write down the scenes or aspects that they consider unethical and why? Afterwards they have a class discussion.

## Follow up activity

1. Divide the class into two groups where each group plays a role. Have a debate.

Group one: Media shows what the audience wants

Group two: Media giants should be more ethical when it comes to private lives and tragedies

2. A class discussion on given questions:

- *One has to work / earn money in order to live. How far can one person go and consider it work?*
- *If ‘media shows what audience wants’, does it mean that audience (i.e. all of us) enjoy watching tragedies, people’s problems and difficulties, bad things rather than good ones?*
- *How far can one go in order to become famous? In order to earn more money?*

## Feedback

Ask pupils to write down one situation that they came across that would be considered unethical.



### Activity 1

Write down several words that first come to mind when you hear words “ethics” and “media ethics”

Ethics	Media ethics

Write down the concepts

ETHICS	MEDIA ETHICS

### Activity 2

Watch a movie: *The Nightcrawler* by Dan Gilroy, 2014 (117 min.)



When Louis Bloom, a con man desperate for work, muscles into the world of L.A. crime journalism, he blurs the line between observer and participant to become the star of his own story.

<https://www.imdb.com/title/tt2872718/>

Write down the scenes or aspects that you consider unethical and why?

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# HOW DO YOU COMMUNICATE?

## Aim

To recognize ethical and non-ethical behavior.

## Time

45 min

## Keywords

*Ethics, digital Media, social Media, ethical journalism, Media law, Media ethics, Interpersonal Communication*

## Recourses needed

Computer with an Internet connection for each group, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of 3
- Read the theoretical part on **Ethics**
- Watch the video: <https://study.com/academy/lesson/unethical-communication-definition-behaviors.html>

## During the lesson

**Activity 1:** Play the video: <https://study.com/academy/lesson/unethical-communication-definition-behaviors.html> or ask them to Google the questions below and take notes on:

- *What is Communication Ethics?*
- *What is Ethical and Unethical Communication?*
- *What is Interpersonal Communication?*
- *What is Institutional Communication?*

Each group discusses the findings among themselves.

**Activity 2:** Ask pupils to find and present three pictures/ads and explain if they are ethical or non-ethical to the rest of the class.

## Follow up activity

Discuss the question:

- Do you consider yourself an ethical or non-ethical user of the media?

## Feedback

In one minute, every pupil has to write down a non-ethical commercial/advertisement that they remember.

Answer the questions below.



Your group has to find three pictures/ads and explain them to the class if they are ethical or non-ethical. Show the pictures/ads and present you explanations.

## Why?

## BASICS OF SIMULATION

### Aim

To understand the concept of simulation; to evaluate the impact of the simulation principle and its results; to understand the necessity and potential of its application.

### Time

45 min

### Keywords

*Simulation, simulated reality, simulation principle*

### Resources needed

Computer or mobile phone with Internet connection for each pupil, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Read theoretical part on **Simulation**
- Prepare several examples of simulation to give to pupils in case they cannot find anything online

### During the lesson

**Activity 1:** Ask pupils to find 3 definitions of simulation in 3 different online sources and explain the one they understand the best in their own words.

**Activity 2:** Discussion:

- *What are the benefits of simulation?*
- *What are the characteristics of a simulated reality?*
- *What are the dangers of it?*

Ask pupils to write them down.

**Activity 3:** Ask pupils to think of 5 examples of simulation in their immediate environment/life. Ask them to explain their link to their personality (how does their presence affect their life and their perception of the world?) Discuss the issue of simulation: do you agree that it has become an indispensable element of human life?

### Follow up activity

Discuss the concept of reality with regard to simulation.

### Feedback

During the lesson pupils are able to find proper examples of simulation

**Activity 1**

Find 3 definitions of simulation in 3 different online sources.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Explain in your own words the one you understand the best.

<b><i>SIMULATION</i></b>	_____ _____
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**Activity 2**

Discussion:

*What are the benefits  
of simulation?*

*What are the dangers  
of it?*

*What are the  
characteristics of a  
simulated reality?*

Now write down what you have discussed:

Benefits	Dangers	Characteristics

**Activity 3**

Think of 5 examples of simulation in your immediate environment/ life. Explain the link to your personality (how does your presence affect your life and perception of the world?)

Discuss the issue of simulation: do you agree that it has become an indispensable element of human life?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## SIMULATION – USEFUL OR DANGEROUS?

### Aim

To understand concepts and basic definitions of simulation; to understand the necessity and potential as well as dangers and threats of its application.

### Time

60 min

### Keywords

*Simulation, real life, concepts of simulation, benefits, dangers, threats*

### Recourses needed

Computers and smartphones with Internet connection for each group, multimedia, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Divide the class into groups of 3-4 (for the first part of the lesson – Activity 1)
- Divide the class into two larger groups with an equal number of pupils for the second part of the lesson (Activity 2)
- Study Face App mobile application

### During the lesson

**Activity 1:** Ask each group to download the *Face App* mobile application onto their mobile “smartphones”.

Pupils take a close-up photo of the face of another pupil from their group and use the application to simulate a different visage of the photographed pupil, choosing: an older or younger version, a person of opposite sex, a different hair color or style, and etc. Once finished, ask pupils to share the results with the class.

Introduce the concepts and basic definitions of simulation through discussion.

**Activity 2:** Ask two groups to sit opposite each other and debate on the topic of: "Simulation – Most Useful or Mostly Dangerous?". One group of pupils should argue that simulation is mostly useful, and the other group argues that simulation is mostly dangerous. Give each group the same time for preparation (not longer than 10 minutes), then run a debate in which you are the moderator.

### Follow up activity

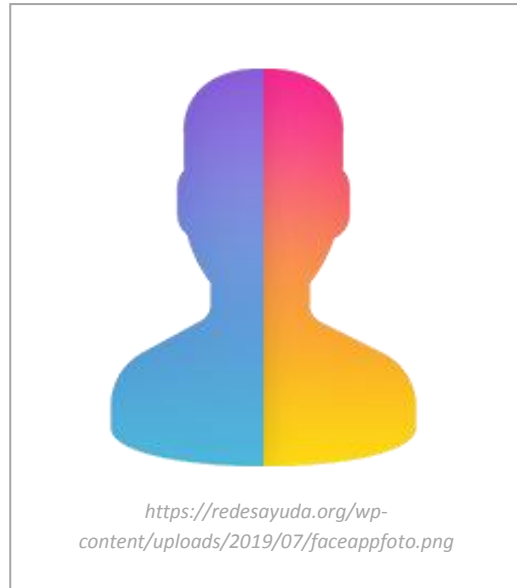
Compare everything that you found out on simulation during this lesson with simulation used in computer games.

### Feedback

Creating simulations of the pupils' changed faces, presenting the results and commenting and discussing them with pupils, as well as a debate conducted on simulation, allow the teacher the opportunity to assess whether and to what extent students have adopted concepts and materials related to simulation and virtual reality as well as the uses and benefits, and the potential dangers and threats.

## Activity 1

Unlock your mobile "smartphones" and (if you do not already have this mobile app), "download" the Face App mobile application. Each of you should take a close-up photo of the face of another student from your group. After that, you have to use the application to simulate a different visage of the photographed student, choosing an older or younger version, a person of opposite sex, a different hair color or style, and etc. Just make sure not to repeat the same changes or simulations within the same group. When all the members of your group finalize taking photographs and creating simulations, send the results to the email address of the chosen group representative. You share the results with the rest of the class.



## Activity 2

Debate on the topic of "Simulation – Most Useful or Mostly Dangerous?".

<p><b>A.</b> Your group argues that simulation is mostly useful. You have 10 minutes to write down the most important information, examples and potential arguments that you will use in the debate.</p>	<p><b>B.</b> Your group argues that simulation is mostly dangerous. You have 10 minutes to write down the most important information, examples and potential arguments that you will use in the debate.</p>

## VR VERSUS AR

### Aim

To understand the difference between VR and AR.

### Time

45 min

### Keywords

*Simulation, representation, virtual reality, augmented reality, social media*

### Recourses needed

Computers with Internet connection for each group, multimedia, a copy of an **Activity sheet** for each group

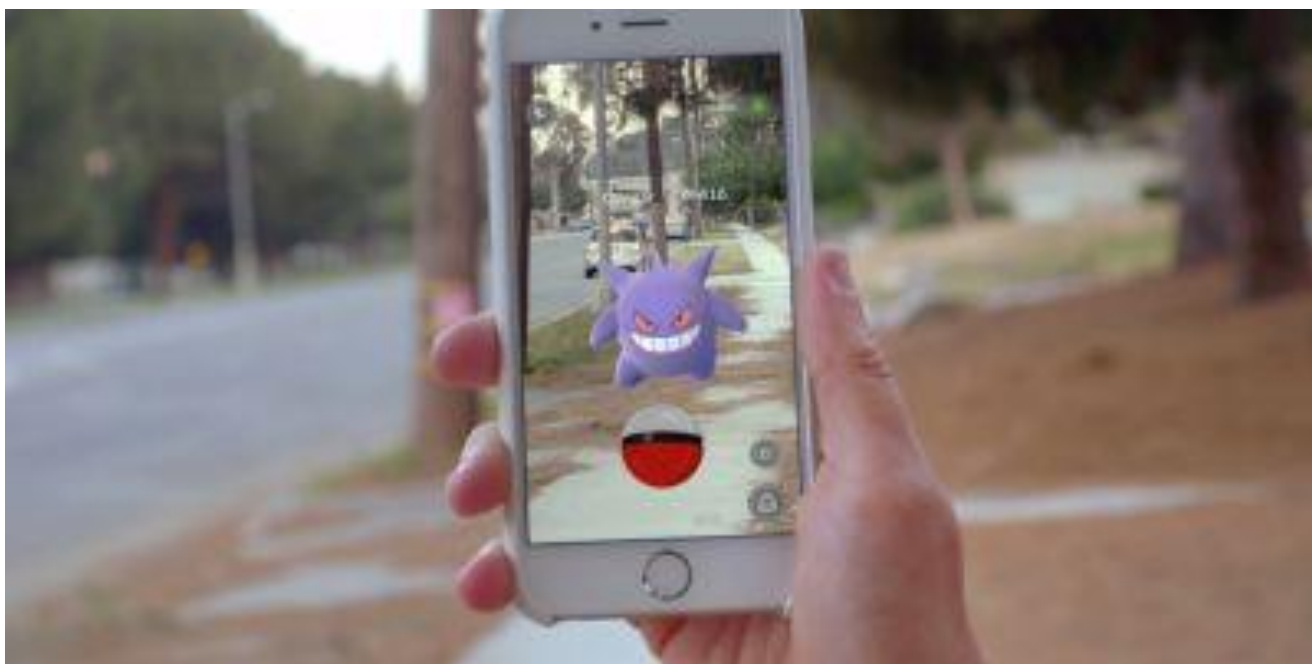
### Before the lesson

- Divide the class into groups of three
- Read theoretical part on **Simulation**

### During the lesson

**Activity 1:** Ask pupils to go online and search for the information on Virtual Reality and Augmented Reality (the concept, main features and differences)

**Activity 2:** Ask pupils to watch the video of **Pokemon game** and explain which reality it is in and why? Also find two more examples of AR and VR.



<https://venturebeat.com/wp-content/uploads/2016/07/Gengar-in-Pokemon-GO.jpg?fit=400%2C200&strip=all>

### Follow up activity

Pupils try to create VR and AG inventions that could solve social issues.

### Feedback

At the end of the lesson pupils name the advantages of VR and AR.



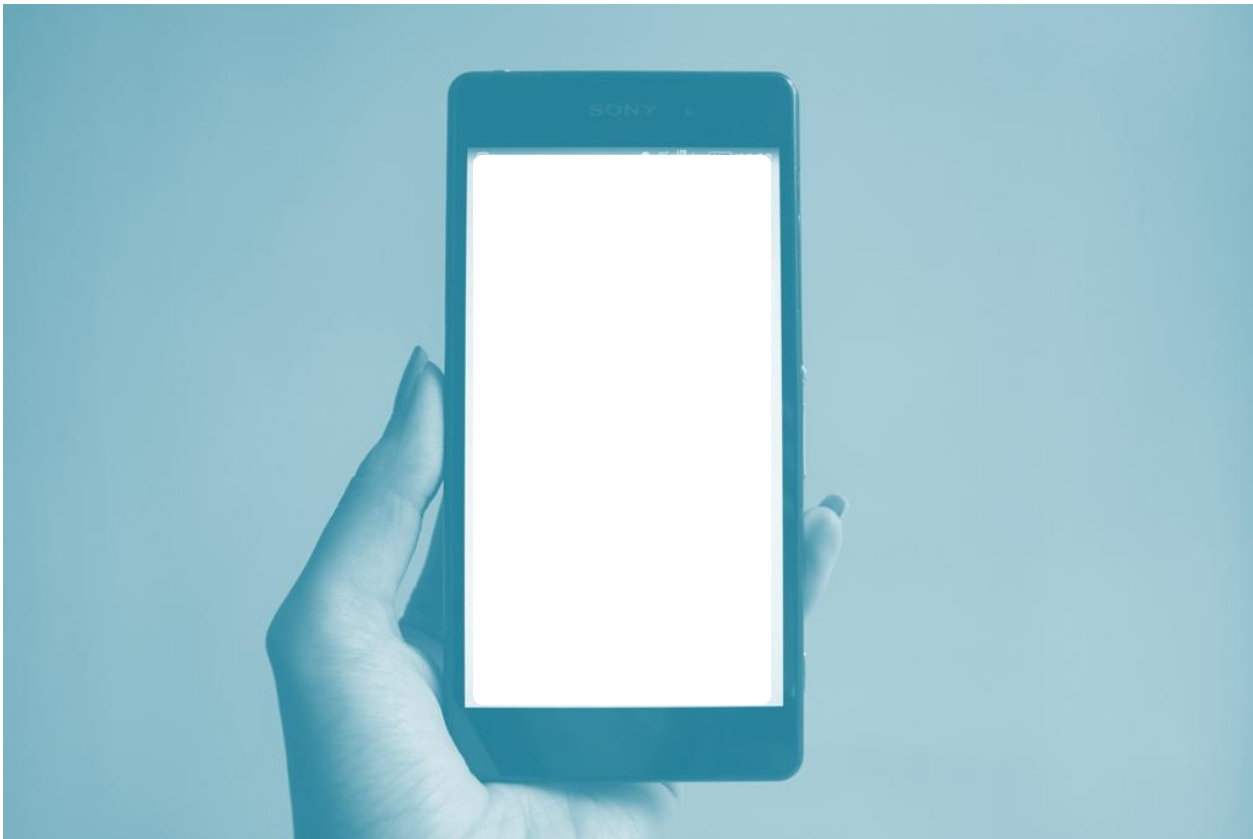
### Activity 1

Work in groups and search online what is VR and AR, what is their difference.

	VR	AR
The concept		
Main features		
Differences		

### Activity 2

Watch the video of **Pokemon game** and explain which reality it is in and why?



[https://techspective.net/wp-content/uploads/2017/12/pokemon-1581771\\_1920.jpg](https://techspective.net/wp-content/uploads/2017/12/pokemon-1581771_1920.jpg)

Also find two more examples of AR and VR.

	VR	AR
1		
2		

## APPLICATION OF SIMULATION

**Aim**

To give arguments for and against application of simulation.

**Time**

20 min

**Keywords**

*Simulation, virtual reality, social media, channels of information, critical thinking*

**Recourses needed**

A copy of an **Activity sheet** for each pupil

**Before the lesson**

- Read theoretical part on ***Simulation***
- Divide the class into groups of 3-4

**During the lesson**

**Activity 1:** Explain the concept of Simulation. Ask pupils to write the answer to the question:

- *How do you encounter simulation using media?*

All the answers are read out loud and based on them (social network, computer games, television and etc.) the pupils are divided into groups.

**Activity 2:** Ask every group to write down 3-5 arguments for and against the application of simulation in their given media channel and present the arguments to the class

**Follow up activity**

Ask pupils to work in groups and create a simulation that in their opinion would be necessary nowadays and explain why?

**Feedback**

During group presentation a teacher and other groups provide feedback, ask questions and evaluate arguments, comprehension and conciseness.

**Activity 1**

Write the answer to the question “How do you encounter simulation using media?”

**Activity 2**

In your group write down 3-5 arguments for and against the application of simulation in your given media channel and present the arguments to the class

	Pros	Cons
1.		
2.		
3.		
4.		
5.		



Image: <https://www.vstepsimulation.com/?cn-reloaded=1>

## DANGERS OF SOCIAL NETWORKS

### Aim

To understand the most important rules of safety and security in the media; to construct a reliable media message, channel, resource; to simulate preventative actions.

### Time

45 min

### Keywords

*Internet safety, channels of information, media message/channels/resources, danger, safely*

### Recourses needed

A copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of 3-4
- Cut out the cards from the **Activity sheet**

### During the lesson

**Activity 1:** Ask pupils to discuss the following questions in groups:

- *Do you belong to any social networking sites? If you are not members of a social networking site what do you think about these sites? Do you plan to join one? Why/why not?*
- *What are advantages/disadvantages of belonging to a social networking site?*
- *Have you ever experienced uncomfortable situations that can arise on social networking sites? What could be done to protect one self and how to deal with effects after?*

**Activity 2:** Give one set of cards for each group. Pupils put the cards face down and in turns each pupil picks one card, reads the situation out loud and the group has a discussion on each problem. Afterwards ask the pupils to name the suggestions out loud.

### Follow up activity

Ask each group to create a poster *Tips for Safe Internet Usage*

### Feedback

Ask each group to name three words connected to this lesson and summarize.

## Activity 1

Discuss the following questions in groups:

1. Do you belong to any social networking sites? If you are not members of a social networking site what do you think about these sites? Do you plan to join one? Why/why not?

2. What are advantages/disadvantages of belonging to a social networking site?

3. Have you ever experienced uncomfortable situations that can arise on social networking sites? What could be done to protect one self and how to deal with effects after?

## Activity 2

Put the cards face down and in turns pick one card, read the situation out loud and have a discussion on each problem. Afterwards name the suggestions out loud.

While chatting on Messenger one of your social networking "friends", asks for your address and telephone number to meet you in real life. What do you do?	Your friend shows you a video of a bullied girl from school and plans to share it online. What do you do?	Your friend is constantly tagging you in his photos even though you are not in favour of that. What do you do?
You are searching information for your school homework under neutral search words when the system uploads some illegal content under the same search words. You feel embarrassed. What do you do?	Your cousin has created a social networking profile called 'hotlady' (or 'hotboy') with a seducing profile picture. Strangers are now sending her/him erotic messages and inviting persistently to meet. What does she/he do?	Some people have placed hurting comments under one of your photos and continue making fun of you. What do you do?
Accidentally you notice the search history in your sister's computer. You suspect she got into trouble. What do you do?	Your classmate sent an embarrassing message from your profile to a beautiful girl/boy at school. What do you do?	Your classmate is constantly gaming at nights. His/Her parents do not know about that. His grades are getting worse. What do you do?
You get an anonymous threatening email: "I'll beat you if you talk to my girl/boyfriend" What do you do?	You want to join a new photo sharing social network site but it asks your personal information. What do you do?	You are informed about "your" second profile on a social network site. When you check, it has a lot of insulting information to minority groups. The profile was not created by you. What do you do?

## FRIENDLY INTERNET

### Aim

To understand the most important rules of safety and security in the media.

### Time

90 min

### Keywords

*Safe internet, rules of internet usage, friendly internet, internet safety, online dangers*

### Resources needed

Computers with Internet connection for each group, smartphones, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to search the Internet to find ten rules on safe usage of Internet on three different websites and write those rules down in the given table. Use the keywords such as “Safe Internet”, “Rules of Internet Usage”, “Friendly Internet” and etc.

**Activity 2:** Ask each group to compare the rules found and highlight the ones that are the same on all three websites.

**Activity 3:** Ask each group to take a photo that in their opinion portrays each highlighted rule and use all of them to make a collage on their smartphone apps or computers. Ask each group to share their collages on safe Internet usage with the class.

### Follow up activity

Discussion:

- *Do you consider yourself as being a safe Internet user?*

### Feedback

An exhibition of pupils’ collages will be displayed.

## Activity 1

Search the Internet and find ten rules on safe usage of Internet on three different websites and write those rules down in the given table. Use the keywords such as “Safe Internet”, “Rules of Internet Usage”, “Friendly Internet” and etc.

WWW. <input type="text"/> <input type="button" value="GO"/>	WWW. <input type="text"/> <input type="button" value="GO"/>	WWW. <input type="text"/> <input type="button" value="GO"/>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

## Activity 2

Compare the rules found and highlight those rules that are the same in all three websites.

## Activity 3

Take a photo that in your opinion portrays each highlighted rule and use all of them to make a collage on your smartphone apps or computers. Share your collages on safe Internet usage with the class.



Image: [https://www.freepik.com/free-photo/collage-painted-landline-telephone-birdhouse-aeroplane-camera-earphone-pink-backdrop\\_4153158.htm#page=1&query=collage&position=39](https://www.freepik.com/free-photo/collage-painted-landline-telephone-birdhouse-aeroplane-camera-earphone-pink-backdrop_4153158.htm#page=1&query=collage&position=39)

# IMPOSING VALUES AND BEAUTY IDEALS/STANDARDS IN THE MEDIA

## Aim

To be aware of the negative sides of the media.

## Time

90 min

## Keywords

*Dangers, threats, negative sides, the media, beauty ideals/standards, imposing values*

## Resources needed

One copy of a different edition of four selected magazines for women and men for each group, computers with Internet connection for each group, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of 3-4

## During the lesson

**Activity 1:** Ask each group to find science-based sources (books in PDF and scientific articles, excluding opinion journalism pieces or newspaper articles) that can be found on the Internet, and list the most commonly mentioned dangers, threats and negative sides and influences of the media. Discuss and comment.

**Activity 2:** Hand out each pupils' group a different edition of four selected women's and men's lifestyle and fashion magazines – two with a long tradition and global popularity (Cosmopolitan for women and Men's Health for men) and two most popular magazines in your country, one for women and another one for men. Ask each student group to briefly review the cover pages and the main topics of articles in magazine editions you handed out. Discuss, comment, and compare the ways in which the ideal of women's and men's beauty is displayed.

**Activity 3:** Ask each group of pupils to find and record psychological and physical illnesses and health problems that are most likely to appear because women and men attempt to meet the set ideals and values of beauty. Have a representative of each group briefly present and explain the illnesses and health problems found.

## Follow up activity

Ask pupils to find images portraying the ideal/standard of female and male beauty over various decades and create a timeline of the evolution of beauty standards.

## Feedback

Presentations of the results and examples found, comments and discussion with pupils, give the teacher the opportunity to assess and offer feedback to pupils on whether and to what extent they have adopted concepts and materials related to dangers, threats, negative sides and negative influences of the media, as well as the potential imposing of values and beauty ideals/standards in the media.



**Activity 1**

Find science-based sources (books in PDF and scientific articles, excluding opinion journalism pieces or newspaper articles) that can be found on the Internet, and list the most commonly mentioned dangers, threats and negative sides and influences of the media. Discuss and comment.

**Activity 2**

Briefly review the cover pages and the main topics of articles in magazine editions. Discuss, comment, and compare the ways in which the ideal of women's and men's beauty is displayed.

**Activity 3**

Find and record psychological and physical illnesses and health problems that are most likely to appear because women and men attempt to meet the set ideals and values of beauty. Have a representative of each group briefly present and explain the illnesses and health problems found.

## DANGEROUS SIDE OF VIDEO GAMES

### Aim

To identify the dangers hidden in the video games.

### Time

45 min

### Keywords

*Video games, dangers, negative aspects, safety*

### Recourses needed

Computers with Internet connection, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Study the negative aspects/dangers of video games

### During the lesson

**Activity 1:** Discussion:

- *Do you play video games? If yes, What games? How often? If not, why?*
- *Do you think the games you play are dangerous? If yes, name the dangers.*

**Activity 2:** Ask each pupil to choose one video game and search the Internet to find articles (or any other source of information) that present the negative aspects of that game.

Video game	Headline/title	Source/link	Dangers

**Activity 3:** Ask each pupil to present their findings to the rest of the class.

### Follow up activity

Discussion:

- *Were you surprised by the results of the search?*
- *What was the most shocking aspect of the information you found?*

### Feedback

Presentations allow the teacher to understand whether pupils are able to identify the dangers hidden in videos games.

### Activity 1

Discussion:

Do you play video games? If yes, What games? How often? If not, why?

Do you play video games?	YES	What games?	
		How often?	
	NO	Why?	

Do you think the games you play are dangerous? If yes, name the dangers.

### Activity 2

Choose one video game and search the Internet to find articles (or any other source of information) that present the negative aspects of that game.

VIDEO GAME	HEADLINE/ TITLE	SOURCE/LINK	DANGERS

### Activity 3

Present your findings to the rest of the class.

# BASICS OF THE VISUAL LANGUAGE PRACTICE

## Aim

To apply the rules of image composition in photography.

## Time

45 min

## Keywords

*Digital Media, image, photography*

## Recourses needed

Computers and smartphones with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

## Before the lesson

- Read the theoretical part on *Principles of Image Composition*
- Prepare images of comics, photograph, printed advertisement, etc.) for each group
- Divide the class into groups

## During the lesson

**Activity 1:** Ask pupils to draw a rectangle (suggested size 16x9) and divide it into 9 equal rectangles. The lines they get represent the rule of thirds. Ask them to mark the points of attention.

**Activity 2:** Ask pupils to draw a rectangle (suggested size 16x9) and draw an image that represents the leading lines.

**Activity 3:** Ask pupils to draw an image that represents:

1. *Extreme long shot*
2. *Long shot*
3. *Full shot*
4. *Mid shot*
5. *Close up*
6. *Extreme close-up*

**Activity 4:** Hand out different types of visual media examples (comics, photograph, drawing, advertisement, etc.) and ask them to identify what type of shot is depicted in the picture and which rules of composition were used in framing this particular image. Groups present their answers in front of the whole class.

## Follow up activity

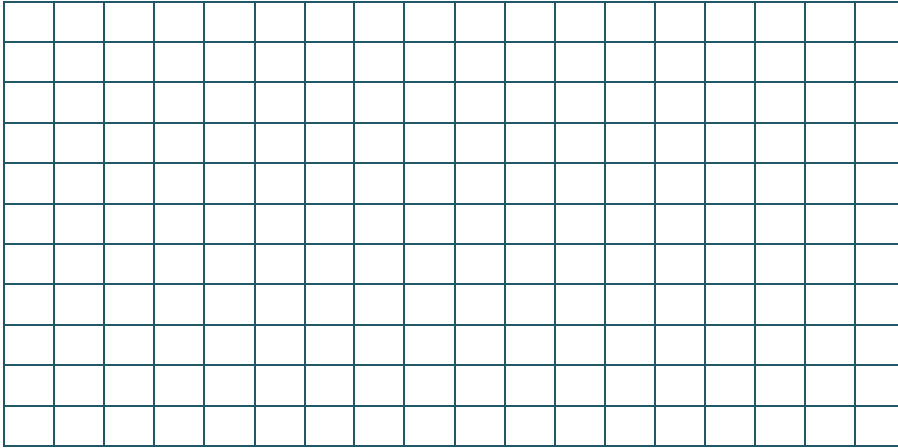
Ask pupils to take several photos using the techniques they learned in the classroom.

## Feedback

Comment and discuss pupils' work together with other groups.

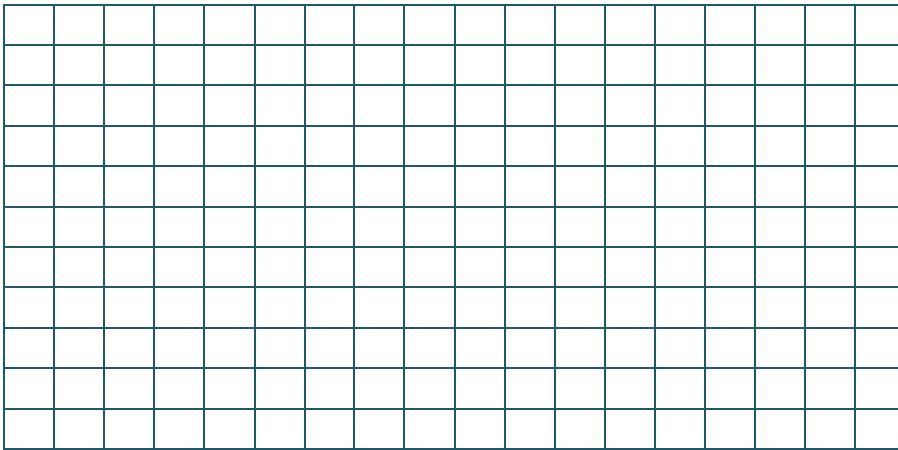
### Activity 1

Draw a rectangle (suggested size 16x9) and divide it into 9 equal rectangles. The lines you get represent the rule of thirds. Mark the points of attention.



