#COMMIT

COMMunIcation campaign against exTremism and radicalisation

Training materials for workshops with young people

Deliverable 5.1

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Project Information

Project acronym	COMMIT
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Coordinator	Centro per lo Sviluppo Creativo Danilo Dolci
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Deliverable Details

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Introduction

COMMIT - COMMunIcation campaign against exTremism and radicalisation, is a 30-months project, funded by the European Commission through the ISF-CSEP programme (grant agreement n° 867019) and coordinated by Centro per lo Sviluppo Creativo Danilo Dolci.

The project aims to prevent & dissuade vulnerable young people (13 – 25) in 4 partner countries from extremism, radicalism & terrorism providing them with skills relevant to co- create counter narratives challenging extremist online propaganda and alternative narratives promoting democratic values, tolerance & cooperation, and to identify & resist extremist online content.

COMMIT adopts a trans-medial approach combining online campaigning (3 campaigns are developed addressing: fake news, hate speech, populistic propaganda; extremism, radicalism and terrorism; active bystandership, active citizenship and youth participation) & face to face activities (trainings, workshops, events). COMMIT aims also to improve the capacity of university students, media professionals, Civil Society Organisations, Internet companies, stakeholders to meet the new challenges linked to extremist propaganda online & radicalisation, training them in alternative & counter narratives and their use in prevention of radicalisation through a capacity building programme.

The current document has been developed by dieBerater with the contribution of all partners, under the WP5 CSL1 - Campaign service line addressing fake news, hate speech, populistic propaganda online, A5.1 - Development of a set of workshops for young people.

The developed guidelines and training materials for workshops, aim to equip students and in general young people from 13 to 25 years old, with **critical thinking** skills, **media literacy** and **digital skills** to be able to identify and resist false information, hate speech, populism and other propaganda promoting intolerance and violence. The workshops' materials also cover the methodology of alternative narratives and digital storytelling in order to engage participants in the co-creation of the narratives to be used in the online COMMIT campaigns, but in general to equip youngsters with skills to spread alternative narratives on social media, combating fake-news and hate speech, and promoting active participation and bystandership.

The current document is a public deliverable available for any CSO, trainer, educator willing to address the COMMIT topics with a similar target group. The document contains detailed overview, description of each training session with foreseen duration, methods and materials used, step by step guide and all needed instructions, indications and deepening readings for implementing a similar capacity building in other countries and contexts. Annexed to this document there are also accompanying power-point presentations used by project partners during the delivery of the training.

The structure of the workshops foresees a total duration of approximately 26 hours, including frontal learning sessions and group work.

Any trainer willing to use the COMMIT training material can take inspiration, adapt, or directly use all of parts of the resources made available.

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Overview of the workshops' training materials

Module 1: Digital skills - how to behave safely online		
Activity	Time	Training methods
1.0 Overview of the project	15 min.	Frontal learning
1.1: Getting to know - triangle of similarities	30 min.	Group work
1.2: Are you aware of your Social Media activities?	1 h	Online survey, group work
1.3: How to act well online	30 min.	Frontal learning
1.4: Internet security and digital skills	1,5 h	Group work, frontal learning
1.5: Campaign-making 1 - where? Social Media platforms and their use for the campaign	1,5 h	Group work
Module 2: Introduction to the topic - the threats of the online environment, hate speech, fake news, populism propaganda online		
Activity	Time	Training methods
2.1: The intentions behind disinformation, hate speech and propaganda	1 h	Frontal learning, group work
2.2: Definitions, examples & fak or not	1,5 h	Frontal learning, group work
2.3: Fake or not? Quiz	30 min.	Group work
Module 3: Extremism, Radicalisation and Terrorism		
Activity	Time	Training methods
3.1: Definition and Drivers	1,5 h	Frontal learning, discussions
3.2: Pathways and narratives	1,5 h	Frontal learning, discussions
Module 4: Decoding - how to identify and avoid suspicious content		
Activity	Time	Training methods

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4.1: How to analyze, detect & decode suspicious content online	1,5 h	Frontal learning, group work
4.2: Be active! What you can do against suspicious content	30 min.	Frontal learning, group work
4.3: Campaign making 2 - what? Topics for our campaign	1,5 h	Frontal learning, group work

Module 5: Critical thinking, alternative narratives and (digital) storytelling		
Activity	Time	Training methods
5.1: What is critical thinking and how to develop & use it	1h	Frontal learning
5.2: Why to use alternative narratives & storytelling	1 h	Frontal learning, brainstorming
5.3: Tell me your story!	1 h	Group work
5.4: Campaign-making 3 - how? Create a storyboard and structure	1,5 h	Group work
Module 6: Co-development of the online content in small working groups (+ COMMIT storytelling contest)		
6.1: Campaign-making 4 - content creation & development	10 h	Group work

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Module 1: Digital skills - how to behave safely online

Activity 1.0: Overview of the project	Duration: 15 min. Method: Frontal learning
OBJECTIVES: ● Give participants a short overview of the project and its main aims.	
STRUCTURE:	
Part 1: Project presentation (PowerPoint) (15 min.) This PowerPoint has the aim to inform the participants about the COMMIT project and the goals of the project.	
MATERIALS & TOOLS:	
PowerPoint in the workshop folder – Activity 1_0	

Activity 1.1: Getting to know each other - triangle of similarities	Duration: 30 min. Method: Group work
OBJECTIVES: ● Participants get to know each other better ● Enhance the team spirit between the participants	
STRUCTURE:	
Part 1: Individual group work (20 min) Separate participants into four groups, consider to mix the participants in order that they are matched up with unknown people - but it also works with school classes etc. Another idea for online environments, could be, for example, to prepare an image of a pyramid in PDF format with gaps where participants will be able to write the necessary information. Each group gets a flipchart and highlighters in different colours. The trainer demonstrates the task	

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by drawing a pyramid.

Participants should now assign to the pyramid the following tasks:

a.)   Things they have in common are written into the pyramid

b.)   Individual things are written down outside the pyramid close to the name of each participant

In order to complete the task, participants have to communicate and ask questions. Doing so, they are getting to know each other better.

Part 2: Presentation to the group (10 min)

In the end, every group then presents the result to the other groups.

MATERIALS & TOOLS:

Flipchart or whiteboard (if online: online whiteboard tool, e.g. Miro, Jamboard)

Activity 1.2: Are you aware of your Social Media activities?	Duration: 1 h Method: Online survey, group work

OBJECTIVES:

- Raise awareness for the variety of Social Media platforms and the personal use
- Bring participants to reflect on their personal consumer behavior
- Serves for the project team/the workshop leader as a first impression which platforms are used among participants

STRUCTURE:

**Part 1: Quick Class Survey (20 min)**

The best way for this part is to use an online tool that makes it much easier to do the survey. Some of the tools that can be used:

- **Mentimeter:** It allows you to create different types of interactive tasks, for example open questions, a word cloud and a quiz. The only problem: The free version only allows three types of activities for each presentation. In order to get access to this version you need to upgrade to one of the various paid versions.

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- **Wooclap:** Wooclap is similar to Mentimeter, but offers a little bit less functions that you can use for your presentations/surveys. However, it is suitable for a short survey. The big advantage of Wooclap is the fact that it is free when you register as teacher, then you have unlimited access.

- **LimeSurvey:** It allows you to create surveys free of charge.

The decision which platform you use to create the survey is up to you.

Example for the **possibilities with Wooclap**:
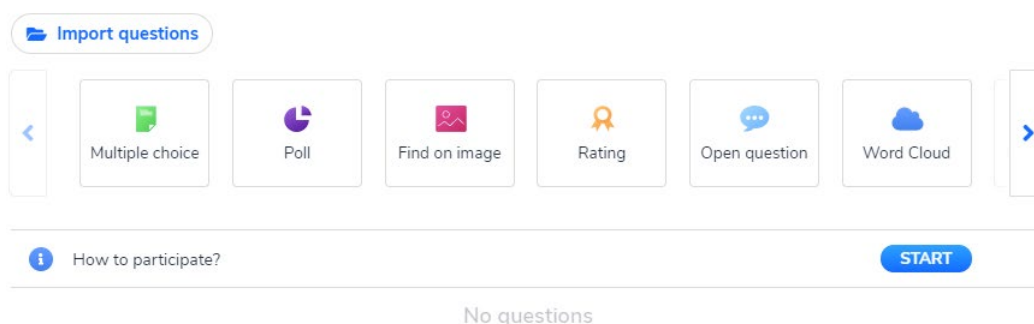
Questions

The survey should consist of the following questions (but adaptions are possible too):

1. Question 1: Which social media platforms do you use?

Here it would be useful to give participants already a limited number of possible answers (= social media platforms) in order to focus on the platforms that we want to use for our campaign: Facebook, YouTube, Instagram, Snapchat, TikTok.

2. Question 2: How often do you use these social media platforms?

Open question in order to examine the level of usage among participants

Example with Wooclap:

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Create a Rating
Enter the question you want to ask your audience

How often do you use the following Social Media platforms? (1 = less than one time/month or never 5 = daily)

Propositions
Enter the elements your audience must rate

Facebook

YouTube

Instagram

Snapchat

TikTok

\+

You can also add the option "other". It is possible to use a scale to make the user habits more visible, this depends on the programme you use.

Question 3: For what do you use them?

For each social media platform there should be one question focussing on the main reason why participants use them. This should be realised as an open question allowing participants to give individual answers. You can add some examples if you want to.

Example:

Platform: Why do you use Facebook?

- information
- stay in touch with friends
- get to know new people
- fun
- pastimes
- Other: _____

3. Word clouds: Associations

This Activity can be useful for us to get more information about what our participants (= Target group) associate with diverse social media platforms. With Wooclap or Mentimeter it is possible to create easy Word clouds that collect all the answers of all participants.

Instruction:

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The workshop leader explains the task - each participant should enter in the tool associations/words that come into his/her mind while thinking of social media. The programme then creates an automatic wordcloud.

The results of the survey can be used by the Workshop leader as well as by the Project manager(s) for the next steps.

Part 2: Discussion in small groups (15 min)

Participants shall reflect in small groups about central questions regarding their consumer habits: a.) Do the Social Media platforms I use show me "the whole picture"? (Do I get all the information that I want? Or only what I like? How do I know if the content is correct?) b.) Have I used other online sources in the past to check if the content displayed on Social Media is correct ? c.) If yes/no - why?

The idea of this Activity is to make participants familiar with the risks and negative aspects of Social Media platforms. In this step participants reflect about this without further theoretic input.

Part 3: Discussion in the plenum (25 min.)

The results are being presented and compared in the plenum (the workshop leader could write them down on a flipchart/whiteboard); the workshop leader can lead the discussion by asking additional questions such as "Do you think that using certain Social Media platforms sometimes leads to seeing everything like in a "(filter) bubble"?" or "Have you already noticed that sometimes, the newsfeed of your Social Media platforms is very one-sided and limited?" and "What can you do to break out of your "bubble" to get a wider horizon?".

Results can be used for further activities within the workshop, especially regarding the creation of the campaign

ADDITIONAL CONTENT - The Filter Bubble-Effect, echo chambers and threats for radicalisation

The filter bubble phenomena was defined by Eli pariser, an internet activist. The term refers to the feeling to be in a bubble because of algorithms that are used from all social media platforms. The aim of these algorithms is in fact not that bad as they, in the beginning of the social media era, wanted to give us tailored information about what we like and reduce content that we might not be interested in. Many sites offer personalized content selections, all that you see is based on your browsing history, your age, gender, location and other data. This leads to a "flood" of articles and posts that support your opinions and perspectives. (Fs.Blog 2017)

Over time, our results and the displayed content on social media platforms is becoming more and

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more montone focussed on our opinions - you are in a "filter bubble" where you read all day long only what you want to hear.

Filter bubbles can create strong echo chambers in the web. We assume that everyone thinks exactly like us, and we forget that other perspectives exist.

