



DeCRIT  
*Critical Democracy*

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## TRAINING CURRICULUM



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Erasmus+ Programme  
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Szczecińska  
Szkoła Wyższa



etic  
ESCOLA  
DE TECNOLOGIAS,  
INOVAÇÃO  
E CRIAÇÃO  
DO ALGARVE

## Using Critical Thinking as an Educational Tool to Build a More Democratic, Inclusive and Sustainable Society

*Dear trainer,*

*This Manual is an interactive material we created to help you manage Critical Thinking implementation at your educational system. Inside you will find information on each Module, with a clear description about the corresponding lessons, so you can easily find the guidelines you might need.*

*We hope this Manual will provide you with everything you require to achieve a successful implementation of Critical Thinking strategies!*

*Kind regards,*  
**DeCRIT Project Team**



## Disclaimer

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[www.decrit.eu](http://www.decrit.eu)

## **Contact**

IES Legio VII, Plaza Santo Martino, 6, 24003 (León, SPAIN), [ieslegio.erasmuska2@gmail.com](mailto:ieslegio.erasmuska2@gmail.com)

## **Coordination**

Beata Mintus, Anna Kowalik-Conder (SSW Collegium Balticum - PL)

Emilio J. García Mellado (IES Legio VII - SP)

## **Authors**

Key Topics and Theoretical Background - Beata Mintus (PL), Emilio J. García Mellado (SP)

Methodology Framework and Overall Structure - Anna Kowalik-Conder (PL), Iwona Knitter (PL)

Module 1 - Nuh Ercan, Esra Martağan (TR)

Module 2 - Iwona Knitter, Anna Kowalik-Conder (PL)

Module 3 - Liudmila Gertiene (LT)

Module 4 - Emilio J. García Mellado, Rosa María Fernández Viejo, Manuel Rodríguez (SP)

Module 5 - Giullia Sfreddo (IT)

Evaluation and Pilot Study Protocol - Anna Kowalik-Conder (PL)

## **Edition and Design**

ETIC\_Algarve - Zuzanna Fol (PT)

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## Preface

This Training Curriculum has been developed by DeCRIT project partners for the Erasmus+ funded KA201 project no. 2020-1-ES01-KA201-082482. DeCRIT partnership, as a consortium of six educational institutions across Europe, stands firmly for the use of critical thinking and innovation in education, and we are delighted to present this Training Curriculum devoted to “Using Critical Thinking as an Educational Tool to Build a More Democratic, Inclusive and Sustainable Society”.

On June 18, 2013, UNESCO recognised [Spain's León's "Decreta"](#) [es] of the year 1188 as the most ancient reference to a European parliamentary system, including them in the Memory of the World register because of their uniqueness and extraordinary value. These documents ensured the participation of the common people in general decision making, and, by extension, can be considered as the origin of modern parliamentary democracy, recognising León as “Cradle of Parliamentarism”. Our consortium would like to pay tribute to this sample of European heritage by using León's “Decreta” (“decreet” in English) as a symbolic starting point to develop “DeCRIT” project.

But democracy has evolved. It is something that we usually take for granted, as though it were just an unnoticed, all-embracing shelter where citizens find refuge. Within this present-day European society, however, confronting views on education, politics, immigration, technology, freedom of speech or climate change pose a challenge for European democracy, which makes it crucial for citizens to develop specific competences, as well as mental and attitudinal strategies, to think and act in a more critical way, thus achieving an increasingly healthier democracy.

DeCRIT is based on this need to encourage critical thinking among students and young people in general, understanding it as a nuclear strategy or meta-competence required to encourage personal development, foster social inclusion and enhance the acquisition of other transversal skills which are essential for democratic engagement and active citizenship.

On the other hand, critical thinking in secondary education may be a tough challenge: it is hard to integrate into ordinary lessons, as well as to know when it can be considered meaningful enough to be assessed at that specific educational stage. What is more, innovative educators and teachers rarely have the time to explicitly research on and develop lesson plans on critical thinking strategies in their daily work as a key cross-curricular topic. And yet, critical thinking should happen daily in education everywhere and in every subject matter. And although critical thinking has become a central phrase for education experts when defining what a “good education” should be, it is normally too small-scale within teaching curricula to attract students’ attention. We also do not have easy and accepted ways of modelling critical thinking: top-down versus bottom-up strategies; the challenging process from idea to implementation and evaluation; how receptive our educational contexts are; and, of course, the role of education authorities in supporting and disseminating critical thinking instruction.

This Training Curriculum, in the shape of an interactive eBook, is our first attempt to start making critical thinking more visible in secondary education settings. It is intended to support all those involved in education innovation: teachers and educators eager to learn and innovate; those who conduct research on critical thinking in education; teacher training institutions; counselling departments; etc. This eBook is part of that effort to showcase how critical thinking can become useful for students as a key meta-competence for life-long learning, and how it can be used, fostered, evaluated and then disseminated at schools. We hope that this eBook will fertilise the ground of critical reflection so that more and more of our secondary students can reap the benefits from the critical thinking contents our educators are creating.

The next steps will be about transferring these contents into a blended-learning MOOC space and methodology, making the contents more inclusive and fully learner-centred and, at the same time, integrating new technologies into the students’ self-learning processes, which appears increasingly essential in present-day society. Once this is done, we also aim to widen our sources, partners and targets so that next time we manage to expand and enrich our critical thinking initiatives, engaging discussions of existing strategies so that we can better grasp the essence of how the disruptive effects of critical thinking can be constructively exploited and emulated.

Emilio J. García Mellado,  
DeCRIT project coordinator and Erasmus+ project coordinator  
at IES Legio VII (SPAIN)

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## Introduction

This educational need for critical thinking can be seen in the existence of a profound lack of reasoning, debate and interpersonal skills among our secondary school students, as well as a worrying inability to express themselves with precise, creative and respectful language. DeCRIT project starts from this need to foster critical thinking among students and young people in general, understanding it as a core strategy or meta-competence necessary to favour personal development, promote social inclusion and enhance the acquisition of other specific transversal competences necessary for democratic engagement and active citizenship.

The most relevant horizontal priority addressed through this training curriculum, therefore, has to do with “supporting people in the acquisition and development of basic skills and key competences”. This priority, however, would represent only one side of DeCRIT conceptual triangle, which is also formed by two other priorities: “Social inclusion” and “Common values, civic engagement and participation”. Obviously, the adequate acquisition of life skills would be inseparable from the need to practice democratic values and promote social inclusion in all contexts of life. DeCRIT will therefore prioritise the promotion of interdisciplinary collaboration and innovative learning approaches in order to support teachers in the delivery of this type of competence-based teaching, understanding critical thinking as an essential holistic strategy necessary to enhance the acquisition of key competences for life-long learning.

Finally, while critical thinking would represent the specific strategy used to address these three priorities of the DeCRIT triangle, the use of innovative teaching-learning environments appears as the specific methodological approach to channel the development of those priorities. Cooperative, autonomous and blended learning is the balance of pedagogies suggested in this training curriculum, taking into account that, compared to traditional classroom teaching, students involved in cooperative and autonomous learning processes, as well as in blended learning educational structures, learn significantly more, increase the capacity for knowledge retention and develop better critical thinking processes.

### Objectives

The main objective of DeCRIT project is to offer new opportunities for secondary school students and young people to improve their competences for lifelong learning using Critical Thinking skills within an innovative learning environment, thus increasing their levels of autonomy and integration into society.

Accordingly, DeCRIT involves two specific goals and target groups:

- 1) to provide teachers and educators with the appropriate skills to innovatively use Critical Thinking as a transversal training strategy,
- 2) to equip students and young people with the right skills to use critical thinking as an essential life competence in the framework of innovative learning methods.

With regard to this double action, the specific goals addressed through this training curriculum will be to provide trainers and learners with the skills to:

- Develop democratic attitudes in the context of civil society,
- Actively use critical thinking in decision-making processes,
- Promote social inclusion in all aspects of life,
- Differentiate between beneficial and harmful actions, being fully aware of their consequences,
- Show empathy, tolerance and respect for other people’s opinions, avoiding discrimination and segregation,
- Know how to critically analyse contrasting points of view in order to form one’s own opinion,
- Differentiate between reliable and unreliable information, using new technologies and social networks intelligently and safely,
- Raise awareness of the need to reduce our environmental footprint, reflecting on concrete ways to develop a sustainable lifestyle,
- Raise awareness of the need to use innovative teaching-learning methods to support the acquisition of competences, motivation and social integration of learners.

### Rationale

The key objective of this project is not the acquisition of theoretical knowledge as such, but the development of critical thinking-related competences and skills. All modules in DeCRIT's learning programme follow, therefore, a process-focused approach within their own methodologies, learning strategies and lessons.

A typical "critical thinking" process could be divided as follows:

- "Suggestions, in which the mind leaps forward to a possible solution;
- An intellectualization of the difficulty or perplexity into a problem to be solved, a question for which the answer must be sought;
- The use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in collection of factual material;
- The mental elaboration of the idea or supposition as an idea or supposition (reasoning, in the sense on which reasoning is a part, not the whole, of inference); and testing the hypothesis by overt or imaginative action. (Dewey 1933: 106–107)"

Consequently, in developing this process there are some "mental acts" the learner would be using:

- "Observing: One notices something in one's immediate environment. Or one notes the results of an experiment or systematic observation.
- Feeling: One feels puzzled or uncertain about something. One wants to resolve this perplexity. One feels satisfaction once one has worked out an answer.
- Wondering: One formulates a question to be addressed.
- Imagining: One thinks of possible answers.
- Inferring: One works out what would be the case if a possible answer were assumed. Or one draws a conclusion once sufficient relevant evidence is gathered.
- Knowledge: One uses stored knowledge of the subject-matter to generate possible answers or to infer what would be expected on the assumption of a particular answer.
- Experimenting: One designs and carries out an experiment or a systematic observation to find out whether the results deduced from a possible answer will occur.
- Consulting: One finds a source of information, gets the information from the source, and makes a judgment on whether to accept it.
- Identifying and analyzing arguments: One notices an argument and works out its structure and content as a preliminary to evaluating its strength. It is an important part of a critical thinking process in which one surveys arguments for various positions on an issue.
- Judging: One makes a judgment on the basis of accumulated evidence and reasoning.
- Deciding: One makes a decision on what to do or on what policy to adopt"<sup>1</sup>.

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1 Taken and adapted from "Stanford Encyclopedia of Philosophy" on Critical Thinking  
<https://plato.stanford.edu/entries/critical-thinking/>

## Methodology

According to the methodological plan developed in the initial phases of DeCRIT, this training curriculum is intended to be used with secondary education students, specifically with learners from 12 to 14 years of age (lower secondary education). It is true, however, that due to the cross-curricular nature of the topics, activities and resources included in the modules, it may well be used with higher secondary education students (14 to 16 years old), always depending on the characteristics of the target class group.