### Activity 2

Draw a rectangle (suggested size 16x9) and draw an image that represents the leading lines.



### Activity 3

Draw an image that represents:

1. Extreme long shot
2. Long shot
3. Full shot
4. Mid shot
5. Close up
6. Extreme close-up

1.	2.	3.
4.	5.	6.

### Activity 4

In groups, look at different types of visual media examples (comics, photograph, drawing, advertisement, etc.) and identify what type of shot is depicted in the picture and which rules of composition were used in framing this particular image. Present your answers in front of the whole class.

## THE SOCIETY OF THE SPECTACLE

### Aim

To become aware of the principles of image composition.

### Time

135 min

### Keywords

*Composition rules, photography, symmetry, rule of thirds, leading lines, frame*

### Recourses needed

Computers with Internet connection, smartphones, multimedia, a copy of ***Rules of Image Composition*** [Appendix 2] for each group, a copy of an **Activity sheet** for each group

Online photo editing tool:

- <https://pixlr.com/>
- <https://www.befunky.com>
- <https://www.fotor.com/>

### Before the lesson

- Read the theoretical part on ***Principles of Image Composition***
- Divide the class in groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to look at the ***Rules of Image Composition*** [Appendix 2]. Discuss all of them and let pupils know that they have to take notes of any they do not know. Ask pupils to take at least 6 photos using their smartphones according to these rules.

**Activity 2:** Ask pupils to use an online photo editing tool such as [www.pixlr.com](http://www.pixlr.com), [www.befunky.com](http://www.befunky.com), [www.fotor.com](http://www.fotor.com) to edit their pictures and take notes of all the changes they have done to them.

**Activity 3:** Ask pupils to create a PPT of their photos with comments on the rules they have applied and the editing they have done to each photo.

### Follow up activity

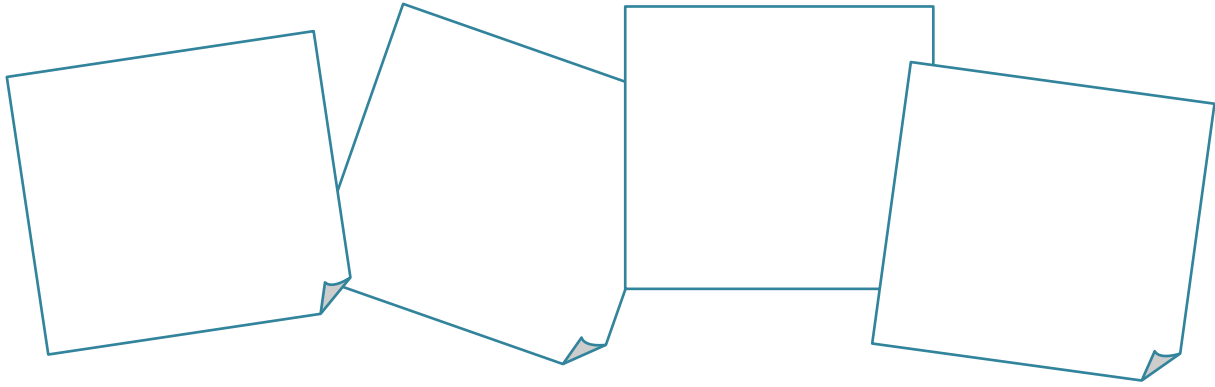
Ask pupils to take a selfie using one rule of image composition and edit it. Ask them to show it to the rest of the class.

### Feedback

Comments and discussion on their classmates' presentation.

**Activity 1**

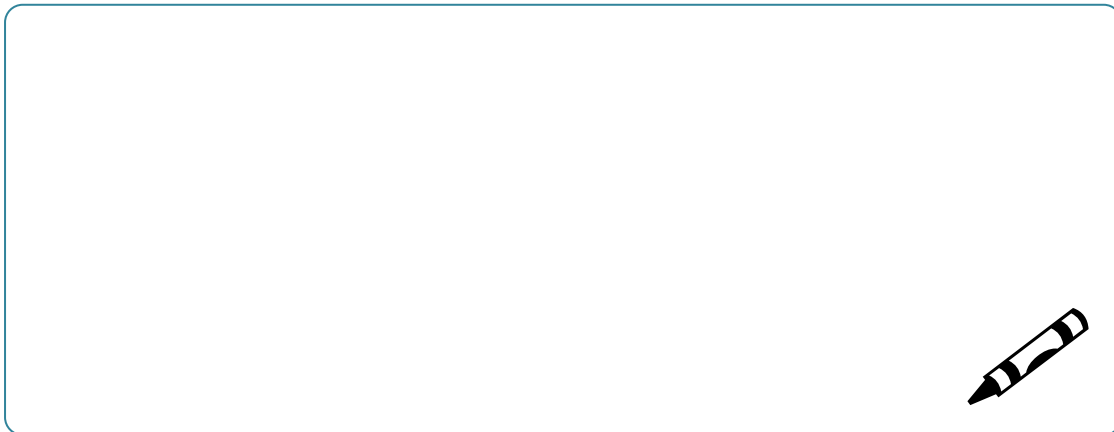
Look at the *Rules of Image Composition*. Discuss all of them and take notes of any you do not know.



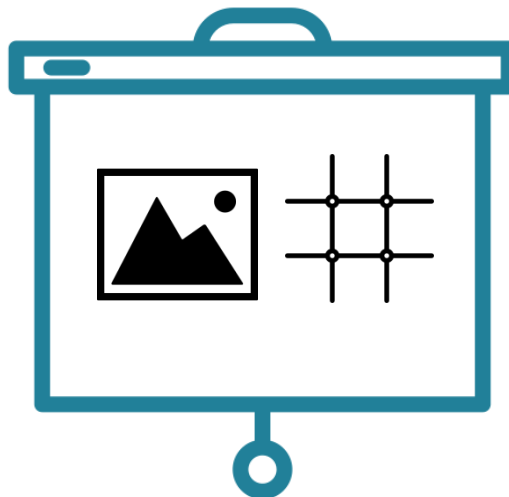
Take at least 6 photos using their smartphones according to these rules.

**Activity 2**

Use an online photo editing tool such as [www.pixlr.com](http://www.pixlr.com), [www.befunky.com](http://www.befunky.com), [www.fotor.com](http://www.fotor.com) to edit your pictures. Note down the changes you have made to each photo.

**Activity 3**

Create a PPT of your photos with comments on the rules you have applied and the editing you have done to each photo.



# STORYTELLING/PRESENTING TOPICS THROUGH IMAGES

## Aim

To introduce the concepts and definitions of images, visual language and visual communication; to create a clear visual message and tell a short story using images.

## Time

90 min

## Keywords

*Image, photograph, composition, visual language, visual communication, visual messages, storytelling*

## Recourses needed

Computers and smartphones with Internet connection, multimedia, a copy of ***Rules of Image Composition*** [Appendix 2] for each pair, a copy of an **Activity sheet** for each pair

## Before the lesson

- Divide the class into pairs

## During the lesson

**Activity 1:** Ask each pair to choose a poem or a song (preferably a popular song known to the wider audience) and use a series of digital photographs to tell the story of the main idea in the poem/song. Each pair must produce 5 to 15 photos without the use of additional filters to create a visual message in order to clearly portray the chosen song/poem to others. Each pair is free to choose their poem/song and visual motifs, with the stipulation that they must not be vulgar or offensive on any ground.

**Activity 2:** Each pair needs to prepare a computer presentation (Power Point or Prezi) to present to the entire class. Each presentation should contain only visual material. The presentation must consist exclusively of selected photographs without the use of accompanying descriptions or written material.

**Activity 3:** Presentations should be made as a quiz – during the presentation of photographs pupils should ask others to try and guess what their poem/song is about. After determining which song/poem was chosen, you should comment on the presentation (selected photographs and their composition) and discuss with the pupils to what extent the task has been successfully completed.

## Follow up activity

Ask pupils to find 7 random photographs online and try to create a poem/song based on them.

## Feedback

Presentation of assignments, selected poems/songs and visual material (photographs), and discussion with pupils give the teacher the opportunity to assess and the opportunity to offer feedback to pupils on the extent of their adoption and understanding of the concepts of image, visual language, visual communication, as well as whether they have adopted techniques to create a clear visual message and tell a short story with images.

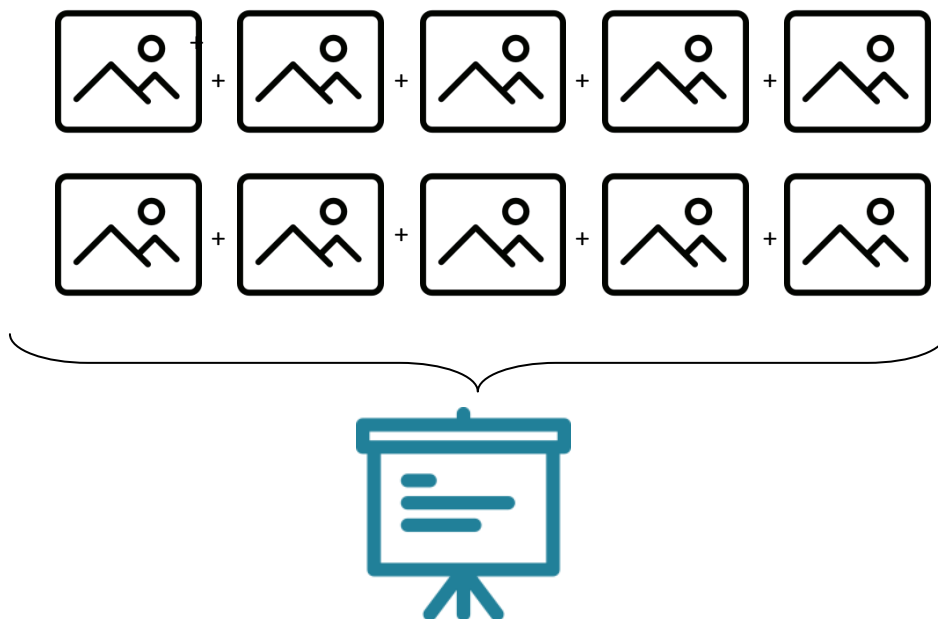


**Activity 1**

Choose a poem or a song (preferably a popular song known to the wider audience) and use a series of digital photographs to tell the story of the main idea in the poem/song. Produce 5 to 15 photos without the use of additional filters to create a visual message in order to clearly portray the chosen song/poem to others. You are free to choose any poem/song and visual motifs, with the stipulation that you must not be vulgar or offensive on any ground.

**Activity 2**

Prepare a computer presentation (Power Point or Prezi) to present to the entire class. Each presentation should contain only visual material. The presentation must consist exclusively of selected photographs without the use of accompanying descriptions or written material.

**Activity 3**

Present your stories. Presentations should be made as a quiz – during the presentation of photographs you should ask others to try and guess what your poem/song is about.

## TRIPTYCH PHOTOGRAPHY

### Aim

To understand the basics of the visual language; to construct an appropriate, persuasive message; to create various types of visual messages (photograph, video, drawing).

### Time

45 min

### Keywords

*Composition, rule of thirds, framing, symmetry, viewpoint, repetition, visual media*

### Recourses needed

Computers and smartphones with Internet connection for each group, multimedia, a copy of ***Rules of Image Composition*** [Appendix 2] for each group, a copy of an **Activity sheet** for each group

### Before the lesson

- Read the theoretical part on ***Rules of Image Composition***
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to look at the *Rules of Image Composition*. Discuss all of them and let pupils know that they have to take notes of any they do not know.

**Activity 2:** Together with pupils talk about current topics floating on the Internet and write them on the board. Ask pupils to copy them on their activity sheets

**Activity 3:** Ask each group to choose one topic based on which they will create triptych photography. They have to choose 3 rules of image composition. Using every rule, they have to take a picture that represents a chosen topic (three photos all together). Ask pupils to draw a sketch of the photos they are planning to take. After they complete the task, they present their works to the rest of the class.

### Follow up activity

Pupils make a collage of all the triptych photography created by them.

### Feedback


Pupils assess themselves on their successes and what improvements could be made. Discuss and comment on the compositions, the usage of rules and whether the topic was clearly presented.

**Activity 1**

Look at the *Rules of Image Composition*. Discuss all of them and take notes of any you do not know.

**Activity 2**

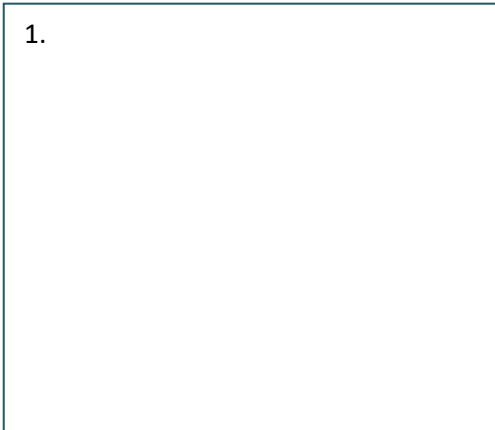
Talk about current topics floating on the Internet and write them down.

**Activity 3**

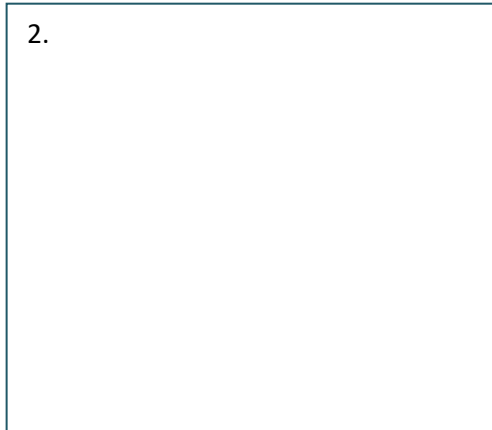
In groups, choose one topic based on which you will create triptych photography. Choose 3 rules of image composition. Using every rule, you have to take a picture that represents a chosen topic (three photos all together). Later, present your work to the rest of the class.

Draw a sketch of the photos you are planning to take:

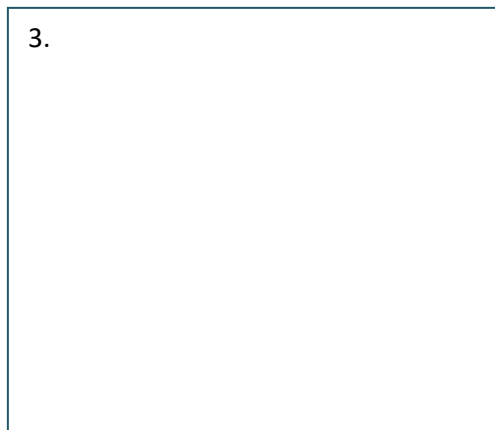
1.



2.



3.



## GALLERY OF PHOTO COMPOSITION

### Aim

To understand the basics of the visual language; to express their ideas through visual language.

### Time

90 min

### Keywords

*Photograph, composition, rule of thirds, balancing elements, leading lines, symmetry, pattern*

### Recourses needed

Computers and smartphones with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil, a copy of **Rules of Image Composition** [Appendix 2] for each pupil, red and green card for each pupil

Free online photos could be found:

- [www.pixabay.com](http://www.pixabay.com)
- [www.depositphotos.com](http://www.depositphotos.com)
- [www.unsplash.com](http://www.unsplash.com)
- [www.pexels.com](http://www.pexels.com)
- [www.freeimages.com](http://www.freeimages.com)

### Before the lesson

- Read theoretical part on **Principles of Image Composition**
- Create a photo gallery on Google account for pupils to be shared

### During the lesson

**Activity 1:** Ask pupils to look at the Rules of Image Composition. Discuss all of them and let pupils know that they have to take notes of any they do not know. Ask pupils to search the Internet and find a photo which was taken using:

- The rule of thirds
- Balance of elements
- Leading lines
- Symmetry
- Pattern

Give pupils the link of photo gallery on *Google account* where the photos have to be uploaded.

**Activity 2:** Ask each pupil to take 5 photographs, one for each rule presented above. The photographs are supposed to be about the environment (pollution). Pupils present their photos and their classmates assess them using a green/red card. Green – the Rule of Image Composition was used properly, red – wrong usage of the rule.

### Follow up activity

Show the photos that pupils uploaded to photo gallery on Google account and discuss with them what rule was used for each of photo.

### Feedback

Pupils' assessment of the photos using green/red cards.

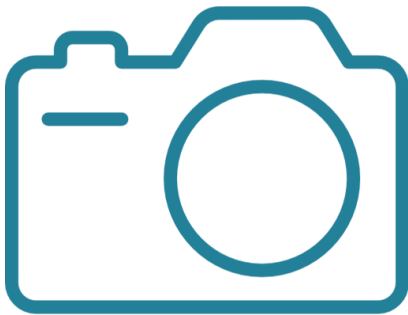
**Activity 1**

Look at the *Rules of Image Composition*.

Discuss all of them and take notes of any you do not know.



Search the Internet and find a photo which was taken using:



- The rule of thirds
- Balance of elements
- Leading lines
- Symmetry
- Pattern

Use the link of photo gallery on Google account to upload the photos you gathered.

**Activity 2**

Take 5 photographs, one for each rule presented above. The photographs are supposed to be about the environment (pollution). Present your photos to the rest of the class.

Draw a sketch of the photos you are planning to take:

## BASICS OF THE VISUAL LANGUAGE PHOTOGRAPHY PRACTICE

### Aim

To work with a chosen field of digital creation (photograph).

### Time

60 min

### Keywords

*Digital Media, image, photograph, rules of composition*

### Recourses needed

Digital cameras or smartphones, computers with Internet connection, multimedia, a copy of ***Rules of Image Composition*** [Appendix 2] for each group, a copy of an **Activity sheet** for each group.

### Before the lesson

- Read theoretical part on ***Principles of Image Composition***.
- Divide the class into groups of 3-4.

### During the lesson

**Activity 1:** Ask each group to make a series of 10 photographs. They have to make at least 2 photographs implementing composition techniques: Rule of thirds, Framing (frame in frame), Leading lines, Visual patterns, Planes, Symmetrical composition (note: each picture may have several rules). There should be various types of shots.

**Activity 2:** Ask each group to create a presentation, using the series of 10 photographs and description of the techniques they have used.

### Follow up activity

Ask pupils to find photos online that apply different rules of image composition. Present to the rest of the class.

### Feedback

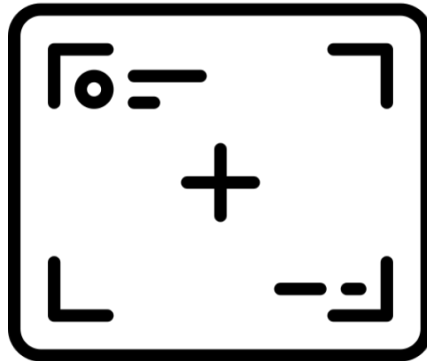
Each group uploads a photo on *Instagram* with  *#(name of the rule)* and *#rulesofimagecomposition*.

**Activity 1**

Take a series of 10 photographs.

*At least 2 photographs have to implement one of these composition techniques:*

- Rule of thirds
- Framing (frame in frame)
- Leading lines
- Visual patterns
- Planes
- Symmetrical composition



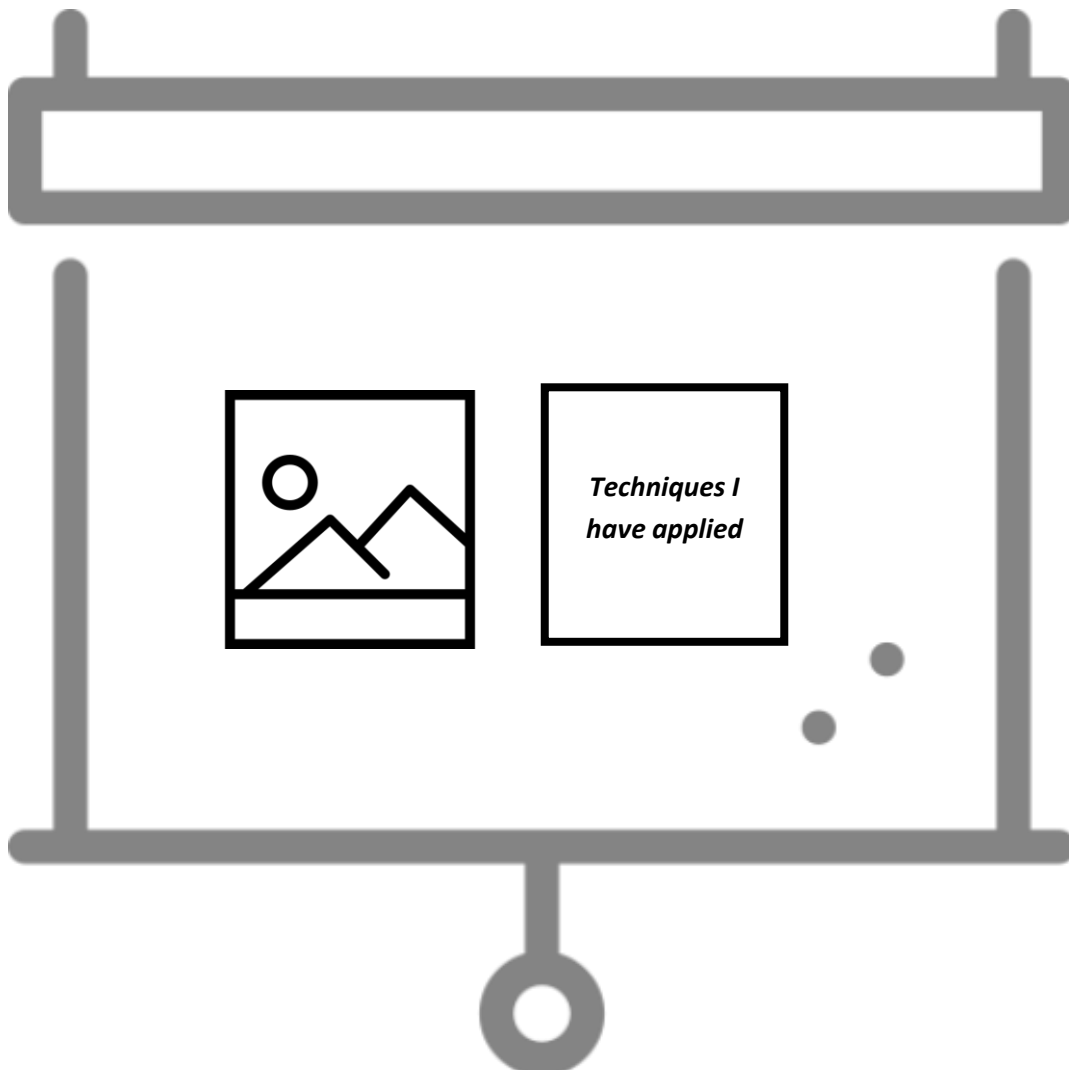
*There should be various types of shots:*

- Extreme long shot
- Long shot
- Full shot
- Mid shot
- Close up
- Extreme close-up

*note: some pictures may have several rules*

**Activity 2**

Create a presentation, using a series of 10 photographs and a description of the techniques you have used.



## CASES OF LOST DATA

### Aim

To understand the most important concepts related to privacy in the context of the media; to understand the principles of secure personal data transmission and understand the hazards involved.

### Time

90 min

### Keywords

*Privacy, personal data, secure data management, media context, credibility*

### Resources needed

Computers with Internet connection for each group, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on ***Privacy. Personal Data***
- Prepare definitions on 'personal data' and 'privacy'
- Prepare some examples from your personal life to share with the pupils
- Prepare 2-4 examples on important data losses either of an individual or a company (to show pupils in case they waste too much time searching for it)
- Divide the class into groups

### During the lesson

**Activity 1:** Define terms 'personal data' and 'privacy' to pupils and ask them to give examples of personal data. Ask them to explain the meaning of 'to lose personal data' and what dangers are involved.

**Activity 2:** Ask pupils to work in groups and discuss the rules they employ for their data protection. Each group writes down 10 rules.

**Activity 3:** Ask groups to search and find 1 example of important data loss (individual or company). They should read through several articles on the subject, analyze the reasons why it happened, find out who was guilty, and offer solutions on how to avoid this in the future. Ask them to take notes and later share with the class.

**Activity 4:** Following the previous activity, ask pupils to make a list of secure data management steps and create a poster.

### Follow up activity

Ask pupils to search the internet for specialists' recommendations and compare results.

### Feedback

Pupils evaluate each other's posters.



**Activity 1**

Write down examples of personal data. Do you know what 'to lose personal data' means? What dangers are involved?

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**Activity 2**

Discuss the rules you employ for your data protection. Write down ten rules on how to protect your personal data.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**Activity 3**

Search the Internet and find 1 example of important data loss (individual or company). Read through several articles on the subject, analyze the reasons why it happened, find out who was guilty, and offer solutions on how this could be avoided in the future. Make notes of your findings and share with the class.

--

**Activity 4**

Make a poster of secure data management steps. You will present it to other groups.

## DEFINING CONCEPT OF PRIVACY, PERSONAL DATA

### Aim

To understand the concept of privacy and personal data in the context of media.

### Time

145 min

### Keywords

*Privacy, data privacy, personal data, media, media messages, data credibility*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Read theoretical part on ***Privacy. Personal Data***
- Watches the movie **1984** by Michael Radford, 1985 (113 min)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about privacy (in the context of media). Create a mind map writing their words around the main word ***Privacy***.

**Activity 2:** Watch the movie **1984** by Michael Radford, 1985 (113 min) and ask pupils to share their thoughts.

**Activity 3:** Discuss these questions:

- Do we live in a controlled world?
- Can people live in totally free and uncontrolled society?
- Can we all be equal?
- Do today's media manipulate masses? Control masses?

### Follow up activity

Discussion:

- Power of the media
- How politics or global stakeholders 'control' media?
- Who could be 'Big Brother' of today's world?

### Feedback

Ask pupils to add more words to an already created mind map on ***Privacy***.

## Activity 1

Write down at least five words that first come to mind when you think about privacy (in the context of media).






## Activity 2

Watch the movie **1984** by Michael Radford, 1985 (113 min) and share your thoughts.

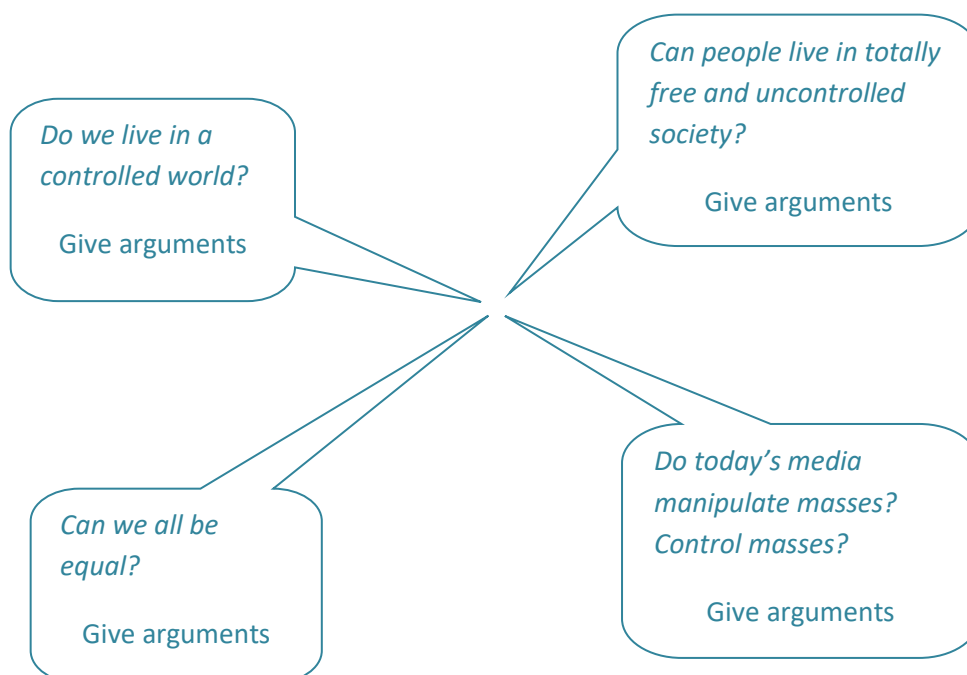
<https://www.imdb.com/title/tt0087803/>

*In a totalitarian future society, a man, whose daily work is re-writing history, tries to rebel by falling in love.*



## Activity 3

Discuss these questions:



## PRIVACY BREACH

### Aim

To understand the most important concepts related to privacy in the context of the media; to understand the principles of secure personal data transmission and understand the hazards involved; to compare secure and non-secure ways/means of personal data management.