Filter bubbles are therefore the consequence of the use of algorithms and echo chambers can be their result, but it is important to underline that strong echo chambers do not have to be the result of filter bubbles, but they *could* be the result. (ReutersInstitute Analysis)

What does it have to do with the COMMIT project?

Social media users tend to use the same channels to get news and in combination with the mentioned algorithmus this can create dangerous situations if people are browsing every day the same source for information. According to a survey from the Reuters Institute from 2019, facebook is still the most spread network when it comes to the consumption of news.

Pivot to private and ephemeral messaging
Facebook and Twitter are flat. Attention and time is shifting to newer networks

Source: https://reutersinstitute.politics.ox.ac.uk/risj-review/truth-behind-filter-bubbles-bursting-some-myths
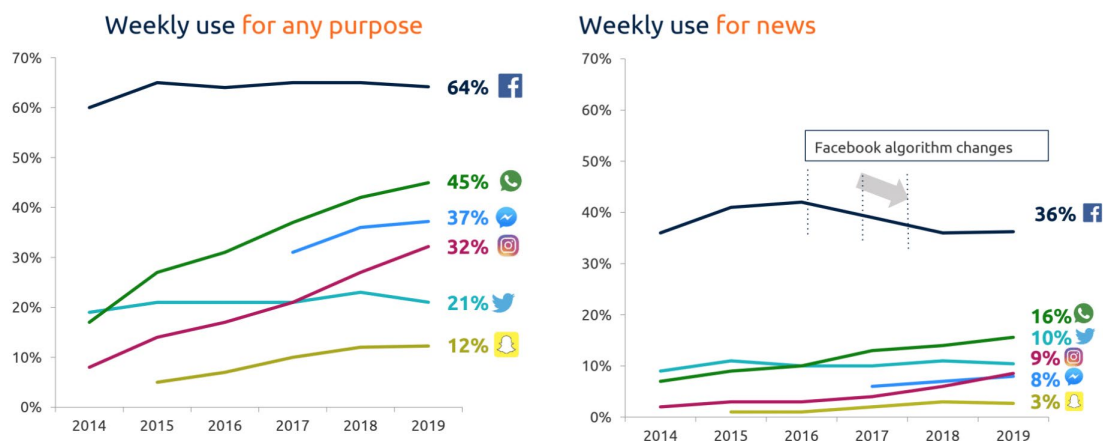
Given the fact that especially in the target group of the project, social media is with 27% the main news source in the UK, the combination of algorithm, filter bubble and echo chambers can lead to a serious threat for young people regarding extremist content as they could easily get in contact with extremist propaganda and messages - and because of the "filter bubble" it will not be easy for them to break out. (ReutersInstitute Analysis)

The COMMIT project and this workshop should therefore be also used to show the negative consequences of social media in order that young people get the possibility to reflect about their news consumption.

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Additional links:

How Filter Bubbles Distort Reality. Everything you need to Know: https://fs.blog/2017/07/filter-bubbles/

Richard Fletcher, The truth behind filter bubbles. Bursting some myths. Reuters Institute. https://reutersinstitute.politics.ox.ac.uk/risj-review/truth-behind-filter-bubbles-bursting-some-myths

Kristen Allred, The Causes and Effects of "Filter Bubbles" and how to Break Free. 2018. https://medium.com/@10797952/the-causes-and-effects-of-filter-bubbles-and-how-to-break-free-df6c5cbf919f

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MATERIALS & TOOLS:

Flipchart/Online whiteboard tool needed for the brainstorming process
Online survey to be created based on the instructions above - and according to local needs

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Activity 1.3: How to act well online	Duration: 30 min. Method: Frontal learning

OBJECTIVE:
- Give participants an idea about how to act/behave well online using the main rules of the so-called "netiquette"

Part 1: PowerPoint (30 min.)

The PowerPoint can be found in the appendix/extra folder with all the relevant information regarding the material for this workshop.

The workshop leader should simply present the topic to the participants using the PowerPoint slides.

ADDITIONAL CONTENT: What is the netiquette

Netiquette is a combination of the words network and etiquette and is defined as a set of rules for acceptable online behavior. Similarly, online ethics focuses on the acceptable use of online resources in an online social environment. (Def. on webroot.com)

There are some rules or advice that everyone can follow in order to make communication in the web more respectful and meaningful.

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Remain polite

The most important thing is to always remain polite. What frequently gets people into trouble when communicating online is that they easily forget they are communicating with real people. There's a human behind the words you're reading. Therefore it is important to remain always polite at all stages of online communication.

Know where you are in cyberspace

Depending on where you are in the virtual world, the same written communication can be acceptable in one area, where it might be considered inappropriate in another. What you text to a friend may not be appropriate in an email to a classmate or colleague. Can you think of another example?

Use your real name

If possible, use your real name in all formats of communication. It gives others the feeling to talk to real people - and not to nicknames.If you use nicknames, you will probably say things that you wouldn't say in real life. Of course, this depends also on the context, for example if you are writing in a public forum or in a more protected area, like a collaboration platform. I

Avoid misunderstandings

Always check twice before publishing a text or a comment. Try to be concrete and use emoticons as a compensation for missing gestures and facial expression.

Observe net jargon

The net community has developed their own words and language. Familiarise yourself with common abbreviations and with the meaning of certain characters. (see PPT for examples). Don't write your text in all capital letters (caps) throughout - not only is it hard to read, but it's considered to be shouting on the web.

Quote correctly

Mark the quotation and refer to the author according to copyright law. Do not quote too much, focus on the relevant content.

Do not distribute photos and videos without permission

Respect copyright and the right to your own image - do not use other people's photos without consent. Avoid images and videos that depict violence, degrade other people or show them in embarrassing situations.

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There are further netiquette rules circulating in the web. As a workshop leader you can have a look on them too as maybe there would be one rule that you would like to include as well.

Additional links with more netiquette rules:

10 netiquette rules to maintain a good online reputation: https://us.norton.com/internetsecurity-kids-safety-what-is-netiquette.html

Core Rules of netiquette:
https://coursedesign.colostate.edu/obj/corerulesnet.html

10 rules of netiquette for students:
https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html

14 great Tips for Student netiquette:
https://onlinestudyaustralia.com/netiquette-rules-guidelines-students/

Tips:

- Try to concretise each rule to an concrete example
- Try to use local/national examples (for example regarding net jargon)

MATERIALS & TOOLS:

PowerPoint in the workshop folder – Activity 1_3

Activity 1.4: Internet security and digital skills	**Duration: 1,5 h** **Method: Group work, Frontal learning**
OBJECTIVES:	

- Give participants the possibility to reflect about their knowledge regarding internet security issues
- Inform participants about the topic and give them information on how to implement privacy & security settings

STRUCTURE:

The aim of the activity is to bring participants to reflect about the importance of Privacy and

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Security settings on smartphones, in the web, on Social Media etc. Data protection, Personal data etc. are important not only for the individual user, but also for potential others - as, for example, weak Privacy Settings might lead to published content in the web. Informing young people about the importance of this topic is therefore also important regarding the aim of the project and towards a more respectful use of social media in general.

Part 1: Discussion in small groups (20 min.)

This activity starts with a discussion in small groups where the participants shall reflect about their knowledge regarding the security/privacy settings of the Social Media platforms they use.

Participants should reflect and discuss the following questions: a.) Do I know the security/privacy settings of the Social Media platforms I use? b.) Have I changed/adapted them in the past? c.) If yes/no - why?

Flipcharts, prompt cards or online whiteboard tools can be used for this step.

Part 2: Discussion in the plenum (20 min.)

The results are being presented and compared in the plenum (the workshop leader could write them down on a flipchart/whiteboard); the workshop leader can lead the discussion by asking additional questions such as "Do you think the use of Social Media platforms/the Internet in general can be dangerous sometimes?" or "Have you ever had negative experiences while using Social Media/the Internet in general?" and "What can you do to protect yourself and your privacy on Social Media platforms/while using the Internet in general?".

Part 3: PowerPoint with Technical input regarding Privacy & Security Settings (30 min.)

The PowerPoint can be found in the folder together with the other material produced for the workshop. It is named: "Activity_1_4_internet_security".

In the following section can be found additional links and tips for presenting the PPT.

Part 4: Group work/Interactive Activity (20 min.)

The last part of Activity 1.4 has the aim to put the knowledge into practise. Each participant should check his/her settings on the smartphone regarding apps in general and social media apps. How are these settings corresponding to the recommended settings?

The trainer/workshop leader should be familiar with the topic and should discuss with participants based on concrete examples from the participants the mentioned Privacy & Security Settings.

This activity has no "final output", it has only the purpose that participants check their settings -

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they are, of course, free to set the level of Privacy & Security Settings they want.

ADDITIONAL CONTENT: Links and overview Privacy & Security Settings

The aim of this presentation is to inform participants about basic Internet Safety Rules mainly regarding Privacy & Security Settings. The first part is covering the Privacy & Security Settings in iOS and Android followed by some general information to Personal & Sensitive Data. The information in the PPT is based on general knowledge regarding the functionality of both operating systems.

If you are not familiar with the main settings, you can find here a collection of links with further resources that explain the most important settings both for iOS and for Android.

The aim here is to give an overview about the various recommended settings. As this is a practical argument with ongoing changes, there are no scientific articles available to this topic. The following list tries to give trainers useful links where to start. For the national context it might be useful to consult also sites in the local language.

Additional links for iOs Privacy & Security Settings

- 10 Steps for iPhone safety:
https://efraudprevention.net/home/templates/?a=79

- iPhone privacy and security settings:
https://www.fastcompany.com/90254589/use-these-11-critical-iphone-privacy-and-security-settings-right-now

- iOs Privacy and Security Features
https://www.wired.com/story/ios-14-privacy-security-features/

Android Privacy & Security Settings

- 14 Tipps for Android Privacy and Security:
https://www.zdnet.com/pictures/android-phone-tablet-privacy-security-settings/15/

- Well written blog post on security settings
https://www.computerworld.com/article/3268079/android-security-settings.html

- Another blog post from the same source:
https://www.deepl.com/de/translator#de/en/ein%20weiterer%20beitrag%20derselben%20quelle

Personal & Sensitive Data

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- Definition & legal aspects: What is personal Data?
https://ec.europa.eu/info/law/law-topic/data-protection/reform/what-personal-data_en

- Whole guide about personal data:
https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/key-definitions/what-is-personal-data/

- What is sensitive Data? Definition and Types:
https://cipherpoint.com/blog/what-is-sensitive-data/

- What personal data is considered sensitive? (with detailed references)
https://ec.europa.eu/info/law/law-topic/data-protection/reform/rules-business-and-organisations/legal-grounds-processing-data/sensitive-data/what-personal-data-considered-sensitive_en#references

Screentime and digital wellbeeing

- How to use apples screentime:
https://uk.pcmag.com/apple-iphone-x/117506/how-to-use-apples-screen-time-on-iphone-or-ipad

- How to use androids digital wellbeeing app:
https://uk.pcmag.com/how-to/117314/how-to-use-android-pies-digital-wellbeing-app

MATERIALS & TOOLS:
PowerPoint in the workshop folder – Activity 1_4

Activity 1.5: Campaign making 1 - where? Social media platforms and their use for the campaign	Duration: 1,5 h Method: Group work
OBJECTIVES:	
● Make participants familiar with social media platforms ● Bring participants to reflect about possible platforms for the campaign ● Prepare participants step-by-step for the co-creation workshop	
STRUCTURE:	

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The three activities at the end of Module 1, 4 and 5 have the aim to prepare participants of the workshop for the co-development of the campaign by the end of the workshop.
The activities have an internal, chronological order that will bring participants to reflect on the future campaign.

- Activity 1.5: Campaign-making 1 - where? Social Media platforms and their use for the campaign
- Activity 4.3: Campaign making 2 - what? Topics for our campaign
- Activity 5.4: Campaign-making 3 - how? Create a storyboard and structure

Based on these guideline questions, we will brainstorm with the young people about the framework of the campaign in order that we are ready to produce content in Module 6 (the co-creation part).