It should be noted that encouraging pupils of this age, and their generally associated cognitive development, to learn and use different critical thinking strategies in order to analyse reality will be very beneficial for the future challenges they will face both in school and outside school in their own transition from adolescence to adulthood. That is the main reason for choosing this specific target age, not to mention the strong competence-based connection its contents and strategies have with the general curriculum and subjects taught at this educational level.

Nevertheless, the content of the eBook may be adapted to suit the learners' needs and the teaching context, always having in mind the prerequisite to follow the suggested steps in each module and the need to always use a variety of critical thinking routines as a core meta-competence and educational strategy. This means that the main objective of this training curriculum is not, for instance, to learn about useful debate rules (Module 1), how to make better decisions (Module 2), how to differentiate between reliable or fake information (Module 3), how to prevent hate speech (Module 4) or about sustainable lifestyles (Module 5), but to create solid and enduring habits in the learners' minds which make them use critical thinking strategies in an autonomous and automatic way, both in daily life and academic environments.

This eBook is, therefore, intended to be used by teachers or educators interested in the cross-curricular use of critical thinking strategies to spark discussion on present-day society issues among their students. In addition, all modules are connected to that strategic concept of critical thinking by following a clear theoretical and methodological order which can be summarised as follows:

Module 1		
<b>Debating Techniques and Models</b> - Different types of debating strategies or models. - Rules and procedures for correct debating and reasoning. - [...]	<b>STEP 1</b> Strategic / Propaedeutic Module	<b>APPROACH</b> Design Thinking Abstract thought Cooperative thinking Perspective-taking  <b>ACTIVE METHODOLOGY</b> Problem-based Learning (DEBATING)
Module 2		
<b>Decision Making for Active Citizenship</b> - Description of key components of problem solving through games. - Rules and procedures for effective decision-making. - Features of real-life and digital gamification. - [...]	<b>STEP 2</b> Analytic Module	<b>APPROACH</b> Decision-making Problem-solving Creative Thinking Cooperative thinking Perspective-taking  <b>ACTIVE METHODOLOGY</b> Problem-based Learning (GAMIFICATION)
Module 3		
<b>Critical Reflection on Information (Fake News and Ethical Journalism)</b> - Analysis of fake / real news and its implications. - Description of essential aspects of ethical journalism. - How to construct reliable written and oral texts. - The analysis of information / news in digital media. Copyright. - [...]	<b>STEP 3</b> Synthetic Module	<b>APPROACH</b> Problem-solving Design Thinking Cooperative thinking Perspective-taking  <b>ACTIVE METHODOLOGY</b> Project-based Learning (campaigning, newspaper creation, etc.)

Module 4		
<b>Confronting Views and Discrimination on Social Media</b> - Internal / external factors of bullying and cyberbullying. - What is hate speech? - What is freedom of speech? - Conflict between freedom of speech and hate speech. - Discrimination on social media (race, gender, ideology, etc.) - A safe, respectful and constructive use of social media. - [...]	<b>STEP 4</b> Empathic Module Others-focused approach	<b>APPROACH</b> Problem-solving Creative Thinking Cooperative thinking Perspective-taking  <b>ACTIVE METHODOLOGY</b> Project-based Learning (ROLEPLAY)
Module 5		
<b>Sustainability Awareness to Enhance Democracy through (Digital) Storytelling</b> - sustainable habits and lifestyles - economic, social, and environmental needs of present-day Europe concerning sustainability. - The process of storytelling through digital media.	<b>STEP 5</b> Sustainable Module Environment-focused approach	<b>APPROACH</b> Visual Thinking Art Thinking Cooperative thinking Problem-solving  <b>ACTIVE METHODOLOGY</b> Task-based Learning (storytelling)

Although it is advisable that users of this training curriculum follow the specific sequence of modules (around 25 hours of lessons), you may find it useful to implement only one or some of them due to time requirements or topical demands. This can be perfectly done because each module has a status on their own with different activities to engage students in the topic and in the general use of Critical Thinking dynamics. Likewise, issues relating to the organisation and delivery of the course should be flexible and based on the needs of each school and group of students.

All modules contain three general components: 1) A framework methodology serving as an introductory section with hyperlinks to the different Sessions; 2) A teacher’s manual, with the specific descriptions and instructions to deliver each session, in turn divided into Lessons and Steps where you can find different warm-up, main, reflection and recapping activities, as well as suggestions about feedback provision, tips for teachers, etc.; 3) the specific links to resources (handouts, worksheets, etc.) required to complete the activities.

Last but not least, we strongly suggest teachers to read the ebook and prepare contents in advance so that the delivery of the different lessons is done smoothly and there is little space for improvisation. However, we also suggest teachers to let students share all their thoughts and viewpoints in every task, especially in feedback, discussion or reflection activities, irrespective of the potential lack of time. The very act of allowing students to systematically reflect upon the teacher’s questions and ebook contents is what this training curriculum seeks to achieve.

## MODULE 1

Debating/Reasoning Techniques and Models

## MODULE 2

Decision Making and Critical Thinking  
Through Gamification

## MODULE 3

Reliable and Unreliable Information  
on the Internet

## MODULE 4

Think Before You Speak!

## MODULE 5

Sustainability Awareness Through  
Digital Storytelling

## Overall Assessment

The overall assessment process is intended for users of this curriculum to receive feedback on the quality of their teaching practice and their students' learning process. Based on these results, each educator may adapt or modify the contents and activities in order to improve the delivered material.

The implementation of the activities included in all five modules can be monitored and evaluated through different data collection tools:

- Analysing students' e-Portfolios relating to the lessons in each module and their reflections on their own learning process.
- Dedicated observation and assessment questionnaire for teachers related to the goals of the module – course and outcome of the students' activities, involvement and participation of students in the activities, etc.

### 1) Student e-Portfolio: evaluation of the students' learning process and participation in the lessons

The e-portfolio method can be used as a tool to assess the students' participation in the lesson and evaluate their own learning process. A portfolio allows teachers to measure the nature and quality of the student work overtime. It also showcases the diversity of tasks carried out in each module and lesson. A digital portfolio is a valuable way to track the progress of their own learning, also ensuring that their work will not be lost.

The advantages of using an e-Portfolio for students' assessment are the following:

- Enable students to document their own learning and development over a longer period.
- Provide a place for students to demonstrate their development (and achievements).
- Can be used as a tool for self-assessment, self-reflection and self-improvement.
- Help students focus more on process and development than just achievements or results.
- Promote deep learning as students engage more deeply in the learning process.
- Improve pupils' metacognitive skills (reflective skills) and help them to take responsibility for their own development.
- Support the pupils' expressive skills.
- Help in self-discovery, self-awareness and personal identification.
- Encourage them to expect and receive feedback from teachers and peers.
- Help pupils to identify their strengths and weaknesses and to plan their future development on this basis.
- Help students to develop descriptive and evaluative skills.

Padlet will be the digital tool used by students to create their digital portfolios in a way that is easy to use and access.

Before students start using Padlet to create their e-portfolios the teacher should:

- Explain to students what a portfolio is and its value to them.
- Help set up a Padlet account for each student.
- Show them how to change the language of the site to their native language (if required).
- Show them how to create posts.
- Show them how to share their padlets with others (especially teachers).
- Outline the main items or elements that should be included in each padlet post after each lesson.

#### Important notes

*The account name should contain key data so that the teacher knows which student the account belongs to (first name, first letter of last name, class - e.g., mariak\_2a). Of course, this will depend on the teacher's instruction and preferences.*

- *Each student participating in the training course is required to complete their portfolios after each lesson to include key recurring points and answers to the questions provided by the teacher (see questions below).*
- *Students can create posts on Padlet in the form of blogs, testimonials, videos, images, etc. This does not have to be a simple and dry answer to the key points and questions. Nevertheless, it is important that all answers to these points are included in the content of the portfolio.*
- *There are no guidelines and restrictions as for design, layout and appearance of the padlet posts. It all depends on the students' own preferences and imagination.*

## 2) Observation and Assessment Questionnaire for Teachers: Assessment of achievement of module objectives and student participation in the lessons

Each teacher implementing lessons within the modules in the pilot phase is required to conduct observation and reflection in action and on action, both of their own and their students'. Accordingly, after each module the teacher is required to complete a module-specific observation and evaluation questionnaire.

The questions in the questionnaire will be open and will concern the quality and the adaptation of the content, the evaluation of the students' activity, the duration of the activity, the strengths, the difficulties in the implementation and the ways to solve them, as well as suggestions, possible modifications and the teachers' own reflections.

### Questionnaire 1

Categories and questions for the students' e-portfolio:

1. Write what new things you have learned and you are able to do after this lesson? "I learned that ..."; "I can ...," "I have become more skilled in ...".
2. How can you display your knowledge or skills? – You should post a photo, video, recording and then describe what it shows.
3. List one activity you liked the most or found interesting in the lesson. Explain why.
4. List one activity or situation that you thought was less interesting or difficult. Explain why.
5. What do you think was the purpose of the tasks in this lesson? Why did you do them?
6. Will you be able to use what you have learned in this lesson in other subjects, in everyday life, outside school? Please argue/explain.

### Questionnaire 2

Training Curriculum Questions for Teachers - ALL MODULES

1. On a scale of 1 (not at all) to 10 (very much), rate the students' overall engagement in the activities and their level of motivation to work on the module.
2. What do you see as the positives/benefits for the students as a result of their participation in the activities of this module? Give reasons.
3. What types of activities (tasks, topics, discussions, exercises) within the module engaged students the most? How did you recognise this?
4. What types of activities (tasks, topics, discussions, exercises) within the module were difficult for students? What exactly was the difficulty? Justify how you recognised this. What actions did you take to support students to overcome the difficulty?
5. What aspects of the module were challenging or difficult for you as a teacher? How did you deal with these?
6. Which aspects of the module were most interesting to you as a teacher?
7. Which aspects within the module would you like to apply in your work in the future? Why?
8. What positives can you draw for yourself as a teacher from the activities conducted? Explain.
9. What do you think are the strengths of the module?
10. What, in your opinion, should be changed, improved, added to support the development of critical thinking in students even more effectively?
11. Were the materials provided sufficient for the activities and relevant to your needs?
12. Was the number of hours for the classes adequate?
13. Did you use additional tools, materials within the module activities? What kind?
14. What advice, suggestions would you give teachers who will teach this module in the future?

The above questions are included in a digital evaluation form. You can access them [here](#).