### Time

60 min

### Keywords

*Privacy, personal data, security, media manipulation, data transmission*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into pairs
- Study the information on: <https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/fs-fi/day-quotidien/>

### During the lesson

#### **Activity 1:** Discussions:

- *What does privacy mean to you?*
- *Is it a desirable thing?*
- *How does the meaning change between the real world and the online world?*
- *Where and when do (don't) you have privacy?*
- *How can privacy be compromised?*
- *How does it affect your privacy if someone: knows your age, phone number, home address, your favourite TV show, snack, goes through your room, overhears private conversations, reads emails/messages, follows you around all day?*

**Activity 2:** Ask a each pair to use the link <https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/fs-fi/day-quotidien/> and study the given information, marking the breaches of privacy that would worry them the most and the ones that would not bother them.

**Activity 3:** Ask each pair to come up with a list of “Tips for Protecting Online Privacy” and create a video tutorial. Present their tutorial to the class.

### Follow up activity

Ask pupils to read the *Social Smarts Graphic Novel* on [https://www.priv.gc.ca/media/3609/qn\\_e.pdf](https://www.priv.gc.ca/media/3609/qn_e.pdf) and discuss.

### Feedback

Ask every pupil to write down top three tips on a piece of paper.

## Activity 1

Discussions:

- What does privacy mean to you?
- Is it a desirable thing?
- How does the meaning change between the real world and the online world?
- Where and when do (don't) you have privacy?
- How can privacy be compromised?
- How does it affect your privacy if someone: knows your age, phone number, home address, your favourite TV show, snack, goes through your room, overhears private conversations, reads emails/messages, follows you around all day?

## Activity 2

Use the link <https://www.priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/fs-fi/day-quotidien/> and study the given information, marking the breaches of privacy that would worry you the most and the ones that would not bother you. Put a tick.

	BOTHER	NOT BOTHER	Why?
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	

## Activity 3

In pair, come up with a list of "Tips for Protecting Online Privacy" and create a video tutorial. Present your tutorials to the class.



# CONCEPT OF EUROPEAN UNION PERSONAL DATA PROTECTION

## Aim

To understand the most important concepts related to privacy in the context of the media; to understand the techniques of secure, credible personal data management.

## Time

60 min

## Keywords

*Privacy, personal data, EU, GDPR, regulation, data subject, rights*

## Recourses needed

Computers or smartphones with Internet connection for each pupil, online tool for word cloud creation: <https://www.mentimeter.com>, <https://www.wordclouds.com>, a copy of an **Activity sheet** for each group, a copy of excerpts from EU General Data Protection Regulation (GDPR) [Appendix 3] for each group  
Resources on data subject rights:

- <https://www.itgovernance.co.uk/blog/what-are-the-data-subject-rights-under-the-gdpr>
- <https://www.nibusinessinfo.co.uk/content/data-subject-rights-under-gdpr>
- <https://www.i-scoop.eu/gdpr/data-subject-rights-gdpr/>

## Before the lesson

- Read EU General Data Protection Regulation (GDPR): <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32016R0679>
- Divide the class into groups of 2-4

## During the lesson

**Activity 1:** Ask pupils to brainstorm in groups of 2-4 on their understanding of *Personal Data* and draw a concept of *Personal Data* according to the results of their brainstorming.

**Activity 2:** Give pupils a copy of excerpts from GDPR [Appendix 3]. Ask pupils to read the definition of personal data in GDPR (*Article 4 part (1)*) and think of as many examples of personal data as possible according to the definition in GDPR. This part can be done using online tool *Mentimeter* or any other tool which generates word clouds.

**Activity 3:** Ask pupils to read excerpts of GDPR *Article 4 parts (7) and (8)* and find an essential difference between 'controller' and 'processor', write it down.

**Activity 4:** Provide one of the links on data subject rights **Resources needed** and ask pupils to read and choose, in their opinion, two most important data subject rights and why?

## Follow up activity

Ask pupils to locate an online GDPR document, choose a legal body (for examples: *Facebook, an online game, school, university, public association, governmental body, etc.*) that has implemented GDPR and shortly describe how your personal data is protected.

## Feedback

Ask pupils to write a summary of the lesson. Give them one minute.

**Activity 1**

Brainstorm in groups of 2-4 on your understanding of *Personal Data* and draw a concept of Personal Data according to the results of your brainstorming.

PERSONAL DATA

**Activity 2**

Read the definition of personal data in GDPR (*Article 4 part (1)*) and think of as many examples of personal data as possible according to the definition in GDPR.



<https://www.smaato.com/wp-content/uploads/2018/02/gdpr-2018-featured-image>

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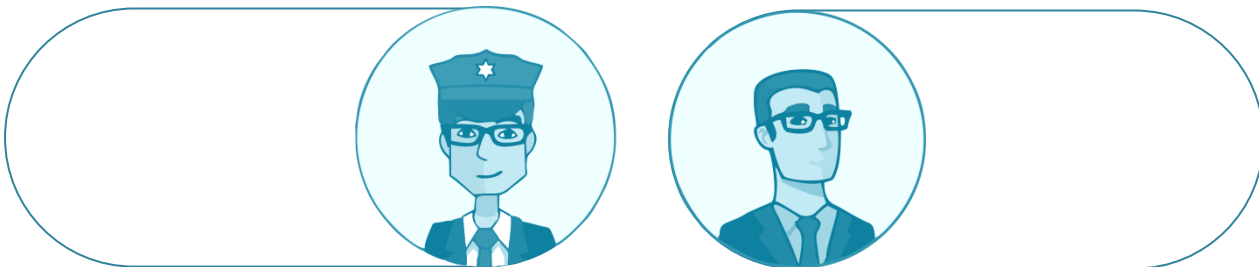
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**Activity 3**

From the excerpts of GDPR *Article 4 parts (7) and (8)* find an essential difference between 'controller' and 'processor' and write it down.



<https://www.metacompliance.com/media/2125/image1-72x-100.jpg?width=825&height=412>

**Activity 4**

From the given link read and choose, in your opinion, two most important data subject rights and why?

	Data subject rights	Why?
1.		
2.		

## ARE MY FRIENDS FAKE?

### Aim

To understand the principles of ID credibility evaluation.

### Time

45 min

### Keywords

*Identity, personal information, recognizing false identity*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Study the principles of ID credibility evaluation
- Watch the video: <https://youtu.be/fUFKrUEiGHs>
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Play the video: <https://youtu.be/fUFKrUEiGHs> and ask pupils to take notes.

**Activity 2:** Ask pupils to share their experience dealing with fake identity: how did they recognize and how did they act after recognizing it?

**Activity 3:** In groups, ask pupils to list as many methods of checking false identity on social networks as they can.

**Activity 4:** Ask pupils to search through their social network contacts, find any contacts with false identity and present the methods that helped them identify those contacts to the class.

### Follow up activity

Pupils conduct a survey via Google Forms or Facebook Messenger poll among their classmates and check:

- *How frequent a phenomenon of false identity is?*
- *What purpose are those identities used for?*
- *What actions did you take after identifying false identity profile?*

After taking a survey, they need to analyze answers and present results in the form of diagrams.

### Feedback

Pupils presentations of spotted contacts with false identity and the list of methods presented provide knowledge of their understanding of the principles of ID credibility evaluation.



**Activity 1**

Watch the video and take notes.

**Activity 2**

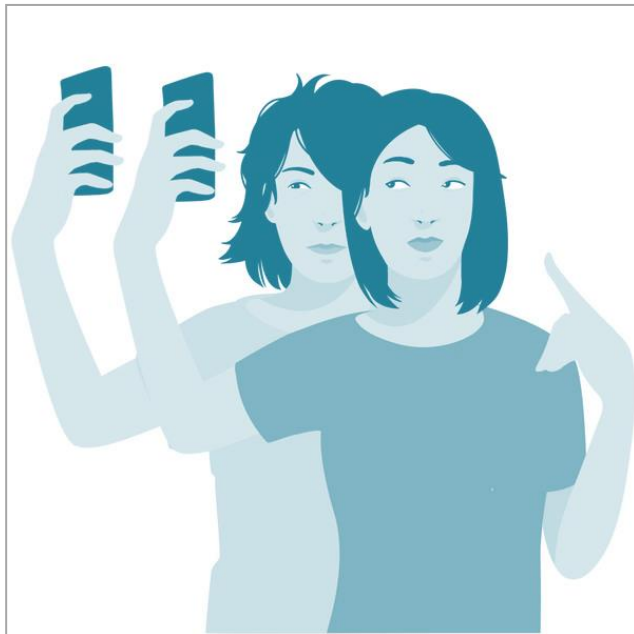
Share your experience dealing with fake identity: *how did you recognize and how did you act after recognizing it.*

**Activity 3**

In groups, list as many methods of checking false identity on social networks as you can

**Activity 4**

Search through your social network contacts and find any contacts with false identity, present the methods that helped you identify those contacts to the class.



Methods:

## SOCIAL MEDIA VS REALITY

### Aim

To make pupils aware of the issue of false identities on social media; to help students identify false IDs online.

### Time

45 min

### Keywords

*Fake identity, social media, catfish, sock puppet, avatar, false identity*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of three
- Find several false identity accounts on *Facebook*
- Watch the video: <https://www.youtube.com/watch?v=0EFHbruKEmw>

### During the lesson

**Activity 1:** Ask pupils to work in their groups and discuss the following questions:

- *What is false identity?*
- *Why do people create fake identities online?*

Ask them to use the keywords *fake identity, social media, catfish, sock puppet, avatar* and find the answers to the given questions.

**Activity 2:** Ask pupils to watch the video: <https://www.youtube.com/watch?v=0EFHbruKEmw>

Discuss the questions below. Ask them to work in groups and take notes.

- *What is the difference between real life identity and online identity?*
- *What problems might an online identity cause?*

**Activity 3:** Ask pupils to find a Facebook profile which in their opinion is fake and give at least three arguments why.

### Follow up activity

Pupils prepare a PPT with the main points of the lesson.

### Feedback

Show false identity Facebook accounts and ask them to give arguments why the accounts are fake.

**Activity 1**

Work in group and discuss the following questions:

What is false  
identity?

Why do people create  
fake identities online?

Use the keywords *fake identity, social media, catfish, sock puppet, avatar* and find the answers to the given questions.

**Activity 2**

Watch the video and discuss the questions and take notes.

What is the  
difference between  
**real life identity** and  
**online identity**?

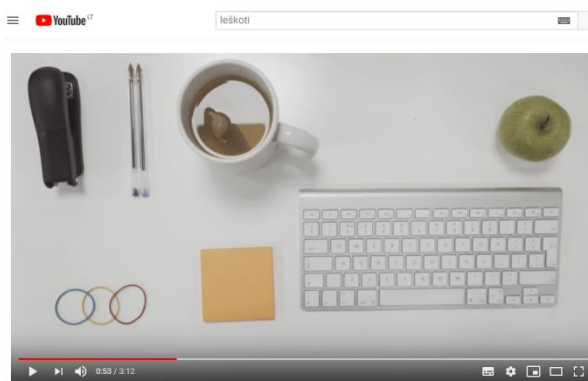
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#WorkUpLikeThis #Effortless #WorkSpace  
Are You Living an Insta Lie? Social Media Vs. Reality

<https://www.youtube.com/watch?v=0EFHbruKEmw>

What problems  
might an **online  
identity** cause?

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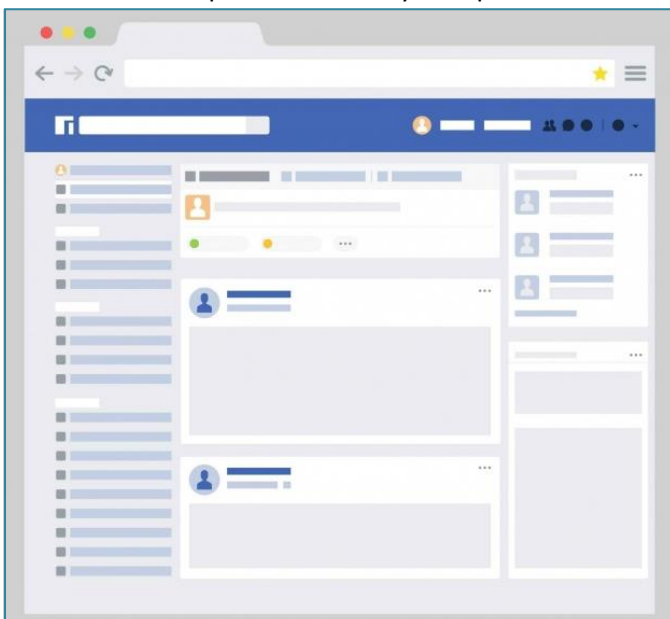
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**Activity 3**

Find a *Facebook* profile which in your opinion is fake and give at least three arguments why.



1.

2.

3.

## RECOGNITION OF FALSE IDENTITY

### Aim

To recognize false ID in media contexts; to understand the principles of ID credibility evaluation; to understand the principles of false ID de-construction; to evaluate the positive and negative impact of false ID usage in media contexts.

### Time

60 min

### Keywords

*Identity, false identity, digital identity, social ethics, personal responsibility*

### Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to find three examples of False Identity in social media. Ask them to explain how they know whether these identities are fake and make a list of recommendations on how to recognize false identity.

**Activity 2:** Ask each group to search online for three situations when false identity may be an adequate and necessary solution.

### Follow up activity

In pairs, ask each pupil to act out an interview: one is a journalist, another – a person having created false identity online.

### Feedback

Discussion during activities gives the teacher the opportunity to offer pupils feedback regarding their understanding of false identity, media ethics and issues of personal responsibility.

**Activity 1**

Find three examples of *False Identity* in social media

How do you know whether these identities are fake? Make a list of recommendations on how to recognize false identity.




<https://www.freepik.com/free-photos-vectors/background>

**Activity 2**

Search online for three situations when false identity may be an adequate and necessary solution.

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## DEFINING FALSE IDENTITY

### Aim

To recognize false identity in media context, to understand the principles of false identity deconstruction, to evaluate the positive and negative impact of false identity usage in media context.

### Time

135 min

### Keywords

*Identity, false identity, media manipulation, identity construction*

### Recourses needed

A computer with Internet connection, multimedia, a copy of an **Activity sheet** for each group, sticky notes

### Before the lesson

- Divide pupils into groups of 3-4.
- Watch the movie ***Searching*** by Aneesh Chaganty, 2018 (102 min.)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about identity. Create a mind map writing their words around the main word ***Identity***.

**Activity 2:** Watch the movie ***Searching*** by Aneesh Chaganty, 2018 (102 min.) and ask pupils to write one thought that they found significant on a sticky note. Pupils have to stick the notes on the most suitable place on the mind map.

### Follow up activity

Discussion:

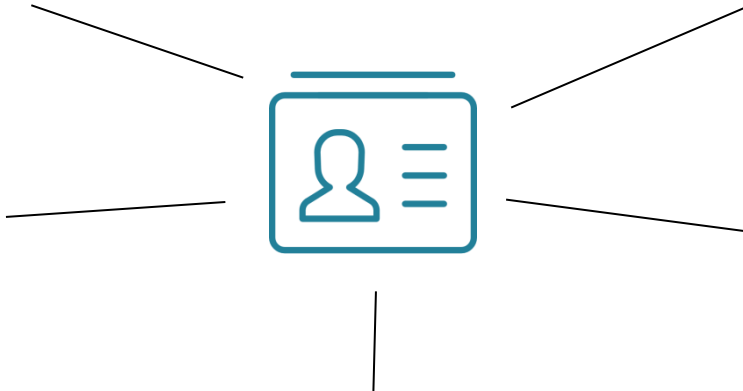
- *Do we always know the person behind the profile?*
- *How many friends and followers on social network do you really know?*
- *Do you think that a person should show his real identity on social networks? Why?*

### Feedback

The analysis of the mind map that pupils have created shows their understanding of the topic.

## Activity 1

Write down at least five words that first come to mind when thinking about identity.



## Activity 2

Watch the movie **Searching** by Aneesh Chaganty, 2018 (102 min.)

<https://www.imdb.com/title/tt7668870/>

On a sticky note write one thought that you found significant.



After his 16-year-old daughter goes missing, a desperate father breaks into her laptop to look for clues to find her.



## BE SAVE ON THE INTERNET

### Aim

To recognize cyberbullying; to distinguish various forms of cyberbullying; to react and to counteract to cyberbullying; to understand the methods on how to deal with cyberbullying.

### Time

120 min

### Keywords

*Cyberbullying, media safety, media contexts, trustful media resources, children's help organizations*

### Resources needed

Computers or smartphones with Internet connection, a copy of an **Activity sheet** for each group

### Before the lesson

- Prepare the definition of cyberbullying, its types and several examples from your own country/ city/ school (if relevant)
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to describe in their own words what *cyberbullying* is.

Provide a definition and present different types of cyberbullying.

**Activity 2:** Discussion on personal experience of cyberbullying:

- *Have they ever been attacked?*
- *Do they know someone who has been attacked? What did they do?*
- *Do they think cyberbullying is an issue at your school?*
- *How should one react to cyberbullying? How should one counteract?*
- *Do they base their answers on knowledge, psychologists' advice, parents' advice or experience, or other resources?*

**Activity 3:** Ask pupils to search the Internet for advice on how to deal with cyberbullying. They should write down the professional advice into their notebooks. Each pupil should have a list of at least 5-7 steps.

**Activity 4:** In groups, ask pupils to write a scenario for a short video against cyberbullying.

### Follow up activity

Ask pupils to prepare a list of help-organizations for children who encounter cyberbullying.

### Feedback

Evaluates scenarios based on three criteria: recognizes cyberbullying, reacts to cyberbullying, solves the problem.



**Activity 1**

Definition and different types of cyberbullying:



<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSyASiAYnmsh8oedHBqJjuqLD8E0BPG8eqVjWqcT4-Z9EvN3fZ>

**Activity 2**

Discussion on your personal experience of cyberbullying:

- *Have you ever been attacked?*
- *Do you know someone who has been attacked? What did they do?*
- *Do you think cyberbullying is an issue at our school?*
- *How should one react to cyberbullying? How should one counteract?*
- *Do they base their answers on knowledge, psychologists' advice, parents' advice or experience, or other resources?*

**Activity 3**

Search the Internet for advice on how to deal with cyberbullying. Write down at least 5-7 steps of the professional advice.



[https://www.freepik.com/free-vector/hand-drawn-mental-health-concept\\_2730792.htm#page=1&query=psychologist&position=13](https://www.freepik.com/free-vector/hand-drawn-mental-health-concept_2730792.htm#page=1&query=psychologist&position=13)

**Activity 4**

In groups, write a scenario for a short video against cyberbullying.



# HOW CAN WE STOP CYBERBULLYING?

## Aim

To understand the concept of cyberbullying; to identify it in the social media environment; to be able to prevent or respond to it.

## Time

90 min

## Keywords

*Bullying, cyberbullying, negative effects, social media, prevention, response*

## Resources needed

Computer with Internet connection for each group, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Read theoretical part on **Cyberbullying**.
- Divide the class into groups.

## During the lesson

**Activity 1:** Ask pupils to list all the challenges and problems that teenagers face at schools today. Discuss and comment shortly. Ask them to rank them according to their severity/impact.

**Activity 2:** Emphasize the issue of cyberbullying, following the five questions: what, where, how, who and why? Ask pupils to take notes during this activity.

**Activity 3:** Ask pupils to read the provided text and match the highlighted words with the six definitions below the text: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

### Definitions:

- 1) someone who has been harmed, injured, or killed as the result of a crime: *victim*
- 2) to harm someone who is weak or cannot defend themselves: *prey*
- 3) the act of insulting someone by calling them rude names: *name calling*
- 4) better or more important than other people: *superior*
- 5) saying unofficial information that may or may not be true: *spread rumours*
- 6) feeling guilty or embarrassed: *ashamed*

## Activity 4: Discussion:

- *How frequently did/does (cyber)bullying happen in your school? Are you aware of any examples?*
- *Why does cyberbullying take place?*
- *What are the most common ways of cyberbullying?*
- *Who should take responsibility for combatting cyberbullying: teachers, parents, peers, etc.?*

**Activity 5:** Ask pupils to work in groups and come up with as many possible solutions to cyberbullying, either in preventing or reacting to it. They should discuss what the following groups can do to stop cyberbullying and fill the given table.

## Follow up activity

Play one or more video clip with examples of cyberbullying and/or combating cyberbullying to the students:

- Huawei ad that looks into the effect of not respecting someone's privacy and posting photos online, with almost no dialogs or script - <http://bit.ly/CyberbullyingAd> <2 minutes
- A cyberbullying story - <https://www.youtube.com/watch?v=GSE6spm-qyI> <9 minutes
- A short film showing how quickly a situation can escalate and also how overwhelming social media hate can be <https://www.youtube.com/watch?v=vJzz2b5Inp0> : <7 minutes
- This video is a serious example of the cyberbullying *virus* and it's disease like effects - <https://www.youtube.com/watch?v=vmQ8nM7b6XQ> <5 minutes
- A film on the ultimate effects of cyberbullying: suicide - <https://www.youtube.com/watch?v=JvWrCagU3Ow> <8 minutes
- A short film on how to stop cyberbullying - <https://www.youtube.com/watch?v=MV5v0m6pEMs> <3 minutes

## Feedback

Presentations of results and examples found, comments and discussion with pupils, give the teacher the opportunity to assess and to offer feedback to the pupils on whether and to what extent they have adopted concepts and prevention and response strategies related to the dangers of (cyber)bullying.

**Activity 1**

Take a few minutes to brainstorm on challenges and problems that teenagers face at schools today. Discuss and comment shortly. If you can, rank the challenges and problems according to their severity/impact.

**Activity 2**

Take notes:

**Activity 3**

Read the provided text and match the highlighted words with the six (6) definitions below:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

**Text:**

"Bullying is behavior that hurts someone else. It includes **name calling**, hitting, pushing, **spreading rumors** or threatening somebody. It can happen anywhere – at school, at home or online. Cyberbullying is bullying that takes place through electronic technologies such as mobile phones, apps, social network websites or online forums. Cyber bullying is hurtful because it makes **victims** feel hopeless, helpless, powerless, and alone all at the same time. Children and teens who are cyber bullied often feel **ashamed** and guilty too, as they are made to believe that it's their fault they're being bullied (i.e., that they "deserve it" for some reason). There are many reasons why kids and teens become cyber bullies. Usually however, cyber bullies have some sort of insecurity. To protect their egos and feel **superior**, they make others feel bad about themselves. Some cyber bullies see it as a means to gain popularity and others do it to feel powerful or escape their own problems. At times, cyber bullies themselves may be bullying victims so they "**prey**" on other people to feel better about themselves."

**Definitions:**

- 1) someone who has been harmed, injured, or killed as the result of a crime: \_\_\_\_\_
- 2) to harm someone who is weak or cannot defend themselves: \_\_\_\_\_
- 3) the act of insulting someone by calling them rude names: \_\_\_\_\_
- 4) better or more important than other people: \_\_\_\_\_
- 5) saying unofficial information that may or may not be true: \_\_\_\_\_
- 6) feeling guilty or embarrassed: \_\_\_\_\_

**Activity 4**

Discussion:

- How frequently did/does (cyber)bullying happen in your school? Are you aware of any examples?
- Why does cyberbullying take place?
- What are the most common ways of cyberbullying?
- Who should take responsibility for combatting cyberbullying: teachers, parents, peers, etc.?

**Activity 5**

Come up with as many possible solutions to cyberbullying, either preventing or reacting to it. What can the following groups do to stop cyberbullying?

PARENTS	TEACHERS	STUDENTS/PEERS
▪	▪	▪

# THE FIGHT AGAINST CYBERBULLYING

## Aim

To make pupils aware of the issue of cyber bullying; to teach them ways of dealing with it.

## Time

60 min

## Keywords

*Bullying, cyberbullying, causes, effects, solutions*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

Online apps:

- [www.renderforest.com](http://www.renderforest.com)
- [www.animaker.com](http://www.animaker.com)

## Before the lesson

- Divide the class into groups of three.

## During the lesson

**Activity 1:** In groups, ask pupils to discuss and take notes on the following questions:

- *What is cyberbullying?*
- *How can we stop cyberbullying?*

Now ask them to use the keyword “**cyberbullying**”, “**cyberbullying prevention**” to search online for the answers and compare their notes.

**Activity 2:** Ask pupils to use an online application to create cartoons outlining the main facts and tips on how to deal with cyberbullying. Share them with the class.

## Follow up activity

Ask pupils to create a poster advertising their cartoon.

## Feedback

Pupils comments on their classmates’ cartoons.

**Activity 1**

Discuss and take notes on the following questions:

*What is  
cyberbullying?*

*How can we stop  
cyberbullying?*

Now use the keyword “**cyberbullying**”, “**cyberbullying prevention**” to search online for the answers and compare your notes. Share with the class.

**Activity 2**

Use an online application to create a cartoon outlining the main facts and tips on how to deal with cyberbullying. Share them with the class.



<https://i.vimeocdn.com/video/722320943.webp?mw=1100&mh=619&q=70>

## FOUR CORNERS

### Aim

To understand the concept of cyberbullying and how to react to it.

### Time

45 min

### Keywords

*Bullying, cyberbullying, social media, prevention, response*

### Resources needed

A copy of an **Activity sheet** for each pupil, four separate notes “DO NOTHING”, “TELL PARENTS/TEACHERS/POLICE”, “WRITE TO THE ADMINISTRATOR OF THE SITE”, “ACT MYSELF”

### Before the lesson

- In four corners of your classroom hang four different notes:
  - “DO NOTHING”
  - “TELL PARENTS/TEACHERS/POLICE”
  - “WRITE TO THE ADMINISTRATOR OF THE SITE”
  - “ACT MYSELF”
- Prepare the definition of cyberbullying, its types and several examples from your own country/ city/ school (if relevant).

### During the lesson

**Activity 1:** Ask pupils to describe in their own words what cyberbullying is.

Provide a definition and present different types of cyberbullying.

**Activity 2:** Explain to pupils that you will read different situations. Once they hear the situation, they have to choose the corner of the classroom that represents their answers. After each situation discuss their choices.

- *A photo of your classmate was published online without his/her consent. What do you do?*
- *A video showing someone from your school being bullied was posted on YouTube. What do you do?*
- *A photoshopped photo of your classmate was published on Facebook. What do you do?*
- *There is a post online criticizing the appearance of a pupil from your school. What do you do?*
- *Private message expressing his/her feelings towards another person are posted online without his/her knowledge. What do you do?*
- *A fake account of your classmate is created on Facebook and from this account someone is sending messages bullying others. What do you do?*
- *There is a post online criticizing your classmate’s behaviors during lessons. What do you do?*

### Follow up activity

Pupils share their own experience on cyberbullying.

### Feedback

Watching pupils’ choices during the activity, draws conclusion on their problem solving skills in the field of cyberbullying.

**Activity 1**

Describe in your own words what cyberbullying is.

# CYBERBULLYING

**TYPES****Activity 2**

Once the teacher reads the situation choose the corner of the classroom that represents your answer and stand there.

**DO NOTHING****TELL PARENTS/TEACHERS/POLICE****WRITE TO THE ADMINISTRATOR  
OF THE SITE****ACT MYSELF**

## CREATING MOVING IMAGES

### Aim

To teach pupils the basics of video creation; to enable them to express their creativity.

### Time

135 min

### Keywords

*Video, tips, camera grid, principles, image, composition, shot, frame, static, cinematic movement, edit, music, one-take*

### Recourses needed

Computers with Internet connection, multimedia, smartphones, a copy of an **Activity sheet** for each group, video editing application: **VideoPad**, **Video Editor** or **Shotcut**

### Before the lesson

- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to find 5-7 tips of taking video shots online and make a list to use them in other tasks.

**Activity 2:** Ask pupils to film moving images outside the classroom or near the school. Ask them to take 7 to 10 shots. There should be no acting. They should let the surroundings talk.

**Activity 3:** Ask pupils to use an online editing tool, such as: **VideoPad**, **Video Editor** or **Shotcut** to edit their shots and create a short video of moving images (approximately 5 min).

Points to keep in mind:

- The film should not include dialogue but they can add audio or written comments.
- The film should have coherence of style.
- They can **add music**. They can find royalty-free music on the following site:

<https://incompetech.com/>

**Activity 4:** Groups present their films to their classmates

### Follow up activity

Ask pupils to create a possible scenario of a short film on travelling.

### Feedback

Pupils' comments on their classmates' films.



## Activity 1

Find 5-7 tips of taking video shots online and make a list to use in other tasks.