The partners have agreed that it might be the best in Module 6 to focus on videos to produce during the co-creation campaign. During the Campaign-making activities, we should try to think in the brainstorming sessions also about other content types, even if they will not be produced during the workshop, but they can be useful inputs for the general campaign.

Since the aim of COMMIT is to create the campaign together with the young people, also these three activities will depend on the input and the ideas of the group giving the campaign in that way a structure. However, it might be useful to introduce participants to the general framework of the campaign and give them additional input that may be needed to guarantee fruitful brainstorming sessions.
The results of the previous activities will be combined with the results of the thoughts of the workshop for university students. The results of the workshops will then be enriched with the tips from experts and from the project team forming the COMMIT-campaign.

The first campaign focuses on the question **WHERE** we want to put our content, which platforms are suitable for the campaign, etc.

Part 1: Brainstorming in groups of two/four (30 min.)

To do so, we will first have a brainstorming session where we would also like to include young people and their thoughts, which platforms are according to them useful for the campaign and why not.

- What platforms can be used for what? And why?
- What are the advantages and disadvantages of Facebook, Instagram, Snapchat, YouTube, TikTok, etc.?
- If you use Facebook/Instagram/Snapchat/YouTube/TikTok, what type of content do you like?
- What pages do you follow on social media and why?
- What kind of content attracts you?

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The brainstorming session can be organised using tools like Mentimeter/Wooclap/Limesurvey or simply a flipchart/online whiteboard.

For this activity, participants can be divided into small groups of two or four to discuss the mentioned questions. After that, they can present the result to the plenum. All participants together can then discuss the results of the groups with the aim to define "final answers" as a group.

Part 2: Presentation of the main points of the COMMIT Communication Strategy & group work (1 hour)

After the brainstorming session, participants should get an overview of the communication campaign. The aim is not to overwhelm them with information but to communicate the framework of the campaign.

They will learn about the GAMMMA+ model and the main key facts regarding the campaign. For more details, please have a look at the PowerPoint that can be found in the folder with the workshop material (The name is Activity_1_5_CommunicationCampaign).

The output from Part 1 together with this input will then be used for a group work activity that will focus on general guidelines to answer the following three questions:

- Who is our target group? (Develop buyer persona, typical member of your TG)
- Which platforms should be used for that campaign according to the group?
- Which content should be published on which platform and why? (example: depending on the platform pictures might work better than text and vice versa)

Participants in this group activity should think about what is the typical member of our target group (=their peers) and which platforms should be used according to them. The results from the previous activity (Part 1) should be taken into account.

The workshop leader could use a flipchart or an online whiteboard tool to collect the idea of the participants. This might be useful as this activity will have two other parts leading to the co-creation part (Module 6).

ADDITIONAL CONTENT: Various Social Media Platforms and their characteristics

Here you can find additional information regarding the various social media platforms and their characteristics. Please use the provided additional links if you need further information.

Tip: Check statistics about the current usage of various social media platforms also on national (or local) level! Especially in our target group, the actual numbers of active users is changing rapidly, a platform that was trendy yesterday can be considered "old-fashioned" the other day! **The following part was taken from the COMMIT Communication Strategy. For the**

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workshop preparation and especially for the "Campaign making"-activities we highly recommend to read the COMMIT Communication Strategy!

Facebook:
- It can be used to offer informative contents (images and texts+comments)
- Use short videos to increase the time audiences spend in the page/profile
- Post pre-approval: posts must be approved by administrators in order to avoid inappropriate content
- Inform users about rules and policy

Instagram:
- Ideal platform to raise engagement
- Ideal for creative storytelling based on visual contents
- Easy to access

YouTube and Tik Tok
- Easy to access
- Ideal for creative storytelling based on visual contents
- Emotional reactions play a central role
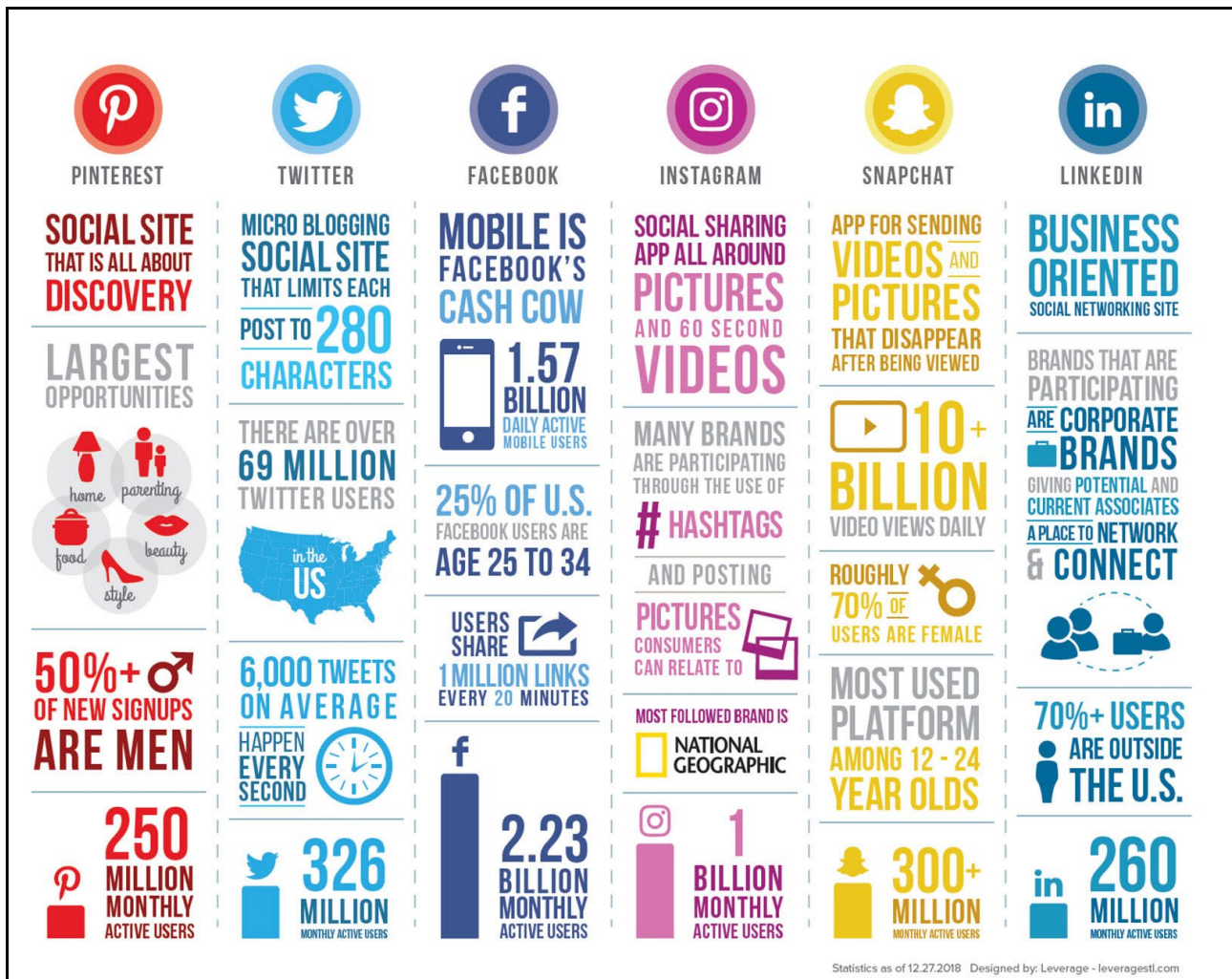
Mobilitate your networks
- Ask local bloggers, popular among young people to share the campaigns' contents through their social media channels (Facebook, Instagram, Twitter, Youtube, etc.)
- Involve young people from the target audience as "social media moderators" actively engaged in posting texts, videos and/or images regarding their daily life experiences

Expand your campaigns
- Share the links of the campaigns in your official sites and in other media.

Additional links:

- What are the differences between the big social media platforms?
  https://kjpcreative.com/what-are-the-differences-between-the-big-social-media-platforms

- Useful graph showing the differences with some numbers

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Source: https://www.leveragestl.com/social-media-infographic/

- The differences between Facebook, Twitter, Linkedin, YouTube & Pinterest
  https://www.impactplus.com/blog/the-difference-between-facebook-twitter-linkedin-google-youtube-pinterest

- Useful overview of the different social media platforms
  https://www.ionos.co.uk/digitalguide/online-marketing/social-media/the-most-important-social-media-platforms/

- TikTok is quite en vogue among young people. What are the main differences to other social media platforms? Interesting blog article https://blog.takumi.com/tiktok-vs-other-social-media-platforms-what-are-the-differences-9c70423275d

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MATERIALS & TOOLS:
PowerPoint Activity 1_5 Flipchart or online whiteboard tool

Module 2: Introduction to the topic - the threats of the online environment, hate speech, fake news, populist propaganda online

Activity 2.1: The intentions behind disinformation, hate speech and propaganda	Duration: 1 h Method: Frontal learning, group work
OBJECTIVES:	
● Make participants familiar with the intentions behind disinformation, hate speech and propaganda ● Introduce the Continuum of Violence approach	
STRUCTURE:	

Part 1: Brainstorming (10-15 min)

The brainstorming activity is conceptualised for not more than 10 to 15 minutes and has the aim to introduce participants to the topic. The workshop leader will ask one question: " What do you think are the intentions for the creation of disinformation? Why is it created?"

The workshop leader should collect these questions on a flipchart. It might be useful to have a look first to the intentions (used in the PowerPoint and explained here, with additional links).

Tip: In order to include the national context, it might be useful to do a short research about recent examples in order to be ready to lead the discussion (for example, political events)

Part 2: PowerPoint presentation with key facts (30 min.)

The PowerPoint with a duration of approximately 30 min. is divided into two parts:
a.) The intentions behind disinformation, hate speech and propaganda
b.) The Continuum of Violence approach

The aim is to inform participants about some of the intentions people/organisations can have

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when it comes to disinformation, hate speech and propaganda.
You can find the sources as well as further information (short description of intention and links) in the section "Additional information" below.

Part 3: Group Activity (10 min.)

The activity here is directly linked to the presentation of the Continuum of Violence approach. The approach holds that no matter what the intentions of the Hate speaker or Propagandist, their methods will answer the perceived vulnerabilities of their target audience- us. Since we know that Hate speech and Propaganda are most successful in times of crisis and fear or when targetting individuals with a diminished sense of positive identity, we divide people in groups of three or four and ask them to 1) think of their worst fears and 2) elaborate to the group participants what they would do to escape these fears.
When the audience is reconvened a rapporteur for each group reports lessons learned regarding human vulnerability as a driving force.