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<i>REFLECTION Activity. Thinking Dynamics 3: Social Dilemma Mind Map. 20 min.</i>	
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# MODULE 1

## DEBATING/REASONING TECHNIQUES AND MODELS

## Debating / Reasoning Techniques and Models *Debate but no fight!*

Debating is when individuals or groups examine and take into consideration the alternative views and solutions to solve a problem, figure out the phenomenon or decide on the concerned topic. The Intellectual imbalance or discordance which the alternative views created in the learner provides the impulsion required to start thinking. This characteristic of debating makes it an effective method that can be applied in learning. Therefore, this module will be teaching debating techniques and methods which have a significant effect in developing critical thinking skills.

## General Goals

The general goals of this module are to develop the skills of learners in expressing themselves by learning debating techniques and methods, talking by remaining calm in front of people and under pressure, listening, ideation, questioning, criticising, synthesizing, assessing and analyzing the issues, understanding and explaining, enhancing oratory, speaking ability and self-courage.

 **230 min. (4 hours)**

**LESSON 1**  
DEBATING TECHNIQUES AND METHODS  
90 min. (2 sessions)

**LESSON 2**  
DEBATING TECHNIQUES PRACTICE  
90 min. (2 sessions)

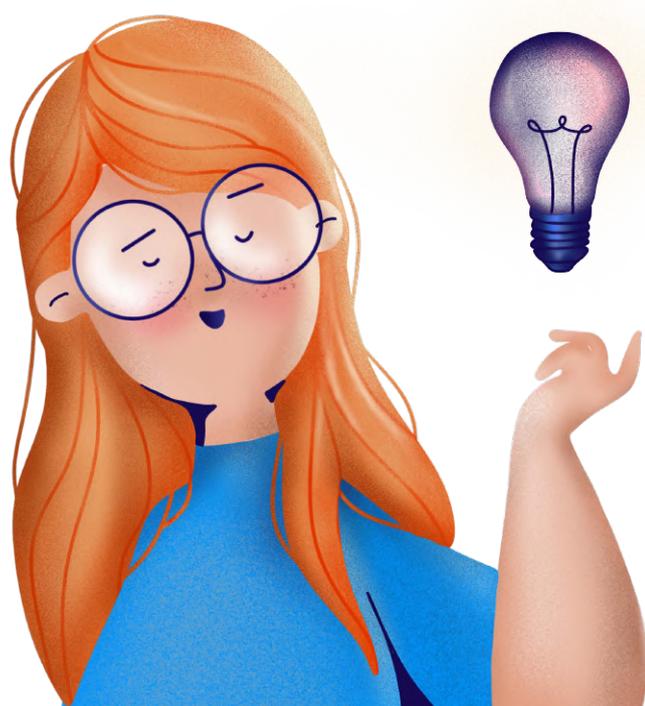
**LESSON 3**  
BIG-GROUP DEBATE  
50 min. (1 session)

## Materials needed

A monitor/projector connected to a computer/tablet  
Access to the Internet  
Pen drive (if required)  
PPT presentations and videos  
Blank sheets of paper  
Markers and pens  
Flipcharts  
Post-its



**Download resources**



## At the end of the module the participants will be able to:

- Know what a debate really is
- Know debating techniques and methods
- Understand and use the rules of debating techniques and methods
- Understand the influence of debating methods in critical thinking
- Defend their own thoughts and beliefs in front of people
- Listen to different views, understand , analyze, comment and assess
- Express themselves and respect others' views
- Understand other people's views
- Appreciate different views and theses
- Be a part of group and work in cooperation
- Use effective communication skills and oratory style
- Gain social and cultural awareness
- Express their thoughts and views clearly, and learn others' thoughts and views
- Understand that there may be different ways to solve a problem
- Avoid prejudice and empathize
- Use language in a respectful and emphatic way

## Lesson 1

### Debating Techniques And Methods

Duration: 95 min.

The general aim of Lesson 1 is to inform students about the relationship between debating and critical thinking, as well as to show different debating techniques and methods and the qualities of correct debating.

#### Session 1, 45 min.

##### Step 1. Introduction. Warm-up activity. 15 min.

After giving a brief description of the module following a speech stated in the Teacher's Manual (see Teacher's Manual), a "getting to know each other" game is played.

##### Step 2. Expectations from the training course and group rules for Module 1. 10 min.

In line with the instructions given in the Teacher's Manual, students talk about their expectations from the training and the rules to be followed during the module are defined.

##### Step 3. What is Critical Thinking? Brainstorming. 20 min.

The teacher asks students about what they think critical thinking is. All the answers are written on the board. Then, the teacher explains what critical thinking is by using a slideshow prepared for Module1.

#### Session 2, 50 min.

##### Step 1. Warm up game. Fruit basket. 10 min.

In line with the scenario described in the Teacher's Manual, the class is divided into groups by using the "fruit basket game", thus the class seating arrangement is made.

##### Step 2. What is debating? Theoretical background. 10 min.

The question of "What is debating?" is asked to the students. After listening to a few answers, the teacher uses a slideshow to make a more complete definition of debating.

##### Step 3. Rules for correct debating. Buzz group technique practice. 15 min.

Each group determines the rules of correct debating by discussing among themselves. A group member acts as speaker. The speaker shares his/her group's opinions with the class using his/her notes.

##### Step 4. Debating methods and techniques. Theoretical background. 15 min.

The teacher explains that the previous practice was known as the "Buzz group technique" and asks students about what kind of debating techniques there are. After receiving the answers, the teacher talks about different debating techniques and methods through slideshows or videos. In addition, informative brochures on discussion methods and techniques are distributed to the students.

#### Materials

A monitor connected to a PC/tablet  
A board and a board pen  
An open space (a corridor, large room or outdoors)  
Ball of rope

#### Resources

[Fruit basket cards](#)  
[Discussion techniques brochure](#)  
[PowerPoint presentation PPT\\_Module1\\_Lesson1](#)  
[Video 1\\_Module1\\_Lesson1](#)  
[Video 2\\_Module1\\_Lesson1](#)  
[Video 3\\_Module1\\_Lesson1](#)  
[Video 4\\_Module1\\_Lesson1](#)

## Session 1, Step 1

### Introduction. Warm-up Activity. 15 min.

After the teacher introduces himself/herself, he/she makes a speech briefly about the course and Module 1. Then the icebreaking game starts.

<b>Aims and objectives</b>	Recognizing yourself, getting to know other individuals in the group, communicating, and interacting more than bilateral communication is the aim of the warm-up game.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• An open space (a corridor, large room or outdoors).</li> <li>• Ball of rope (For the group that will play the fourth game)</li> </ul>
<b>Description</b>	<p>The trainer selects one of the games below and applies it.</p> <p><b>First Game:</b> Students are asked to move freely around the classroom. There is no specific order for this. As the students move around, the teacher directs the movements with instructions. "Ask your friends for their names and meet them.", "Say hello to your friends.", "Ask your friends how they are doing", "Ask your friends about their favourite fruit", "Ask your friends about your favourite animal", etc. In order not to talk to the same people all the time, they should be allowed to walk around in a different route.</p> <p><b>Second Game:</b> The students form a circle. The teacher chooses an adjective that begins with the initial letter of his/her name. The teacher first speaks the adjective and then his name (like Emotional Esra). Then the student next to the teacher first says the adjective and name of the teacher and then his / her own adjective and name. It passes to the next student. Each student says his / her adjective and name by saying the adjectives and names of the previous students one by one. When the circle is completed, the game is over.</p> <p><b>Third Game:</b> The students form a circle. Everyone takes turns saying the initial and the last letter of their name, and the other students in the group try to guess. The game ends when the names of all students have been guessed.</p> <p><b>Fourth Game:</b> The teacher takes a ball of rope. Students form a circle. The teacher starts the game. The ball is in the hands of the teacher. The teacher grabs the end of the ball by saying his/her name and throws the ball to a student in front of him/her. That student also grabs the rope and says his name and throws the ball to another student across from him/her. After everyone has thrown the ball at each other, the group will look like a spider web. After this part is finished, the ball is re-wrapped. The last person wraps the ball and goes towards the person who has thrown it, tells his/her name, and gives the ball to him/her and takes his/her place. Everyone wraps the ball in this way and goes to the person who throws it and tells his/her name. The game continues until the ball reaches the teacher.</p> <p><b>NOTE:</b> The educator can use another warm-up game that he / she knows other than these games.</p>
<b>References</b>	Warm-up and Integration Games (Sivas Counseling Research Center - <a href="https://sivasram.meb.k12.tr/">https://sivasram.meb.k12.tr/</a> )

## Session 1, Step 2

### Expectation from the Training Course and Group Rules for Module 1. 15 min.

The teacher divides the white board into 4. In the first part writes: "What are your expectations from this training?", in the second part: "What will you do to realize your expectations?", in the third part: "What prevents you from realizing your expectations?".

He/she writes and asks these questions to the students in turn.

He/she listens to the students' answers and briefly writes into these sections. After the third part is completed, the fourth part is written, "Rules", and based on what has been spoken so far, the rules to be followed throughout the modules are determined and written on the board.

**NOTE:** If the answers of the students were not sufficient during the determination of the rules, the teacher can remind the rules to be followed.

Suggestions for the rules to be followed throughout the module:

- All students should actively participate in the lesson.
- The given tasks should be fulfilled by listening carefully to the teacher's instructions.
- A student who wants to speak should ask permission from the teacher.
- Everyone should listen to the student who has permission.
- Students should not be judgmental about the speech of the student who has the right to speak, and everyone's opinion should be respected.

## Session 1, Step 3

### What is Critical Thinking? Brainstorming. 15 min.

 PPT\_Module1\_LESSON1

The teacher asks students what "critical thinking" is in their opinion, how they understand this term.

He/ she puts down all the answers (even those surprising or unconventional) on the board. Then, it is explained what critical thinking is by using PPT\_Module1\_LESSON1.

## Break before Session 2

## Session 2, Step 1

### Warm-up game. Fruit Basket. 10 min.

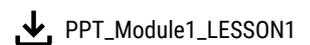


With the fruit basket game, the students will be divided into 4 groups and will sit in the classroom according to the cluster order. There should be a maximum of 20 students in the class.