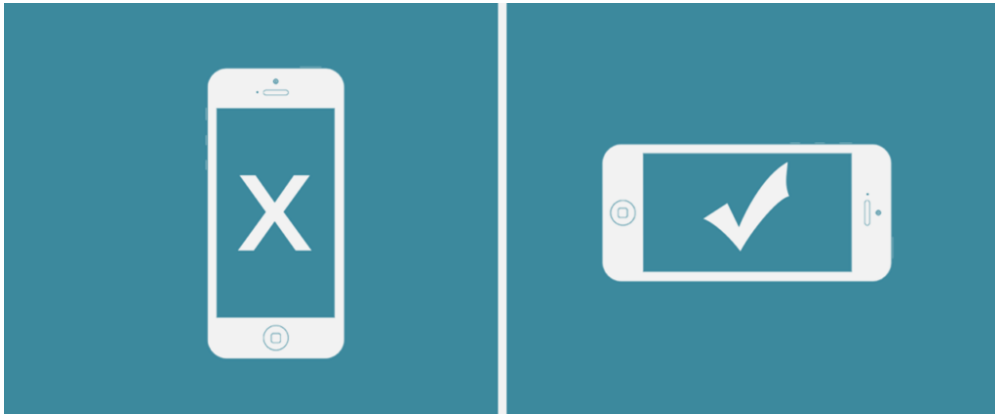


tips of taking video shots



## Activity 2

Use your smartphones to film moving images outside the classroom or near the school. Take 7 to 10 shots. There should be no acting, let the surroundings talk.



<http://www.napavalleytv.org/blog/wp-content/uploads/2017/01/vertical-video-1-1024x576.png>

## Activity 3

Use an online editing tool, such as: **VideoPad**, **Video Editor** or **Shotcut** to edit your shots and create a short video of moving images (approximately 5 min).

Points to keep in mind:

- The film should not include dialogue but you can add audio or written comments.
- The film should have coherence of style.
- You can **add music**. You can find royalty-free music on the following site:

<https://incompetech.com/>

## Activity 4

Present your films to your classmates.



## USE YOUR CREATIVITY

### Aim

To work with chosen fields of digital creation ; to understand various techniques; to acknowledge one's own aesthetics and creativity.

### Time:

90 min

### Keywords

*Digital creation, creativity, recycling, digital art, media context, advertising*

### Recourses needed

Smartphones or computers with Internet connection, multimedia, a copy of **Activity sheet** for each pair

Use one of the suggested tools:

- Poster – <http://www.canva.com>; <http://www.piktochart.com>
- Podcast – <http://www.speaker.com>
- Video – app *Kinemaster*, *Filmora9 Video Editor* (<https://www.iskysoft.us/filmora-video-editor.html>)

### Before the lesson

- Divide the class into pairs

### During the lesson

**Activity 1:** Introduce the concept of media message, discuss the examples of mixed media message (videos, posters, radio shows and etc.)

**Activity 2:** Ask the pairs to choose and create a poster, a podcast or a video on the topic of Recycling and present it to the class.

What has to be included:

- VIDEO - moving images, sounds, text
- POSTER - photography, graphic elements, text
- PODCASTS - sounds, music, visual design

### Follow up activity

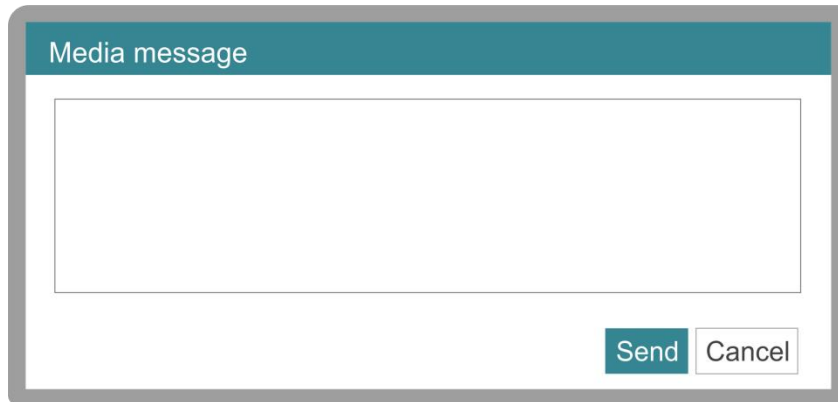
Pupils upload their creations onto social network sites and the following lesson analyze the reactions they received.

### Feedback

During the presentations, pupils provide feedback, share their experience, compare, critique, discuss and provide arguments.

**Activity 1**

Write down the concept of media message.



Examples of Media message

**Activity 2**

Create either a poster, a podcast or a video on the topic of *Recycling* and present it to the class.

What has to be included:

- VIDEO - moving images, sounds, text
- POSTER - photography, graphic elements, text
- PODCASTS - sounds, music, visual design

Draft



## HOBBIES THROUGH DIGITAL CREATION

### Aim

To get to know tools for creating digital art and to choose one for the project; to work with chosen fields of digital creation (drawing, photograph, video-making, music- making, etc.)

### Time

90 min

### Keywords

*Digital art, traditional art, digital photography, film, video, drawing, animation*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

Online applications like:

- Krita - Free & Open Source
- MyPaint - Free & open source for Mac
- GIMP - free & open source
- FireAlpaca & MediBang Paint which are both free digital painting and manga creation software
- <https://piktochart.com/>; <https://artres.xyz/post/beginners-guide-to-digital-art/>

### Before the lesson

- Study resources and tools for creating digital art
- Read theoretical part on **Digital Creation**
- Divide the class into groups of 3-4.

### During the lesson

**Activity 1:** Ask pupils to write down words that they associate with Digital creation. Discuss.

**Activity 2:** Ask each group to open the given link <https://artres.xyz/post/beginners-guide-to-digital-art/>, study it and decide on the field of Digital creation they will use for their project.

The topic: “Our Hobbies” (the hobbies of each member should be revealed in the project)

**Activity 3:** Using the tool they have chosen, ask them to work together and create. Share their creation with their classmates.

### Follow up activity

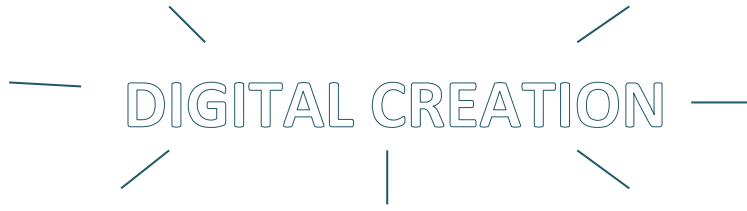
Discussion on transition from traditional to digital art.

### Feedback

Pupils’ comments on their classmates’ work.

**Activity 1**

Write down words that they associate with *Digital creation*. Discuss.

**Activity 2**

In groups, open the given link <https://artres.xyz/post/beginners-guide-to-digital-art/>, study it and decide on the field of *Digital creation* you will use for your project.

**The topic: “OUR HOBBIES” (the hobbies of each member of your group should be revealed in the project)**

Draft

**Activity 3**

Using the tool you have chosen, work together and create. Share your creation with your classmates.

## DEFINING DIGITAL CREATION

### Aim

To understand the key difference between analog and digital; to recognize various digital techniques.

### Time

120 min

### Keywords

*Digital culture, analog, digital, digital society, film, photograph, video*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on ***Digital Creation***
- Watch the movie ***Hardcore Henry*** by Ilya Naishuller, 2015 (96min)
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about Digital Creation. Create a mind map writing their words around the main phrase Digital Creation.

**Activity 2:** Play the movie ***Hardcore Henry*** by Ilya Naishuller, 2015 (96 min) and ask pupils to share their thoughts.

**Activity 3:** Discuss these questions:

- *What is the main description/characteristic of digital product/artefact/creation?*
- *How can one manipulate digital images?*
- *Is print media more relevant/credible than digital media (Internet)?*
- *Do digital media (Internet) make virtual reality look more real than reality itself?*

### Follow up activity

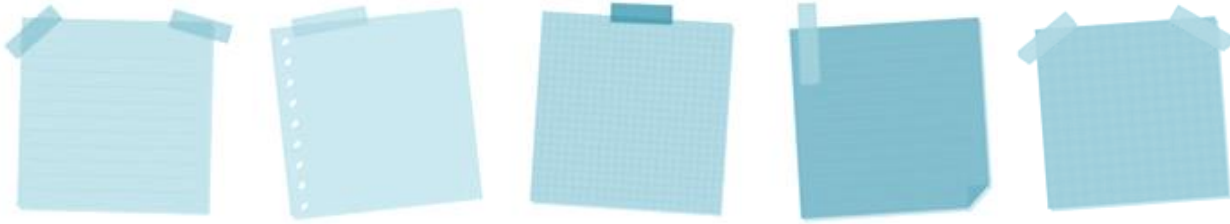
Discussion of the dangers related to digital manipulation and creation

### Feedback

Ask pupils to add more words to an already created mind map on Digital Creation.

**Activity 1**

Write down at least five words that first come to mind when you think about *Digital Creation*.

**Activity 2**

Watch the movie **Hardcore Henry** by Ilya Naishuller, 2015 (96 min) and share your thoughts.

Henry is resurrected from death with no memory, and he must save his wife from a telekinetic warlord with a plan to bio-engineer soldiers.



<https://www.imdb.com/title/tt3072482/>

**Activity 3**

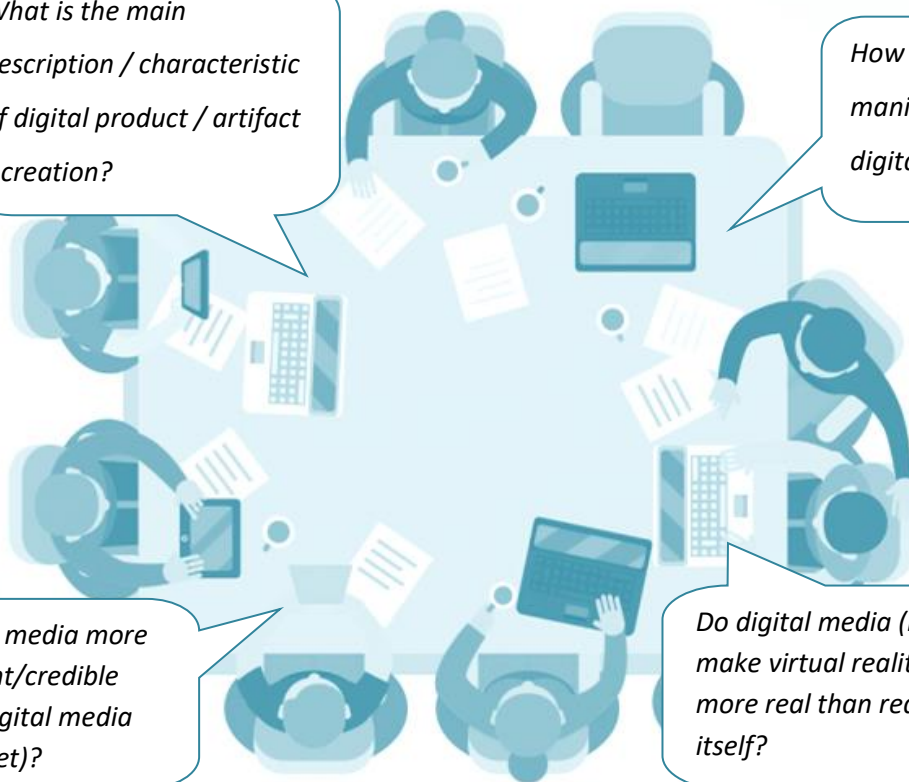
Discuss these questions:

What is the main description / characteristic of digital product / artifact / creation?

How can one manipulate digital images?

Is print media more relevant/credible than digital media (internet)?

Do digital media (internet) make virtual reality look more real than reality itself?



[https://images.all-free-download.com/images/graphiclarge/vector\\_illustration\\_discuss\\_with\\_group\\_6837592.jpg](https://images.all-free-download.com/images/graphiclarge/vector_illustration_discuss_with_group_6837592.jpg)

## WORDS OUT OF CONTEXT

### Aim

To recognize media manipulation, its effects; to identify manipulation contexts and methods/means of its construction; to think critically using the techniques of comparison, corroboration and context–evaluation.

### Time

60 min

### Keywords

*Manipulation, image manipulation, quotation, misquotation, detecting manipulation, tackling manipulation*

### Recourses needed

Computers with internet connection, a copy of an **Activity sheet** for each group, a copy of photos [Appendix 4] for each group

### Before the lesson

- Divide the class into groups

### During the lesson

**Activity 1:** Ask each group to look at the famous **quotations** and explain them in their own words.

**Activity 2:** Now ask pupils to look at the **original quotations** and explain these as well, providing the main difference between the two. Ask pupils to share their ideas.

Quotation	Original quotation	Author
Rome wasn't built in a day.	Rome wasn't built in a day, but it burned in one.	Medieval French proverb back in the 16th century
Blood is thicker than water.	The blood of the covenant is thicker than the water of the womb.	Bible
Great minds think alike.	Great minds think alike, small minds rarely differ	Does not appear to have a specific origin
Be the change you wish to see in the world.	As a man changes his own nature, so does the attitude of the world change towards him. We need not wait to see what others do.	Mahatma Ghandi
Power corrupts; absolute power corrupts absolutely.	Power tends to corrupt; absolute power corrupts absolutely.	Lord John Dalberg-Acton

**Activity 3:** Hand out photo **No.1** of “*The Syrian Boy Sleeping Between the Graves of His Parents*” to each group and ask them to answer the following questions:

- What do they see?
- How old is the boy?
- Whose graves it might be?
- How do they feel?
- What is he sleeping next to?

Then write the name of the photo on the board and ask pupils to answer the following questions: How old might his parents have been when they died? What jobs might they have had? Where could this photo have been taken? What is the main idea of the photo?

Hand out each group photo **No.2** (Original photo) and discuss together how the content was manipulated.

**Activity 4:** Hand out photos **No.3** and **No.4** of “*The Soldiers with the Prisoner of War*” and ask pupils what each photo represents and which one in their opinion is real/fake.

Hand out each group photo **No.5** (Original photo) and ask them to write at least two reasons why anyone would want to manipulate it in any way. Ask pupils to share their ideas.

### Follow up activity

Ask each pupil to give a tip on how to check whether the information they received was manipulated in some way and write it down on a sticky note and place it on the board.

### Feedback

Pupils get feedback when they reflect on activities with the teacher.



**Activity 1**

Look at the famous quotations and explain them in your own words.

Quotation	Explanation
<i>Rome wasn't built in a day.</i>	
<i>Blood is thicker than water.</i>	
<i>Great minds think alike.</i>	
<i>Be the change you wish to see in the world.</i>	
<i>Power corrupts; absolute power corrupts absolutely.</i>	

**Activity 2**

Look at the original quotations and explain them as well, providing the main difference between the two. Share their ideas.

Original quotation	Explanation and main difference
<i>Rome wasn't built in a day, but it burned in one.</i>	
<i>The blood of the covenant is thicker than the water of the womb.</i>	
<i>Great minds think alike, small minds rarely differ.</i>	
<i>As a man changes his own nature, so does the attitude of the world change towards him. We need not wait to see what others do.</i>	
<i>Power tends to corrupt; absolute power corrupts absolutely.</i>	

**Activity 3**

Look at photo **No.1** and answer the following questions:

- What do you see?
- How do you feel?
- How old is the boy?
- What is he sleeping next to?
- Whose graves it might be?



Write the **title** of the photo:

**Answer the following questions:**

- How old might his parents have been when they died?
- What jobs might they have had?
- Where could this photo have been taken?
- What is the main idea of the photo?

Now look at photo **No.2** and discuss together how the content was manipulated.

**Activity 4**

Look at photos **No.3** and **No.4** of “*The Soldiers with the Prisoner of War*” and say what each photo represents and which one in your opinion is real/fake.

Now look at photo **No.5** and write at least two reasons why anyone would want to manipulate it in any way. Share your ideas.

# CRITICALLY PERCEIVE MEDIA INFORMATION

## Aim

To understand that the skills of critical thinking are important for recognizing media manipulation.

## Time

90 min

## Keywords

*Manipulation, media context, critical appraisal, media literacy, statistical literacy*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of four
- Read the theory on statistical literacy: <http://www.statlit.org/pdf/2010Schield-StatLit-Intro4p.pdf>

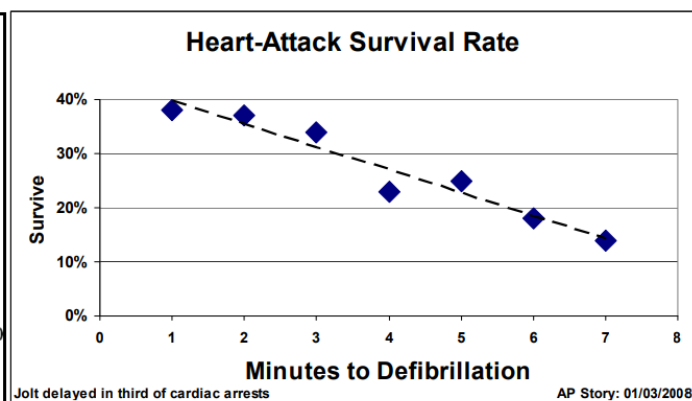
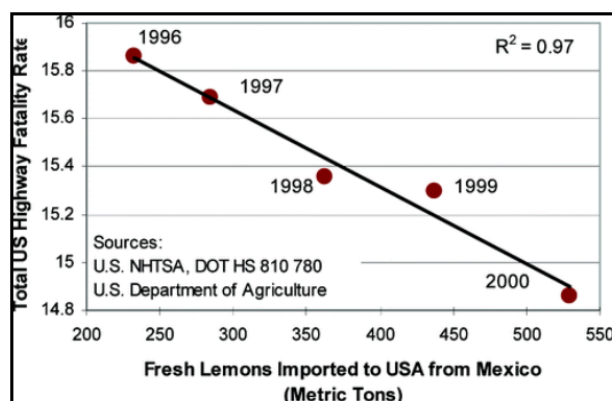
## During the lesson

**Activity 1:** Ask each group to search the Internet and find information on Statistical literacy: definition, various forms and elements. Ask them to open a news portal and find articles which are based on statistical analysis. Discuss the results.

**Activity 2:** Ask each group to look at the claims and decide which of them could have a stronger statistic support and which ones would be hard to prove statistically and why?

1. Drinking beverages increase the risk of pancreatic cancer.
2. Children who smoke enter puberty later.
3. Weddings have a huge impact on positive mood.
4. Physical endurance does not change by boosting energy.

**Activity 3:** Ask each group to look at the two charts, draw conclusion and provide explanation.



<http://www.statlit.org/pdf/2010Schield-StatLit-Intro4p.pdf>

**Activity 4:** Ask each group to read the situation, discuss and draw conclusion.

"Drug X was produced and tested by the manufacturer of "Pharmacia" in comparison to placebo. According to the results, they state their pain medication was more successful than placebo and there were no differences in the groups regarding the occurrence of undesirable side effects, the appearance of the blood clots. They also claim that the competitor's "Medica" Drug Y increased the number of incidences of blood clots twice compared to placebo".

Now ask them to take into consideration these numbers:

"Pharmacia" tested two groups of 100 subjects and each case occurred with two side effects. "Medica" tested two groups of 1000 respondents and say that there were 2 cases with a side effect in the test group and only one in the placebo group."

What can we conclude from this data?

## Follow up activity

Pupils search web portals and social networks to find more news and press releases that rely on statistical data to critically analyse them.

## Feedback

Discussion gives the teacher the opportunity to offer pupils feedback regarding their opinions.

## Activity 1

Search the Internet and find information on *Statistical literacy*: definition, various forms and elements. Open a news portal and find articles which are based on statistical analysis. Discuss the results.

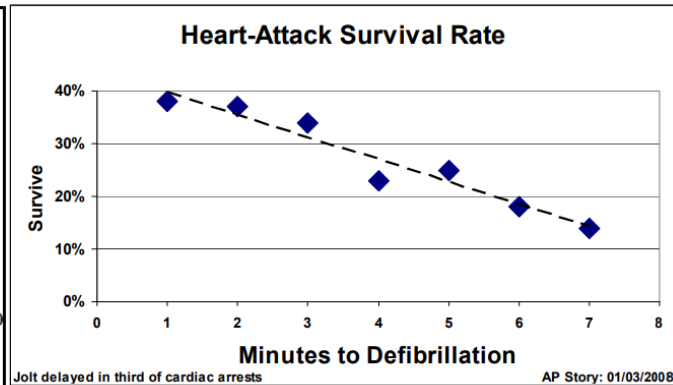
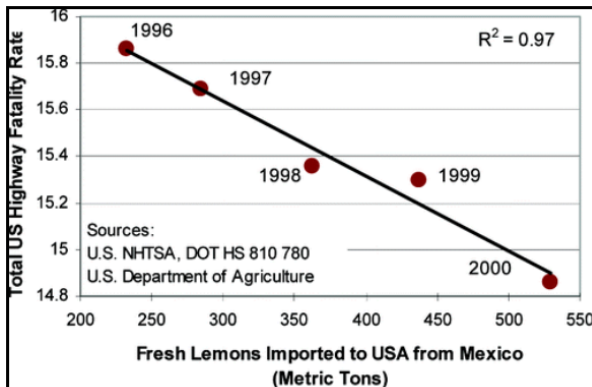
## Activity 2

Look at the claims and decide which of them could have a stronger statistic support and which ones would be hard to prove statistically and why?

1. Drinking beverages increase the risk of pancreatic cancer. \_\_\_\_\_
2. Children who smoke enter puberty later. \_\_\_\_\_
3. Weddings have a huge impact on positive mood. \_\_\_\_\_
4. Physical endurance does not change by boosting energy. \_\_\_\_\_

## Activity 3

Ask each group to look at the two charts, draw conclusion and provide explanation.



<http://www.statlit.org/pdf/2010Schield-StatLit-Intro4p.pdf>

## Activity 4

Read the situation, discuss and draw conclusion.

*"Drug X was produced and tested by the manufacturer of "Pharmacia" in comparison to placebo. According to the results, they state their pain medication was more successful than placebo and there were no differences in the groups regarding the occurrence of undesirable side effects, the appearance of the blood clots. They also claim that the competitor's "Medica" Drug Y increased the number of incidences of blood clots twice compared to placebo."*

Now take into consideration these numbers:

*"Pharmacia" tested two groups of 100 subjects and each case occurred with two side effects. "Medica" tested two groups of 1000 respondents and say that there were 2 cases with a side effect in the test group and only one in the placebo group."*

What can you conclude from this data?

## WRITTEN MANIPULATION

### Aim

To identify manipulation context and methods/means of its construction.

### Time

45 min

### Keywords

*Media, manipulation, mass media, social media, publicity*

### Resources needed

A copy of an **Activity sheet** for each pupil

### Before the lesson

- Divide the class in groups of 3

### During the lesson

**Activity 1:** You together with pupils decide on a current topic that would be relevant for either pupils, school, community, e.g. "Donald Trump is running for President".

*Group 1:* Ask each pupil to write an informative article based on the topic. The article has to be at least 300 words, it has to include facts, positive and negative effects and comments provided by people (pupils create the comments themselves).

*Group 2:* Ask each pupil to write a positive article based on the topic. The article has to be at least 300 words, it has to include only positive effects and comments provided by people (pupils create the comments themselves).

*Group 3:* Ask each pupil to write a negative article based on the topic. The article has to be at least 300 words, it has to include only negative effects and comments provided by people (pupils create the comments themselves).

Ask each group to choose only one article that they want to present in front of the classroom. Once three articles from each group are read, compare and have a discussion.

### Follow up activity

Discussion:

- *What type of articles (informative, positive, negative) do you usually come across in the newspapers/portals?*
- *What could be the reason for choosing a certain way to present the news?*

### Feedback

Pupils express their understanding through the ability to create a headline for an article, e.g. *Today Bob Understood Meaning of Great Article; Marry Became Aware of Manipulation through News*

## Activity 1

Decide on a current topic that would be relevant for either pupils, school, community, e.g. "Donald Trump is running for President".

TOPIC:

Read your group's task and write an article:

Group 1	Group 2	Group 3
Write an informative article based on the topic. The article has to be at least 300 words, it has to include facts, positive and negative effects and comments provided by people (create the comments yourselves).	write a positive article based on the topic. The article has to be at least 300 words, it has to include only positive effects and comments provided by people (create the comments yourselves).	write a negative article based on the topic. The article has to be at least 300 words, it has to include only negative effects and comments provided by people (create the comments yourselves).

<https://n4.sdlcdn.com/imgs/b/l/l/u/Omstationery-Single-Line-A4-Notebook-SDL035867324-2-dc754.jpg>

Now, choose only one article from your group that you want to present in front of the classroom. Once three articles from each group are read, compare and have a discussion.

# MANIPULATION THROUGH PHOTOS

## Aim

To recognize media manipulation, its effects; to give arguments and debate on topics of media manipulation; to identify manipulation contexts and methods/means of its construction; to recognize/understand the relation between media and its audiences, the ways they shape each other; to critically perceive media information.

## Time

60 min

## Keywords

*Manipulation, media manipulation, media audiences, critical thinking, media message*

## Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class in groups of 3-4

## During the lesson

**Activity 1:** Ask each group to choose one famous personality of their country/ city/ Europe and research how media directs their consumers' opinion by providing particular photos of that person (where they are shown as angry, wicked, mean, dishonest and etc.). Each group picks out 5-7 photos to illustrate their argument.

Discussion:

- *Whether/ when it is done for a temporary effect?*
- *Whether/ when it helps to create a permanent image?*
- *How to avoid being manipulated in that way?*
- *Is there a reasonable method to learn about the real personality of a famous man/woman?*

**Activity 2:** Ask each group to summarize their findings and present the most important things to the class.

## Follow up activity

Ask pupils to choose a famous politician or any other famous person that graduated our school and complete the same task (**Activity 1**).

## Feedback

Discussions give teacher the opportunity to offer pupils feedback regarding their perception of media manipulation and its social/ political/ other effects.

**Activity 1**


In groups, choose one famous personality of your country/ city/ Europe and research how media directs their consumers' opinion by providing particular photos of that person (where they are shown as angry, wicked, mean, dishonest and etc.). Pick out 5-7 photos to illustrate your argument.

**Discussion:**

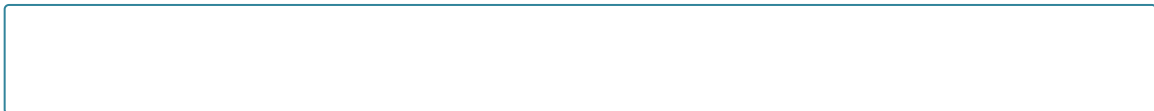
- *Whether/ when it is done for a temporary effect?*



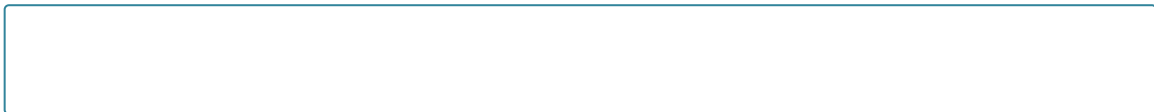
- *Whether/ when it helps to create a permanent image?*



- *How to avoid being manipulated in that way?*



- *Is there a reasonable method to learn about the real personality of a famous man/woman?*

**Activity 2**

Summarize your findings and present the most important things to the class.



## DEFINING MANIPULATION

### Aim

To recognize media manipulation and its effects; to understand the relation of media and its audiences (the way they shape each other).

### Time

135 min

### Keywords

*Manipulation, media manipulation, audiences, TV ratings, advertising*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Read theoretical part on **Manipulation**
- Watch the movie **The Truman Show** by Peter Weir, 1998 (103min)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about Manipulation. Create a mind map writing their words around the main word **Manipulation**.

**Activity 2:** Watch the movie **The Truman Show** by Peter Weir, 1998 (103min) and ask pupils to share their thoughts.

**Activity 3:** Discuss these questions:

- *How the media earn their profits?*
- *How do media measure their ratings?*
- *How audiences shape media content?*
- *How media became main part of our everyday lives?*
- *How media shape our opinion?*
- *How media creates important issues and themes?*

### Follow up activity

Watch a short video on 10 ways media manipulate our opinion every day and discuss

<https://www.youtube.com/watch?v=V8A0Ji5CI9I&t=71s>

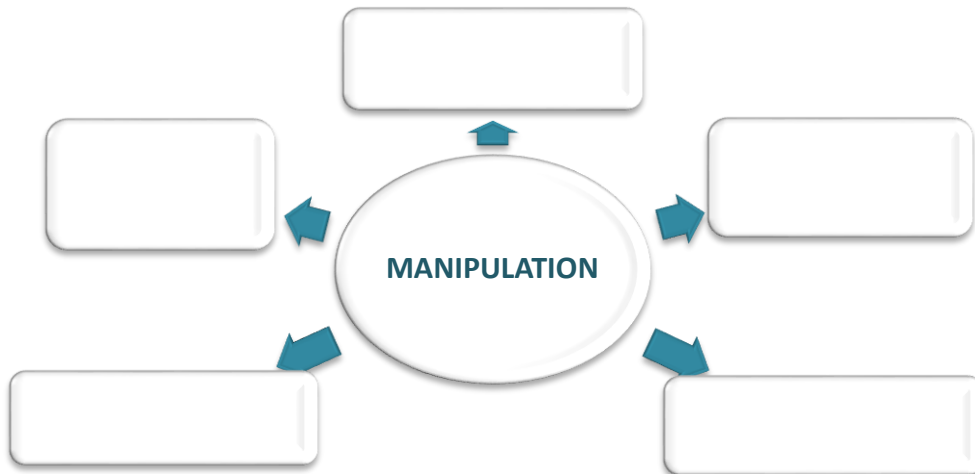
### Feedback

Ask pupils to add more words to an already created mind map on **Manipulation**.



