**1. A method: „Your digital footprint“**

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| **Topic name** | What information you leave behind: *Facebook* case study  |
| **Goals** | - To inform peers that our behavior might be tracked and used in unknown ways.- To represent search system Facebook Graph Search.- To discuss how important privacy setting is. |
| **Human-rights related** | Freedom of expression, right to privacy.  |
| **Length** | 60 min. |
| **Tools** | Laptops, fast internet, projector. |
| **Preparation** | Firstly, one has to prepare to explain what *Facebook* account code is and where to find it.All accounts have their own unique profile ID. To find it, we go to a person‘s profile, move mouse towards the right side of a page, press right mouse button and select „View Page Source“. Then, we look for a line „profile\_id“ which is easiest to find via Ctrl+F. A code might look like - 100009407084810. Interesting to note that Mark Zuckerberg‘s, the owner of *Facebook*, code is 4.Accordingly, we may find our own profile ID. |
| **Process** | A peer educator might start by explaining that even if it looks like our records on social media are gone and not important the very next day, in reality is not so. That information can later be tracked by those who know how to do it.An educator demonstrates how to find profile ID. S/he helps to do the same for an audience too.Then we use Facebook Graph Search tools – [www.graph.tips](http://www.graph.tips) (shorter version) or <https://inteltechniques.com/menu.html> (longer version). Everyone looks for an information about themselves. |
| **Conclusion** | A peer educator when ask these questions when concluding:1. What opinion would you have about yourself, according to your data, if you were another person?
2. Do you want everyone to know what you found about yourself? What do you think you publish too much?
3. What you should do differently, so that you are more in control of your information available to public, friends or others?
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| **Suggestions, additional material**  | One may also look for an information about a friend or other person that you trust and discuss what was discovered. |
| **Other tools for peer educators** | A method can be adopted for journalists: an audience can look for information about famous people and write an article about it – what are their favorite places, restaurants, friends, free time activities, political party they support and etc. It’s possible to go further and discover discrepancies and fake news about those people by comparing various sources. |

**2. A method: “Source and fact checking on the internet”**

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| **Topic name**  | Critical thinking, media literacy technique: source checking in social media  |
| **Goals** | The method aims to strengthen critical thinking towards information received through social media, and to deliver skills in source and fact checking |
| **Human-rights related**  | Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others. |
| **Media** | Online media. |
| **Length** | 45 min – 1.5 hrs. |
| **Tools** | Internet connection, smartphones/tablets/computers with internet. |
| **Preparation** | Choose three organisations, media outlets, or individuals who create content and who you or your friends are following on social media. Afterwards visit their websites and check them as well. |
| **Process** | Try to find out who are the owners of the organisations in question, how they are funded, when they were created, who are those individuals and with whom they cooperate, what is their purpose and goals (advertising, informing, entertain, etc.).In the case of websites, carry out 3 steps check:* Visual check (quality, advertisements, etc.)
* Website check (link, about us section, etc.)
* Source check (external links, references in texts, etc.)
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| **Conclusion** | All groups/students present their conclusions.  |
| **Suggestions, additional material**  | https://www.ifla.org/publications/node/11174 |
| **Other tools for peer educators** | Additionally it’s possible to check posts that organisations/your friends/political parties are sharing on social media and find our, whether they are correct or not. |

**3. A method: “Analysing media”**

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| **Topic name** | Critical thinking, media literacy technique: analysing media of various formats |
| **Goals** | The method aims to strengthen critical thinking towards information that is provided in media, and to deliver skills in media analysis |
| **Human-rights related** | Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.  |
| **Length** | 1h – 1.5 hrs. |
| **Tools** | Internet connection, smartphones/tablets/computers with internet. |
| **Preparation** | Introduce participants to terms such as agenda setting and gate-keeping, as well as quantitative, qualitative, semantic, contextual, and content analysis (30 minutes). Due to time limitations, only content analysis should be used.Groups of participants choose one medium of format and topic of their choice, and analyse it.  |
| **Process** | The content analysis carried out by participants will answer following questions:* Whether and what information is provided by various (opposing) sides. Is more space provided to one party, or had all sources equal space to express their stance? Is the medium biased, or balanced?
* What questions have been asked by journalists and why?
* Who are the sources/people interviewed or quoted?
* What is the languare used? Are the words neutral, or expressive? What headlines, pictures, or graphics are used and how? Are mistakes (factual, grammatical) in them as well? Are they related to the rest of a medium? (semantic analysis)
* What is the context of media? To what does it react? Is it relevant? Does it use sources that are not relevant? (contextual analysis)
 |
| **Conclusion** | All groups/students present their conclusions.  |
| **Suggestions, additional material**  | James Monaco: How to Read Film (book about movies, but knowledged contained there can be applied to any audio and visual media) |
| **Other tools for peer educators** |  |