<b>Aims and objectives</b>	This exercise is an ice breaking technique. Ice breaking technique is a technique used in a meeting, training class, team building session or other events to warm the environment and adapt the participants to the activity.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• An open space (a corridor, large room or outdoors)</li> <li>• Cards with fruit names</li> </ul>
<b>Description</b>	<p>The teacher lays the cards with the fruit names on the floor in a random way with enough distance between them so that the students can move. The number of the cards will be 1 less than the number of the students.</p> <p>A student is chosen, stands in the middle of the playground. Other students are asked to stand next to the fruit cards lined up on the floor.</p> <p>When the teacher says a fruit's name, the students next to that fruit card swap places. During the relocation, the student in the centre tries to replace the students who are trying to move. Then the teacher continues the game by saying the names of other fruits. If the teacher says "fruit basket", all students are swapped.</p> <p>After a few rounds are played and the students get used to it, the elimination phase begins. Each time the fruit name is mentioned, the exposed student is eliminated and told to sit in the first cluster in the class. When the second student is eliminated, he is told to sit in the second cluster, when the third student is eliminated, in the third cluster, when the fourth student is eliminated, in the fourth cluster, when the fifth student is eliminated in the fifth cluster, this goes on like this until the last student. This way which cluster the students will sit in the class is determined.</p>
<b>References</b>	Warm-up and Integration Games (Sivas Counseling Research Center - <a href="https://sivasram.meb.k12.tr/">https://sivasram.meb.k12.tr/</a> )

## Session 2, Step 2

### What's debating? Theoretical Background. 5 min.



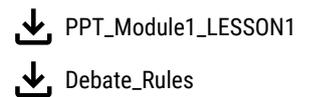
The teacher asks the question of "What is debating?".

After the answers received from the volunteer students, debating is defined by using PPT\_Module1\_LESSON1.

## Session 2, Step 3

### Rules of correct debating.

#### Application of Buzz Discussion Technique. 20 min.



The teacher asks the students (by discussing within each group) to write down the rules of the correct discussion on a piece of paper.

One person is chosen as a spokesperson in each group. The spokesperson shares the group's ideas with the whole class with the help of the notes he has taken. After the sharing of all groups, the teacher informs the students about the "Rules of Correct Discussion" by making use of the students' shares and PPT\_Module1\_LESSON1.

#### Rules Of Correct Discussion

- Stick to the topic in the discussion.
- Adhere to the time given.
- Speak only when permitted by the moderator.

#### Before the Discussion

- Research the topic and prepare logical arguments.
- Gather supporting evidence and examples for position taken.
- Anticipate counter arguments and prepare rebuttals.

#### Effective communication

- Don't interrupt the other speakers.
- Listen attentively.
- Be polite and courteous.
- Be respectful and supportive of peers.
- Speak in a clear and understandable language.
- Speak slowly, and loud enough to be heard by the audience.
- Avoid filler words.
- Don't exaggerate - avoid the words "never" or "always" etc.

#### Useful statements and words

- Refer to the opposite side as: "My opponent".
- When making a rebuttal say: "My opponent said..., however...".
- Avoid saying that a speaker "is wrong", instead say that "your idea is mistaken".

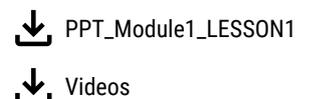
#### What else?

- Bring some brief notes, but try not to read them all the time.
- If you feel nervous you can try to use some techniques of relaxation (even during the debate): deep breathing, isometric exercises, having a sip of water (it will also give you few seconds to think).

## Session 2, Step 4

### Discussion Methods and Techniques.

#### Theoretical Background. 20 min.



The teacher tells the students that the previous practice was the buzz discussion technique and that there are other discussion techniques such as this technique. "What are the discussion techniques you know?" the teacher asks. After the answers, discussion methods and techniques are explained to the students by using PPT\_Module1\_LESSON1 and Video\_Module1\_Lesson1 (4 videos).

Discussion techniques (Detailed information is included in the presentation):

Debate - Symposium - Panel - Opposite Panel - Collegyum - Forum - Open Session - Brainstorming - Circle - Buzz - Seminar - Workshop - Working Group - Phillips 66 - Fishbowl etc."

## End of Lesson 1

## Lesson 2

### Debating Techniques Practice Duration: 135 min.

The general aim of Lesson 2 is to practice the debating techniques and methods shown in the previous lesson. Through this practice, the development of the students' critical thinking skills will be promoted by contributing to the development of their personal and social competences such as effective communication, self-expression, meaningful listening, empathy, effective use of language, etc.

#### Session 1, 40 min.

##### Step 1. Introduction. Warm-up game. 10 min.

In the light of the scenario described in the Teacher's Manual, a warm-up game (1, 2, 3 BOOM) is played. With the help of this game, the students are divided into 4 equal groups. The teacher gives some brief information about the discussion practices that will be carried out in the lesson.

##### Step 2. Determining the debate topics. 15 min.

The teacher invites the four groups separately to determine a few social issues/problems that can be used as topic for debating. Each group will write down the issues agreed on a post-it and stick it on a cardboard hung on the board by the teacher. The teacher may guide the students by giving some examples of topics as specified in the Teacher's Manual.

##### Step 3. Four Corners Discussion practice. 25 min.

In line with the instructions in the Teacher's Manual, a 4 corners discussion practice is performed by using the debate topics previously selected by the students.

#### Session 2, 45 min.

##### Step 1. Circle Discussion technique. 25 min.

In line with the instructions in the Teacher's Manual, circle discussion practice is performed by using the debate topics previously selected by the students.

##### Step 2. Debating / Station Technique discussion. 20 min.

The station technique explained in detail in the Teacher's Manual and the specific debating technique which plays an important role in discussion techniques are emphasized.

##### Step 3. Determining the debate topic. 10 min.

One of the debate topics which had been previously determined by the students is now chosen through voting to use in the big-group debate (see LESSON 3).

##### Step 4. Forming debate groups, jury, and audience for the big-group debate. 30 min.

Debate groups, jury and audience members are designated for the big-group debate which will be carried out in the next lesson. The required explanations are given to the students on how the practice needs to be done by means of slideshows and videos.

#### Materials

A monitor connected to a PC/tablet  
A board and a board pen  
An open space (a corridor, large room or outdoors)  
Colored large cardboard and post-it

#### Resources

[Debate Rules \(Annex 2\)](#)  
[PPT\\_Module1\\_Lesson2](#)  
[Video1\\_Module1\\_Lesson2](#)  
[Video2\\_Module1\\_Lesson2](#)  
[Video3\\_Module1\\_Lesson2](#)

## Session 1, Step 1

### Warm-up Activity: 1-2-3 Boom Game. 10 min.

<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>It is a game to be played as ice breaking technique as in the fruit basket game played in the previous lesson. It is aimed for the students to warm up and start the lesson enjoyable.</li> <li>The second goal of the game is to change the seating arrangement in the first lesson, to bring different students together and increase communication.</li> </ul>
<b>Resources</b>	An open space (a corridor, large room or outdoors).
<b>Description</b>	<p>All students are ranked in a circle.</p> <p>Students are asked to count numbers starting from 1, and to say "BOOM" instead of numbers in multiples of 5. (1,2,3,4, boom, 6,7,8,9, boom, 11,12 ....).</p> <p>After a few exercises, the elimination phase is started. The student who makes a mistake is eliminated. To increase the difficulty level of the game, the teacher can change which number is called "BOOM" instead.</p> <p>The student who is eliminated during the game is told to sit in the first cluster in the class. When the second student is eliminated, he/she sits in the second cluster, when the third student is eliminated in the third cluster, when the fourth student is eliminated in the fourth cluster, the fifth student is in the first cluster. In this way, the order in which the students will sit in the classroom is determined.</p> <p>After the students take their seats, the teacher briefly reminds the discussion techniques learned in the previous lesson and says that a few discussion techniques will be applied in this lesson.</p>
<b>References</b>	Warm-up and Integration Games (Sivas Counseling Research Center - <a href="https://sivasram.meb.k12.tr/">https://sivasram.meb.k12.tr/</a> )

## Session 1, Step 2

### Specifying the discussion/debate topic. 15 min.

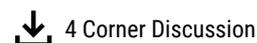
The teacher asks the four groups to talk among themselves and identify social issues that can be used during discussion. Each group writes the topics they have determined on post-it papers, and the group spokesperson shares the topics they have determined with the class while sticking the post-it on the cardboard hanged on the board by the teacher. The teacher hangs the cardboard with the discussion topics in a place where all students can see, because these determined topics will be used in later activities.

**NOTE:** The teacher can use the following topics to give ideas to the students or if the students cannot find enough topics.

- The future of education - robots instead of teachers (e.g. Japan)? pros/cons, (soft skills or hard skills?)
- Bioethics (vaccination, genetic modification of humans)
- Role of technology in communities (smart cities - pros/cons)
- Materialism vs. humanism (what is more important in life, money or people/ friends? - pros/cons)
- Cultural appropriation
- Street art / decoration of cities (graffiti, mural, painting of buildings, artistic decoration of the city – regulation or freedom?; advertisements and billboards flooding us)
- Crowdfunding - pro/cons
- Advertising: popular people in advertising and relaxing images or important social problems? (e.g. United Colours of Benetton Company advertising)

## Session 1, Step 3

### Four Corners Discussion Practice. 25 min.



<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>• This discussion strategy will get students thinking and acting.</li> <li>• It will help students focus their thoughts on the discussion topics as they prepare to write a well-supported paragraph outlining their positions.</li> <li>• This strategy will also improve their speaking and listening skills when students discuss the reasons for choosing an idea in small groups.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Posters with the words “I strongly agree, I agree, I do not agree, I strongly disagree”</li> <li>• Paper, pencil</li> <li>• Tape for hanging posters</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• The teacher hangs each of the posters with the words “I strongly agree, I agree, I do not agree, I strongly disagree” in each corner of the classroom.</li> <li>• Students are told the purpose of the discussion and that a four-corner strategy will be used to help students prepare for an informal discussion.</li> <li>• The teacher chooses one of the social topics determined by the students in the previous activity that can be used in discussion and reads it aloud to the class.</li> <li>• Students are given 1-2 minutes to silently reflect on the statement read so that each student has time to identify how they feel about the statement.</li> <li>• After students have time to think about the expression, the students are asked to go to the poster in one of the four corners that best represent how they feel about the expression.</li> <li>• Four evenly grouped groups can be formed at different corners of the classroom, or all students can be gathered under a single poster. The number of students gathered under one of the posters is not important.</li> <li>• When everyone is ranked, students are asked to think about why they are in that corner (why they chose the card with “strongly agree, I agree, I do not agree, I strongly disagree”).</li> <li>• One student is assigned to each corner to be a note taker. If there are many students under a corner, students can be divided into smaller groups under the opinion statement and several note takers can be identified.</li> <li>• Give students 5-10 minutes to discuss with other students in their corner of the reasons they strongly agreed, participated, disagreed, or strongly disagreed.</li> <li>• At the end of the discussion period, ask one student from each group to share with the class the ideas they discussed in their group.</li> </ul>
<b>Reflection and evaluation</b>	A short evaluation is made by asking the students about their opinions about the activity.
<b>Tips for teachers</b>	While the groups are discussing among themselves, there may be some students whose opinions change. When faced with such a situation, the student should be given the opportunity to change his/her place. During the discussion, it will be beneficial for the teacher to go to the groups and observe closely and make small reminders and warnings about the rules of the discussion learned in the previous lesson.
<b>References</b>	Warm-up and Integration Games (Sivas Counseling Research Center - <a href="https://sivasram.meb.k12.tr/">https://sivasram.meb.k12.tr/</a> )