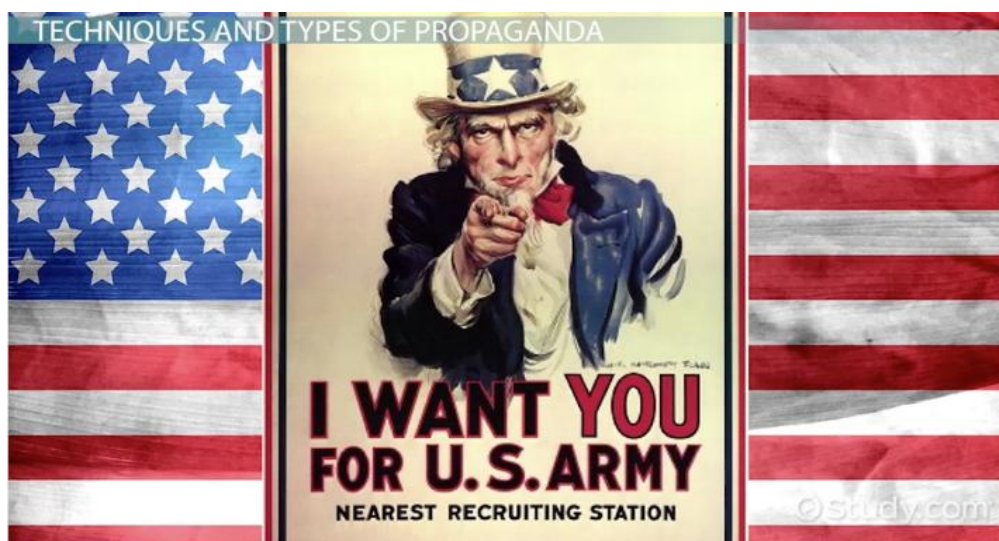**ADDITIONAL INFORMATION: The intentions behind disinformation, hate speech and propaganda**

Propaganda

Tucker et al. (2018) define propaganda as information that can be true but is used to "disparage opposing viewpoints."
Propaganda is a mode of communication used to manipulate or influence the opinion of groups to support a particular cause or belief. Over the centuries, propaganda has taken the form of artwork, films, speeches, and music, though it's not limited to these forms of communication.

Though its use is not exclusively negative, propaganda very often involves a heavy emphasis on the benefits and virtues of one idea or group, while simultaneously distorting the truth or suppressing the counter-argument. For example, the Nazi party rose to power by promoting the idea that it would lead Germany out of economic depression, which it claimed was, among other things, the result of Jewish people stealing jobs from hard-working Germans.[1]

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[1] https://study.com/academy/lesson/what-is-propaganda-definition-techniques-types-examples.html

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Techniques and Types of Propaganda

As previously stated, propaganda is used at different times, for different reasons, and it comes in a wide variety of forms. The most easily identifiable and understandable use of propaganda is during times of war, in which victory or defeat can depend a great deal on public support.

Let's look again at the example of the Nazi party during World War II. Through speeches, posters, and films, the Nazis were able to convince the German people that the economic depression in the wake of World War I was not the result of governmental failure but was instead the fault of immigrants, communists, and other outsiders who were weakening the country. As they continued their rise to power, the Nazis frequently relied on propaganda to justify their actions and promote their beliefs. For example, the Nazi party spread the message that Jews were responsible for the lack of jobs and were hoarding money; as a result, many Germans didn't object when Jewish people were imprisoned.
The Nazi party's actions might be the most commonly referenced and widely known example of propaganda, but the Nazis are only one of many groups who have used this technique. During World War II, the United States also frequently relied on propaganda for public support. Think of the image of Uncle Sam and the I Want You posters used to encourage people to join the military. Through heavy use, this image and slogan sent a message that joining the military was the patriotic thing to do, particularly in the context of fighting evil.

Both of these examples demonstrate how propaganda is used to promote one idea, while downplaying or ignoring the big picture. The Nazis used propaganda to deflect any personal responsibility for the economic depression and instead, pinned the blame on scapegoats (the Jewish people) whom Germans could direct their anger toward. The United States, on the other hand, celebrated joining the military as the patriotic thing to do, while ignoring the violent realities of war.

Links: https://www.youtube.com/watch?v=8Qu3HFsh4QY

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Financial Profit

Financial gain is one of the main motivations for spreading disinformation. It has never been so easy for anyone to create a hoax website and fill it with fascinating or shocking content. By placing advertisements on these websites (Google Adsense or Facebook), a financial profit can be made. With each click on an advertisement, one receives a minimal amount of money - the more interesting or "loud" the fake content is, the more visitors come to their website and the more people click on the ads.

For example:

"Pope Francis shocks the world, endorses Donald Trump for president and releases a statement" that is not even remotely true garnered 100,000 shares.
If you take the number of shares as an indicator of how widespread these pages are, it's easy to see how they can become lucrative

- Video: How do fake news sites make money?
https://www.bbc.com/news/av/business-38919403

- How Misinformation Became a Profitable Business in Eastern Europe
https://cmds.ceu.edu/business-misinformation-final-report-how-misinformation-became-profitable-business-eastern-europe

Political Intentions

Often the goal is to rationalise the actions of a political party and/or candidate or to further their political or economic interests.
It includes stories with eye-catching headlines, provocative imagery, defamatory accusations, and demonstrably false claims about a political candidate, party, or policy.
Usually fully-fledged articles from dedicated host websites, this type of digital disinformation is distributed through social media platforms such as Facebook and Twitter,
So to put it differently, this type of disinformation is 'honed clickbait' that is intentionally framed to manipulate people's socio-political thoughts and practices by eliciting emotional reactions.

Disinformation—the use of half-truth and non-rational argument to manipulate public opinion in pursuit of political objectives—is a growing threat to the public sphere in countries around the world. The challenge posed by Russian disinformation has attracted significant attention in the United States and Europe; over time, observers have noted its role in "hybrid warfare," its use to degrade public trust in media and state institutions, and its ability to amplify social division, resentment, and fear.

But Moscow is merely the most prominent purveyor of disinformation, not its sole source. Political actors around the world, ranging in size from state agencies to individuals, have found ways to exploit the economics of digital advertising and the fast-paced nature of the modern

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information ecosystem for their political advantage. Growing appreciation of the problem's scale invites a shift in frame: from national security threat from a discrete actor to a broader appreciation of political-economic weaknesses in the contemporary information space.

Disinformation has a wider variety of purposes, in a wider variety of settings, than is commonly appreciated. In the short term, it can be used to distract from an issue, obscure the truth, or to inspire its consumers to take a certain course of action. In the long-term, disinformation can be part of a strategy to shape the information environment in which individuals, governments, and other actors form beliefs and make decisions.[2]

Since the 2016 United States (U.S.) presidential election, the issue of social media and disinformation has gained increasing attention as a fundamental threat to the integrity of elections worldwide. Whether by domestic actors, such as candidates and campaigns, or through foreign influence campaigns, the ability of voters to make informed choices based on fair and balanced information has been significantly skewed.[3]

Defamation/To discredit/Slander

Spoken, unrecorded defamation is known as slander, while defamatory statements that are written or otherwise recorded are defined as libel. Thus, slander is the oral statement of untrue, defamatory remarks that lower a person's esteem in his or her community that gives rise to a legal cause of action against the speaker.

Links:
- https://www.youtube.com/watch?v=64H5qti9xfA

    Examples:
● Story in Daily Mail (UK) - modelling agency that Melania Trump worked for in New York in the 1990's, also served as an escort business. Melania Trump has filed a lawsuit based on defamation, as her lawyer stated: "These defendants made several statements about Mrs. Trump that are 100% false and tremendously damaging to her personal and professional reputation" (The Independent Sep. 2016).
● NB: Without judging right or wrong in this example, we would like to note that several lawsuits are filled based on libel cases, thus there can also be intentions of monetary gains behind claiming that a newspaper or individuals are spreading libel information.
● An actor forges documents which discredit the BBC's leadership. The digital debate is seeded with the narrative that the BBC cannot be trusted, pushing audiences toward alt-left or alt-right news sites.

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[2] https://www.ned.org/issue-brief-how-disinformation-impacts-politics-and-publics/
[3]

https://www.ifes.org/sites/default/files/ifes_working_paper_social_media_disinformation_and_electoral_integrity_august_2019.pdf

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Personal fame

Another intention or motivation behind disinformation can be to gain fame or a higher social status.

For example:
Transitioning from an Instagram or YouTube user to a professional "Influencer" (someone who leverages a social-media following to influence others and make money) is not easy. So many adopt the strategy of "Fake it until you make it"!
Hayley, a 15-year-old 'beauty influencer' said she noticed her social status rise as she got more attention online this year. "People pretend to have brand deals to seem cool," Hayley said. "It's a thing, like, I got this for free while all you losers are paying! People come up to me at school and ask, 'Do you get sponsored?' When I say I do, they're like, 'OMG that's so cool.'

"I noticed the more followers I gain, the more people come up and talk to me."
This is about people (especially young people with the goal of becoming influencers) faking promotions with big brands on social networks to make their "community" believe that they are important and interesting.

Background: The more followers you have on social media, the more interesting you become for companies to advertise for you (brand deals). But it's hard these days to grow among so much competition to get such deals. That's why there are people who fake such advertising contracts to get a "higher status" in their own social environment or community. "Wow, you have a brand deal with Adidas? Totally cool, you really made it" - A possible example comment. Another example is that in order to organically grow the fake influencers' followings and attract offers from brands for sponsored content, influencers have photographers shoot the subjects in what appear to be luxurious locales, but are actually completely faked.

Faking a brand deal is therefore misinformation that you carry to the outside world in order to gain personal fame. Countless influencers with massive followings employ misleading tricks to create follow-worthy social content.

Fun / Humor

An example of information written with the intent to poke fun is the annual "April Fools" articles and news stories published on April 1.
In 2019, The Sun newspaper (United Kingdom) wrote that the Royal Mint would release a new collection based on emojis.

Source: https://www.thesun.co.uk/money/8761267/royal-mint-50p-emoji-pieces

Another example is countless satire sites that make fun of current events in an exaggerated way. However, these pages are declared as such (usually in the "About us" page or in the imprint). Nevertheless, there are always people who even fall for such unrealistic articles.

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A few examples of successful satire articles
- https://www.theonion.com/
- https://www.newyorker.com/humor/borowitz-report
- https://www.thebeaverton.com/
- https://www.thespoof.com/
- http://www.thecivilian.co.nz/category/national/
- https://www.thedailymash.co.uk/

ADDITIONAL INFORMATION: The Continuum of Violence approach

The Continuum of Violence (a.k."Continuum of Destruction") approach was coined by Ervin Staub who founded the first peace psychology lab at the University of Massachusetts at Amherst, in his book The roots of evil: The origins of genocide and other group violence (1989). The approach holds that individuals have basic psychological needs - existential security, positive identity, a sense of control over their destiny and making sense of the world, connection to others a.o. When societies' and individuals' experience existential crisis, it frustrates their basic psychological needs. In their search to satisfy these needs, threatened individuals seek the comfort of groups that promise security and positive identity. They therefore become vulnerable to joining groups that preach defense and promise security and leaders who exaggerate their fears and promise hope through the simplest recipy- the defense against and elimination of a scapegoat. Scapegoats often are "foreigners" or a weaker minority group that is somehow connected to historic trauma, unhealed wounds of the individual's society. The approach holds that if individuals become aware of their vulnerability to these drives, and are stimulated to active bystandership as an "antidote" to the continuum developing, individuals and societies can become resilient to incitement and recruitment to violent acts.
The approach has been applied to behaviour change media edutainment projects using long running radio soap operas in Rwanda, Burundi and the DRCongo with remarkable results. It is currently being applied in Europe in anti -radicalization projects using Video Games.

MATERIALS & TOOLS:

PowerPoint in the workshop folder Activity 2_1
Flipchart or online whiteboard tool

Activity 2.2: Definitions, examples & fake or not	Duration: 1,5 h Method: Frontal learning, group work
OBJECTIVES:	
- Inform participants about the most common types of false information and mis- and disinformation - Give participants examples of these types of false information and mis-and disinformation	

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- Improve the analyzing capacities of young people towards false information and mis- and disinformation

STRUCTURE:

<u>Part 1: PowerPoint Introduction to the topic (40 min.)</u>

The first part will be a frontal learning session introducing the main aspects of this topic.

The first part of the PowerPoint presentation will give participants an overview about the 4 types of false information followed by the 10 types of mis- and disinformation.
The aim is to provide participants with general and simple-to-remember criteria by which to distinguish speech and news that seem trustworthy and news and speech that seems suspicious.

The PowerPoint can be found in the folder with the workshop material. The part "Additional information" gives an overview and additional links to further deepen the arguments in order to be ready for the delivery of the workshop.

<u>Tip</u>: Include local/national examples into your presentation! Based on the proposed examples in the PowerPoint try to find examples in your local language - this makes it easier for participants to contextualise the presented types of disinformation.