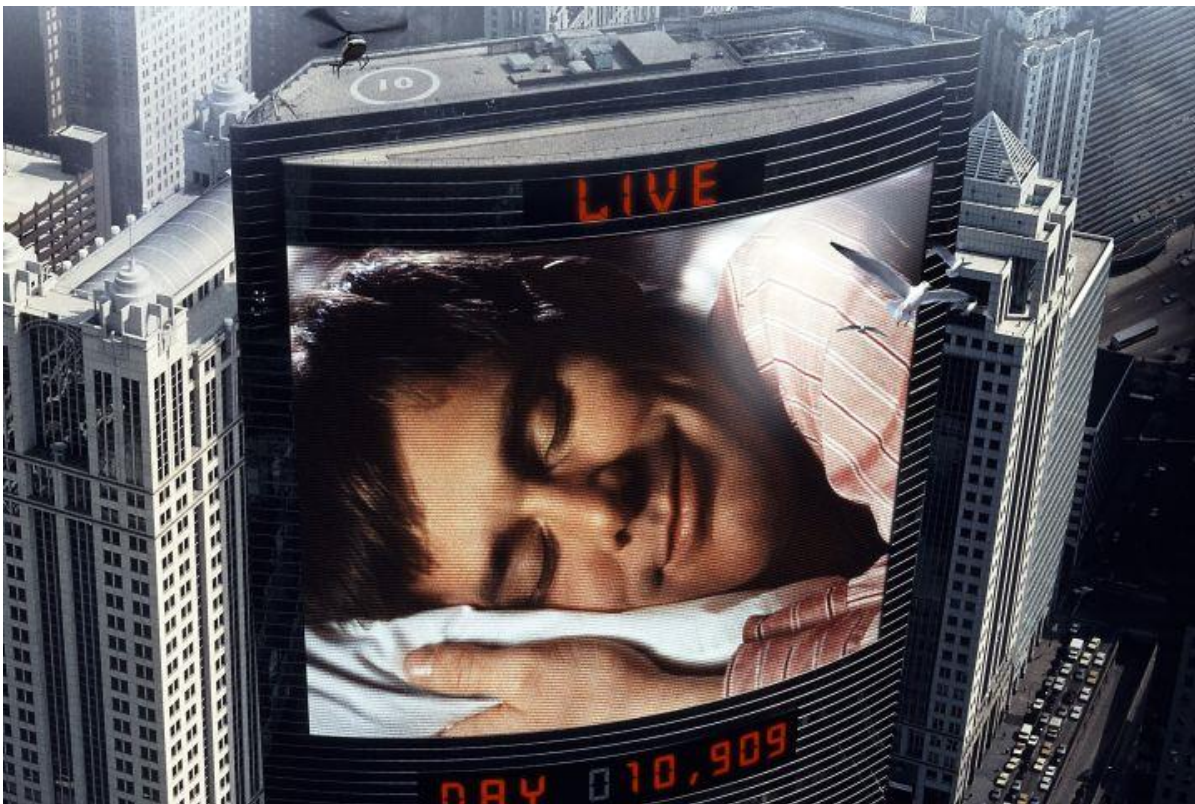
### Activity 1

Write down at least five words that first come to mind when you think about Manipulation. Create a mind map writing your words around the main word **Manipulation**.



### Activity 2

Watch the movie **The Truman Show** by Peter Weir, 1998 (103min) and share your thoughts.



<https://shawetcanada.files.wordpress.com/2018/06/gettyimages181327740.jpg?quality=80&strip=all&w=720&h=480&crop=1>

An insurance salesman discovers his whole life is actually a reality TV show.

[https://www.imdb.com/title/tt0120382/?ref=nm\\_sr\\_1?ref=nm\\_sr\\_1](https://www.imdb.com/title/tt0120382/?ref=nm_sr_1?ref=nm_sr_1)

### Activity 3

Discuss these questions:

- How the media earn their profits?
- How do media measure their ratings?
- How audiences shape media content?
- How media became main part of our everyday lives?
- How media shape our opinion?
- How media creates important issues and themes?

# NATIONAL/CULTURAL STEREOTYPES IN THE MEDIA

## Aim

To understand the concept of stereotype; to recognize stereotypes in media and their impact on individual self-perception.

## Time

90 min

## Keywords

*Stereotype, media, cultural stereotypes, gender stereotypes*

## Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pair

## Before the lesson

- Divide the class into pairs
- Watch the videos:
  - <https://www.youtube.com/watch?v=SxqwXNfYmOQ>
  - <https://www.youtube.com/watch?v=K0bl6YHhsvM>

## During the lesson

**Activity 1:** Ask each pair to find the definition of the word *Stereotype* online and write it down. Also, find the positive and negative aspects of stereotyping.

**Activity 2:** Ask pupils to give examples of national/cultural stereotypes. Play the videos

<https://www.youtube.com/watch?v=SxqwXNfYmOQ> ; <https://www.youtube.com/watch?v=K0bl6YHhsvM> and ask them to name the stereotypes shown.

**Activity 3:** Ask pupils to write down the stereotypes of their own culture/nationality. Discuss the possible reasons/roots for such stereotypes to have arisen.

**Activity 4:** Ask pupils to distinguish between the stereotypes created by foreigners, and stereotypes created by their own people/nation. Discuss what effect those stereotypes provoke – do they make people feel proud, guilty, sarcastic, inferior, superior, etc.?

**Activity 5:** Ask pupils to name several stereotypes about their neighboring countries. What are these stereotypes based on? Where do they come from? Are they true?

## Follow up activity

Ask pupils to find 10 examples in local/ national media enhancing ethnic/ racial/ gender/ cultural stereotypes (think of various forms of media: tv shows, films, musical videos, social media, advertising), classify them according to their type (ethnic, racial, etc.), explain their origin (created by foreigners or by your own people), name the effects that the stereotypes have on the audience, present the results to the class.

## Feedback

Discussion of the activities gives the teacher the opportunity to offer pupils feedback regarding their understanding of stereotype and stereotyping activity.

**Activity 1**

In pairs, find the definition of the word *Stereotype* online and write it down. Also, find the positive and negative aspects of stereotyping.

*Stereotype -*

*Positive aspects:*

*Negative aspects:*

**Activity 2**

Give examples of national/cultural stereotypes.

Watch the videos and name the stereotypes shown.

**Activity 3**

Write down the stereotypes of your own culture/nationality. Discuss the possible reasons/roots for such stereotypes to have arisen.



<https://www.commisceo-global.com/blog/stereotypes-bias-in-cultural-competence-training>

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**Activity 4**

Distinguish between the stereotypes created by foreigners, and stereotypes created by your own people/nation. Discuss what effect those stereotypes provoke – do they make people feel proud, guilty, sarcastic, inferior, superior, etc.?

**Foreigners**

**Our own**

**Activity 5**

Name several stereotypes about your neighboring countries. What are these stereotypes based on? Where do they come from? Are they true?

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# STEREOTYPES IN ADVERTISEMENTS

## Aim

To make pupils aware of and be able to resist stereotypes.

## Time

45 min

## Keywords

*Stereotype, gender stereotype, racial stereotype, break stereotypes, causes*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of 3-4
- Watch the videos:
  - <https://abcnews.go.com/GMA/video/controversial-ad-campaign-asks-beach-body-ready-30671258>
  - <https://www.youtube.com/watch?v=kwJN7K2XjJE>
  - <https://www.youtube.com/watch?v=MdFRWf-CNC8>
  - <https://www.youtube.com/watch?v=3fZBHwu7KNs>

## During the lesson

**Activity 1:** Ask pupils to write down what they know about stereotypes.

**Activity 2:** Ask pupils to watch the videos and answer given questions:

- *Why do advertisements perpetuate gender stereotypes?*

<https://abcnews.go.com/GMA/video/controversial-ad-campaign-asks-beach-body-ready-30671258>

- *Do gender stereotypes in the Media affect children?*

<https://www.youtube.com/watch?v=kwJN7K2XjJE>

- *What kind of stereotype about black people does the controversial Pepsico advertisement perpetuate?*

<https://www.youtube.com/watch?v=MdFRWf-CNC8>

- *Do all advertisements rely on stereotypes?*

<https://www.youtube.com/watch?v=3fZBHwu7KNs>

## Follow up activity

Ask pupils to take the Implicit Association Test (IAT) <https://implicit.harvard.edu/implicit/index.jsp>, a measure of how quickly people associate positive and negative terms with Black and White faces.

## Feedback

Discussion gives the teacher the opportunity to offer students feedback regarding stereotypes.



## Activity 1

Write down what you know about stereotypes.

## Activity 2

Watch the videos and answer given questions:

1. Video: <https://abcnews.go.com/GMA/video/controversial-ad-campaign-asks-beach-body-ready-30671258>



Why do advertisements perpetuate gender stereotypes?

2. Video: <https://www.youtube.com/watch?v=kwJN7K>



Do gender stereotypes in the Media affect children?

3. Video: <https://www.youtube.com/watch?v=MdFRwf-CNC8>



What kind of stereotype about black people does the controversial Pepsico advertisement perpetuate?

4. Video: <https://www.youtube.com/watch?v=3fZBHwu7KNs>



Do all advertisements rely on stereotypes?

## GENDER STEREOTYPES

### Aim

To recognize the concept of stereotypes in media context.

### Time

45 min

### Keywords

*Stereotypes, media context, media audience, critical judgement*

### Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to choose one favorite female and male idols from the media and describe their looks, appearance, behavior and their job. Present the results.

Ask pupils to discuss and draw their own conclusion on the difference in attitude and thinking between boys and girls in the class.

**Activity 2:** Play a Dove's advertisement <https://www.youtube.com/watch?v=iYhCn0jf46U> and ask pupils to discuss whether idols look like that in their everyday life.

**Activity 3:** Ask each group to complete the given tasks:

1. Write down all the female and male movie/literature characters that were successful in life, brave, bold and rescuing/saving others. Compare the results and draw conclusion.
2. How often are the characters, both male and female, chubby? Write some of them down. What do they do? Do they have many friends? Are they successful?
3. How often are the characters, both male and female, African-American or Asian? What do they do? Do they have many friends? Are they successful?

**Activity 4:** Ask pupils to define stereotype based on the conclusions from the answers above and present to the rest of the class.

### Follow up activity

Discussion:

- *How to deal with stereotypes?*
- *What can you do to stop that way of thinking?*

### Feedback

During the discussions a teacher evaluates pupils' ability to recognize stereotypes.

### Activity 1

Describe favorite female and male idols from the media, write down their looks, appearance, behavior and their job. Present the results.

♂	♀

Discuss and draw your own conclusion on the difference in attitude and thinking between boys and girls in the class

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### Activity 2

Watch Dove's advertisement and discuss in your groups whether idols look like that in their everyday life




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### Activity 3

Complete the given tasks:

1. Write down all the female and male movie/literature characters that were successful in life, brave, bold and rescuing/saving others. Compare the results and draw conclusion.

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2. How often are the characters, both male and female, chubby? Write some of them down. What do they do? Do they have many friends? Are they successful?

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3. How often are the characters, both male and female, African-American or Asian? What do they do? Do they have many friends? Are they successful?

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### Activity 4

Define stereotype based on your answers above and present to the rest of the class.

## HOW DIFFERENT GROUPS ARE VIEWED?

### Aim

To improve personal development regarding stereotypes in one's society.

### Time

60 min

### Keywords

*Stereotypes, media context, media audience, critical judgement*

### Resources needed

Computers with Internet connection, board, paper, pens, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of 3-4
- Prepare a short lecture to remind pupils of the definition of stereotype

### During the lesson

**Activity 1:** Ask each group to research and write down as many facts, opinions and various perspectives through which a given group is viewed. Ask them to prepare a presentation of the results in a form of a list and choose one representative to present the results.

GROUPS	Stereotypes	Prejudice	The root of the stereotype	Group comments
Disability				
Profession				
Ethnic group				
Religious group				
State				

**Activity 2:** Ask each group to talk about negative consequences of stereotypes and suggest the ways they can be avoided.

### Follow up activity

Ask pupils to work in pairs (male/female) and write your opinion on boy and girl stereotypes, then compare it.

Compare your results	Female point of view	Male point of view
Similar views		
Opposite views		

### Feedback

Based on discussions a teacher can see if pupils improve their personal development regarding stereotypes.



**Activity 1**

In groups, research and write down as many facts, opinions and various perspectives through which a given group is viewed. Prepare a presentation of the results in a form of a list and choose one representative to present the results.

GROUPS	Stereotypes	Prejudice	The root of the stereotype	Group comments
Disability				
Profession				
Ethnic group				
Religious group				
State				

**Activity 2**

Talk about negative consequences of stereotypes and suggest the ways they can be avoided. Share your results.

NEGATIVE CONSEQUENCES OF STEREOTYPES



SUGGEST THE WAYS THEY CAN BE AVOIDED












## DEFINING STEREOTYPES

### Aim

To understand the concept of stereotypes (cultural, social and political); to recognize various concepts of representations; to understand stereotype construction.

### Time

120 min

### Keywords

*Stereotypes, representations, simulations*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pupils

### Before the lesson

- Read theoretical part on ***Stereotypes***
- Watch the movie ***Wag the Dog*** by Barry Levinson, 1997 (97min)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about stereotypes. Create a mind map writing their words around the main word ***Stereotypes***.

**Activity 2:** Play the movie ***Wag the Dog*** by Barry Levinson, 1997 (97 min) and ask pupils to share their thoughts.

**Activity 3:** Discuss these questions:

- *How can the media create representation or construct of reality?*
- *Why are stereotypes used so often by the media?*

### Follow up activity

Ask pupils to find at least two most common stereotypes they come across every day.

### Feedback

Ask pupils to add more words to an already created mind map on ***Stereotypes***.

**Activity 1**

Write down at least five words that first come to mind when you think about stereotypes.

STEREOTYPES

**Activity 2**

Watch the movie **Wag the dog** by Barry Levinson, 1997 (97min) and share your thoughts.

DUSTIN HOFFMAN ROBERT DE NIRO  
**WAG** A BARRY LEVINSON FILM **THE DOG**



Shortly before an election, a spin-doctor and a Hollywood producer join efforts to fabricate a war in order to cover up a Presidential sex scandal. (<https://www.imdb.com/title/tt0120885/>)

**Activity 3**

Discuss these questions:

- *How can the media create representation or construct of reality?*
- *Why are stereotypes used so often by media?*

## GOOD AND BAD ADVERTS

### Aim

To recognize various types of advertising methods.

### Time

90 min

### Keywords

*Advertising, commercial, risks, audience, customer, consumer*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for every group

### Before the lesson

- Find several newest/best adverts/commercials (e.g. *TOP 10 Best Adverts from Cannes Lions festival*)
- Find several failed advertisement campaigns
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Show pupils short video commercials from *TOP 10 Best adverts from Cannes Lions festival* and ask them to express their opinion. Now, in groups, ask them to search online, find three commercials which won some awards and discuss why those ads are great and write 5 points of good advertisements.



**Activity 2:** Show pupils several examples of failed advertisement campaigns and ask them to express their opinion. Ask groups to find articles on bad advertising campaigns and 3 ads that were controversial or bad. Take notes.

Present gathered information to their classmates.

### Follow up activity

Ask pupils to write a review of one *Coca-Cola* advertisement.

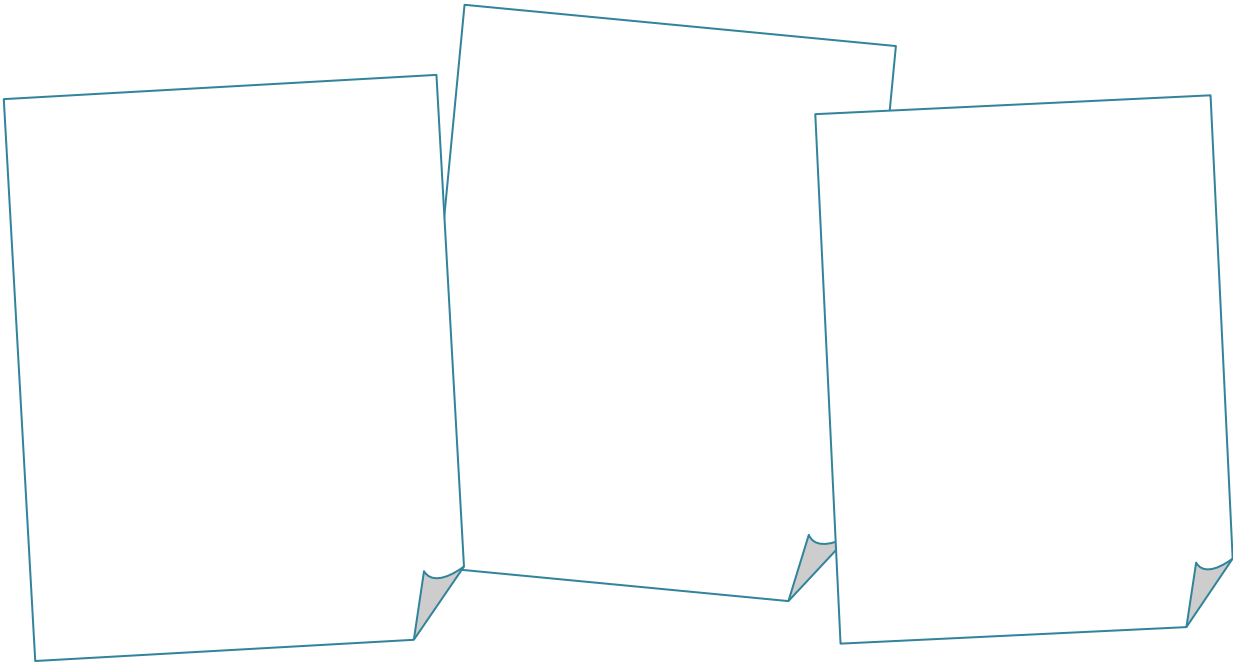
### Feedback

Pupils comments of the presentations.

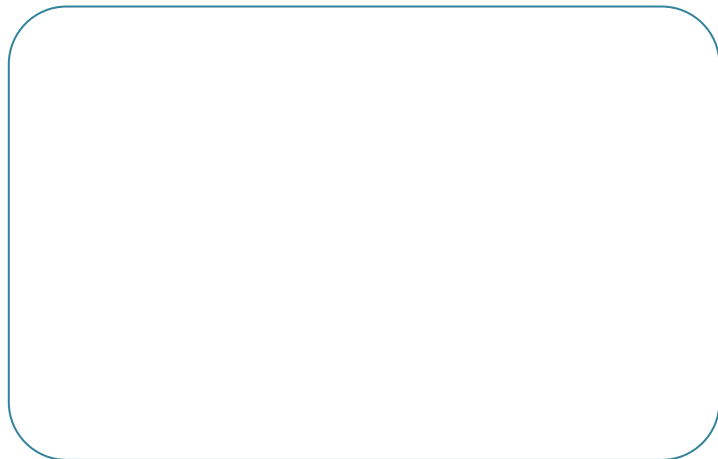
**Activity 1**

Watch video commercials from *TOP 10 Best adverts from Cannes Lions festival* and express your opinion.

Now, in groups, search online, find three commercials which won some awards and discuss why those ads are great and write 5 points of good advertisements.

**Activity 2**

Look at several examples of failed advertisement campaigns and express your opinion. Now, in groups, find articles on bad advertising campaigns and 3 ads that were controversial or bad. Take notes.



Present gathered information to your classmates.

# THE ART OF ADVERTISING

## Aim

To make pupils aware of the various methods and techniques employed by advertising.

## Time

60 min

## Keywords

*Methods, techniques, advertising, best ads, successful ads*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of three
- Read the information on:
  - <https://bizfluent.com/info-7736409-10-kinds-advertising.html>
  - <https://www.managementstudyguide.com/advertising-techniques.htm>

## During the lesson

**Activity 1:** In groups ask pupils to discuss the following questions and take notes:

- *What is advertising?*
- *What are some of the methods and techniques advertisers use?*

Now ask them to visit the following sites and check whether their notes correspond to the information provided on these sites:

- <https://bizfluent.com/info-7736409-10-kinds-advertising.html>
- <https://www.managementstudyguide.com/advertising-techniques.htm>

**Activity 2:** Ask pupils to search the Internet, find 3 examples of successful advertisements, answer the following questions and present those ads to their classmates.

- *What makes these advertisements successful?*
- *What techniques have been used?*

## Follow up activity

Ask groups to think about a possible way to advertise our country.

## Feedback

Pupils comments on their classmates presentations.

**Activity 1**

In groups discuss the following question and take notes:

*What is advertising?*



*What are some of the methods and techniques advertisers use?*

Now visit the following sites and check whether your notes correspond to the information provided on these sites. Take notes.

- <https://bizfluent.com/info-7736409-10-kinds-advertising.html>
- <https://www.managementstudyguide.com/advertising-techniques.htm>

**Activity 2**

Search the Internet, find 3 examples of successful advertisements, answer the following questions and present those ads to your classmates.

- *What makes these advertisements successful?*
- *What techniques have been used?*

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## SCHOOL MARKETING

### Aim

To recognize various types of advertising methods; to compare and estimate the quality of marketing communication versus propaganda; to be able to produce simple samples of advertising messages.

### Time

120 min

### Keywords

*Advertising, marketing communication, commercial propaganda, advertising message, advertising method*

### Resources needed

Computers or smartphones with Internet connection, multimedia, a copy of an **Activity sheets** for each group

### Before the lesson

- Prepare some examples of quality-marketing of a high school, university or similar institution
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to write down the best and worst qualities of our school, discuss them and decide which attractive qualities should be advertised for prospective pupils.

**Activity 2:** Ask each group to create a social media ad for our school that would be attractive to future pupils. Allow them to choose their own idea of the advertisement. Ask them to decide on the representation of the idea, the design of the ad and make drafts (it may be drawings, photos, written messages, collages, etc.).

**Activity 3:** All groups should present their results, with enough time to explain all ideas. Every ad should be discussed extensively in order to understand, why it is good or not good enough. Review all ads of the class and decide which one to select for further development.

### Follow up activity

Groups try to find a way to develop the ad further, finish it and put it on the school's social media site.

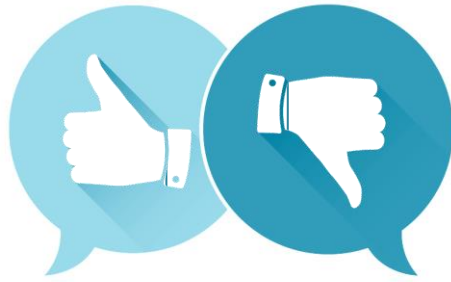
### Feedback

Discussion of the activity gives the teacher the opportunity to offer pupils feedback regarding their understanding of quality marketing communication and quality advertising.



**Activity 1**

Write down the best and worst qualities of our school, discuss them and decide which attractive qualities should be advertised for prospective pupils.



<https://i1.wp.com/www.newwaysministry.org/wp-content/uploads/2017/12/Best-and-Worst.png?fit=1000%2C556&ssl=1>

**Activity 2**

Create a social media ad for our school that would be attractive to future pupils. Choose your own idea of the advertisement. Decide on the representation of the idea, the design of the ad and make drafts (it may be drawings, photos, written messages, collages, etc.).

Draft

**Activity 3**

You will present your results, discuss and comment on other presentations and together with teacher decide which advertisement to select for further development.

## VISUAL ADVERTISING MESSAGES

### Aim

To be able to produce simple samples of advertising messages.

### Time

90 min

### Keywords

*Marketing communication, propaganda, advertising, messages*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

- Graphic - <https://www.befunky.com>; <https://vectr.com/>
- Cartoon - <https://www.animaker.com>; <http://www.renderforest.com>
- Meme - <https://imgflip.com> ; <https://memeful.com/generator>

### Before the lesson

- Read theoretical part on **Advertising** and **Propaganda**
- Divide the class into teams of 3-4

### During the lesson

**Activity 1:** Ask pupils to write all types of advertising they know and tell the rest of the class.

**Activity 2:** In groups, ask pupils to create a visual advertising message of their choice (graphic, meme or cartoon) which advertises our school. Pupils can choose any free online application for creating the message. Share the advertisements with their classmates.

**Activity 3:** Ask each group to design a product that presents their region or country. It can be a food product, an industrial product, a band, a tourist destination, a sports team etc. For the selected product the team should devise a visual reflection message and present it to other groups.

### Follow up activity

Pupils create visual advertising message of their choice (graphic, meme or cartoon) which advertises their after class activity.

### Feedback

After reviewing pupils visual advertising message, conclude if pupils can produce simple advertising messages.

**Activity 1**

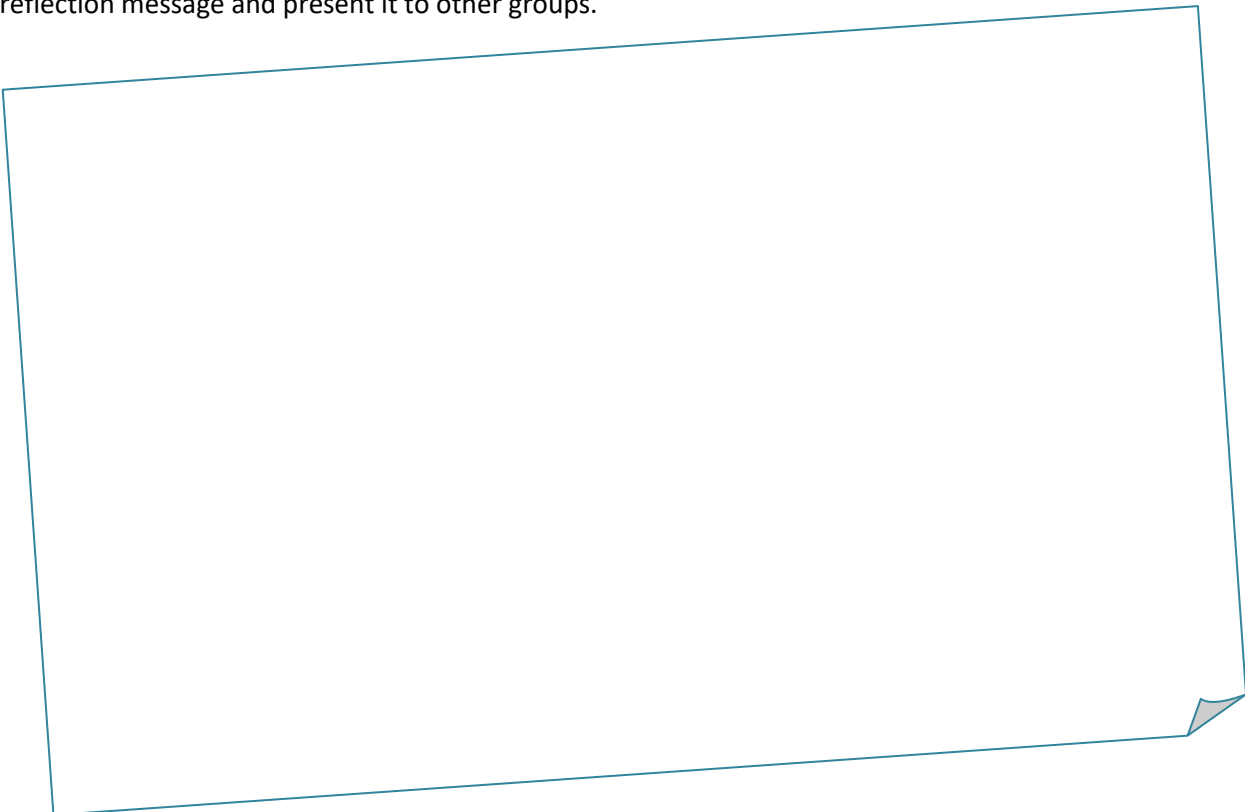
Write all types of advertising you know and tell the rest of the class.

**Activity 2**

In groups, create a visual advertising message of your choice (graphic, meme or cartoon) which advertises our school. Choose any free online application for creating the message. Share the advertisements with your classmates.

**Activity 3**

Design a product that presents your region or country. It can be a food product, an industrial product, a band, a tourist destination, a sports team etc. For the selected product your team should devise a visual reflection message and present it to other groups.



## DEFINING ADVERTISING

### Aim

To understand the concept of advertising (financing the media production); to recognize various concepts of advertising (propaganda); to critically assess advertising and/or propaganda content.