## Break before Session 2

## Session 2, Step 1

### Circle Discussion Technique. 25 min.

<b>Aims and objectives</b>	Cognitive and affective gains are at the forefront. High-level gains are also aimed, especially at the level of comprehension. It is suitable for the invention strategy. Democratic attitude is functional in gaining tolerance and empathy. Improves active listening and verbal expression skills.
<b>Resources</b>	An open space (a corridor, large room or outdoors).
<b>Description</b>	<ul style="list-style-type: none"> <li>• The circle technique is a discussion technique in which a large group forms a circle and evaluates a topic/problem under the leadership of a leader.</li> <li>• Students sit or stand to form a wide circle.</li> <li>• The teacher chooses one of the social topics determined by the students in the previous activity that can be used in discussion and reads it aloud to the class. Students are given 1-2 minutes to reflect on the subject.</li> <li>• Students express their opinions about the subject under the leadership of the teacher.</li> <li>• While the teacher directs the discussion, he asks the students questions about the subject.</li> </ul> <p>For example: Suppose the topic "The future of education - robots instead of teachers" is selected. "Should robots replace teachers in the future?" The teacher starts the discussion by asking this question to a student. Then the teacher asks the next student, "What's your opinion?" and asks the student to explain the advantages of the thought they defended. After the student's post, the teacher asks the next student about the disadvantages of the situation advocated. According to the answers from the students, the teacher can continue to ask questions according to the points that are striking and want to emphasize.</p> <ul style="list-style-type: none"> <li>• Everyone who forms the circle has to talk.</li> <li>• Talk time for everyone does not exceed 1 minute. Thus, a dynamic evaluation process is formed.</li> <li>• At the end of a round, the teacher ends the activity by making an overview of the conversations.</li> </ul>
<b>Tips for teachers</b>	<p>The teacher should prevent the subject from getting distracted. In addition, he/she should make a closing speech and a short evaluation at the end of the technique.</p> <p>The teacher can give a speech similar to the one below:</p> <p><i>"We discussed with you the question of whether robots should replace teachers in education in the future using the circle discussion technique. Each of you shared your thoughts with the group. The advantages and disadvantages of robots to replace teachers in education, the role and necessity of teachers in education, etc. You expressed your opinion on the subjects. The more advocated situation was..."</i></p> <p>In addition, the teacher can share his/her findings on whether the students are acting in accordance with the correct discussion rules with the students. Information on correct discussion rules can be found in Lesson 1, Step 5.</p>
<b>References</b>	Teaching Methods. "Circle Technique". Accessed March 5, 2021 <a href="https://ogryontem.wordpress.com/cember-teknigi/">https://ogryontem.wordpress.com/cember-teknigi/</a>

## Session 2, Step 2 Debate/Station Technique. 20 min.



<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>Station technique. It is a modern teaching technique where students work as a group under the guidance of teachers, are responsible for their own learning experiences, encounter opportunities for research and exploration, provide rich learning experiences, learn by doing different activities and using different materials, reinforce what they have learned, question what they have learned, and help each other learn.</li> <li>With this activity, it is aimed to reinforce the knowledge of the students about the debating technique that they learned in the first lesson.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>4 worksheets - to be left at each station.</li> <li>Each cluster created at the beginning of the lesson will be a station.</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>The teacher leaves 1 worksheet for each station. There will be different titles in each worksheet:             <ol style="list-style-type: none"> <li>Worksheet: What is a debate?</li> <li>Worksheet: What are the features of the debate?</li> <li>Worksheet: What are the benefits of the debate?</li> <li>Worksheet: What are the rules of the debate?</li> </ol> </li> <li>Each group will write their information according to the title on the worksheet on their desk in 1.5 minutes. When 1.5 minutes are up, the groups will leave and move on to the next station. Again, when the time to write their answers according to the title on the worksheet in this station in 1.5 minutes is completed, they will move on to the next station. Each group will complete all 4 stations and return to where they started.</li> <li>When the activity is completed, a spokesperson at each station will share what is written on the worksheet with the class.</li> <li>After a short evaluation by the teacher, the activity is completed.</li> </ul>
<b>Tips for teachers</b>	<p>The teacher should remind the students not to rewrite the same information by checking what the previous group wrote at the stations.</p> <p>After the group spokespeople share what is written, the teacher should share with the students the important information about the debate technique that was not written during the activity.</p> <p>The information below this table can be used (PPT_Module1_Lesson2).</p>
<b>References</b>	<p>Bozpolat, E. ve Arslan, A. (2018). A Qualitative Study on the Use of Station Technique in Turkish Teaching. Balikesir University The Journal of Social Sciences Institute. Volume: 21 - Issue: 39</p>

### The aim of the debate:

- It is a type of argument where the aim is to win.
- The purpose of this discussion is to be able to speak in an effective manner, to prove what they defend, and to refute the other party's thesis.
- The aim is not to defend the truth, but to be able to defend a thesis even if it is wrong.

### Participants:

- There are two groups of 3-4 people who advocate different views.
- Each group has a president, the presidents are the spokespersons of the group.
- There is a chairperson to lead the discussion.
- There is also a jury that evaluates the discussions and explains the win.

### Structure and Rules:

- The topics and groups to be discussed are determined beforehand and time is given for preparation.
- Each speaker is given equal right to speak and time. Generally speaking, time varies between 5-10 minutes.

- Speakers should not go beyond the topics they defend.
- Each speaker is scored by the jury after his speech. After the discussion, the points are added up and the winning group is announced.

### Benefits of the debate:

- It encourages the student to research and evaluate different sources.
- It helps students to speak according to the speaking rules.
- It provides an opportunity to make a synthesis between students' thoughts.
- It gives students the habit of defending a thought they believe freely and faithfully in the face of society.
- It gives the speakers a sense of confidence and strengthens their personality.
- It helps to improve communication skills.
- It increases comprehension and interpretation ability.
- It gives a sense of belonging to the group.
- It teaches that a problem has various solutions.

## Session 2, Step 3

### Determination of the topic of the debate. 10 min.

The teacher tells the students that one of the discussion topics that have been determined and hung on the wall will be selected and that it will be used in the debate in the next lesson, and the topic that the students want to discuss the most is chosen by voting.

Topics:

- Discussion topics determined by the students
- The future of education - robots instead of teachers (e.g. Japan)? pros/cons, (soft skills or hard skills?)...
- Bioethics (vaccination, genetic modification of humans)
- Role of technology in communities (smart cities - pros/cons)
- Materialism vs. humanism (what is more important in life, money or people/ friends? - pros/cons)
- Cultural appropriation
- Street art / decoration of cities (graffiti, mural, painting of buildings, artistic decoration of the city – regulation or freedom?; advertisements and billboards flooding us)
- Crowdfunding - pro/cons
- Advertising: popular people in advertising and relaxing images or important social problems? (e.g. United Colours of Benetton Company advertising)

## Session 2, Step 4

### Forming Debate Groups. Jury and Audience. 30 min.

↓ Annex 2: Debate Rules

[Video1\\_Module1\\_Lesson2](#)

[Video2\\_Module1\\_Lesson2](#)

[Video3\\_Module1\\_Lesson2](#)

Discussion groups, jury and audience members are determined for the debate to be held in the next lesson. This choice should be made on a voluntary basis.

The teacher determines the 8 students who want to take part in the discussion group (two groups of 4 + 4 will be formed), the students who want to take part in the jury and the students who will be the audience on a voluntary basis.

According to the subject of the debate determined in the previous step, the opposing views to be defended by the two groups are determined. For example: 1<sup>st</sup> group - Robots should replace teachers in future education, 2<sup>nd</sup> group - Robots cannot replace teachers.

The teacher makes the necessary explanations to the students on how to do the practice. Students will come to the next lesson by making the necessary preparations in line with the task sharing. After the explanation, it is distributed to additional students regarding the rules of the debate to be applied in Lesson 3 (Annex 2: Debate Rules).

The sample debate video is watched and analyzed. Key points in the video are highlighted so that they can better prepare for the next lesson debate (3 Videos). In addition to the suggested videos, the teacher can find professional discussion videos for students to watch and analyze.

The teacher ends the lesson by briefly reminding the work done in the lesson.

## End of Lesson 2

## Lesson 3

### Big-Group Debate Duration: 50 min.

The aim of Lesson 3 is for students to debate on a previously decided upon topic by using a specific debating technique. The students will have to practice all contents they have learned throughout Module 1.

#### Session 1

##### Step 1. Introduction / Warm-up 5 min.

The debate environment needs to have been prepared before the lesson. The teacher makes the opening speech. The students take their places.

##### Step 2. Münazara / Debate 30 min.

The debate is carried out in line with the instructions specified in the Teacher's Manual.

##### Step 3. Debate Assessment 15 min.

The debate is evaluated with the active participation of all students. The teacher and the students share their observations, findings and the points they think as right/wrong, true/false, valid/non-valid, appropriate/inappropriate, etc.

#### Materials

A classroom organized according to the debate technique

Microphone

Badges

Paper / pencil

## Session 1, Step 1

### Introduction. 5 min.

Students take their places in the class prepared previously for debate. The teacher will lead the discussion. The teacher quickly reminds them of the rules that must be followed in the debate. After the teacher's short introductory speech, the debate begins.

The teacher can make an introductory speech like the one below:

*„Dear students, in this lesson we will debate as planned in the previous lesson. I will lead the debate. You all came to this lesson by completing your preparations. Please note that you must follow the rules of discussion and debate you learned in the previous lessons. I will make the necessary warnings when you break the rules. It's time to apply what you've learned by this time. I wish you all the best. I give the word to group 1. Our first student can start by taking the microphone.”*

## Session 1, Step 2

### Debate. 30 min.

The debate will be held under the coordination of the teacher. The teacher should take note of his observations while conducting the debate. In order for the debate to continue in accordance with the rules, it is important that the teacher takes the measures and warns when necessary. When the debate is completed, the winning group will be announced by the jury.