<u>Part 2: Group work: What type of disinformation? (40 min)</u>

Based on the presented types of disinformation in this interactive part participants should try to work with real material identifying the type of mis- and disinformation (based on the theoretical input and with the help of the graphic).

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10 TYPES OF MIS- AND DISINFORMATION

FALSE CONNECTION
When headlines, visuals or captions don't support the content

FALSE CONTEXT
When genuine content is shared with false contextual information

MANIPULATED CONTENT
When genuine information or imagery is manipulated to deceive

SATIRE OR PARODY
No intention to cause harm but has potential to fool

MISLEADING CONTENT
Misleading use of information to frame an issue or individual

IMPOSTER CONTENT
When genuine sources are impersonated

FABRICATED CONTENT
Content that is 100% false, designed to deceive and do harm

PROPAGANDA
When content is used to manage attitudes, values and knowledge

SPONSORED CONTENT
Advertising or PR disguised as editorial content

ERROR
When established news organisations make mistakes while reporting

STOP THE SPREAD OF MISINFORMATION.
THINK BEFORE YOU SHARE, REACT OR RESPOND.

GROUNDVIEWS
journalism for citizens

Source: https://groundviews.org/2018/05/12/infographic-10-types-of-mis-and-disinformation/

Tip: Try to find material in your local language that covers as many types as possible.

a.) Discussion in small groups

Participants can be divided into small groups and can analyse the content using two guideline questions:
- Why do you think the article fits into this category?
- What do you think was the intention of the author?

Try to find at least 5 examples.

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Note: In all cases multiple solutions will be possible, one example can match with more categories. Participants can also identify more possible types of mis- and disinformation.

b.) Debriefing: Discussion in the plenum

In the end, every example can be discussed in the plenum. Participants can add their opinions and argue why they think that the example corresponds to this type (or types).

ADDITIONAL INFORMATION: The 4 Types of False Information

What is the difference between Fake News, Disinformation, Misinformation and Malinformation?

Today the term 'Fake News' has become widely used. The practice of calling information "fake news" is a useful warning for readers/listeners, but it can also generate uncertainty about the trustworthiness of news and information in general, and also of the reliability of individuals and/or organisations.

However "fake news" is not a new concept! To falsify information, historical events or to "embellish a story" has happened throughout history. Today, in the age of mass media, there is just more of it… and of course false information and news are more easily spread through social media.

"Fake News" literally means false/fabricated news. Thus, as a term it does not cover all kinds of false information that you can come across on digital media today.
Misinformation means wrong information, or the fact that people are misinformed. (Def. from Cambridge Dict.)
Disinformation means false information spread in order to deceive people. (Def. from Cambridge Dict.)
Malinformation means: *"Deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn."* (Def)

In the following slides, you are introduced to definitions and examples of fake news, misinformation, disinformation, and mal-information more in detail.

Fake News

As already mentioned, the term Fake news is quite new after Donald Trump has used it a lot in his political campaigns. A definition from 2017 defines fake news "to be news articles that are

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intentionally and verifiably false, and could mislead readers". (Edson/Tandoc/Zheng/Ling, Defining "fake news", 2018, 138)

Fake news are not always 100% distinguishable from factual correct news articles. the term is strongly connected with dis- and also misinformation - and it is especially disinformation that has been with us since the development of the earliest writing systems.
What is new with Fake news is the outrage that one article or message can reach and this has to do with the changed definition and functionality of news. Online platforms make it possible for bloggers and non-journalists to reach a mass audience, the traditional gatekeeping element is not working any more. (Edson/Tandoc/Zheng/Ling, Defining "fake news", 2018, 139).

Today everyone can publish and especially with the spread of the internet and social media it is much easier to reach an audience. As already mentioned in the last activity, in order to be noticed you need to be heard - and for some news companies or for politicians the spreading of fake news might be an option to get more attention - even if the message is false.

There is a huge number of articles and literature about fake news available in almost all languages. We limit here to list some links - a short research might be enough to find all that is needed to deliver the workshop.

Source:

Edson C. Tandoc Jr., Zheng Wei Lim & Richard Ling (2018) Defining "Fake News", Digital Journalism, 6:2, 137-153

Additional links:

- Explanation with examples and how it is interconnected with already mentioned phenomena (Clickbait etc.) https://www.webwise.ie/teachers/what-is-fake-news/
- What are Fake news and how can you identify it? useful tips from the BBC https://www.bbc.com/news/av/technology-46149888
- How to spot real and fake news https://www.mindtools.com/pages/article/fake-news.htm

Misinformation

As already mentioned misinformation is strongly connected with fake news. As fake news also misinformation is incorrect and/or imprecise information - but the intention is different! Misinformation can happen when a reporter has confused facts or simply forgotten details. His or her intention behind was although not to spread the wrong information - it simply has gone wrong!
But the spread of misinformation can happen also in our daily life, we can mishear or

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misremember details and tell wrong information to friends or colleagues.

Misinformation does not want to harm, it simply means that someone has accidentally spread wrong information. (Diff. between mis- and disinformation)

Example used in the PowerPoint: "Queen Elizabeth II has three children" → This information is false, the Queen has four children, but it could be an honest mistake of miscalculation with no further intention.

Disinformation

Disinformation means that false/wrong information is spread to deceive people, here the intention is important, because someone wants to reach something by spreading around wrong information. A possible definition can be: "deliberately misleading or biased information; manipulated narrative or facts; propaganda."

Again an example from our daily life: If you tell your friends that the party starts at 8 pm, but it really starts at 9 pm and you told them the wrong time because you have confused the time, then you have spread misinformation. If you tell your nemesis that the party starts at 8 pm because you want to look them foolish - then you are spreading disinformation - because you have a clear intention!

In the context of the COMMIT project disinformation can become a problem especially when it is considered in the context of the already mentioned filter bubbles and echo chambers. In that way disinformation with a clear intention can be powerful and destructive.

Disinformation is not a new phenomena, throughout human history it was used as a weapon to harm the counterpart. It has been part of tactical politics for centuries. (Edson/Tandoc/Zheng/Ling, Defining "fake news", 2018, 139).

Tip: You could include national examples of disinformation - and try to find also historical examples!

Source:

Edson C. Tandoc Jr., Zheng Wei Lim & Richard Ling (2018) Defining "Fake News", Digital Journalism, 6:2, 137-153

Additional links:

- Website that explains the differences between Mis- and Disinformation
  https://www.dictionary.com/e/misinformation-vs-disinformation-get-informed-on-the-

difference/
- Factsheet of the European Commission with an Action Plan against Disinformation
  https://ec.europa.eu/info/publications/disinformation_de
- 10 things to know about misinformation and disinformation with useful graphics,
  https://odi.org/en/publications/10-things-to-know-about-misinformation-and-disinformation/
- Handbook of the UNESCO about journalism, fake news and disinformation,
  https://unesdoc.unesco.org/ark:/48223/pf0000265552

Malinformation

Malinformation is: *"Information that is based on reality, used to inflict harm on a person, organization or country (e.g. someone using a picture of a dead child refugee (with no context) in an effort to ignite hatred of a particular ethnic group they are against." (Def.)*

An example for malinformation can be the misuse of personal or confidential information. For example, a report is being published by a political party revealing a person's sexual orientation without public interest justification - just with the aim to harm the counterpart.

Additional links:

- Some examples for malinformation,
  http://www.mikekujawski.ca/2019/09/05/misinformation-vs-disinformation-vs-malinformation/

Additional information for malinformation can be found also in the collection of links of the other types (disinformation, misinformation).

ADDITIONAL INFORMATION: 10 Types of Mis- and Disinformation

False Connection

An example of a false link is when headlines, visuals, or captions don't support the content. The most common example of this type of content is clickbait headlines.
As competition for audience attention increases, editors increasingly need to write headlines that attract clicks, even if people feel they've been duped when they read the article.

- What is Clickbait?
  https://edu.gcfglobal.org/en/thenow/what-is-clickbait/1/

- 12 Clickbait Headline Examples https://www.searchenginejournal.com/12-surprising-examples-of-clickbait-headlines-that-work/362688/#close

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- Effective Clickbait Headlines https://examples.yourdictionary.com/brilliant-clickbait-examples-and-why-they-work.html

Wrong Context

False context means that real image, - or video material is presented in a false context. An example of this is videos showing ballot box stuffing in US elections.

The anti-Democrat fake news campaign consisted of 4 videos showing ballot box stuffing in 3 US states. Although the videos are real, they actually all show Russian elections in different years.

Several references to this can be seen in the videos. So, the content is not fake, but the context is completely wrong.

Source: https://firstdraftnews.org/latest/video-alleging-us-election-fraud-fake/

Manipulated Content

Makes changes in original material in an e¬ort to deceive (for example, a photo or video that has been doctored — had something added, deleted or otherwise changed — using editing tools)

A good example of Manipulated Content is the news of the collapsed roof of Punggol Waterway Terraces.

The news was posted on the website: All Singapore Stuff, on November 11, 2016.

That same evening, the Housing and Development Board announced that it was a "hoax" as the image had been manipulated.

The Punggol Waterway Terrace had indeed not collapsed.

Source: https://www.channelnewsasia.com/news/singapore/report-of-punggol-waterway-terraces-roof-collapse-a-hoax-hdb-7714182

Fun / Humor

An example of information written with the intent to poke fun is the annual "April Fools" articles and news stories published on April 1.

In 2019, The Sun newspaper (United Kingdom) wrote that the Royal Mint would release a new collection based on emojis.

Source: https://www.thesun.co.uk/money/8761267/royal-mint-50p-emoji-pieces

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Another example is countless satire sites that make fun of current events in an exaggerated way. However, these pages are declared as such (usually in the "About us" page or in the imprint). Nevertheless, there are always people who even fall for such unrealistic articles.

A few examples of successful satire articles

https://www.theonion.com/
https://www.newyorker.com/humor/borowitz-report
https://www.thebeaverton.com/
https://www.thespoof.com/
http://www.thecivilian.co.nz/category/national/
https://www.thedailymash.co.uk/

Misleading Content

Misleading content refers to the misleading use of information to portray one or more people or a topic in a particular way. Statistics or quotes can be used selectively.

For example, when asked in an online poll in Germany who they would prefer as the next Chancellor, 47.5% said they would want Angela Merkel.

This could be considered a healthy proportion for a multi-party system. However, a news article, while giving the correct figure, framed the statistic by suggesting that most Germans "absolutely do not want Merkel" - this question was not asked in the poll

Description of the types of disinformation (Misleading Content in point 3)
https://firstdraftnews.org/latest/7-types-german-election/

Imposter content

Imposter content is content generated by genuine sources being imitated or impersonated; using a well known name, brand or logo to fool people into believing that it's real.

Journalists may have their names or by-lines appearing alongside articles they did not write, or an organisation's logo may be attached to videos and images they did not create.
For example, during the 2017 Kenyan elections, fake videos circulated on social media.

These videos were made to appear as though they were by the BBC and CNN. The videos included bogus poll results.

News Impostor Sites: Several websites appear to try to confuse readers into thinking they are the online outlets of traditional or mainstream media sources. These sites attempt to trick readers into thinking they are newspapers or radio or television stations. Like many other fake news sites, it's very difficult to see who owns them, thanks to private registrations.

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Fabricated content

Fabricated content is content that is 100% false, designed to deceive and do harm.
One example of "fabricated content" is Trish Regan's commentary at Fox News the 10th of August 2018, where she compares the Danish government with Venezuelan government. She makes things up! For example, one 'fabrication' is that most Danish students who graduate from school want to start up cup-cake cafés!
This is fabricated content, there are not many cup-cakes cafés in Denmark, and it is certainly not the occupation of most of the population.

Additional links:

- https://www.youtube.com/watch?v=pSFfTG42Jl8. You can also see a politician from Denmark answer back and correct the false assumptions here:
- - https://www.youtube.com/watch?v=JXecLXlzEXE.