### Time

150 min

### Keywords

*Advertising, propaganda, media financing, media production*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Read theoretical part on **Advertising**
- Watch the movie **Network** by Sidney Lumet, 1976 (121min)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about Advertising. Create a mind map writing their words around the main word Advertising.

**Activity 2:** Watch the movie **Network** by Sidney Lumet, 1976 (121 min) and ask pupils to share their thoughts.

**Activity 3:** Ask pupils to discuss these questions:

- *How is media production financed?*
- *Why are media ratings important?*
- *Who are media owners, who are advertisers?*
- *Why is audience important?*

### Follow up activity

Pupils should try to find several ads (commercials) where they recognize propaganda techniques.

### Feedback

Ask pupils to add more words to an already created mind map on **Advertising**.

**Activity 1**

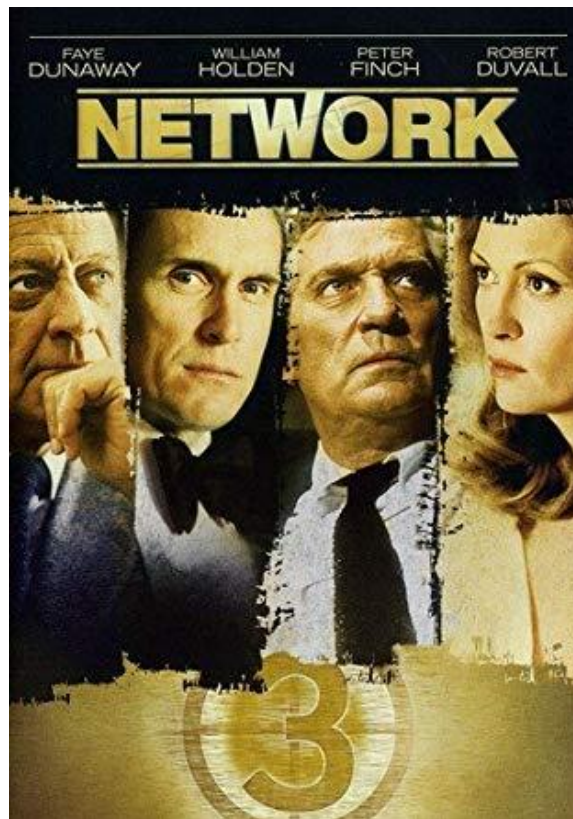
Write down at least five words that first come to mind when you think about *Advertising*.


**Activity 2**

Watch the movie **Network** by Sidney Lumet, 1976 (121 min) and share your thoughts.

<https://www.imdb.com/title/tt0074958/>

*A television network cynically exploits a deranged former anchor's ravings and revelations about the news media for its own profit.*

**Activity 3**

Discuss these questions:

*How is media production (content) financed?*

*Why are media ratings important?*

*Who are media owners, who are advertisers?*

*Why is audience important?*

# CAN VIRTUAL REALITY MAKE US MORE EMPATHETIC IN REAL LIFE?

## Aim

To understand the concept of virtual reality, the VR technology and its uses, policy changes regarding VR technology, the potential effects of virtual reality in modifying human behavior.

## Time

120 min

## Keywords

*Virtual reality, technology, psychology, empathy, social interaction*

## Recourses needed

Computers with Internet connection for each group, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into 5 groups
- Read potential sources:
  - <https://www.ijser.org/researchpaper/Brief-Introduction-of-Virtual-Reality-its-Challenges.pdf> (Sharmistha Mandal: Brief Introduction of Virtual Reality & its Challenges, International Journal of Scientific & Engineering Research, Volume 4, Issue 4, April 2013)
  - Moses Okechukwu Onyesolu and Felista Udoka Eze: Understanding Virtual Reality Technology: Advances and Applications, In book: Advances in Computer Science and Engineering, March 2011
  - <https://vhil.stanford.edu/mm/2013/rosenberg-plos-virtual-superheroes.pdf> (Rosenberg, R. S., Baughman, S. L. & Bailenson, J. N.: Virtual Superheroes: Using Superpowers in Virtual Reality to Encourage Prosocial Behavior, January 2013)
  - <https://www.mercatus.org/publications/permissionless-innovation-virtual-reality-VR> (Adam Thierer: Public Policy for Virtual and Augmented Reality, Technology and Innovation, September 2017)
  - [https://www.researchgate.net/publication/238555198\\_The\\_Potential\\_Societal\\_Impact\\_of\\_Virtual\\_Reality](https://www.researchgate.net/publication/238555198_The_Potential_Societal_Impact_of_Virtual_Reality) (Mark E. Koltko-Rivera: The Potential Societal Impact of Virtual Reality, January 2005)
  - <http://jarrodknibbe.com/files/DreamIsCollapsing.pdf> (Jarrod Knibbe, Jonas Schjerlund, Mathias Petræus, Kasper Hornbæk: The Dream is Collapsing: The Experience of Exiting VR, 2018)
  - <https://www.theatlantic.com/technology/archive/2017/02/virtual-reality-wont-make-you-more-empathetic/515511/> (Forbes: The Hype Around Virtual Reality Is Fading, March 2017)
  - <http://bostonreview.net/forum/paul-bloom-against-empathy> (Paul Bloom: Against Empathy)

## During the lesson

**Activity 1:** Name each group from 1 to 5 and ask them to look at their group's task and complete it.

*Group 1: Brief Introduction into virtual reality*

*Group 2: Brief overview of influence of VR on human behavior*

*Group 3: Brief overview of governing immersion technologies, such as VR*

*Group 4: Potential effects of virtual reality in modifying human behavior, influencing human psyche and increasing empathy*

*Group 5: Are the potential effects of virtual reality in modifying human behavior exaggerated?*

**Activity 2:** Ask each group to share their presentations.

## Follow up activity

Play a short video clip on virtual reality and empathy and have a discussion.

- <https://www.youtube.com/watch?v=GFWQ55-ydJA&feature=youtu.be> (Above the Noise: Can Virtual Reality Make You a Better Person?):

Guiding questions:

- *Can a virtual experience allow us to deeply understand and share a person's feelings? Why or why not?*
- *Do you know of an example (a study) of how virtual reality is being used for therapy? What have been the results?*
- *Have you ever felt empathy for someone because of a virtual experience? Share your story.*
- *If you could immerse someone in your world using VR, what story would you tell? What would you want a user to experience?*

## Feedback

Presentation of the completed assignments, examples found, and a discussion with pupils gives the teacher the opportunity to assess and offer them feedback on whether and to what extent they have adopted and understood the concepts of virtual reality, the VR technology and its uses, policy changes regarding VR technology, the potential effects of virtual reality in modifying human behavior.

## Activity 1

Look at your group's task and complete it:



### Group 1: Brief Introduction into virtual reality

Prepare a 10 min presentation on virtual reality in general, the development of VR technology and its most common uses, by using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles) that can be sourced on the Internet. Potential sources:

- <https://www.ijser.org/researchpaper/Brief-Introduction-of-Virtual-Reality-its-Challenges.pdf> (Sharmistha Mandal: Brief Introduction of Virtual Reality & its Challenges, International Journal of Scientific & Engineering Research, Volume 4, Issue 4, April 2013)
- Moses Okechukwu Onyesolu and Felista Udoka Eze: *Understanding Virtual Reality Technology: Advances and Applications*, In book: *Advances in Computer Science and Engineering*, March 2011



### Group 2: Brief overview of influence of VR on human behavior

Prepare a 10 min presentation on the advantages and disadvantages of virtual reality, and the potential impact it may have on human behavior (especially behavioral change), by using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles) that can be sourced on the Internet. Potential source:

- <https://vhil.stanford.edu/mm/2013/rosenberg-plos-virtual-superheroes.pdf> (Rosenberg, R. S., Baughman, S. L. & Bailenson, J. N.: Virtual Superheroes: Using Superpowers in Virtual Reality to Encourage Prosocial Behavior, January 2013)



### Group 3: Brief overview of governing immersion technologies, such as VR

Prepare a 10 min presentation on the potential societal responses to virtual reality and similar technologies, particularly the changes to public policy, by using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles) that can be sourced on the Internet. Potential source:

- <https://www.mercatus.org/publications/permissionless-innovation-virtual-reality-VR> (Adam Thierer: Public Policy for Virtual and Augmented Reality, Technology and Innovation, September 2017)



### Group 4: Potential effects of virtual reality in modifying human behavior, influencing human psyche and increasing empathy

Prepare a 10 min presentation on the potential of virtual reality and similar technologies to influence human behavior, psyche and increase empathetic societal responses, by using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles) that can be sourced on the Internet. Potential source:

- <https://www.researchgate.net/publication/238555198> *The Potential Societal Impact of Virtual Reality* (Mark E. Koltko-Rivera: The Potential Societal Impact of Virtual Reality, January 2005)



### Group 5: Are the potential effects of virtual reality in modifying human behavior exaggerated?

Prepare a 10 min presentation on whether the potential of virtual reality and similar technologies to influence human behavior have been exaggerated or overly optimistic, by using science-based sources (books in PDF and scientific articles, including opinion journalism pieces or newspaper articles) that can be sourced on the Internet. Potential sources:

- <http://jarrodknibbe.com/files/DreamIsCollapsing.pdf> (Jarrod Knibbe, Jonas Schjerlund, Mathias Petræus, Kasper Hornbæk: *The Dream is Collapsing: The Experience of Exiting VR*, 2018)
- <https://www.theatlantic.com/technology/archive/2017/02/virtual-reality-wont-make-you-more-empathetic/515511/> (Forbes: *The Hype Around Virtual Reality Is Fading*, March 2017)
- <http://bostonreview.net/forum/paul-bloom-against-empathy> (Paul Bloom: *Against Empathy*) a short film about the selected example), and a brief description and explanation of the examples.



## Activity 2

Share your presentations to the rest of the class.

## SIMPLE EXAMPLE/MODEL OF VIRTUAL REALITY

### Aim

To produce simple example-model of virtual reality.

### Time

90 minutes

### Keywords

*Virtual reality, manipulation, media contexts, advertising, propaganda*

### Recourses needed

Computers with Internet connection for each group, a copy of an **Activity sheet** for each group, GeoGebra 3D [Link to GeoGebra Augmented Reality app from App Store](#) or similar online Augmented Reality application

### Before the lesson

- Divide the class into groups of four
- Watch the two videos on Augmented Reality:
  - <https://youtu.be/Uyo0p4Lwi98>
  - [https://youtu.be/Cwb9Uf\\_RVM0](https://youtu.be/Cwb9Uf_RVM0)

### During the lesson

**Activity 1:** Ask each group to find one example of virtual reality in different use on the Internet: education, advertising, propaganda and etc.

### **Activity 2:** Discussion:

- *Can we manipulate with VR and how?*
- *In what subjects can we use VR? Can you find some examples?*

**Activity 3:** Play the video <https://youtu.be/Uyo0p4Lwi98> ; discuss and ask each group to create a simple example of augmented reality using the instructions:

- 1) Open up **GeoGebra Augmented Reality** app
- 2) Go to MENU. Select "**Two Functions**".
- 3) Delete the first equation (provided). For blue (top) equation, enter  $z = \sqrt{9 - x^2 - y^2}$  (half sphere). For bottom equation, type in  $z = -\sqrt{9 - x^2 - y^2}$  (half sphere)
- 4) Take a ball (sphere) and show how this is a perfect model for such a sphere

### Follow up activity

Play the video: [https://youtu.be/Cwb9Uf\\_RVM0](https://youtu.be/Cwb9Uf_RVM0) and ask pupils to find an object in the classroom and make a 3D model.

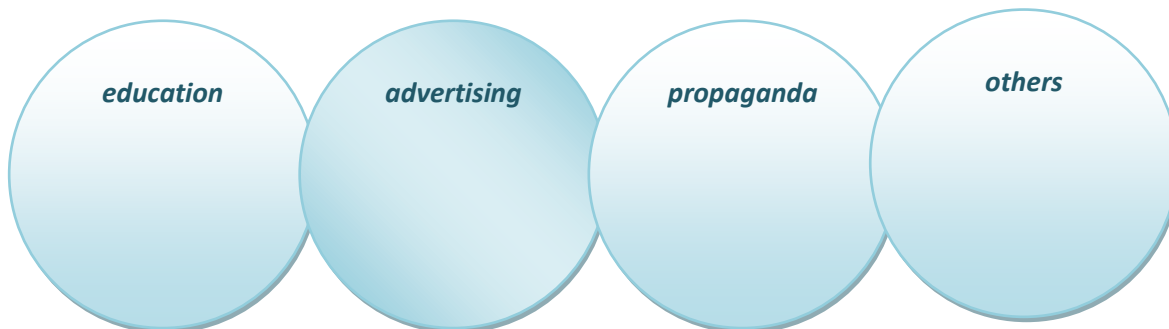
### Feedback

Simple samples of augmented reality show pupils' abilities.



## Activity 1

Find one example of virtual reality in different use on the Internet: *education, advertising, propaganda* and etc.



## Activity 2

Discussion:

- *Can we manipulate with VR and how?*
- *In what subjects can we use VR? Can you find some examples?*

## Activity 3

Watch the video, discuss and create a simple example of augmented reality using the instructions:

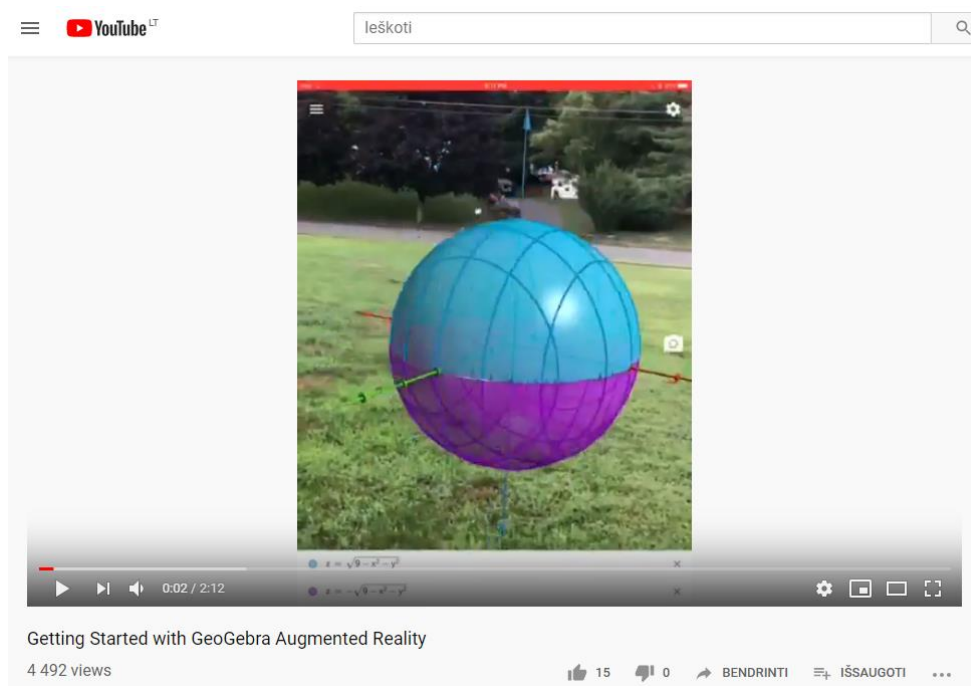
1) Open up **GeoGebra Augmented Reality** app



2) Go to MENU. Select "**Two Functions**".

3) Delete the first equation (provided). For blue (top) equation, enter  $z = \sqrt{9 - x^2 - y^2}$  (half sphere). For bottom equation, type in  $z = -\sqrt{9 - x^2 - y^2}$  (half sphere)

4) Take a ball (sphere) and show how this is a perfect model for such a sphere



## WE LIVE IN A VIRTUAL WORLD

### Aim

To be aware of the concepts of virtual and augmented reality and their potential uses.

### Time

45 min

### Keywords

*Virtual reality, augmented reality, uses, applications*

### Recourses needed

Computers with Internet connection

### Before the lesson

- Divide the class into groups of three
- Watch the video <https://www.youtube.com/watch?v=Ep1F1J6-OSw>

### During the lesson

#### **Activity 1:** Discussion:

- *What is virtual reality?*
- *Why was virtual reality created?*
- *How is virtual reality created?*
- *What is the difference between virtual and augmented reality?*

Ask each group to use the keywords **virtual reality**, **augmented reality** and find the answer to the questions above. Ask them to take notes and report to class.

#### **Activity 2:** Ask pupils the following question:

- *What are some of the uses or potential uses of virtual reality?*

Play the video <https://www.youtube.com/watch?v=Ep1F1J6-OSw> and ask them to take notes.

#### **Activity 3:** Ask each group to find real examples of the use of virtual reality and share them.

### Follow up activity

Ask each group to use an online tool, like the one below, to create an Avatar presenting the main points of the lesson. <https://www.voki.com/>

### Feedback

The examples of virtual reality use clearly show pupils understanding

**Activity 1**

Discussion:

*What is  
virtual reality?**Why was  
virtual reality  
created?**How is virtual  
reality  
created?**What is the difference  
between virtual and  
augmented reality?*

Use the keywords **virtual reality**, **augmented reality**, search and find the answer to the questions above.

Take notes and report to the class.



virtual reality, augmented reality

**Activity 2**

Discuss:

- *What are some of the uses or potential uses of virtual reality?*

Watch the video <https://www.youtube.com/watch?v=Ep1F1J6-OSw> and take notes.

**Activity 3**

Find real examples of the use of virtual reality and share them.

Real examples

## SURROGATE

### Aim

To understand the principles of virtual reality creation; to understand its impact.

### Time

135 min

### Keywords

*Virtual reality, media credibility, reality construction, virtual reality creation, critical thinking*

### Resources needed

A computer with Internet connection, multimedia, a copy of an **Activity sheet** for each pupil

### Before the lesson

- Watch the movie ***Surrogates*** by Jonathan Mostow, 2009 (104min)

### During the lesson

**Activity 1:** Play the film ***Surrogates*** by Jonathan Mostow 2009 (104min) and ask pupils to share their thoughts.

**Activity 2:** Ask pupils to write an article on how virtual reality was presented/used in the movie.

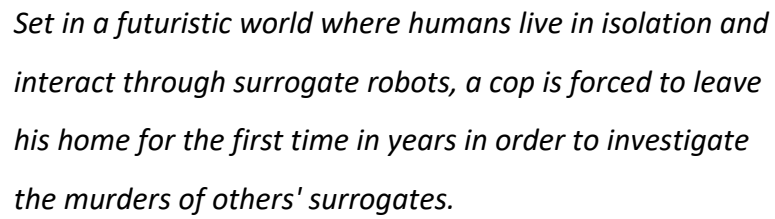
### Follow up activity

Ask pupils to name other movies where virtual reality is used.

### Feedback

Discussion about the film gives the teacher the opportunity to offer pupils feedback regarding their understanding of virtual reality.

[https://www.imdb.com/title/tt0986263/?ref=nr\\_sr\\_1?ref=nr\\_sr\\_1](https://www.imdb.com/title/tt0986263/?ref=nr_sr_1?ref=nr_sr_1)



Write an article: **“How virtual reality is presented/used in the movie?”**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# TO UNDERSTAND THE CONCEPT OF PROPAGANDA

## Aim

To understand the concept of propaganda.

## Time

90 minutes

## Keywords

*Ethics, truth, propaganda, false news, disinformation, credibility, fake news, verification, criticism, globalization, critical thinking, globalized media, media message, global identity, civil society, media literacy*

## Recourses needed

Computers with Internet connection, a copy of an **Activity sheet** for each group, Microsoft Office online application Sway

## Before the lesson

- Study Microsoft Office online application Sway
- Read the theoretical part on **Propaganda**
- Prepare accurate examples on propaganda from printed or electronic media
- Divide the class into groups of 4

## During the lesson

**Activity 1:** Introduce the topic of propaganda in the Media using accurate example form printed or electronic media. Ask each group to choose a topic regarding propaganda (from a different historical era or recent example from a different part of the world) and create a presentation.

## Conditions:

- Each group will have to work with Microsoft Office online application Sway; They also have to consider time restriction during the presentation (videos have to be short and concise).
- Each team will have a team leader, the person responsible for text, the person responsible for photo and video and a person responsible for the design of Sway.
- Team leader will present the project in 5 min and explain the contribution of each team member.
- The person responsible for text will provide text - all members of the team will read it, comment, suggest modifications, correct spelling mistakes etc.
- The person responsible for photo and video will provide these materials respecting copyrights - all members of the team will view it, comment, suggest other resources etc.
- The person responsible for design will combine text with photographs and videos and add design - all members of team will view it and comment, suggest changes etc.
- Each team leader presents the project (5 min per team). The whole class discusses and provides comments on their work.

## Follow up activity

Pupils write one thing they remember from every presentation.

## Feedback

The teacher can conclude if pupils understand the concept of propaganda from Sway teams presentations.

**ACTIVITY 1**

Choose a topic regarding propaganda (from a different historical era or recent example from a different part of the world) and create a presentation.

TOPIC

**Conditions:**

Work with Microsoft Office online application Sway; Consider time restriction during the presentation (videos have to be short and concise).

**Your group has to have:** a team leader, the person responsible for text, the person responsible for photo and video and a person responsible for the design of Sway.

- Team leader will present the project in 5 min and explain the contribution of each team member.
- The person responsible for text will provide text - all members of the team will read it, comment, suggest modifications, correct spelling mistakes etc.
- The person responsible for photo and video will provide these materials respecting copyrights - all members of the team will view it, comment, suggest other resources etc.
- The person responsible for design will combine text with photographs and videos and add design - all members of team will view it and comment, suggest changes etc.

**TEAM MEMBERS**

# PROPAGANDA TECHNIQUES

## Aim

To recognize propaganda techniques, ways to identify them in practice, and ways they are used to attempt manipulating media audiences.

## Time

90 min

## Keywords

*Propaganda, propaganda techniques, persuasion, brain washing, manipulation, mind control, product placement*

## Recourses needed

Computers with Internet connection for each group, multimedia, a copy of **an Activity sheet** for each group

## Before the lesson

- Divide the class into groups of 3-4
- Read the theoretical part on **Propaganda**

## During the lesson

**Activity 1:** Explain the basic concepts related to propaganda, with emphasis on the seven main propaganda techniques. Do this in a practical way, show pupils the following short video clips and ask them to give an example from their everyday life.

- Bandwagon technique

[https://www.youtube.com/watch?v=IWCzaVDJNqQ&index=4&list=PLjvhL4rFjBUM58tFdtwF1NX6-SNNy\\_Vix](https://www.youtube.com/watch?v=IWCzaVDJNqQ&index=4&list=PLjvhL4rFjBUM58tFdtwF1NX6-SNNy_Vix)

[https://www.youtube.com/watch?v=dBbrpemT7k8&index=2&list=PLjvhL4rFjBUM58tFdtwF1NX6-SNNy\\_Vix](https://www.youtube.com/watch?v=dBbrpemT7k8&index=2&list=PLjvhL4rFjBUM58tFdtwF1NX6-SNNy_Vix)

- Card Stacking technique

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

- Glittering Generalities technique

[https://www.youtube.com/watch?v=Ky7ic1Ro9yw&index=2&list=PL-knUwOJPRT6kBKsxX\\_1mCELLcimbiaAR](https://www.youtube.com/watch?v=Ky7ic1Ro9yw&index=2&list=PL-knUwOJPRT6kBKsxX_1mCELLcimbiaAR)

- Name Calling technique

<https://www.youtube.com/watch?v=r-wWatmQUKq>

<https://www.youtube.com/watch?v=aLLknUGFv6c>

- Plain Folks technique

<https://www.youtube.com/watch?v=19r4I70fZRU>

- Testimonials technique

[https://www.youtube.com/watch?v=W7jkyqJ\\_QNo](https://www.youtube.com/watch?v=W7jkyqJ_QNo)

- Transfer technique

<https://www.youtube.com/watch?v=k4KwZ91AcNY>

**Activity 2:** Ask each of group to find examples for four chosen techniques out of those given above. Each group needs to find two examples in media discourse (in texts/news articles/analyses/reports on news portals, television or video clips – or, for example, media or political campaigns) and two in advertising discourse (for example, commercials for products). The pupils should accompany each of these four examples with a visual component – through a photo (for example, from an internet portal) or a video or short film link. Each group should briefly present to other pupils what they have found, explain why they have selected specific examples and explain which propaganda techniques (and/or their combinations) were used.

## Follow up activity

Ask pupils to create a text message using one of the propaganda techniques.

## Feedback

Presentation of the gathered examples of propaganda techniques and discussion with pupils give the teacher the ability to assess and the opportunity to offer feedback to pupils on whether and to what extent they have adopted concepts and materials related to propaganda and basic techniques of its use.



**Activity 1**

Watch seven videos on main propaganda techniques and give one example from your everyday life.

• Bandwagon technique	
• Card Stacking technique	
• Glittering Generalities technique	
• Name Calling technique	
• Plain Folks technique	
• Testimonials technique	
• Transfer technique	

**Activity 2**

Find examples for four chosen techniques out of those given above. You need to find two examples in media discourse (in texts/news articles/analyses/reports on news portals, television or video clips – or, for example, media or political campaigns) and two in advertising discourse (for example, commercials for products). Accompany each of these four examples with a visual component – through a photo (for example, from an internet portal) or a video or short film link. Later, you will give a presentation in front of the class. The information that your presentations should include: *what you have found? why you have selected these examples and which propaganda techniques (and/or their combinations) were used?*

Draft

## A CONFERENCE ON PROPAGANDA IN THE CONTEMPORARY MEDIA

### Aim

To understand the concept of propaganda; to recognize the most typical propaganda techniques and methods in the media; to understand the principles and reasons of propaganda construction; to perceive the effects of propaganda and to be aware of propaganda contexts and how to test/check its credibility.

### Time

120 min

### Keywords

*Propaganda, types of propaganda, propaganda techniques, propaganda effects, propaganda contexts*

### Resources needed

Computers with Internet connection; multimedia, a copy of an **Activity sheet** for each pair

### Before the lesson

- Divide the class into pairs

### During the lesson

**Activity 1:** Give each pair a conference topic and ask them to search the Internet and other resources to find materials that suit their topic. They have about 40 minutes to discuss and make their presentation.

List of possible conference themes:

• THE CONCEPT AND DEFINITION OF PROPAGANDA
• HISTORY OF PROPAGANDA
• PROPAGANDA IN EUROPE DURING WWII
• PROPAGANDA IN THE MEDIA IN THE 20TH CENTURY
• TYPES OF PROPAGANDA
• INFORMATION WARFARE
• CHARACTERISTICS OF CONTEMPORARY PROPAGANDA
• COUNTERACTING PROPAGANDA
• PROPAGANDA AND SOCIAL MEDIA
• IS THERE ANYTHING POSITIVE ABOUT PROPAGANDA?

**Activity 2:** Pupils present their topics. After each presentation the class should discuss its main idea (just one). They should also briefly discuss the performance of the speakers – what was good and what needs to be improved.

### Follow up activity

Pupils make a list of main ideas they have heard during the conference.

### Feedback

Discussion of pupils' presentation gives the teacher the opportunity to offer pupils feedback regarding their understanding of propaganda and the role of media in the process.

**Activity 1**

You will receive a topic on propaganda, search the Internet and other resources to find materials that suit your topic. You have about 40 minutes to discuss and make your presentation.



[https://cdn.shopify.com/s/files/1/1174/1558/products/3\\_b8ce71f6-193c-43a9-b9f4-1000604430ac\\_2000x.jpg?v=1531121596](https://cdn.shopify.com/s/files/1/1174/1558/products/3_b8ce71f6-193c-43a9-b9f4-1000604430ac_2000x.jpg?v=1531121596)

**Activity 2**

Present your papers. After each presentation the class will discuss its main idea (just one). They will also briefly discuss your performance – what was good and what needs to be improved.

## PROPAGANDA - POSTERS

### Aim

To understand the main features of propaganda in posters.

### Time

60 min

### Keywords

*Propaganda, poster, news, media, social media, types of propaganda, history, WWII, communism, nazism*

### Recourses needed

Computers or smartphones with Internet Connection, a copy of an **Activity sheet** for each group, sticky notes (red, green, yellow), a copy of Posters [*Append 5*] for each group

### Before the lesson

- Divide the class into groups

### During the lesson

**Activity 1:** Ask each group to look at the posters, search online, discuss and answer the following questions:

- *What features do the posters have?*
- *What colors dominate the posters?*
- *During what historic event these posters were created? What historic personalities are shown?*
- *What were the aims of these posters?*

Ask pupils to share the results in front of the classroom.

### Follow up activity

Ask pupils to create a poster based on the features of propaganda.

### Feedback

Hand out pupils the sticky notes and ask them to write the features of propaganda found in posters.