The teacher should pay attention to the following points while conducting the debate:

- He/she should introduce the speakers and the topic they will defend to the audience before they begin to debate.
- He/she should start the discussion.
- He/she should create an environment where speakers can easily express their opinions.
- He/she should prevent the speakers from going outside the subject, the subject being prolonged unnecessarily and the subject being spilled into individuality.
- He/she should give equal time to every speaker, it should be fair.
- The debating chair must be impartial and objective.
- During the discussion, he/she should warn those who act outside the rules and be careful not to repeat them.
- He/she should make short summaries from time to time and sum up the subject.

## Session 1, Step 3

### Evaluation. 15 min.

The teacher will first ask the students' opinions about the debate. After the evaluation of the students, the teacher will make his/her evaluation on the debate using the notes he/she has received. It will be useful for the teacher to remind the truth by stating the mistakes made by the students in the debate, and also to highlight the important points that the students made correctly in accordance with the characteristics of the technique during the debate.

The teacher can give feedback to the students who have deficiencies and errors in the following items:

- Having a good command of the subject he tells
- Being able to refute the opinions of the other group
- To be able to use the language correctly and effectively
- Provide on-the-spot examples and influence the audience
- Being able to speak by focusing on the target without deviating from the subject
- Using body language correctly, including gestures and facial expressions
- Being able to comply with the given time, use time effectively
- Respecting the other group and reflecting this in their appeals

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## *End of Lesson 3*

## Assessment of Module 1

### Assessment Criteria

Students are able to:

- Identify what a debate really is
- Recognise and use different debating techniques and methods
- Appropriately use the rules of effective debating and discussions
- Understand how effective debating enhances critical thinking skills
- Defend their own points of view and beliefs in front of people clearly and respectfully
- Communicate clearly and with self-confidence
- Listen to other people's ideas attentively and empathically
- Appreciate the value of different views and theses
- Work in teams cooperatively
- Analyse and assess the different ways to solve a problem
- Use language in a respectful and empathic way

### Assessment Procedures (see Section 5 - Overall Assessment)

The implementation of Module 1 will be assessed both by the teachers and the students, just as described in "Section 5 - Overall Assessment" and in the specific evaluation protocol prepared by Collegium Balticum.

### Teacher assessment

It will be based on general observation and a questionnaire focused on:

- The course and outcome of the students' activities
- Their involvement and participation in the activities
- Their engagement in decision-making and critical thinking processes
- The achievement of the module objectives

### Student assessment.

It will be based on:

- A personal e-portfolio created in Padlet. The student will include documentation (written and graphic) on the general course of the classes, their own work, what they have learned, what has had more impact on them, etc. (see Section 5 - Overall Assessment)
- The student's satisfaction with the course of classes and type of activity - satisfaction questionnaire

## References

Aldağ, H. (2006). Toulmin Discussion Model. Ç.Ü. Journal of Social Sciences Institute, Volume 15, Issue 1, 2006, s.13-34

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Education World. "Debates in the Classroom". Accessed January 2, 2021. ([https://www.educationworld.com/a\\_curr/strategy/strategy012.shtml](https://www.educationworld.com/a_curr/strategy/strategy012.shtml))

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# MODULE 2

## DECISION MAKING AND CRITICAL THINKING THROUGH GAMIFICATION

## Decision Making and Critical Thinking through Gamification

### Democracy and Active Citizenship

In this Module gamification will be used as an innovative methodology to engage students in understanding the key components of decision-making. We will create a role-played collaborative game using perspective taking and decision making, leading the students to work cooperatively through problems or decisions and using the steps of a value-focused framework to build a harmonious society through game play.

## General Goals

The general goals of Module 2 are to develop the students' communication and cooperation skills and to raise students' self-awareness in decision making process, teaching them how to gather information efficiently and assess alternative resolutions in order to make more relevant final decisions.

 **250 min. (4 hours)**

## Materials needed



**Download resources**

- LESSON 1**  
CRITICAL THINKING  
100 min. (2 sessions)
- LESSON 2**  
DECISION THINKING – DECISION MAKING  
50 min. (1 session)
- LESSON 3**  
DECISION MAKING IN PRACTICE  
100 min. (2 sessions)

A monitor/projector connected to a PC/laptop/tablet  
Access to the Internet  
Pen drive (if required)  
Multimedia  
PPT presentations and videos  
Blank sheets of paper  
Markers and pens  
Flipcharts  
Handouts and Worksheets



## At the end of the module the participants will be able to:

- Appreciate the need to make informed and balanced decisions to build a healthy civil society.
- Understand the consequences of their decisions and actions.
- Evaluate their decisions effectively.
- Assess alternative resolutions of a problem sensibly.
- Recognize other peoples' perspectives, needs and feelings within decision making processes and take them under consideration.
- Differentiate between subjective assumptions, prejudice, assessments and facts.
- Engage in conflict-resolution processes related to real civil society problems.
- Implement effective communication strategies.
- Implement effective cooperation strategies.
- Build a harmonious society through game play.
- Work cooperatively understanding other people's views.

## Lesson 1

↓ PPT\_Module2\_Lesson1\_  
Critical-thinking

### Critical Thinking Duration: 100 min.

The general aim of Lesson 1 is to improve students' critical thinking skills. Additionally, students will experience an in-depth insight into areas of life which we do not pay much attention to on a daily basis, but which interfere building civil society. Only if we take a step back and take a look at various inequalities within society as well as our own attitudes, false assumptions, biases, we will be able to rethink the current situation of different social groups and make a real change.

#### Session 1, 45 min.

##### Step 1. Introduction. Organisational issues. 10 min.

See Teacher's Manual.

##### Step 2. "Take a step forward" game. 50 min.

This lesson is conducted within an experiential learning approach, which means that there is no introduction to it. The teacher starts with the exercise – students need to be surprised with the task and have no possibility to make any attributions beforehand or to "prepare" themselves too much for the activity. The game is focused on the problem of social inequalities. Through experiential learning students will be provoked to think critically about the life situation of minorities, people with disadvantages, etc. The scenario and instructions for the activity are available in the Teachers Manual.

#### Session 2, 50 min.

##### Step 1. Brainstorming. Introduction to the topic of critical thinking. 15 min.

The teacher asks students:

- What is "critical thinking" in their opinion?
- How do they understand this term?

Then he/she writes down all the answers (even those surprising or unconventional) on the board.

##### Step 2. Critical thinking – theoretical background. 15 min.

By using presentation PPT\_Module2\_LESSON2 the teacher presents briefly the concepts of critical thinking. In the presentation there are additional comments and suggestions in the speaker notes. The teacher invites students to discuss the content of the slides.

#### Materials

A monitor connected to a PC/tablet  
A board and a board pen or flipchart, one sheet for flipchart  
Flipchart markers  
An open space (a corridor, large room or outdoors)

#### Resources

[Role Cards Handouts Module2\\_Lesson1\\_role\\_cards](#)  
[List of Questions Handouts Module2\\_Lesson1\\_questions](#)  
[PowerPoint presentation PPT\\_Module2\\_Lesson1](#)  
[Video 1\\_Module2\\_Lesson1](#)

## Session 1, Step 1

### Introduction. Organisational Issues. 10 min.

Important! The lesson is carried out within the experiential learning approach, and therefore there is no introduction to it. The teacher starts directly with the exercise – students need to be surprised with the task and have no possibility to make any attributions beforehand or to “prepare” themselves too much for the activity.

## Session 1, Step 2

### “Take a Step Forward” Game. 40 min.

↓ Handouts\_Module2\_ Lesson1\_role\_cards

↓ Handouts\_Module2\_ Lesson1\_questions

<p><b>Aims and objectives</b></p>	<p>During the exercise students will experience an in-depth insight into areas of life which we do not pay much attention to in our everyday life, but which interfere building civil society. Only if we take a step back and take a look at various inequalities within society as well as our own attitudes, false assumptions, biases, etc. we will be able to rethink the current situation of different social groups and make a real change.</p> <p>Additional aims of this activity are:</p> <ul style="list-style-type: none"> <li>• To be aware of your own privilege in society – only then you can see the reality of social inequality clearly,</li> <li>• To empathise with the situation of others by taking on roles,</li> <li>• To raise awareness of the extent of institutional discrimination in your own societies,</li> <li>• To raise awareness about the inequality of opportunities in society,</li> <li>• To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Role cards (a few more than the number of students in case some students will ask to change the role card they will get at first): Handouts_Module2_Lesson1_role_cards</li> <li>• List of questions: Handouts_Module2_Lesson1_questions</li> <li>• An open space (a corridor, large room or outdoors).</li> </ul>
<p><b>Description</b></p>	<p>The teacher creates a calm atmosphere, ask students for silence. He or she hands out the role cards at random, one to each participant (Handouts_Module2_Lesson1_role_cards) and tells them to keep it to themselves and not to show it to anyone else. Furthermore, the teacher tells students that if the role they hold resemble their real life situation in any way, even in the slightest, they should inform him or her and randomly pick another role card. Only a/one? role card of a white heterosexual teenage boy must be used during the game. The teacher invites participants to sit down (preferably on the floor) and to read their role card.</p> <p>The teacher asks students to begin to get into their roles. To help, he or she reads out some of the following questions, pausing after each one, to give students time to reflect and build up a picture of themselves and their lives:</p> <ul style="list-style-type: none"> <li>• What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?</li> <li>• What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?</li> <li>• What sort of lifestyle do you have? Where do you live? How much money do your parents earn each month? What do you do in your leisure time?</li> <li>• What do you do in your holidays?</li> <li>• What excites you and what are you afraid of?</li> </ul> <p>The teacher asks participants to remain absolutely silent as they line up beside each other (like on a starting line) and tells them that he/she is going to read out a list of situations or events. Every time students can answer “yes” to the statement, they should take two steps forward; if they feel they would answer “rather yes” or “I think so”, they should take one step forward. Otherwise, they should stay where they are and not move.</p>