Propaganda

Propaganda refers to content that is used to manage attitudes, values and knowledge.
For example:

Propaganda was widely used when the Russian government interfered in the 2016 U.S. presidential election with the goal of harming the campaign of Hillary Clinton, boosting the candidacy of Donald Trump, and increasing political and social discord in the United States.

Facebook told congressional investigators it had discovered that hundreds of fake accounts linked to a Russian troll farm had bought $100,000 in advertisements targeting the 2016 U.S. election audience.
https://en.m.wikipedia.org/wiki/Russian_interference_in_the_2016_United_States_elections

Sponsored content

Sponsored content is advertising or PR disguised as editorial content. Sponsored content inserts paid messaging into articles. It breaks the divide between editorial and advertorial content. Studies have shown that people often fail to identify when they are viewing an advert, instead believing it to be a real news article - even when the fact that the content is sponsored is disclosed

Not all sponsored news and information is disinformation/misinformation. It is legal to be sponsored or to sponsor, but it has to be clearly visible.

- https://eavi.eu/beyond-fake-news-10-types-misleading-info/
- https://www.futurity.org/sponsored-content-real-news-1961062/

For example, the American magazine 'The Atlantic', featured a sponsored article about

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Scientology in 2013 that was subsequently taken down after a backlash. The magazine issued an apology.

Journalists are expected to unbiasedly report, with their end goal of accurately informing the public. When sponsored content comes into the picture, the motives change as their goal becomes profit-oriented.

Marketers argue that branded content allows for more relevant and highly targeted messaging and provides added value to consumers by increasing awareness and generating buzz and engagement around their products. Critics, on the other hand, respond that this practice improperly exploits consumers' trust in a publisher or deceives them outright to influence their purchasing decisions.

Error / mistake
In this context, errors refer to content produced when established news organisations make mistakes while reporting.
Some errors will be small and easily corrected, others will cause unintended offence or damage to a brand or individual and may result in litigation.

Reputable organisations will quickly correct the error and apologise.

- https://www.bbc.co.uk/news/entertainment-arts-50374630

MATERIALS & TOOLS:

PowerPoint in the workshop folder – Activity 2_1

Activity 2.3: Fake or not? Quiz	**Duration: 30 min.** **Method:Group work**

OBJECTIVES:

- Confront participants with fake news examples and train them to recognize different examples
- Introduce participants to concrete fake news examples

STRUCTURE:

Part 1: The Fake News Quiz (15 - 20 min.)

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Interactive quizzes showing different news headlines and other practical examples where fake news, propaganda and hate speech can appear. The game will be organized using Kahoot and other platforms/online tools to guarantee an interactive and therefore interesting approach.

Adaption to the national/local context: You will have to prepare this quiz using examples of fake news in your local language. Therefore, you can search for examples on the web, there should be available enough.

Presentation: If organised with an online tool (Kahoot/Mentimeter, see Activity 1.5 for general information regarding these tools), you can show first the article headline and adding then "yes" or "no" - or a scale from "pretty sure" to "not sure at all".

Alternatively, it can be used also without an online tool. In that case, the workshop leader simply shows the news headline and participants have to guess if it true or not. This can be organised with two sheets of paper (one with "true", the other one with "false" → and the results are being collected on a flipchart.

Part 2: Debriefing (10 min.)

You can show again the results of the quiz and discuss the main characteristics (using the theoretical information from Activity 2.1 and 2.2).

You can use questions like:
-   Why, according to you, this headline is wrong? What strategy could have been used? What could be the intention?

The actual setting of the debriefing depends on the results - you should focus on the wrong answers of the participants (where they thought that the example is right/wrong, but it was the opposite).

MATERIALS & TOOLS:

Prepared news articles headlines and hate speech, propaganda examples in local language
Kahoot/Mentimeter-Quiz (if organised in that way)

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Module 3: Extremism, Radicalisation and Terrorism

Activity 3.1: Definition and Drivers	Duration: 1,5 h Method: Frontal learning and interactive discussions
OBJECTIVES:	

OBJECTIVES:

- Improve understanding of definitions and of the terminology that is often used in public debates about terrorism and extremism
- Understand the motives of individuals that embrace extremist ideas and commit terrorist acts, including the participant's own anxieties, angers, fears, frustrations and other motives to hate others.

STRUCTURE:

Part 1: PowerPoint presentation

This activity will be a frontal learning session, followed by open discussion among participants.

The presentation will focus on the following topics:
- It will start by a focus on what is generally understood when the terms "terrorism", "extremism" and "radicalization" are used. It will go into the many different definitions, the differences and similarities and the reasons why there is no universally agreed definition.
- It will the distinguish between `acceptable` and `unacceptable` radical thinking.
- It will touch on human rights aspects of the terms used and the freedom of speech and thought as a basis for our democratic society.
- It will relate the negative aspects of intolerance and `us versus them` thinking and language. It will however also mention innovative aspects of political and societal extremism. In this way, it will show radicalisation as a complex process.

It will then continue to explore what drives people to the extremist environment (push factors) and why people would feel attracted to it (pull factors). In short - it will explain what is on offer for the person recruited:
- Identity formation and the search for answers will be discussed,
- Factors like anger and anxiety that drive individuals into the arms of the recruiters will be described.
- Other elements will include (perceived) injustice as an important element of the road from extremism to terrorism and as a basis to identify the "enemy"
- How and where recruiters operate and what makes the recruit susceptable and vulnerable to recruitment will be explained.
- Finally, the presentation will explore animosity and its relation to violence as a

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reciprocal topic. ("The enemy uses violence against us, so our answer must use the same language").

The presentation will conclude that violence is a natural outcome of an intolerant extremist ideology and the process of radicalisation.

Part 2: Interactive discussion

The more we can draw on the participants' experience the better. So questions about participants own experience(s) can guide the discussions. These questions should focus on participants own anger and anxieties.

- Have they ever felt hate for someone?
- Have they ever been bullied?
- Have they ever intimidated anybody? Why?
- Have they ever felt intimidated?
- Have they ever found somebody guilty for their fears or misfortune?
- Have they ever felt a group in their environment was guilty of their misforfune or loss?
- Have they ever expressed negative or insulting language about someone -or about a group- on social media?
- Have they ever felt that someone in their environment (a friend, brother or sister, familiy member) was targeted by negative or insulting language? How did they react?

MATERIALS & TOOLS:

PowerPoint presentation in the workshop folder: Activity 3_1-2

Activity 3.2: Pathways and narratives	Duration: 1,5 h Method: Frontal learning and interactive discussions

OBJECTIVES:

- Give participants some insights into the process that individuals go through when they radicalise and what the narratives are that are used to recruit individuals.
- `Normalise` and `demystify` the process of radicalisation

STRUCTURE:

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Part 1: Power Point presentation

Building on the push and pull factors the conversation will go into 1. Pathways, from start to finish and the different phases that individuals go through) and 2. the narratives, i.e. what are the compelling stories that are used to convince the newcomer that extremist behavior is the answer to the underlying anger/frustration/desperation. The discussion will focus on the differences and similarities in the narratives of a variety of extremist environments.

It will focus on the anger related to marginalisation and exclusion and the perception of being targeted/ treated unfairly by government officials and/or the general public and how that leads to alienation and isolation. It explains how the recruiters can tap into this by offering a new identity and easy explanations plus fake solutions.

It will focus on old school extremisms like the Nazi ideology and White Supremacy thinking but als on more recent phenomena like incel, antifa and Qanon.

Part 2: Interactive discussion

We need to draw on personal experiences of the participants as much as possible. We will use the answers to the questions collected in the Activity 3.1. – Part 2, to continue the discussion

MATERIALS & TOOLS:

Power point presentation in the workshop folder Activity 3_1-2

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Module 4: Decoding - how to identify and avoid suspicious content

Activity 4.1: How to analyze, detect & decode suspicious online content	Duration: 1,5 h Method: Frontal learning, group work
OBJECTIVES:	

OBJECTIVES:

- Introduce participants to tools and methods that can be useful to identify suspicious online content
- Strengthen the capacity of participants to identify suspicious online content
- Show examples of how images can be manipulated

STRUCTURE:

Part 1.1: PowerPoint Introduction to the topic: The CRAAP method (35 min.)

This part is about possible ways to identify suspicious online content. We will introduce the CRAAP method to show participants one possible tool that they could use.

Summary of the CRAAP method - more information can be found clicking on the links and using the information in the PowerPoint.

It can be tempting to use any source in your paper that seems to agree with your thesis, but remember that not all information is good information, especially in an online environment. Developed by librarians at California State University-Chico (see below for the link), the CRAAP Test is a handy checklist to use when evaluating a web resource (or ANY resource). The test provides a list of questions to ask yourself when deciding whether or not a source is reliable and credible enough to use in your academic research paper. CRAAP stands for Currency, Relevance, Authority, Accuracy, and Purpose.

In the PowerPoint can be found a detailed description of what the CRAAP method stands for. The additional links here can help you to prepare your presentation.

See this website for more information: https://libguides.cmich.edu/web_research/craap

Additional Links

CRAAP method Benedictine University:

https://researchguides.ben.edu/source-evaluation

California State University:

https://commons.emich.edu/cgi/viewcontent.cgi?article=1009&context=loexquarterly

Rethinking CRAAP:

https://crln.acrl.org/index.php/crlnews/article/view/24195/31993

Traffic light checker method - another tool that could be used:

https://www.wral.com/red-light-green-light-fact-check/13391901/

- Green are statements that can be fact checked and backed-up with official sources of information;
- Red are statements that cannot be fact checked;
- Yellow are statements that lie in between the Red and Green.

Part 1.2.: Manipulated images

See PowerPoint for more information. The aim here is to simply show the techniques that are used and create awareness about how easy it is to manipulate images.

Additional links:

https://thewayweseeit.org/photo-manipulation-use-dont-abuse/

https://www.adobe.com/creativecloud/photography/discover/photo-manipulation.html

https://edu.gcfglobal.org/en/digital-media-literacy/the-problem-with-photo-manipulation/1/

Part 2: Group work to test the presented tools: TinEye, Copyscape, FotoForensics (25 min.)

The aim in this part is to use some tools available online to detect suspicious content.

The PowerPoint contains short presentations/introductions to each tool. Use the following instructions to make you familiar with the tools.

Tip: Search for images or other examples (if possible also in your local language or images related to local/national events) and try out the following tools together with the group.

TinEye - Instructions:

1. open the page www.tineye.com in your browser

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2. click on the Upload button and select the desired image

3. after confirming you will get all results related to this image

Copyscape - Instructions

Copyscape helps you defend your site against the threats of online plagiarism. The free Copyscape service provides online copyright protection by allowing you to easily search for plagiarism and identify instances of content theft.

·   Enter your URL and Copyscape will instantly scan the entire Web to check for duplicate content of your page.

·   Copyscape shows you the top results for your search, and you can click on a result to see a word-by-word comparison with the content on your site.

·   In this comparison, colored highlighting is used to show blocks of text that match the text on your site.

FotoForensics - Instructions

FotoForensics offers researchers and professional investigators tools to use for digital photo forensic.

Digital image forensics is a subdiscipline of digital multimedia forensics and is dedicated to investigating the authenticity of digital images, among other things, for obtaining circumstantial evidence in criminalistics. Most of the image forensic methods relevant in practice are "blind" methods, i.e., they do not require any access to an original image that may be present, but obtain circumstantial evidence solely by analyzing the image data itself.

Here is a complete guide on how to use the site:
http://fotoforensics.com/tutorial.php?tt=about

Click your way step by step through the tabs (Using, Uploading, Analysis, ...).

Part 3: Group work: Online-Quiz, Real or Photoshop? (15 min)

Another game that can be used to go more into detail with the topic in a funny way.

Based on the theoretical input/examples already shown regarding manipulated images, the game developed by ADOBE has the aim to test if an image is real or not.