On a green sticky note – if a pupil knows more than 3

On a yellow sticky note – if a pupil knows less than 3

On a red sticky note – if a pupil does not know any

Place the notes on the board

**Activity 1**

Look at the posters, search online, discuss and answer the following questions:

<i>What features do the posters have?</i>	<i>What colors dominate the posters?</i>
<i>During what historic events these posters were created? What historic personalities are shown?</i>	<i>What were the aims of these posters?</i>

Ask pupils to share the results in front of the classroom.

## PROPAGANDA – QR CODES

**Aim**

To understand the concept of propaganda.

**Time**

60 min

**Keywords**

*Propaganda, concept, media, social media*

**Recourses needed**

Smartphones with Internet connection, QR scan application, a copy of an **Activity sheet** for each group, white sheets of paper for each group

**Before the lesson**

- Study the prepared QR codes
- Divide the class into groups

**During the lesson**

**Activity 1:** Ask pupils to install QR code application into their smartphones, scan each code and gather the most important information on *Propaganda*. Share the information.

**Activity 2:** Ask each group to create a mind map around the word *Propaganda* on a white sheet of paper and present it to the class.

**Follow up activity**

Ask pupils to create infographics on *Propaganda*, its types and 2-4 examples for each type.

**Feedback**

Ask each group to prepare a short summary of their work during the lesson.

**Activity 1**

Install QR code application into your smartphones, scan each code and gather the most important information on *Propaganda*. Share the information.

QR code:

**Activity 2**

In groups, create a mind map around the word *Propaganda* on a white sheet of paper and present it to the class.

## THE BASICS OF PROPAGANDA

### Aim

To make pupils aware of the various propaganda techniques employed by the media.

### Time

60 min

### Keywords

*Propaganda, techniques, methods, media, social media, Facebook, Google, artificial intelligence*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups of three
- Watch the video: <https://www.youtube.com/watch?v=NIxEy6Dzkoc>

### During the lesson

**Activity 1:** Ask pupils to find a definition of the word propaganda online and write it down in their activity sheet.

**Activity 2:** Ask pupils to search online for the most common techniques and methods of propaganda in the media and provide three examples for every technique/method found. Share with the rest of the class.

**Activity 3:** Ask pupils to watch Charlie Chaplin's final speech from The Great Dictator.

Charlie Chaplin - The Great Dictator (the final speech) <https://www.youtube.com/watch?v=NIxEy6Dzkoc> and answer the question whether digital technology and artificial intelligence is inherently bad.

### Follow up activity

Pupils prepare a PPT presentation.

### Feedback

The examples provided by pupils will allow the teacher to understand whether they properly comprehend propaganda techniques.



**Activity 1**

Find a definition of the word propaganda online and write it down.

*Propaganda*

**Activity 2**

Search online for the most common techniques and methods of propaganda in the media and provide three examples for every technique/method found. Share with the rest of the class.

Techniques/methods	Examples

**Activity 3**

Watch Charlie Chaplin's final speech from *The Great Dictator* and answer the question whether digital technology and artificial intelligence is inherently bad.



## 6 CRITICAL QUESTIONS

### Aim

To be critical about the news and the media, its contexts and credibility (the reputation of the source, of information, the historical/political context, etc.).

### Time

60 min

### Keywords

*Truth, false news, disinformation, credibility, fake news, verification, criticism, critical thinking, media literacy, 6 critical questions*

### Recourses needed

Computers with Internet connection, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on **Disinformation and Fake News**
- Read *6 Critical Questions* [Appendix 6]
- Prepare topic cards [During the lesson, Activity 2]
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to look at the infographic *6 Critical Questions*, discuss and take notes if they need to.

**Activity 2:** Ask each group to choose a representative, who draws a topic from a hat:

### Topics:



CANNABIS OIL CURE CANCER

TUNGUSKA EVENT

VACCINATION CAUSES AUTISM

ARE SUPERFOODS REALLY GOOD FOR YOU OR JUST MARKETING HYPE?

A GLASS OF RED WINE IS THE EQUIVALENT TO AN HOUR AT THE GYM

DO CHILDREN REALLY NEED MEAT AS THEY'RE GROWING?

PLAYING VIDEO GAMES CAN CAUSE ADDICTION

THE BERMUDA TRIANGLE MYSTERY

PLAYING VIDEO GAMES CAUSE ADHD

Ask each team to search for information on these topics and fill in the activity plan. Each team presents their experiences considering the search for trustworthy and reliable information.

### Follow up activity

Pupils play fake news game <https://getbadnews.com/#intro>.

### Feedback

Discussing pupils' experiences considering the search for trustworthy and reliable information gives the teacher the opportunity to estimate whether pupils developed critical attitude about the news and the media

## Activity 1

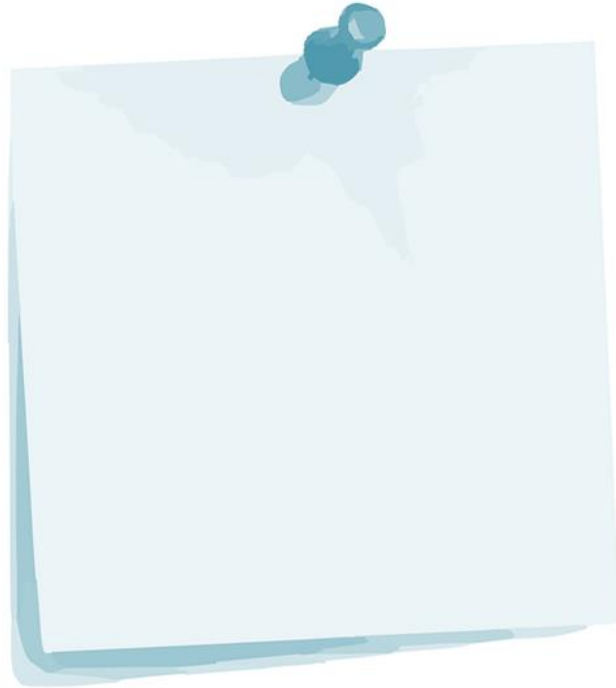
Look at the infographic *6 Critical Questions*, discuss and take notes if you need to.

<https://criticalthinkingasylum.files.wordpress.com/2009/06/6questionsbw.jpg>

**6 critical questions**  
things to think about when someone has something to say

<b>who</b>	<b>Who said it?</b> Someone you know? Someone famous? Someone in authority? Should it matter who said it?
<b>what</b>	<b>What did they say?</b> Did they give facts or opinions? Did they give all the facts? Did they leave something out?
<b>where</b>	<b>Where did they say it?</b> Was it in public or in private? Did other people have a chance to talk about the other side?
<b>when</b>	<b>When did they say it?</b> Before, after, or during an important event?
<b>why</b>	<b>Why did they say it?</b> Did they explain their opinions? Were they trying to make someone look good or bad?
<b>how</b>	<b>How did they say it?</b> Were they happy, sad, angry, or didn't care? Did they write it or speak it? Could you understand it?

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## Activity 2

Choose a representative, who draws a topic from a hat. Search for information on this topic and fill in the activity plan. Present your experiences considering the search for trustworthy and reliable information.

Reliable and trustworthy	Unreliable and untrustworthy

1. Explain why you rated the source as unreliable and untrustworthy.

2. Where there more reliable and trustworthy sources or the opposite?

# IDENTIFYING DISINFORMATION AND FAKE NEWS AND THEIR "CLOSE RELATIVES"

## Aim

To introduce different definitions, concepts and manners of producing and disseminating fake news and their "close relatives"; to recognize disinformation and fake news; to be aware of the dangers of their production and dissemination.

## Time

90 min

## Keywords

*Disinformation, fake news, false information, production, dissemination, social networks, web pages, internet portals*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each pair

## Before the lesson

- Divide the class into pairs
- Read the recommended sources:
  - Hunt Allcott; Matthew Gentzkow: "Social Media and Fake News in the 2016 Election" (Journal of Economic Perspectives, Vol 31., No. 2, Spring 2017, pp. 211-236):  
<https://www.aeaweb.org/articles?id=10.1257/jep.31.2.211>
  - Kai Shu; Amy Sliva; Suhang Wang; Jilian Tang; Huan Liu: „Fake News Detection on Social Media: A Data Mining Perspective“ (September 2017): <https://arxiv.org/abs/1708.01967>

## During the lesson

**Activity 1:** Ask each pair, using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles) that can be sourced on the Internet, to find and briefly study the basic definitions and concepts of disinformation and fake news and their "close relatives" as well as the most common ways of their production and dissemination, especially through social networks and internet portals and websites. (you can suggest the given links)

**Activity 2:** Ask each pair to find examples of fake news or "close relatives" of fake news (unintentional reporting mistakes, rumors that do not originate from a particular news article; conspiracy theories; satire; false statements by politicians; reports that are slanted or misleading but not outright false). They have to find a total of at least four examples/cases, but each example must fit into one of the seven different categories (classic fake news and 6 "close relatives"). The selected examples must be found in, at least two different so-called mass media (newspapers, radio, TV, internet portals, social networks, etc.), noting that at least one selected news article should be from the field of politics or health, since it has been established that consequences of fake news in these areas will most likely have the strongest impact.

**Activity 3:** Ask each pair to prepare a public computer presentation (Power Point or Prezi) for the entire class for discussion. Each presentation should contain visual material for each of the (at least) four examples (e.g. photographs from newspapers or internet portals, or a video link or a short film about the selected example), and a brief description and explanation of the examples.

## Follow up activity

Find and prove at least one actual fake news/information, in accordance with the narrow definition of fake news that defines it as "deliberately designed and placed and verifiably inaccurate information used for various purposes, mostly for propaganda or manipulation purposes."

## Feedback

Presentation, examples found, and a discussion with pupils gives teacher the opportunity to assess and offer pupils feedback on whether they have adopted and understood the concepts and phenomena related to the production and dissemination of disinformation and fake news and their "close relatives".

**Activity 1**

Using science-based sources (books in PDF and scientific articles, but excluding opinion journalism pieces or newspaper articles), which can be sourced on the Internet, find and briefly study the basic definitions and concepts of disinformation and fake news and their "close relatives" as well as the most common ways of their production and dissemination, especially through social networks and internet portals and websites. Take notes.

*Recommended sources are:*

- Hunt Allcott; Matthew Gentzkow: "Social Media and Fake News in the 2016 Election" (*Journal of Economic Perspectives*, Vol 31., No. 2, Spring 2017, pp. 211-236): <https://www.aeaweb.org/articles?id=10.1257/jep.31.2.211>
- Kai Shu; Amy Sliva; Suhang Wang; Jilian Tang; Huan Liu: „Fake News Detection on Social Media: A Data Mining Perspective“ (September 2017): <https://arxiv.org/abs/1708.01967>

**Activity 2**

Find examples of fake news or "close relatives" of fake news (unintentional reporting mistakes, rumors that do not originate from a particular news article; conspiracy theories; satire; false statements by politicians; reports that are slanted or misleading but not outright false). You should find a total of at least four (4) examples/cases, but each example must fit into only one of the seven (7) different categories (classic fake news and 6 "close relatives"). The selected examples must be found in at least two different so-called mass media (newspapers, radio, TV, internet portals, social networks, etc.), noting that at least one selected news article should be from the field of politics or health, since it has been established that consequences of fake news in these areas will most likely have the strongest impact. Take notes.

**Activity 3**

Prepare a public computer presentation (Power Point or Prezi) for the entire class. Each presentation should contain visual material for each of the (at least) four (4) examples (e.g. photographs from newspapers or internet portals, or a video link or a short film about the selected example), and a brief description and explanation of the examples.

## EVALUATION OF CREDIBILITY

**Aim**

To be critical about the news and the media, its contexts and credibility (the reputation of the source, of information, the historical/political context, etc.)

**Time**

45 min

**Keywords**

*Fake news, disinformation, credibility, the CRAAP test, digital literacy*

**Recourses needed**

Computers with Internet connection, a copy of the CRAAP test [*Appendix 7*] for each group, a copy of an **Activity sheet** for each group

**Before the lesson**

- Divide the class into groups of three
- Study the CRAAP test [*Appendix 7*]

**During the lesson**

**Activity 1:** Ask pupils the following question:

- *Why do most pupils find it difficult to distinguish real from fake news?*

**Activity 2:** Introduce the CRAAP test and ask pupils to find an article online and work in groups to evaluate it using the CRAAP test.

Afterwards pupils report the answers to the class.

**Follow up activity**

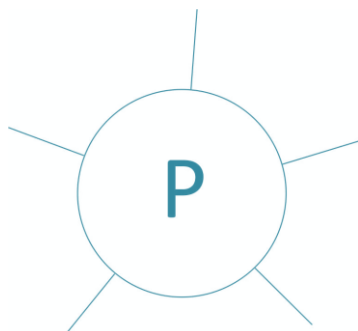
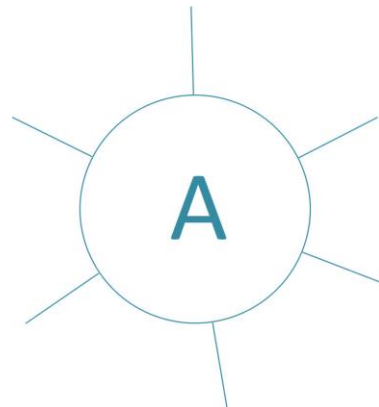
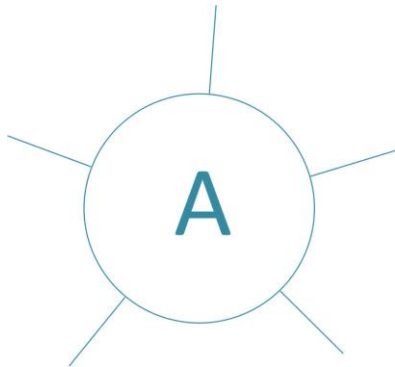
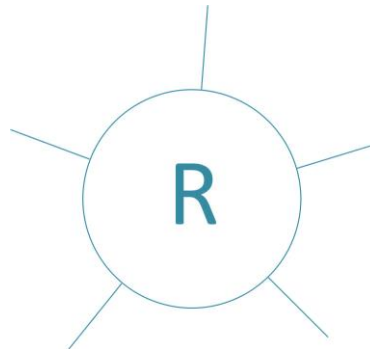
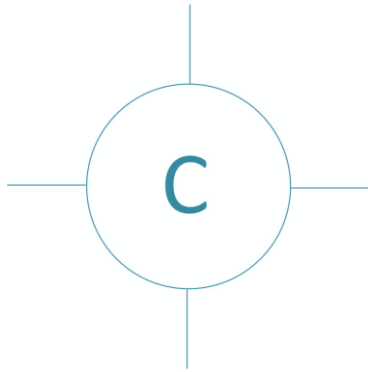
Ask pupils to create credible article using the knowledge gained during the lesson.

**Feedback**

Pupils' comments on their classmates' evaluations.

**Activity 1**

Find an article online and work in groups to evaluate it using the *CRAAP test*. Write your answers below.



## NOTION OF FAKE NEWS

### Aim

To understand the concept of fake news and the “neighboring concepts” (false news, lies, satire, etc.).

### Time

60 min

### Keywords

*Propaganda, fake news, news, media, social media, types of propaganda, mass media, media literacy*

### Recourses needed

Computers and smartphones with Internet connection, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide the class into groups
- Watch the videos:
  - How Real Is Fake News? | Sharyl Attkisson | TEDxUniversityofNevada:  
[https://www.youtube.com/watch?v=UQcClzjz9\\_s](https://www.youtube.com/watch?v=UQcClzjz9_s)
  - 'Fake News' explained: How disinformation spreads:  
<https://www.youtube.com/watch?v=8fQdzVbQlaU>
  - What is Fake News?:  
<https://www.youtube.com/watch?v=FOZ0irgLwxU>
  - Spreading fake news - How to fool the media | Peter Onneken | TEDxTUBerlin:  
<https://www.youtube.com/watch?v=CjKsNfwa4fk>
  - Truth or Fake 2019: Four tips for detecting fake news online:  
<https://www.youtube.com/watch?v=EJDFeXomVvq>

### During the lesson

**Activity 1:** Ask each group to look at the questions, discuss and take notes:

- *How do you find out the latest news? Name the sources*
- *What do you know about fake news? Why are people concerned about fake news?*
- *Do you check the credibility of news, videos, etc. before sharing them among your friends? Why/why not?*
- *Do you know how to check credibility of the news? Give examples*

**Activity 2:** Play the videos and ask pupils to answer the questions:

- *What is fake news?*
- *How to identify fake news?*
- *Why is it important to know how to identify fake news?*

Ask each group to present the gathered information to the rest of the class.

### Follow up activity

Quiz. Fake news

- <https://www.channelone.com/feature/quiz-can-you-spot-the-fake-news-story/>
- <https://www.bbc.com/news/magazine-38005844>
- [https://akron.qualtrics.com/jfe/form/SV\\_2bhqlwpeqOjt5yZ](https://akron.qualtrics.com/jfe/form/SV_2bhqlwpeqOjt5yZ)

### Feedback

Group presentations will allow the teacher to understand whether pupils are able to recognize fake news.



**Activity 1**

In groups, discuss the following questions and take notes:

1. How do you find out the latest news? Name the sources

2. What do you now about fake news? Why are people concerned about fake news?

3. Do you check the credibility of news, videos, etc. before sharing them among your friends?  
Why/why not?

4. Do you know how to check credibility of the news? Give examples

**Activity 2**

Watch the videos and answer the questions:

1. *What is fake news?*

2. *How to identify fake news?*

3. *Why is it important to know how to identify fake news?*

Present the gathered information to the rest of the class.

## IS THE ARTICLE FAKE?

### Aim

To understand the concept of fake news and the 'neighboring concepts' (false news, lies, satire, etc.); to be critical about the news and the media, its contexts and credibility (the reputation of the source, of information, the historical/political context, etc.).

### Time

45 min

### Keywords

*Disinformation, fake news, false news, satire, reputation of media source, verified/ non-verified information*

### Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Divide class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to search the Internet and find tips on how to check the credibility of an article.

**Activity 2:** Ask pupils to work in groups and find 5 different examples of fake news in the national press (online or paper) and provide arguments, why they are fake. Ask pupils to present their work to the classmates.

### Follow up activity

Each group creates their own fake message which is believable and looks true.

### Feedback

Discussion of the activity gives the teacher the opportunity to offer pupils feedback regarding their understanding of disinformation, fake news and their effects on the society.

**Activity 1**

Search the Internet and find tips on how to check the credibility of an article.



<https://oldpathsjournal.com/wp-content/uploads/2017/11/Credibility.jpg>

**Activity 2**

Work in groups and find 5 different examples of *Fake news* in the national press (online or paper) and provide arguments why they are fake. Present your work to the classmates.

Five empty hexagonal shapes arranged in a cluster, intended for students to write their findings and arguments.

## GLOBAL COMPANIES

### Aim

To understand the concept of globalization and its relation to the media; to compare various social, cultural, political phenomena, to reason and think critically; to analyze globalized media messages, to identify and evaluate their impact.

### Time

90 min

### Keywords

*Globalization, critical thinking, globalized media messages, media message construction, global economy*

### Resources needed

Computers with Internet connection for each group, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on **Globalization**
- Prepare a list of global topics that were presented in the local media
- Divide the class in groups of 3-4

### During the lesson

**Activity 1:** In groups, ask pupils to search the Internet for global companies that operate in their country and make a list. Ask each group to choose one company and find out:

- *How many people are employed there?*
- *What is their input into the country's GDP (Gross Domestic Product)?*
- *What is the general opinion of the citizens about the company (search in media articles)?*

Each group prepares a presentation of their chosen company and presents it to the class.

**Activity 2:** Give each group a global topic that was presented in the local media and ask them to find information presented in the media: what information is provided? What opinion is presented? Are these local examples and sources, or transferred (translated) directly from foreign press? Report to the class.

### Follow up activity

Using an online application, pupils make posters on their chosen company providing basic information about it.

### Feedback

Comments on pupils' presentations and discussions.

**Activity 1**

In groups, search the Internet for global companies that operate in your country and make a list.

Choose one company and find out:



- *How many people are employed there?*
- *What is their input into the country's GDP (Gross Domestic Product)?*
- *What is the general opinion of the citizens about the company (search in media articles)?*

**Activity 2**

Based on the topic you are given find information presented in the local media:

*Topic:*

*What information is provided?*

*What opinion is presented?*

*Are these local examples and sources, or transferred (translated) directly from foreign press?*

Report to the class.

# HOW GLOBALIZATION IS INFLUENCED BY THE MEDIA?

## Aim

To be aware of the concept of globalization, its advantages and disadvantages, and its relation to Media.

## Time

60 min

## Keywords

*Globalization, media, advantages, disadvantages, effects*

## Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

## Before the lesson

- Divide the class into groups of 3-4
- Watch the videos:
  - <https://www.youtube.com/watch?v=ZNejKHKSbl0>
  - <https://www.youtube.com/watch?v=JJ0nFD19eT8>
  - <https://www.youtube.com/watch?v=UO4r1KEDI1Q>

## During the lesson

**Activity 1:** In groups, ask pupils to find three definitions of the word globalization in three online dictionaries, discuss them and draw their own conclusion on what globalization is. Report to class.

**Activity 2:** In groups, play the videos and ask pupils to write down advantages and disadvantages of globalization. Discuss.

- <https://www.youtube.com/watch?v=ZNejKHKSbl0>
- <https://www.youtube.com/watch?v=JJ0nFD19eT8>
- <https://www.youtube.com/watch?v=UO4r1KEDI1Q>

**Activity 3:** Play TED talk video and discuss how globalization is influenced by the Media

<https://www.youtube.com/watch?v=qHBoxRdd08o>

## Follow up activity

Ask pupils to use the following: <https://coggle.it/> or any other online tool to create a **mind map** presenting the benefits and drawbacks of **globalization**.

## Feedback

Discussions give the opportunity to know whether pupils have understood the topic.

**Activity 1**

Find three definitions of the word **globalization** in three online dictionaries.

**globalization**

*noun* [ U ] • (UK USUALLY **globalisation**) UK  /ˌɡləʊ.bəl.aɪˈzeɪ.ʃən/ US  /ˌɡloʊ.bəl.əˈzeɪ.ʃən/



Discuss them and draw your own conclusion on what globalization is. Report to class.

**Activity 2**

Watch the **video** and write down:

- *What are the advantages and disadvantages of globalization? Discuss.*

ADVANTAGES	DISADVANTAGES

**Activity 3**

Watch the Ted talk and discuss how globalization is influenced by the Media. Keep notes. Report your conclusion to class.

## KNOWING EVERYTHING IS BETTER

### Aim

To recognize positive and negative aspects of globalization in mass media.

### Time

45 min

### Keywords

*Globalization, critical thinking, globalized media, media message, social network*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on **Globalization**
- Watch the video: <https://www.youtube.com/watch?v=2C9tKfl8t0Y>
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask each group to read a quote by Kenichi Ohmae and discuss the meaning of it and express their point of view.

**Activity 2:** Play the video: <https://www.youtube.com/watch?v=2C9tKfl8t0Y>

Ask pupils what they think about the statement: ***“Knowing is good but knowing everything is better”***

- *What are the benefits and disadvantages of using a social network?*

**Activity 3:** Ask each group to write down 5 positive and 5 negative aspects of globalization in the media.

### Follow up activity

Ask pupils to write an essay on the topic: ***How is globalization affecting my life.***

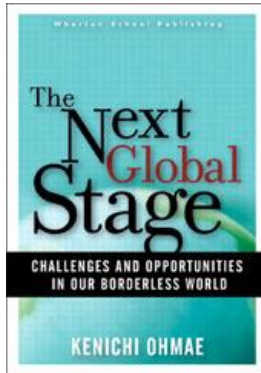
### Feedback

By listening to groups' answers the teacher can conclude if the pupils recognize the good and bad side of globalization in the media that is used daily.



**Activity 1**

Read this quote by Kenichi Ohmae and answer the questions.



*“In a world of near instant communications, the nation state is irrelevant. One of the outward symbols of its existence is the national border, staffed by uniformed officials checking papers and manning barricades. But what use are such border controls in the world of the Internet, for example?”*

Kenichi Ohmae, author and business strategist, in the Globalist 2005.

What do Ohmae’s words mean? Do you agree with him?

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**Activity 2**

Watch the movie trailer from the film **The Circle**, discuss and answer these questions:

- What do you think about the statement?

*“Knowing is god but knowing everything is better”*

- What are the benefits and disadvantages of using a social network?

**Activity 3**

Name 5 positive and 5 negative aspects of globalization in the media

POSITIVE ASPECTS	NEGATIVE ASPECTS

## DEFINING GLOBALIZATION

### Aim

To understand the concept of globalization (and its relation to the media); to evaluate the globalized businesses and media messages and analyze the impact.

### Time

120 min

### Keywords

*Globalization, media messages, global business*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Read theoretical part on ***Globalization***
- Watch the movie ***The True Cost*** by Andrew Morgan, 2015 (92 min)

### During the lesson

**Activity 1:** Ask pupils to write down at least five words that first come to mind when they think about Globalization. Create a mind map writing their words around the main word Globalization.

**Activity 2:** Play the movie ***The True Cost*** by Andrew Morgan, 2015 (92 min) and ask pupils to share their thoughts.

**Activity 3:** Discuss these questions:

- *How is globalization helping the economy? Whose economy?*
- *How is globalization destroying the economy? Whose economy?*
- *How can media support global multinational companies and their business? Why?*
- *How can global 'players' use the media to manipulate masses?*

### Follow up activity

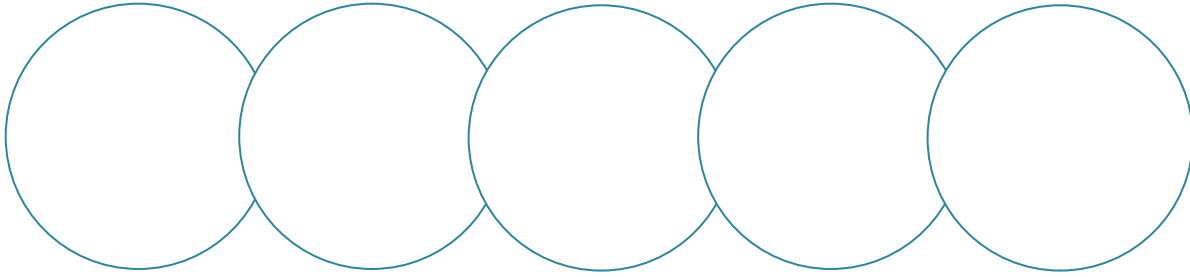
Ask pupils to try to recognize some good things and some bad things that globalization created or caused in your local community.

### Feedback

Ask pupils to add more words to an already created mind map on ***Globalization***.

**Activity 1**

Write down at least five words that first come to mind when you think about globalization.

**Activity 2**

Watch the movie **The True Cost** by Andrew Morgan (2015) and share your thoughts.

<https://www.imdb.com/title/tt3162938/>



*The True Cost is a documentary film exploring the impact of fashion on people and the planet.*

**Activity 3**

Discuss these questions:

- How is globalization helping the economy? Who's economy?
- How is globalization destroying the economy? Who's economy?
- How can media support global multinational companies and their business? Why?
- How can global 'players' use the media to manipulate masses?

## TARGETING NATO

### Aim

To understand the dangers to national security in the context of the media, and the principles of checking on the credibility of information with regards to security issues.

### Time

45 min

### Keywords

*Fake news, NATO, hurting trust, fighting fake news, consequences*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group, a copy of Headlines [Appendix 8] for each group

### Before the lesson

- Divide the class into groups of 3-4.
- Read the Headlines [Appendix 8]

### During the lesson

**Activity 1:** Give every group headlines of articles [Appendix 8] and ask them to identify whether the headlines are true or fake and why?

**Activity 2:** Explain that all the given headlines were actually fake. Ask pupils to identify what the connection among all the given headlines is and what countries or organizations they could have come from.

**Activity 3:** Ask pupils to work in groups and come up with at least 3 reasons why NATO was targeted in these headlines and what the possible consequences could be. Share the ideas.

*An example: These kinds of headlines have a purpose to hurt trust of citizens towards NATO and as a result become hostile towards NATO; entities could take advantage of that lack of trust.*

**Activity 4:** Ask pupils to give at least 2-3 suggestions on how to combat against these kinds of headlines. Share the ideas and reflect on them.

Discussion:

- *What other possible targets hostile countries or organizations could have in our countries?*
- *Why is it important to combat against fake news targeting the institutions of our country, EU and NATO?*

### Follow up activity

Divide pupils into three groups and ask them to find out how particular entity (our country, European Union, NATO) fights against fake news.

### Feedback

Pupils are given feedback upon delivering their group work results.

**Activity 1**

Read the headlines and identify whether the headlines are true or fake. Give arguments.

	True or fake	Why?
1.		
2.		
3.		
4.		
5.		

**Activity 2**

Identify what the connection among all the given headlines is and what countries or organizations they could have come from.