	<p>The teacher reads out the situations one at a time and makes a pause for a while between each statement to allow participants time to step forward and to look around to take note of their positions relative to each other. At the end the teacher invites everyone to take note of their final positions. Then he or she gives them a couple of minutes to come out of role before debriefing in plenary. The teacher asks students to stand where they finished the "race".</p> <p>From the list of questions (Handouts_Module2_Lesson1_questions) the teacher selects around 15 questions, situations and events for the class according to the makeup of the group and its cultural context in which it is being used. He or she can also formulate their own questions to replace provided samples. The teacher reads questions to students. He or she allows time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.</p>
<p><b>Reflection and evaluation</b></p>	<ul style="list-style-type: none"> <li>• The reflection and evaluation of this exercise should take place just after finishing the exercise and shouldn't be postponed until next lesson. Students need to share their thoughts and feelings with others under teacher's supervision.</li> <li>• The evaluation should focus on whether or not equality of opportunity in certain societies depends on variables such as race, gender, income etc. and the different privileges each have. Discussion should highlight the final positioning of the participants on how the various privileges or lack of them that certain people have as a result of money, influence and power, are generally irrespective of the countries they live in.</li> </ul>
<p><b>Debriefing questions</b></p>	<p>The teacher starts by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt:</p> <ul style="list-style-type: none"> <li>• Please remain standing in your place and look around you.</li> <li>• How did students feel stepping forward - or not?</li> <li>• For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?</li> <li>• Did anyone feel that there were moments when his or her basic human rights were being ignored?</li> <li>• Can students guess each other's roles? (Let them reveal their roles during this part of the discussion)</li> <li>• How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?</li> <li>• At which questions were you unable to take a step forward?</li> <li>• Who has it the easiest in life? What characteristics does he or she has?</li> <li>• Who has it the most difficult in life? Why? What characteristics does he or she has?</li> <li>• Does the exercise mirror society in some way? How?</li> <li>• Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?</li> <li>• What first steps could be taken to address the inequalities in society?</li> <li>• Why did we conduct this exercise?</li> </ul> <p>During the debriefing and evaluation, it is important to explore how students knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way the teacher can introduce how stereotypes and prejudice work</p>
<p><b>Tips for Teachers</b></p>	<ul style="list-style-type: none"> <li>• In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. In such a case the teacher tells them that this does not matter especially, and that they should use their imagination and to do it as best they can.</li> <li>• The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that the teacher adjusts the roles to reflect the realities of the participants' own lives. As the teacher does so, he or she needs to make sure that they adapt the roles so that only a minimum of students can take steps forward (i.e., can answer "yes"). This also applies if the teacher has a large group and has to devise more roles.</li> </ul>
<p><b>References</b></p>	<p>Practical Guide for ICYE/EVS Trainings in EU &amp; Partner Countries, "Youth in Action Programme".</p>

## Break before Session 2

## Session 2, Step 1

### Brainstorming. Introduction to the Topic of Critical Thinking. 10 min.

The teacher asks students what “critical thinking” is in their opinion, how they understand this term. He or she puts down all the answers (even those surprising or unconventional) on the board.

## Session 2, Step 2

### Critical Thinking – Theoretical Background. 20 min.

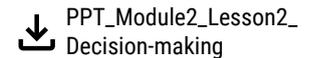
[Video1\\_Module2\\_Lesson1](#)

By using presentation PPT\_Module2\_Lesson1, the teacher briefly presents the concept of “critical thinking”. In the speaker notes there are additional comments and suggestions for the teacher. The teacher invites students to discuss the content of the slides. After the end of the presentation, the teacher presents also a video: [Video1\\_Module2\\_Lesson1](#).

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## *End of Lesson 1*

## Lesson 2



### Decision Thinking – Decision Making Duration: 50 min.

The general aim of Lesson 2 is to develop students' ability to make deliberate decisions, to think about possible solutions to everyday situations related to active citizenship and to analyse the consequences of individual choices.

#### Session 1, 50 min.

##### Step 1. To decide or not to decide? That is the question. 20 min.

A Power Point presentation will be used to trigger discussion in this step. [Student's own answers – orally].

###### 1. Decisions in everyday life - oral discussion

Students will talk about choices and decision making based on their experiences.

###### 2. No decision - oral discussion

Students will debate around the following questions:

- Why people who could make a decision do not do so, or why do they let others decide?
- What else might cause people not to make decisions at all? (e.g., lack of information, lack of experience, fear of consequences, fear of responsibility).
- What are the advantages and disadvantages of relying on other people or the majority opinion - following the crowd in making decisions?

- What consequences does this have?
- What they think about situations when people make decisions without thinking for themselves just because the majority does?
- When do they follow the crowd?

###### 3. What influences our decisions?

Analysis of internal and external factors that may influence our decisions through a Power Point presentation and general discussion.

##### Step 2. Decision-making - solutions and consequences. 30 min.

Students are given cases of life situations. Their task is to analyse the situations and think of four possible decisions-solutions that could be taken. Students also write down the positive and negative consequences of each decision for the main actors and other people. They then argue which option they think is best. Worksheets are available in the Teacher's Manual

#### Materials

A monitor connected to a PC/tablet

#### Resources

[Handouts\\_Module2\\_Lesson2](#)  
[PowerPoint presentation PPT\\_Module2\\_Lesson2](#)

## Session 1, Step 1

### To Decide or Not to Decide? That is the question. 50 min.

#### 1. Decisions in everyday life - oral discussion

**Say:** Let's talk about choices and decision-making. Decision making is the process we use to choose the best solution from all the options available.

**Ask students:** How many choices, decisions do you think you make during a day? (Listen to the answers).

Ask students to list all the decisions they have made in the last week at home, at school, with friends. Perhaps they decided to go to bed instead of getting out of bed, to study for a test instead of eating lunch, or not to read the assigned reading for an afternoon class.

Give them time to share examples. As a teacher you can share your decisions too.

**To summarise student's statements, say:** "There are actually thousands of decisions and choices. The fact that you are in this lesson today, is also your decision, your choice. Many of these choices are small, but over time they add up to create your future.

**Ask students:** Do we have, through our decisions and choices, any influence on how society and the world around us will be?

Ask students for examples of their decisions and choices.

#### 2. No decision - oral discussion

**Ask students:**

- Why do people who could make a decision not do so or let others decide?
- What else might cause people not to make decisions at all? (e.g., lack of information, lack of experience, fear of consequences, fear of responsibility).

The teacher may try to develop the student's answer and explain it as follows:

**Lack of experience in making decisions** - some people find it difficult to make decisions for themselves. Choices can be confusing for them and they get frustrated when they have to make a decision. Once they have made a choice, they doubt themselves and wonder. They find it easier to rely on others to make decisions for them. If the decisions are about small things like choosing a movie at the cinema or ordering something to eat, then even if we don't like the movie or we don't like the food, will it have any serious effects on our life, our future, on us? Not likely.

But what if someone decides for us what school to go to, who to be friends with and who not to be friends with, how to spend our free time? Then it's worse, because it makes us "used to" not making decisions, our brain gets used to it and then, when we don't have someone next to us who can make the decision for us, we feel paralysed and run away, so that we don't have to make the decision ourselves. We stop "being able" to decide.

**Lack of information.** If we are faced with a choice but we do not understand what we are choosing, we have no information about the possible options, we either do not make a decision at all or we choose "randomly". For example, if you were to decide right now, let's say you have one minute and no access to the Internet, whose performance would you like to see in your city - Norah Jones or India Arie? It would probably be difficult for you to decide, because there is a good chance that you don't know both of these singers, that you don't even know that they are singers and not, for example, famous actresses, etc. There's a chance that if you started asking other people about their choice, some name would come up more often and then you'd choose probably a better-known person/performer/singer/, a more recognizable person. The question is how many of this majority are people who have reliable knowledge and their decision is thoughtful and based on information, and how many of them mention this name because they, as like you, were also suggested by the majority. If you read, check, compare these two artists, then we can talk about making a thoughtful decision. But a lot of people, even though they don't have the information, don't want to look for it before making a choice and follow the crowd "without thinking". This also happens during elections, when we have to decide who will govern our country and we rely only on what we hear and read randomly in the media or the Internet, without even knowing the candidates' programme and their vision of how our country should look like.

**Fear of consequences and responsibility.** A significant reason why people don't make decisions, or leave it to others to make decisions, or give in to what - the majority says - is to avoid consequences and responsibility. The fact that we all have the power to make choices about the problems we face is wonderful, although as you can see there are some people who do not take advantage of this. However, we must remember that there is always an 'after': If you make good choices, good things can happen; if you make bad choices, bad things can happen.

**Underline:** If we talk about decisions-making there are consequences. Each of us is responsible for all the decisions we make in life. Being responsible means accepting the consequences of your actions and of what is expected from you. And if we are expected to bear consequences, it means that both the positive ones (e.g. we decide to spend a lot of time preparing for the Olympiad or Knowledge competition and win a place in the best university - the effect of our decision to spend time studying - is super positive), but if, for example, we pass a driving licence and we drive thoughtlessly or super-fast, without considering others on the road and we cause an accident, we will have to bear negative consequences.

**Ask students:**

- Can you think of situations when people make decisions without thinking for themselves, simply because that is what the majority does? When do they follow the crowd? (e.g., fashion, type of photos on social media, obsession with appearance, etc.).
- It is said that it is very important to learn and develop responsibility - especially as we get older. Why?

### 3. What influences our decisions? - analysis of internal and external factors that may influence our decisions

**Say:** Now imagine a situation where we have 4 people - 2 girls, 2 boys - who are about to choose a secondary school. They each choose to go to a different school.

**Ask students:** Why did each of them make a different decision? (the idea is for the students to see that there are other factors that influence decisions). Write their answers on the board.

**Say:** So we can see from this example that different factors can influence our decisions. These can be internal factors - which are within us and external factors, which are around us.

**Ask students:** Can you give me some examples of the internal and external factors? Analyse with students why and how these factors can influence a decision.

**Internal factors:**

e.g., knowledge (or lack of it), skills (or lack of them), experiences, interests, taste, values, emotions, feelings, the experience of decision-making in the past

**External factors:**

e.g., family, friends, peers, community, culture, stereotypes, law, time, information, media/social media, people around, fashion, national and world events, fake news.

**Summary:** Many of these factors are different for different people. Everyone has their own hierarchy of values and the kind of values they live by. People grow up in different families, have different parents, different people surround them, they experience different things. It is important to remember that sometimes people make different choices because these factors are different.

## Session 1, Step 2

### Decision Making – Solutions and Consequences. 30 min.

**Say:** We often think that there is only one solution to a problem. However, there are usually many different options from which we can choose. Some of them may be more adequate than others.

**Ask students:** Why is it important to analyse many solutions before making a choice? (Listen to and discuss the answers with students).

**Say:** To really make the best decisions, it is important to evaluate the consequences. This evaluation of consequences involves considering each possibility and thinking about the outcomes of each choice - positive and negative. This is an important step in problem solving and decision making as it can help you make a more sensible choice. When you are evaluating consequences you should think about how it will affect you now and in the future, people around you, the environment, society.

#### **TASK: Deliberate decisions making - possible solutions and consequences.**

You can work with the whole class, in pairs or in small groups. You can choose just some of the examples below - depending on your class, students, etc. Distribute the worksheets to the students: Handouts\_Module2\_Lesson2

**Instructions:** Ask students to analyse the following situations and think of four possible decisions that could be made. Students also write down the positive and negative consequences of each solution and how it will affect the main character in the situation and other people around. Remind them to be mindful of the consequences of decisions now and in the future, for the person who makes the decision and for other people. Then ask students to argue (orally) which option they think would be most suitable.