To mark the 25th anniversary of the image editing software Photoshop, the software company behind it, Adobe, published an online quiz entitled "Real or Photoshop". On the

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basis of various astonishing images, users have to judge whether they think they are "real" or "Photoshop" (i.e. edited afterwards). The resolution follows directly after each click, but an explanation is unfortunately missing. Nevertheless, the extensive possibilities of image editing and manipulation become apparent.

Instructions:

1. Open the website: https://landing.adobe.com/en/na/products/creative-cloud/69308-real-or-photoshop/index.html
2. Start the game. You can either play it with the group or you can create smaller groups (if participants have their own computer).
3. Participants can guess if the image is real or photoshopped.

MATERIALS & TOOLS:

Power point presentation in the workshop folder – Activity 4_1

Activity 4.2: Be active! What you can do to avoid suspicious content	**Duration: 30 min.** **Method: Frontal learning, group work**

OBJECTIVES:

- Give participants an overview about the reporting functions for suspicious content offered by Google
- Introduce participants with the Counterspeech approach

STRUCTURE:

Part 1.1: PowerPoint Introduction to the topic: Reporting Disinformation (45 min.)

a.) Google Detecting tool (15 min.)

Google offers tools to report any disinformation on the web.

The first part wants to inform participants about this possibility introducing the service.

More information can be found here: https://support.google.com/a/answer/7562460?hl=en
Just show the participants the options as well as, if needed, the Google review and photo policies.

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Additional links:

Add-on for Chrome to detect suspicious Google content.
https://chrome.google.com/webstore/detail/suspicious-site-reporter/jknemblkbdhdcpllfgbfekkdciegfboi

Part 1.2: PowerPoint Introduction to the topic: Counterspeech (30 min.)

Counterspeech can be any direct response to hateful or harmful speech with the intention to undermine it. How successful it is, depends very much on the combination of various specific factors such as:

- the proportion of counterspeakers to hateful speakers,
- whether they are counterspeaking as part of a group,
- the intensity of the beliefs held by those posting hatred,
- the tone used by a counterspeaker
- specific characteristics of the people doing the counterspeaking:
    o their race
    o their perceived popularity

Therefore, in most of the cases, it might seem that counterspeech is not an effective instrument. Still, for those who want to engage and be counterspeakers, please see below some tips:

- Before you start, protect yourself from a possible retaliation, define what you want to achieve, attack the problems, not the persons

- Counterspeech DOs: Things you can try when you feel safe:

- Show empathy and connection
- Initiate dialogue
- Use humor

- Counterspeech DON'Ts:

- Don't label persons
- Don't be aggressive
- Don't talk down to the person
- Don't intimidate

Best practices for counter speakers and what to do if you meet someone who is hateful IRL or online:
- https://www.jagarhar.se/kolumnen/best-practices-counter-speakers/

The anti-hate brigade: how a group of thousands responds collectively to online vitriol

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- https://dangerousspeech.org/anti-hate-brigade/

Additional sources/links:

Source: counterspeechtips.org - free to use, in high quality:
https://socialmediahelpline.com/wp-content/uploads/2017/10/counterspeech-comic.pdf

https://dangerousspeech.org/counterspeech/

MATERIALS & TOOLS:
Power point presentation in the workshop folder

Activity 4.3: Campaign making 2 - what? **Topics for our campaign**	**Duration: 1,5 h** **Method: Frontal learning, group work**
OBJECTIVES:	

- Introduce participants to the main topics of the campaign
- Develop together with participants general ideas, thoughts and headlines that could be used for the campaign

STRUCTURE:

This is an ongoing activity - see Activity 1.5 for general information about the "Campaign-making-Activities"

After having discussed about the possible platforms where the group wants to launch the campaign (Activity 1.5), the next step will focus on the topics for the campaign.

In the beginning, participants will get an overview about the minimum requirements that each campaign should at least include, the general topic(s) as well as the three campaign titles in order to communicate the framework.

Part 1: Key facts – the framework of our campaign(s) (10 min.)

The activity starts with a short presentation about the aim of the campaign as well as the

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general overview of the campaigns or rather the topics. The aim is to repeat the general topics, the overview will be therefore quite short.

The PowerPoint covering the main points of the Communication Strategy can be found in the workshop material folder.

Part 2: Brainstorming in small groups (30 min.)

This part depends on the results of the previous activities, especially from Activity 1.5, the campaign making 1 activity. Based on the list of different social media platforms that the group would like to use, we will try here to think about possible content for the platforms taking into consideration the various general requirements for the platforms (example: use pictures for Instagram).

The aim is to create possible categories of topics like guidelines for the content that we are going to develop.

The groups should focus on:
- Categories and ideas on how to put the general campaign topic into more specific themes/topics that make it easier to create actual content
- Ideas for stories, posts, video clips, Instagram stories, etc. that deal with the campaign titles
- Be creative! There are no wrong answers, what matters is the amount of creative ideas of different content!

Examples:

- Ten lies from hate speech, propaganda and fake news
- Ten ways you can challenge right/left wing extremism in your daily life
- How to create counter narratives
- Did you know…? Facts & figures
- My experience(s) with fake news
- Instagram story focussing on activities against extremism
- Etc.

The role of the workshop leader is to give the groups advice. The first step should be relatively free in order to collect as much ideas as possible.

Part 3: Discussion in the plenum (40 min.)

The last part unites the ideas from the various groups and tries to sum them up. The workshop leader can give advice and useful tips that might be useful.

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The aim of part 3 is to further develop the ideas of the participants in order to create effective titles and ideas for the design of the actual content. The result should be a list of as many titles and content ideas as possible.

During the discussion, the workshop leader should also focus to unite the results of activity 1.5 campaign-making 1, to allocate a topic to one of the platforms defined in the previous activity (platform + best format)

Example:

Example:

Idea	Format	Platform
Ten lies from hate speech, propaganda and fake news	(Text) Post	Facebook
Story focussing on activities against extremism	Story	Instagram

Part 4: Debriefing (10 min)

The results of this activity should be:
Participants are aware of the general topics of the COMMIT-campaign
At least 15 different ideas, topics, headlines, etc. to be used for the campaign

In the last 10 minutes the workshop leader can summarise the discussion and the results.

MATERIALS & TOOLS:

Power point in the workshop folder – Activity 4_3
Flipchart or online whiteboard tool

Module 5: Alternative narratives and digital storytelling

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Activity 5.1: What is Critical thinking and how to learn & use it	Duration: 1 h Method: Frontal learning

OBJECTIVES:

- Introduce participants to the Critical thinking approach
- Give participants the opportunity to test the Critical thinking methods using interactive tasks/online games

STRUCTURE:

Part 1: PowerPoint Introduction to the topic (35 min.)

The first part will be a frontal learning session introducing the concept of Critical thinking and how to use it. Introduction to the topic using YouTube videos.

You can find the sources as well as further information (short description of the content mentioned in the PPT) in the section "Additional information" (after Part 2)

Part 2: Group work/Interactive tasks (25 min.)

Following the theoretical introduction, the second part will use examples (e.g. articles from different media/newspapers) and interactive tasks (e.g. analysis of visual language, "hidden emotions") to give the participants a first impression on how fake news, propaganda and hate speech work in practise in order to test Critical thinking methods.

Participants can try the following initiatives. The workshop leader should have a look before showing them to participants and prepare maybe the key facts of each of the tools.

Fake news can easily proliferate, particularly in times of political turbulence and instability. Take a look at the following **examples of fake news**:
- Putting a Viral Video Clip of Biden in Context: A 10-second clip of Joe Biden showed him delivering a quote devoid of the full context, which mangled his meaning.
- Fake Coronavirus Cures: A recipe circulating on social media claimed that garlic cured coronavirus.
- False Claim That Wisconsin Counted More Votes Than Registered Voters: A social media rumor incorrectly compared the number of registered voters in 2018 to the number of votes cast in 2020.

Factious

This game is designed to test your news sense. Can you spot fake news from real news? It

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even has a 2020 Pandemic version. Swipe left for fake or right for real. Created by JoLT and AU Game Lab.

Real or fake? Take the fake news quiz

From PunditFact / PolitiFact. This quiz reviews questions you should ask while reading online news. The results can help you determine if you should reconsider the source or if it seems reliable.

https://www.theglobeandmail.com/community/digital-lab/fake-news-quiz-how-to-spot/article33821986/
→ Try the quiz at the end of the article

http://getbadnews.com/

Getbadnews.com is an entertaining browser game that can be played for free and without registration or login. It was designed for the 15 to 35 age group. In the approximately 20-minute, text-based game, players become (fictitious) fake news producers themselves and learn to understand and recognize common fake news strategies. Teachers are also offered free accompanying and information material. The game is backed by DROG, a European team of academics, journalists and media experts that also offers educational programs.

Online quiz by the University of Akron
Link: So how good are you at spotting the "fake news?"

Instructions: Look at these websites and decide whether the information in them is true, false, or a mix. You can just look at aspects of the site itself using critical thinking, or use the web to explore. Keep track of those you got right to see your level of fake news spotting skill! Looks can be deceiving - remember that fake news sites sometimes carry real stories.

 Fake news quiz
Link: https://www.bbc.com/learningenglish/english/course/fakenews/unit-1/session-7
In this short quiz by BBC, you can test your vocabulary on fake news.

ADDITIONAL INFORMATION: Additional links and resources to Critical Thinking (for Part 1)

See PowerPoint - it contains all the relevant information

MATERIALS & TOOLS:

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Power point in the workshop folder – Activity 5_1 Tools for Part 2

Activity 5.2: Why to use alternative narratives & storytelling	Duration: 1 h Method: Frontal learning, brainstorming
OBJECTIVES:	
- Give participants an overview about alternative narratives and how to use them - Show good and best practise examples of effective alternative and counter narrative campaigns - Inform participants about the importance of storytelling on social media	
STRUCTURE:	

Part 1: PowerPoint Introduction to the topic - Presentation of a Good Practise example (20 min.)

In this presentation participants will get an overview what are alternative narratives and how to use them in online campaigning.

To start with the presentation it might be good to show participants an example of a Good Practise example that can be then analyzed. In the PowerPoint that can be found in the folder with the workshop material you can find the example of Exit Deutschland, an organisation from Germany.

After the video, you should discuss it with your participants following guided questions:

- What was the aim of this campaign?
- Why was it called a „Trojan T-shirt"?
- What was the strategy of Exit Deutschland to get into the community of neo-nazi

Tip: It might be useful to use a local/national Good Practise example and adapt the video and the question in that way.

The aim of this task is to make participants familiar with the argument before starting with the theoretical background.

Part 2: PowerPoint, theoretical background: Alternative and Counter Narratives + storytelling

The PowerPoint introduces the theoretical background of Alternative and Counter

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Narratives and storytelling. Additional information and links can be found below.

ADDITIONAL INFORMATION: Theoretic background to Alternative and Counter Narratives + storytelling

Part 1: Alternative/Counter narratives

Start your presentation with a short overview about what will follow: How Alternative/Counter narratives can be an effective tool to tell our stories to provoke a mind change in our audience.

The RAN network offers many useful resources regarding both topics in order to prepare your presentation.

The content of this PowerPoint is based on the following text from RAN. Both texts give a good overview about what are alternative & counter narratives and how they can be used to create effective campaigns.

Additional links:

https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/ran-papers/docs/issue_paper_cn_oct2015_en.pdf

https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/radicalisation_awareness_network/about-ran/ran-c-and-n/docs/ran_cn_guidelines_effective_alternative_counter_narrative_campaigns_31_12_2017_en.pdf

Table 1. Types of counter-narratives[7]

What	Why	How	Who
Alternative Narratives	Undercut violent extremist narratives by focusing on what we are 'for' rather than 'against'	Positive story about social values, tolerance, openness, freedom and democracy	Civil society or government
Counter Narratives	Directly deconstruct, discredit and demystify violent extremist messaging	Challenge of ideologies through emotion, theology, humour, exposure of hypocrisy, lies and untruths	Civil society
Government strategic communications	Undercut extremist narratives by explaining government policy and rationale	refuting misinformation, and developing relationships with key constituencies and audiences	Government

The table above is the basis for the PowerPoint introducing the topics to the young people. Regarding Counter narratives we have embedded also a video introducing in an interactive way the topic.