**Activity 3**

Work in groups and come up with at least 3 reasons why NATO was targeted in these headlines and what the possible consequences could be. Share the ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Activity 4**

Give at least 2-3 suggestions on how to combat against such headlines. Share the ideas and reflect on them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Discussion:

- *What other possible targets hostile countries or organizations could have in our countries?*
- *Why is it important to combat against fake news targeting the institutions of our country, EU and NATO?*

## THREATS FROM NEIGHBORING COUNTRIES

### Aim

To understand the dangers to national security in the context of the media, and the principles of checking on the credibility of information with regards to security issues; to understand the methods/ representation of national security issues in the media; to critically evaluate the media message.

### Time

60 min

### Keywords

*National security, global security, information credibility, security issues, critical thinking*

### Resources needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group, an online application for poster creation: [www.canva.com](http://www.canva.com), [www.piktochart.com](http://www.piktochart.com), [www.fotor.com](http://www.fotor.com)

### Before the lesson

- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** In groups, ask pupils to make a list of countries whose policies and actions may cause danger to their own country, identifying different channels those countries use and finding proof in the media (articles, messages) that support their opinion about those countries.

**Activity 2:** Ask each group to choose one country and make a poster presenting threats and examples of bad behavior from this country.

### Follow up activity

Discussion:

- *Are we a threat to other countries? Why/why not?*

### Feedback

Exhibition of pupils' created posters.

## Activity 1

In groups, make a list of countries whose policies and actions may cause danger to your own country, identifying different channels those countries use and finding proof in the media (articles, messages) that support your opinion about those countries.

## Activity 2

In groups, choose one country and make a poster presenting threats and examples of bad behavior from this country. You can use one of these applications: [www.canva.com](http://www.canva.com), [www.piktochart.com](http://www.piktochart.com), [www.fotor.com](http://www.fotor.com)



# GLOBAL/NATIONAL SECURITY ISSUES – “THE CASE OF EDWARD SNOWDEN”

## Aim

To introduce the concepts, key features, scope of global and national security and the most common potential ways of their endangerment through the use of mass media by using examples.

## Time

90 min

## Keywords

*Global security, national security, security issues, dangers, threats, mass media, Edward Snowden*

## Recourses needed

Computers with Internet connection, multimedia, copy of an **Activity sheet** for each pupil

## Before the lesson

- Read about Edward Snowden from: <https://www.biography.com/activist/edward-snowden>
- Watch the entire documentary "**Edward Snowden – Terminal F**" (58min) from <https://www.youtube.com/watch?v=Nd6qN167wKo&t=40s>.

## During the lesson

**Activity 1:** Ask pupils to read about Edward Snowden from <https://www.biography.com/activist/edward-snowden> and gather the most important information.

**Activity 2:** Show pupils the entire documentary "**Edward Snowden – Terminal F**" (58min) from <https://www.youtube.com/watch?v=Nd6qN167wKo&t=40s>. Ask pupils to take notes of the most important information.

**Activity 3:** Discussing the gathered information, ask pupils to draw conclusion on global and national security issues and how to avoid security breach.

## Follow up activity

Ask pupils to write down 10 facts that they have learned about Edward Snowden and security issues.

## Feedback

Comments and discussions with pupils and answers to pupils' questions give the teacher the opportunity to assess and provide pupils with feedback on whether and to what extent they have adopted concepts and materials related to global and national security and possible ways of their endangerment through the use of mass media.



**Activity 1**

Read about Edward Snowden from <https://www.biography.com/activist/edward-snowden> and gather the most important information.



[https://pbs.twimg.com/profile\\_images/64888480974508032/66\\_cUYfj\\_400x400.jpg](https://pbs.twimg.com/profile_images/64888480974508032/66_cUYfj_400x400.jpg)

**Activity 2**

Watch the entire documentary "Edward Snowden – Terminal F" (58min) from <https://www.youtube.com/watch?v=Nd6qN167wKo&t=40s>. Take notes of the most important information.

**Activity 3**

Discussing the gathered information, draw conclusion on global and national security issues and how to avoid security breach.

## NATIONAL VERSUS GLOBAL SECURITY

### Aim

To compare the concept of national versus global security.

### Time

45 min

### Keywords

*Globalization, critical thinking, national security, global security, human rights*

### Recourses needed

Computers or smartphones with Internet connection, copy of an **Activity sheet** for each pupil

### Before the lesson

- Find some examples of global security issues

### During the lesson

**Activity 1:** Ask pupils to look at the definition of “**Security**” by Samuel Makinda and find definitions of “**National Security**” and “**Global Security**” online.

**Activity 2:** Ask pupils to look at the two pictures and answer the following questions:

Picture 1 (Berlin wall) - Do you know which historical event it represents? What does this wall represent? Why are people destroying it? What security issue is it?

Picture 2 (map of tsunami that hit Indian coast in 2004) - What can you conclude from the map below? What security issue is it?

**Activity 3:** Ask pupils to read the quote by Robert Bensch on global security problems in the digital age and write down some ideas on how we can solve them. Discuss the ideas in class.

### Follow up activity

Pupils search for some other examples of national or global security issue.

### Feedback

By analyzing students’ examples, the teacher can offer feedback on students’ understanding of security problems.

## Activity 1

Look at the definition of “**Security**” by Samuel Makinda and find definitions of “**National Security**” and “**Global Security**” online.

<b>SECURITY</b>	<i>“The preservation of the norms, rules, institutions, and values of society” Samuel Makinda.</i>
<b>NATIONAL SECURITY</b>	
<b>GLOBAL SECURITY</b>	

## Activity 2

Look at these pictures and answer the questions.

*Do you know which historical event this picture represents?*

*What does this wall represent?*

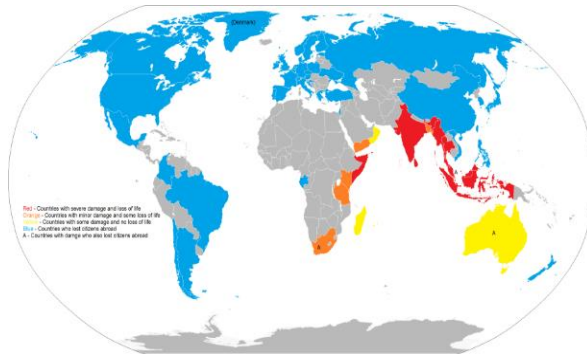
*Why are people destroying it?*

*What security issue is it?*



*What can you conclude from the map below?*

*What security issue is it?*



## Activity 3

Read the quote by Robert Bensch on global security problems in the digital age and write down some ideas on how we can solve them. Discuss the ideas in class.

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*“Naturally, there’s so much more to global security than weather and trade. The digital age has brought about a new era of cybercrime capable of causing damage on a massive scale. Developing countries scrambling to create their own spot in the chain of command pose widespread risks, as does the existence of weapons of mass destruction. Now more than ever, it is crucial that we understand that our national security directly coincides with global security. We cannot hope to separate them once and for all in a world where connectivity is king.”*

**Robert Bensch**

## 5C'S OF CRITICAL CONSUMING

### Aim

To teach pupils how to critically evaluate Media messages.

### Time

45 min

### Keywords

*Media literacy, shaping audiences, Media and society, manipulation, misinformation, the 5 C's of critical consuming*

### Recourses needed

Computers with Internet connection, multimedia, a copy of an **Activity sheet** for each group

### Before the lesson

- Watch the video on 5C's of critical consuming: <http://www.spencerauthor.com/fake-news-is-a-real-problem-heres-how-students-can-solve-it/>
- Divide the class into groups of 3-4

### During the lesson

**Activity 1:** Ask pupils to watch the video: <http://www.spencerauthor.com/fake-news-is-a-real-problem-heres-how-students-can-solve-it/> or use the keywords: **5C's of critical consuming** to search online and answer the following question:

- *What are the 5 C's of critical consuming?*

**Activity 2:** Ask pupils to find two Media messages on the Internet and apply the 5 C's of critical consuming to evaluate their credibility. Ask them to work in their groups and report to class.

### Follow up activity

Find a fake news article and ask pupils to evaluate it using 5 C's of critical consuming.

### Feedback

Comments on their classmates' evaluations.

**Activity 1**

Answer the following question:

- *What are the 5 C's of critical consuming?*

C: \_\_\_\_\_

C: \_\_\_\_\_

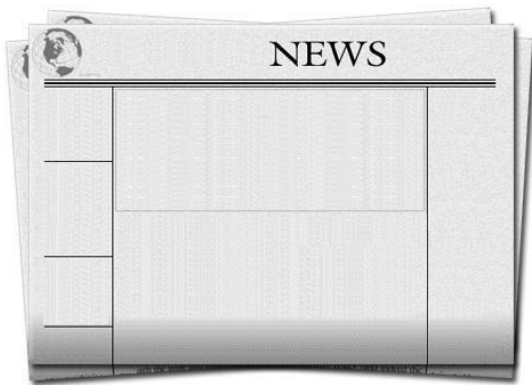
C: \_\_\_\_\_

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**Activity 2**

Find two Media messages on the Internet and apply the 5 C's of critical consuming to evaluate their credibility. Ask them to work in their groups and report to class.



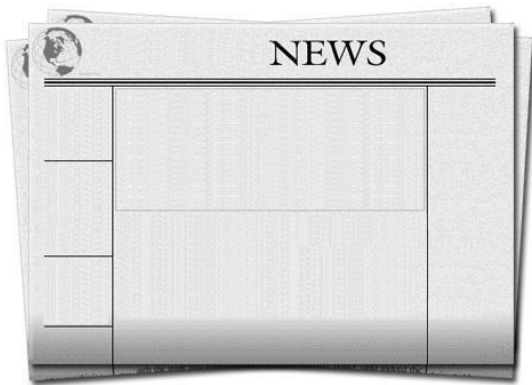
<sup>1</sup>C ☐ \_\_\_\_\_

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<sup>1</sup>C ☐ \_\_\_\_\_

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## APPENDIX



## Society of Professional Journalists

# CODE of ETHICS

### PREAMBLE

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. An ethical journalist acts with integrity.

The Society declares these four principles as the foundation of ethical journalism and encourages their use in its practice by all people in all media.

### SEEK TRUTH AND REPORT IT

Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.

Journalists should:

- u Take responsibility for the accuracy of their work. Verify information before releasing it. Use original sources whenever possible.
  - u Remember that neither speed nor format excuses inaccuracy.
  - u Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story.
  - u Gather, update and correct information throughout the life of a news story.
  - u Be cautious when making promises, but keep the promises they make.
  - u Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
  - u Consider sources' motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
  - u Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
  - u Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public.
  - u Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
  - u Support the open and civil exchange of views, even views they find repugnant.
  - u Recognize a special obligation to serve as watchdogs over public affairs and government. Seek to ensure that the public's business is conducted in the open, and that public records are open to all.
  - u Provide access to source material when it is relevant and appropriate.
  - u Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.
  - u Avoid stereotyping. Journalists should examine the ways their values and experiences may shape their reporting.
  - u Label advocacy and commentary.
  - u Never deliberately distort facts or context, including visual information. Clearly label illustrations and re-enactments.
  - u Never plagiarize. Always attribute.
- u Show compassion for those who may be affected by news coverage. Use heightened sensitivity when dealing with juveniles, victims of sex crimes, and sources or subjects who are inexperienced or unable to give consent. Consider cultural differences in approach and treatment.
  - u Recognize that legal access to information differs from an ethical justification to publish or broadcast.
  - u Realize that private people have a greater right to control information about themselves than public figures and others who seek power, influence or attention. Weigh the consequences of publishing or broadcasting personal information.
  - u Avoid pandering to lurid curiosity, even if others do.
  - u Balance a suspect's right to a fair trial with the public's right to know. Consider the implications of identifying criminal suspects before they face legal charges.
  - u Consider the long-term implications of the extended reach and permanence of publication. Provide updated and more complete information as appropriate.

### ACT INDEPENDENTLY

The highest and primary obligation of ethical journalism is to serve the public.

Journalists should:

- u Avoid conflicts of interest, real or perceived. Disclose unavoidable conflict
- u Refuse gifts, favors, fees, free travel and special treatment, and avoid political and other outside activities that may compromise integrity or impartiality, or may damage credibility.
- u Be wary of sources offering information for favors or money; do not pay for access to news. Identify content provided by outside sources, whether paid or not.
- u Deny favored treatment to advertisers, donors or any other special interests, and resist internal and external pressure to influence coverage
- u Distinguish news from advertising and shun hybrids that blur the lines between the two. Prominently label sponsored content.

### BE ACCOUNTABLE AND TRANSPARENT

Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.

Journalists should:

- u Explain ethical choices and processes to audiences. Encourage a civil dialogue with the public about journalistic practices, coverage and news content.
- u Respond quickly to questions about accuracy, clarity and fairness.
- u Acknowledge mistakes and correct them promptly and prominently. Explain corrections and clarifications carefully and clearly.
- u Expose unethical conduct in journalism, including within their organizations.
- u Abide by the same high standards they expect of others.

### MINIMIZE HARM

Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deserving of respect.








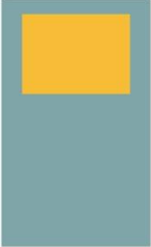










Journalists should:

- u Balance the public's need for information against potential harm or discomfort. Pursuit of the news is not a license for arrogance or undue intrusiveness.

The SPJ Code of Ethics is a statement of abiding principles supported by additional explanations and position papers (at [spj.org](http://spj.org)) that address changing journalistic practices. It is not a set of rules, rather a guide that encourages all who engage in journalism to take responsibility for the information they provide, regardless of medium. The code should be read as a whole; individual principles should not be taken out of context. It is not, nor can it be under the First Amendment, legally enforceable.



# RULES OF IMAGES COMPOSITION

	<b>Rule of Thirds</b> Position subject on the crosshairs		<b>Framing</b> Frame subject with surrounding objects - buildings, people, trees		<b>Depth (layers)</b> Position subject in front of and behind objects to create 3D depth
	<b>Repetition</b> Look for repeating objects - pile of fruit, row of poles etc		<b>Leading Lines</b> Road, rails, lines of lampposts, buildings etc leading to subject		<b>Viewpoint</b> Photograph from different angles - get low, get high
	<b>Negative Space</b> Leave space for subject to move into		<b>Colour</b> Use complimentary or opposing colours in background		<b>Fill the Frame</b> Get in close and fill the frame with your subject
	<b>Balancing Elements</b> Balance background interest with foreground subject		<b>Differential Focus</b> Subject in sharp focus to guide the eye		<b>Left to Right Rule</b> Moving subjects should go from left of frame to right of frame
	<b>Symmetry</b> Half of the image is a mirror of the other half		<b>Patterns</b> Look for naturally occurring & constructed patterns		<b>Rule of Odds</b> Look for odd numbered design elements - 3 arches, 5 windows etc
	<b>Simplicity</b> Cut out distractions - get close, blur background, darken background		<b>Rule of Space</b> Leave space around your subject		<b>Triangles &amp; Diagonals</b> Look for diagonals in a scene, create triangles

<https://thelenslounge.com/diagonal-lines-in-photography-composition/>



## Excerpt of EU General Data Protection Regulation (GDPR)

### Article 4

#### Definitions

For the purposes of this Regulation:

(1) *‘personal data’ means any information relating to an identified or identifiable natural person (‘data subject’); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person;*

(2) *‘processing’ means any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction;*

(4)

*‘profiling’ means any form of automated processing of personal data consisting of the use of personal data to evaluate certain personal aspects relating to a natural person, in particular to analyse or predict aspects concerning that natural person's performance at work, economic situation, health, personal preferences, interests, reliability, behaviour, location or movements;*

(3)

*‘restriction of processing’ means the marking of stored personal data with the aim of limiting their processing in the future;*

(5)

*‘pseudonymisation’ means the processing of personal data in such a manner that the personal data can no longer be attributed to a specific data subject without the use of additional information, provided that such additional information is kept separately and is subject to technical and organisational measures to ensure that the personal data are not attributed to an identified or identifiable natural person;*

(7)

*‘controller’ means the natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data; where the purposes and means of such processing are determined by Union or Member State law, the controller or the specific criteria for its nomination may be provided for by Union or Member State law;*

(6)

‘filing system’ means any structured set of personal data which are accessible according to specific criteria, whether centralised, decentralised or dispersed on a functional or geographical basis;

(9)

‘recipient’ means a natural or legal person, public authority, agency or another body, to which the personal data are disclosed, whether a third party or not. However, public authorities which may receive personal data in the framework of a particular inquiry in accordance with Union or Member State law shall not be regarded as recipients; the processing of those data by those public authorities shall be in compliance with the applicable data protection rules according to the purposes of the processing;

(8)

*‘processor’ means a natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller;*

No. 1



No. 2

**“The Syrian Boy Sleeping Between the Graves of His Parents”**



Instagram: [abdulaziz\\_099](#)

**Photos of Abdul Aziz al Otaibi**

<https://haralddoornbos.wordpress.com/2014/01/17/saudi-photographer-telle-me-this-is-not-syria-its-not-a-grave-and-the-boys-parents-are-not-dead/>



Two photos of the “Soldiers with the Prisoner of War” (manipulated)

No. 3



No. 4



*The Advertiser library photo, March 24, 2003*



Real photo of the “Soldiers with the Prisoner of War”

No. 5



*The Advertiser library photo, March 24, 2003*

*Soldiers giving water/aiming to fire: <https://toinformistoinfluence.com/2012/06/15/images-a-matter-of-perspective/>*



[https://www.telegraph.co.uk/content/dam/books/2018/11/30/TELEMMGLPICT000181920303\\_trans\\_NvBQzQNjv4BqbjdBiOB44zQ9NrECUZ506-aWTDI\\_PExe6a9gN5KToRo.jpeg?imwidth=450](https://www.telegraph.co.uk/content/dam/books/2018/11/30/TELEMMGLPICT000181920303_trans_NvBQzQNjv4BqbjdBiOB44zQ9NrECUZ506-aWTDI_PExe6a9gN5KToRo.jpeg?imwidth=450)



[https://www.pictorem.com/collection/900\\_United%20Nations%20Fight%20for%20freedom%20vintage%20poster.jpg](https://www.pictorem.com/collection/900_United%20Nations%20Fight%20for%20freedom%20vintage%20poster.jpg)

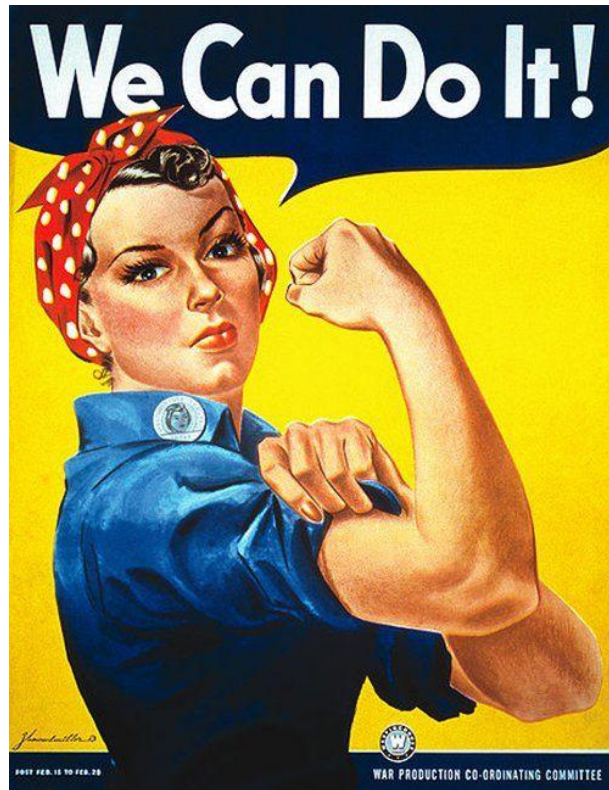




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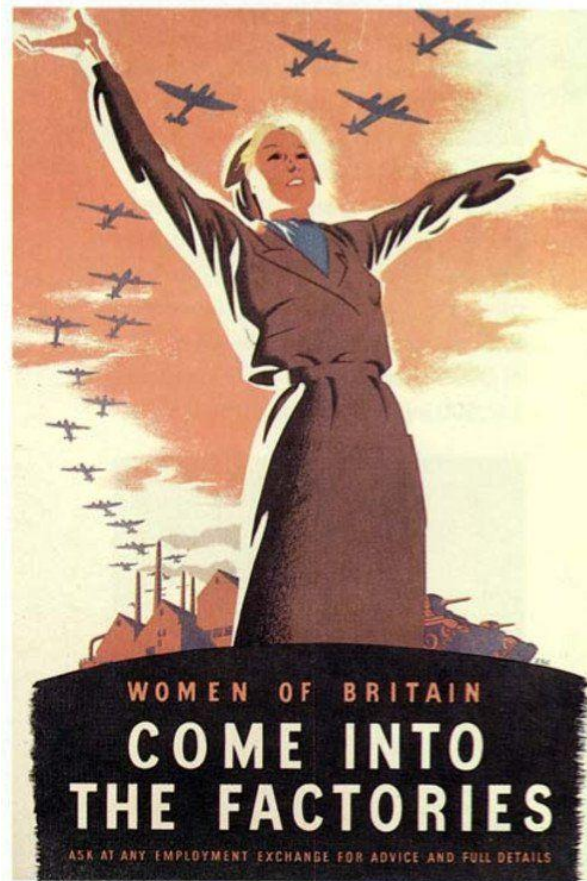
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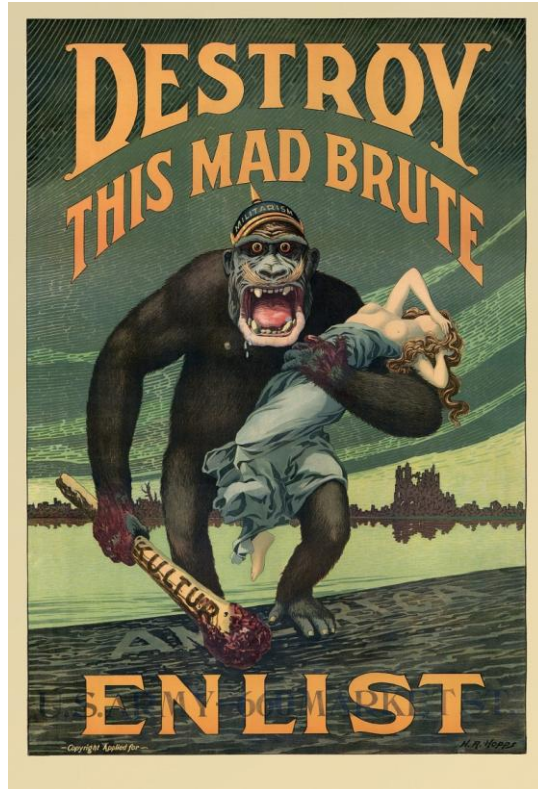


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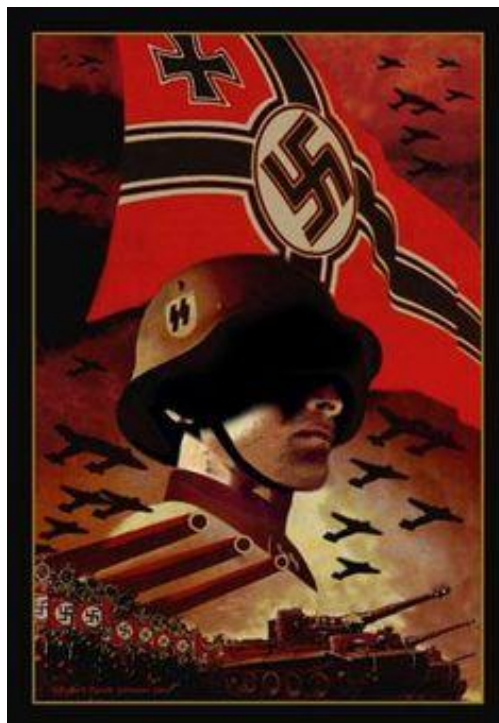


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[https://static.greatbigcanvas.com/images/singlecanvas\\_thick\\_none/stocktrek-images/destroy-this-mad-brute-propaganda-poster,2459444.jpg?max=1000](https://static.greatbigcanvas.com/images/singlecanvas_thick_none/stocktrek-images/destroy-this-mad-brute-propaganda-poster,2459444.jpg?max=1000)



<https://i.pinimg.com/236x/c8/17/d6/c817d6823079ba37c4c9782dcc77a8ee--nazi-propaganda-movie-posters.jpg>

# 6 critical questions

**things to think about  
when someone has  
something to say**

**who**

**Who said it?**

Someone you know? Someone famous?  
Someone in authority?  
Should it matter who said it?

**what**

**What did they say?**

Did they give facts or opinions?  
Did they give all the facts?  
Did they leave something out?

**where**

**Where did they say it?**

Was it in public or in private?  
Did other people have a chance to  
talk about the other side?

**when**

**When did they say it?**

Before, after, or during an  
important event?

**why**

**Why did they say it?**

Did they explain their opinions?  
Were they trying to make someone  
look good or bad?

**how**

**How did they say it?**

Were they happy, sad, angry, or didn't  
care? Did they write it or speak it?  
Could you understand it?

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**critical thinking asylum**

<https://www.educatorstechnology.com/2014/10/interesting-critical-thinking-posters.html?crlt.pid=camp.QIqjAnVR32II>

# Evaluating Information – Applying the CRAAP Test

Meriam Library  California State University, Chico

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Key: ■ indicates criteria is for Web

## Evaluation Criteria

### **Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

### **Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable citing this source in your research paper?

### **Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source?  
examples: .com .edu .gov .org .net

### **Accuracy:** *The reliability, truthfulness and correctness of the content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

### **Purpose:** *The reason the information exists.*

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Headline No. 1

# THE INVESTIGATIVE JOURNAL

TRUTH IN JOURNALISM

HOME · INVESTIGATIONS · TIJ TV · CONFIDENTIAL LEAKS · PRESS RELEASES · WHO WE ARE



COUNTER-TERRORISM — TUESDAY JANUARY 29, 2019

## Wiretaps Expose Turkey's Support of Terrorists Entering Syria

by ABDULLAH BOZKURT

[Download Report](#)

Headline No. 2



SPUTNIK

TO - OTAN

### 'NATO Europe' Feeling Pretty Comfy Under America's Security Wing

2 327 0 3

Reports on Dire State of UK Subs 'Looks Like Campaign to Get More Funding'

Germany Gets the 'Wrong Suitcase' While Repatriating Its Gold Reserves From US

LATEST MOST READ MOST DISCUSSED



### Headline No. 3

## US sends 3,600 tanks against Russia - Massive NATO deployment underway



Wednesday, January 4, 2017 - 16:43

The NATO war preparation against Russia, '[Operation Atlantic Resolve](#)', is in full swing. 2,000 US tanks will be sent in coming days from Germany to Eastern Europe, and 1,600 US tanks is deployed to storage facilities in the Netherlands. At the same time, NATO countries are sending thousands of soldiers in to Russian borders.

According to US Army Europe, 4,000 troops and 2,000 tanks will arrive in three US transport ships to Germany next weekend. From Bremerhaven, US troops and huge amount of military material, will

be transported to Poland and other countries in Central and Eastern Europe.

### Headline No.4

(English translation)

**Headline:** A child killed during NATO trainings "Saber Strike 2018" in Lithuanian

Text below: Police representative of Alytus district Eglė Kačinskienė claimed to DELFI that USA armor-clad "Stryker" hit a child riding a bicycle in a forbidden road part)

DELFI Žinios > Dienos naujienos > Kriminalai ir nelaimės

## Lietuvoje NATO pratybose „Saber Strike 2018“ žuvo vaikas (703)

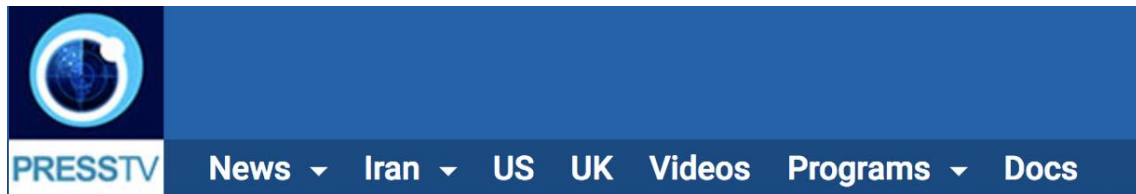
www.DELFI.lt  
2018 m. birželio 7 d. 15:03



Alytaus apskrities policijos atstovė Eglė Kačinskienė DELFI sakė, kad JAV kariuomenės šarvuotis „Stryker“ partrenkė dviračiu važiuusį vaiką, kuris išvažiavo ant kelio draudžiamoje vietoje.



Headline No.5



# Washington responsible for crash of Malaysian airliner over Ukraine: Dr. Roberts

[Home](#) / [US](#) / [Interviews](#)

Sat Aug 1, 2015 09:17PM

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