**4. A method: “Analysing topic coverage in various media outlets”**

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| **Topic name** | Critical thinking, media literacy technique: analysing topic coverage in various media outlets |
| **Goals** | The method aims to strengthen critical thinking towards information received through various media outlets. |
| **Human-rights related** | Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.  |
| **Length** | 45 min – 1.5 hrs. |
| **Tools** | Internet connection, smartphones/tablets/computers with internet. |
| **Preparation** | Choose one news on certain topic.  |
| **Process** | Read about the same news from different media organisations of different countries (preferably as well in different languages). Compare the coverage by those media (where are the emphasis, do they point out the same facts, etc.).Analyse as well the picture and other accompanying media, where the news was place (front page, ending of news show, etc.).Verify the photo by searching for it on the internet to make sure where, when and by whom it was published the first time.  |
| **Conclusion** | All groups/students present their conclusions.  |
| **Suggestions, additional material**  | - |
| **Other tools for peer educators** | - |

**5. A method: “Read behind the lines”**

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| **Topic name** | Critical thinking, semantic analysis of written media (print or online) |
| **Goals** | The method aims to strengthen critical thinking towards information that is provided in media, and to deliver skills in semantic analysis |
| **Human-rights related** | Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.  |
| **Length** | 1h – 1.5 hrs. |
| **Tools** | Internet connection, smartphones/tablets/computers with internet. |
| **Preparation** | Introduce participants to semantic analysis. Groups of participants choose one written medium of topic of their choice (not necessarily in English), and analyse it.  |
| **Process** | During analysis, participants shall find out:* What headlines, pictures, or graphics are used and how? Are mistakes (factual, grammatical) in them as well? Are they related to the rest of a medium?
* What is the languare used? Are the words neutral, or expressive?
* Are journalists using the language correctly? Are syntax and commas right? If there are mistakes or language is not neutral – is it so on purpose, or by mistake?

During second steps, participants shall propose corrections. |
| **Conclusion** | All groups/students present their conclusions and corrections they propose. Some mistakes found can be funny, rather than serious. However, they shouldn’t appear in media. If possible, a peer educator will evaluate corrections proposed by participants.By semantic analysis it’s possible to discover either unprofessionalism or subtle manipulation on a level of language (by using expressive words journalists are suggesting what readers should think – complain vs. whinge; famous in English and fameux in French). |
| **Suggestions, additional material**  | James Monaco: How to Read Film (book about movies, but knowledged contained there can be applied to any audio and visual media) |
| **Other tools for peer educators** |  |

**6. A method: “A story to remember”**

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| **Topic name** | Two-step flow of communication, multi-step flow of communication, opinion leadership |
| **Goals** | The method aims at showing effects of multi-step flow of communication by showing how much information is being lost in the process of transmission from source to final receiver. The method will also demonstrate role of opinion leaders. |
| **Human-rights related** | Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.  |
| **Length** | 0,5 hrs. |
| **Tools** | A story to be told – it can be news, article from magazine, as well as story from a book |
| **Preparation** | Introduce participants to mass-media theories: two-step flow of communication, multi-step flow of communication, opinion leadership, agenda-setting, gatekeeping, hypodermic needle model/magic bullet theory, spiral of silence. |
| **Process** | Participants will be divided into several teams of up to 5 members. A peer educator will tell a story to one of them, while the others will not be allowed to listen. The 1st participant will tell the story to 2nd one, 2nd to 3rd one, and so on. No one will be allowed to take notes – they have to tell the story as they remember it. |
| **Conclusion** | Participants will realise how much information is being lost in the flow of communication. Intermediaries – ordinary people, media, or opinion leaders – can intentionally or unintentionally modify the original message or story. They can highlight or alter some parts, use words with a bit different connotations, or maku up parts of the story. Event that actually happened can be different from how is it portrayed in media or described in public discourse. Participants will discuss their impressions and conclusions, as well as examples from real life. |
| **Suggestions, additional material**  | Elihu Katz & Paul Felix Lazarsfeld (1955): Personal Influence: the Part Played by People in the Flow of Mass CommunicationsStraubhaar, LaRose, Davenport: Media Now: understanding media, culture and technology |
| **Other tools for peer educators** |  |