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The most important is to use practical examples and to make it as simple as possible. The slide "Be positive!" tries to focus on the role of young people within this process.

The examples from "extremedialogue" and from "Rechts gegen Rechts" should make it easier to understand both concepts and show practical ways of both concepts.

The slide **"Strategies"** wants to give participants an overview about what could be strategies to take into consideration when it comes to the development of campaigns with alternative/counter narratives.

For counter narratives it can be useful to use humour, satire, emotions and appeals with a emotional resonance ☐ exactly how it shows the example from "Rechts gegen Rechts"

Regarding alternative narratives, it might be useful to focus on positive stories of success showing something different. A good example for the use of alternative narratives are the already shown example from "extremedialogue", using interviews is a very good way to bring people to reflect about an argument and to provoke in consequence a change in the mindset.

Part 2: Storytelling

But how to tell alternative narratives/counter narratives? As the name already says, both are narratives, they tell a story. But how do we tell a (good) story? And why this can be useful for our purposes? This section is about Storytelling, about framing our message in order to reach to our target group, in order to engage them, to raise interest.

The first video (Slide "Life is a story") introduces the topic and gives an overview about storytelling. Based on this input, we will organise a short brainstorming session discussing the following questions:

- According to you, what is the most important element of a good story?
- What is a good story?
- And: What is a bad story?
- Do you know examples of good stories (ads, tv, Social Media, posts…)?

A online whiteboard tool would be ideal to collect the answers

What is Storytelling?

The main aim of storytelling is to tell a complex topic in an easy way, to make it comprehensive to our audience – whatever our audience might be.

As a lot of us might have learned already at school, a story consists of three parts, in the easiest form this would be beginning, main part and end. Every story has inside a chronological order that since centuries characterises a good story. At the beginning we have always the base case, the initial situation, this could be a problem or a

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disadvantageous situation that needs to be improved. The main part always sees a complication as the story continues, problems occur that have to be sorted out. In the end, the story ends with a solution, in most cases with an improved situation.

This ancient model of a story is not only something we can use to tell a story, but we can use it to frame our messages, to transform complex topics in simple messages. When we tell a story, we can much more easy transmit also emotions, excitement and convince easily other people.

Example Apple

Let's take the example of Apple and the introduction of the IPhone. At the time, smartphones were just unwieldy items, not that easy to use and with limited functions. Steve Jobs had the vision to create more efficient items that actually are able to unite many different functions – like today it is normal with our smartphones.

His aim was to introduce in that way a new, innovative product. But to sell these products he needed to create a story that tell customers WHY they need to buy the new IPhone.

So he was telling the following story:

We have seen all the smartphones on the market – but: We don't like them, they are not easy to handle, they have limited functions and are therefore not a real alternative to (normal) computers and phones **(this is the initial situation).**

We have accepted the challenge to build a completely new smartphone which is easy to use and with a lot of functions. It was not that easy, on the way we have faced a lot of different problems, it was a long way **(complication).**

But in the end, we have succeeded, here is the final result – you will love it. **(solution)**

Instead of only focussing on the product, Apple tells the story how and why they wanted to change the system introducing a completely new product – and they have done it using a real story!

Storytelling in the digital world

This brings us to the next point: In the digital world, it is even more important to raise interest for your topic – by using stories that show background information, who has created something and why, how they try it etc.

We want to motivate and convince people or our followers, and in the best way we bring them to act for (or against) something, to do something. In other words: Our goal is to **create ACTION** to reach our goal.

Ingredients for a good story

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Like a receipt, also a good story has at is basis some ingredients that make it more successful. The following are the most important one:

- **Hero:** somebody (or something) that we identify with – or better our audience
- **Goal:** Why do you want to tell this story? What do I want to achieve? (with telling this story)
- **Conflict:** resistance/opposition that make it more difficult for the hero to reach the goal
- **Solution:** what is the result and what can we learn from it?

Try to focus on a story when you tell your story. On Social Media it is even more important to tell stories – but the challenge is that the attention span on Social Media is even shorter than in other life situations – therefore our stories have to be short – but effective!

It is really important to be authentic, to use personal experiences. Try always to focus on the three-steps-model when it comes to tell your story. What do you want to tell? And why?

Additional links/information:

- How to create a Good Story on Social Media;
  https://medium.com/@taskmarketing/social-media-storytelling-the-way-to-your-audiences-hearts-is-through-a-good-story-fb567f4ec07d#:~:text=after%20it's%20over.-,Social%20media%20storytelling%20is%20not%20just%20a%20tactic%20to%20sell,story%2C%20to%20convey%20its%20voice.

- Additional information; https://sproutsocial.com/insights/brand-storytelling/

MATERIALS & TOOLS:

Power point in the workshop folder – Activity 5_2
YouTube videos

Activity 5.3: Tell me your story!	Duration: 1 h Method: Group work
OBJECTIVES:	

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- Participants develop short stories based on the concepts about storytelling presented in 5.2
- Participants can use and adapt the basic concepts of storytelling

STRUCTURE:

Part 1: My own story (Individual creation of a personal story), 30 min.

In the first part of the exercise, every participant creates a personal story based on the previous presented storyboard concepts (see "Ingredients for a good story" and the various phases of a story in the description of Activity 5.2). To make it easier, the story can focus on individual experiences/memories, but it is also possible to already develop a story related to one of the topic of the COMMIT project.

Part 2: Presentation + Reflection, 20 min.

The second part of this exercise is dedicated to the presentation of each of the stories. To this aim, in small groups, each participant should present his or her story. The other members of the group should give then feedback taking into consideration the "ingredients for a good story".

Part 3: Debriefing, 10 min.

In the end the group should reflect in general about the task: Did I like this task? Was it difficult for me? Did I learn something?

The results of this Activity will be relevant in the next Activity.

MATERIALS & TOOLS:

Paper or notebook

Activity 5.4: Campaign making 3 - how? Create a storyboard and structure	Duration: 1,5 h Method: Group work
OBJECTIVES:	

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- Participants use the learned storytelling techniques to create a storyboard
- Participants learn to create a storyboard for a video

STRUCTURE:

This is an ongoing activity - see Activity 1.5 for general information about the "Campaign-making-Activities".

After having discussed possible platforms where the group wants to launch the campaign (Activity 1.5) and possible content (Activity 4.3), the next step will prepare participants for the content production using storyboard techniques.

The last activity focus on the question *how*. After the discussions about possible platforms (*where*), the suitable content format as well as possible ideas for posts, stories, videos, etc. (*what*) the last activity gives the participants the possibility to create their own storyboard and think about ideas they want to use for the video production that will take place in the workshop (Module 6).

In the best way, by the end of Activity 5.4 all groups or participants have already an idea and a general structure of a storyboard for the video that they are going to produce in Module 6 (the last Module can therefore be used to explain the technical background (video cutting, video settings etc.) as well as for the production.

Activity 5.4 covers also a lot of the input given in the previous activities within Module 5 regarding how to tell a story and why (and how) to use alternative narratives.

Part 1: The storyboard of my video (50 min.)

The activity is simple: Participants, also in small groups, should think about the story of their own video:

- What do I want to tell? What is my story?
- What is the aim of my video? What and who do I want to reach?
- Which elements (pictures, backgrounds, colours) I want to use? And why?
- How do I want to create my video?
- How do I want to structure my video?
- What should be the length of the video?

In the end, every participant/group should have a plan/concept of their individual video. Media experts at all stages of this activity give participants practical tips and help them if they have questions.

Part 2: Presentation of the concept (30 min.)

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Every group/participant can present his/her concept to the whole group.

The workshop leader can write on a flipchart before the presentation the "ingredients for a good story" as well as other tips as a reminder for the group. The aim should be that they give feedback to the first concept of each group in order to make each storyboard better and more cohesive.

The concept will be put into practise in Module 6 where participants get useful tips regarding filming and the video production. They will be sustained at all stages by professionals.

MATERIALS & TOOLS:

Flipchart
Online Whiteboard tools

Module 6: Co-development of the online content in small working groups (+ COMMIT storytelling contest)

Activity 6.1: Campaign making 4 - content creation & development	**Duration: 10 h** **Method: Group work**

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OBJECTIVES:

- Participants get familiar with the main tools, apps and video production techniques
- Participants further develop their storyboard from activity 5.3 and 5.4 and produce their own video
- Participants learn about how to produce a video and basic skills in the video post-production

STRUCTURE:

This is an ongoing activity - see Activity 1.5 for general information about the "Campaign-making-Activities"

After having discussed about the possible platforms where the group wants to launch the campaign (Activity 1.5), the possible content (Activity 4.3) and first ideas for a storyboard (Activity 5.4), in this activity, participants will finally produce content for the campaign.

The concrete realisation of this activity depends on the local circumstances, for example if this part is going to be organised face-to-face or online, about the availability of computers and other equipment, the actual number of participants etc. The following guidelines can be therefore only recommendations.

Part 1: Further development of the storyboard (ca. 2h)

Participants are divided into groups, creating in that way different campaigns as a preparation for the final COMMIT storytelling contest.

Participants use their thoughts on topics (activity "Campaign making 1"), platforms (activity "Campaign making 2") and storyboard & structure (activity "Campaign making 3") to individually put their learned knowledge into practise creating individual campaigns.

We propose to focus on videos as it makes it easier, but participants can also create other formats that will be useful for the campaign, they can be in any format (videos, posts, stories for Instagram/Facebook, presentations, etc.). Since the aim is to create a campaign it might be useful to set a higher number or to combine in the end more campaigns to one.

In the first step, participants further develop their storyboards for the video (posts) they would like to produce. In all stages of the campaign creation participants get support from experts in order to create effective campaigns.

Part 2: Introduction to video production basic knowledge (ca. 2h)

In this step experts explain the participants the main technical equipment and how to use it. In addition to that, participants will receive useful tips and recommendations regarding the

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production of content (format, how to avoid noise, how to guarantee high quality video) etc.

Note: You will have to adapt this section depending on the local situation, the availability of equipment will be different. This task should be done by media experts.

Part 3: Production of the video (ca. 2,5 h, with breaks)

Participants individually produce their video and/or other content taking into consideration the tips and guidelines they have learned.

If possible, in every group one expert should be available to give advice and help and to help if there are problems.

If possible, cameras and other equipment should be used as the quality might be higher. Participants can also use their own smartphones - in this case general guidelines how to guarantee high-quality results are even more important (Part 2).

For online-based solutions:

Possible solution: The whole team (all young people participating in the training) will participate in online development sessions, where questions and comments will be discussed with the entire group (and the experts) and then work with their preassigned teams in zoom breakout rooms. In this case, the expert will be available all the time, while upon the completion of the session, participants will be able to discuss their experience/thoughts/concerns/doubts altogether in a debriefing session.

Part 4: Post-Production phase (Introduction + try-out, ca. 2 h)

In this phase participants first learn about common post-production techniques, softwares, programmes, apps and tools. Through the guidance of experts, participants try to create the final video.

As for Part 2, the concrete structure of Part 4 depends on the used tools and also if participants have produced additional material to video formats.
In the end the COMMIT storytelling contest at the Final Event tries to individuate the best campaign that will be then, after being adapted and rewatched by the COMMIT team, published on our Social Media channels.

MATERIALS & TOOLS:

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Computers/notebooks and various apps and tools (Word, Internet etc.)
Equipment (camera, microphones, etc.)
Flipcharts

#COMMIT

COMMunIcation campaign against exTremism and radicalisation