**After the exercise is over, summarise:** Evaluating consequences is not always easy. Especially if there are many options and the situation is new to you. You often have to think about the advantages and disadvantages associated with each choice, and then weigh up your options and decide which decision is best. Sometimes the consequences are planned, but sometimes they are not. Thinking clearly about the consequences and impact of your decisions is a critical part of efficient decision-making. Remember to train yourself to make deliberate decisions, because a great number of them can have a big impact on both you and the people around you, and what the world around you will look like. Deliberate decisions help us to open our eyes, to look around, to see that the common is nobody's but ours, and that ours means our own. Our decisions show that you can do something about it. I can, you can, we can. Gather together, look for friends, support, to create a better world around us.

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## End of Lesson 2

## Lesson 3

### Decision Making In Practice. "Lost at Sea" Game. 100 min.

The general aims of Lesson 3 are to teach the effectiveness of consensus seeking behaviour in task groups through comparative experiences with both individual decision making and group decision making, to take other peoples' perspectives under consideration when making decisions, to practice effective communication and cooperation strategies.

#### Session 1, 50 min.

##### Step 1. Introduction – organizational issues. 15 min.

The teacher informs students that the aim of the lesson is to learn about decision making and experience it during the game. Organisational issues are explained in the Teacher's Manual.

##### Step 2. "Lost at Sea" Game. 70 min.

During the exercise students will go through decision making process individually as well as group members. This will enable them to experience stages of the process. Worksheets in the Teacher's Manual.

#### Materials

A monitor connected to a PC/tablet  
Pencil  
A flipchart, two sheets for flipchart and flipchart markers  
Lapboards or desk chairs

#### Resources

Two copies of the Lost at Sea Individual Work Sheet for each student: [Handouts\\_Module2\\_Lesson3\\_individual](#)  
A copy of the Lost at Sea Group Work Sheet for each subgroup: [Handouts\\_Module2\\_Lesson3\\_group](#)  
A copy of the Lost at Sea Answer and Rationale Sheet for each student: [Handouts\\_Module2\\_Lesson3\\_answer\\_sheet](#)  
PowerPoint presentation [PPT\\_Module2\\_Lesson3](#)

## Session 1, Step 1 Introduction. Organisational Issues. 10 min.

The teacher informs students that the aim of Lesson 3 is to learn about decision making and experience it during the game. He or she encourages students to share their ideas on what a decision making process is and, according to this, what kind of activity they expect.

## Session 1, Step 2 "Lost at Sea" Game. 70 min.

↓ Handouts\_Module2\_Lesson3\_individual

↓ Handouts\_Module2\_Lesson3\_answer-sheet

↓ Handouts\_Module2\_Lesson3\_group

↓ PPT\_Module2\_Lesson3

<p><b>Aims and objectives</b></p>	<p>During the activity students will go through a decision-making process individually as well as group members. This will enable them to experience the different stages of the process. Additional aims of this exercise are:</p> <ul style="list-style-type: none"> <li>• To teach the effectiveness of consensus seeking behaviour in task groups through comparative experiences with both individual decision making and group decision making,</li> <li>• To take other peoples' perspectives under consideration when making decisions,</li> <li>• To practice effective communication strategies,</li> <li>• To practice effective cooperation strategies.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Two copies of the "Lost at Sea" Individual Work Sheet for each student: Handouts_Module2_Lesson3_individual</li> <li>• A copy of the "Lost at Sea" Group Work Sheet for each subgroup: Handouts_Module2_Lesson3_group</li> <li>• A copy of the "Lost at Sea" Answer and Rationale Sheet for each student: Handouts_Module2_Lesson3_answer_sheet</li> <li>• Pencils</li> <li>• A flipchart, two sheets for flipchart and flipchart markers</li> <li>• PowerPoint presentation: PPT_Module2_Lesson3</li> <li>• A monitor connected to a PC/tablet</li> <li>• Lapboards or desk chairs are best for privacy in individual work. Tables may be used, but the dynamics involved are likely to be different.</li> </ul>
<p><b>Description</b></p>	<p>The teacher introduces students to the exercise:</p> <p><i>You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land. There are fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars. The raft is large enough to carry yourself, the crew, and all the items in the following list. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills. Your task is to rank the fifteen items in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.</i></p> <p>The teacher distributes two copies of the "Lost at Sea" Individual Work Sheet (Handouts_Module2_Lesson3_individual) to each student and asks each person to complete the forms in duplicate. If necessary, on a PowerPoint presentation he or she presents pictures of items that students are about to rank (PPT_Module2_Lesson3).</p> <p>The teacher explains that participants are to work independently during this phase. Afterwards he or she collects one copy from each student. The other copy is for the use of the subgroup.</p> <p>The teacher forms subgroups (5-7 students in the subgroup) and directs them to particular work areas in the room. Each subgroup is given a copy of the Lost at Sea Group Work Sheet (Handouts_Module2_Lesson3_group).</p>

	<p>The teacher then reads the instructions to the subgroups, emphasizing that each member of a subgroup should partially agree with the subgroup choices to establish consensus, but that they are not to use such techniques as averaging, majority-rule voting, or trading. He or she stresses that it is desirable that effort be made to achieve success in this task.</p> <p>While the subgroups are engaged in their task, the teacher scores the individual ranking sheets. It is possible that students score their ranking sheets themselves, but only after reading the Lost at Sea Answer and Rationale Sheet. The score is the sum of the differences between the “correct” rank for each item and its rank on the Individual Work Sheet (all differences should be made positive and added). Higher scores have greater negative implications.</p> <p>The teacher collects the Group Work Sheets and scores them as he or she did earlier with Individual Work Sheets, while the participants debrief their consensus seeking. It is possible that students score the Group Sheets themselves after reading the Lost at Sea Answer and Rationale Sheet. The teacher then summarizes the statistics, but in a way that students can't see it.</p> <p>The teacher introduces the first part of the discussion.</p> <p>After the first part of the discussion the teacher distributes a copy of the “Lost at Sea” Answer and Rationale Sheet (Handouts_Module2_Lesson3_answer_sheet) to each student. He or she allows the participants a few minutes to read the answers and rationale. Additionally, the teacher presents and fills in the “After group discussion” chart and explains it to the students. He or she leads a discussion of the comparative outcomes of individual rankings and subgroup consensus rankings.</p>
<p><b>Reflection and evaluation</b></p>	<p>The evaluation should focus on students' personal experience, difficulties they had to overcome and what in their opinion facilitated the decision-making process.</p>
<p><b>Debriefing questions</b></p>	<p><b>First part of discussion</b></p> <p>The teacher starts by asking students about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.</p> <p>Individual work:</p> <ul style="list-style-type: none"> <li>• What did you take under consideration during your individual work?</li> <li>• What difficulties did you have while making a rank?</li> <li>• What was helpful for choosing which items are more important and useful than others?</li> </ul> <p>Group work:</p> <ul style="list-style-type: none"> <li>• Did you manage to make a rank that all members of your team accepted? How do you feel with the final outcome?</li> <li>• What behaviours helped or hindered the consensus-seeking process?</li> <li>• How did you manage to make a consensus? What strategies appeared to be effective?</li> <li>• Who were the influential members and how were they influential?</li> <li>• How did the group discover and use its information resources? Were these resources fully utilized?</li> <li>• Did every member of your team could freely share their thoughts and ideas and was listened to?</li> <li>• How making decision in your group was different to the individual work?</li> <li>• Can you distinguish stages or phases of decision-making process that you were going through?</li> </ul> <p><b>Second part of discussion</b></p> <ul style="list-style-type: none"> <li>• Do you agree with the “correct” solution?</li> <li>• What information you didn't have or didn't take under consideration?</li> <li>• Are you satisfied with your results?</li> <li>• What are your general conclusions after the game?</li> </ul>
<p><b>Tips for Teachers</b></p>	<p>The “correct” solution to the task is the rank made by Officers of the United States Merchant Marines. The comparison of students' and officers' ranks is introduced into this activity in order to deepen the analysis of decision-making process and its outcomes.</p> <p>To make the exercise more attractive, the teacher may collect and bring the items to the class. It is possible that some students may not know the items or have no idea of their use. In such a case, the teacher should explain everything that is unclear for them.</p>

<b>Handouts</b>	<b>Scoring - Example</b>			
	<b>Item</b>	<b>Individual/Group rank</b>	<b>Correct rank</b>	<b>Scores (difference between the Correct rank and the rank on Individual/ Group Work Sheet.)</b>
	<b>Sextant</b>	1	15	$15-1=4$
	<b>Shaving mirror</b>	6	1	$6-1=5$
	<b>Mosquito netting</b>	2	3	$3-2=1$
	<b>One case of U.S. Army C rations</b>	12	14	$14-12=2$
	... (for all of the objects)	...	...	...
	<b>SUM</b> (Higher scores have greater negative implications)			
	<b>"After group discussion" chart</b>			
	<b>Name of the group</b>		<b>Score for group consensus</b>	
	<b>Example</b>		40	
	<b>A</b>			
	<b>B</b>			
<b>References</b>	Biech, E. (2008). The Pfeiffer Book of Successful Team-Building Tools. Best of the Annuals. San Francisco CA: Pfeiffer.			

## End of Lesson 3

## Assessment of Module 2

### Assessment Criteria

Students are able to:

- Understand the consequences of their decisions and actions.
- Evaluate their decisions effectively.
- Assess alternative resolutions of a problem sensibly.
- Recognize other peoples' perspectives, needs and feelings within decision making process.
- Differentiate between subjective assumptions, prejudice, assessments and facts.
- Take other peoples' perspectives, needs and feelings under consideration when making decisions.
- Engage in conflict-resolution processes related to real civil society problems.
- Implement effective communication strategies.
- Implement effective cooperation strategies.
- Work cooperatively understanding other people's views.
- Analyse and assess the different ways to solve a problem.
- Use language in a respectful and empathic way.

### Assessment Procedures (see Section 5 - Overall Assessment)

The implementation of Module 2 will be assessed both by the teachers and the students, just as described in "Section 5 - Overall

Assessment" and in the specific evaluation protocol prepared by Collegium Balticum.

### Teacher assessment

It will be based on general observation and a questionnaire focused on:

- The course and outcome of the students' activities
- Their involvement and participation in the activities
- Their engagement in decision-making and critical thinking processes
- The achievement of the module objectives

### Student assessment.

It will be based on:

- A personal e-portfolio created in Padlet. The student will include documentation (written and graphic) on the general course of the classes, their own work, what they have learned, what has had more impact on them, etc. (see Section 5 - Overall Assessment)
- The student's satisfaction with the course of classes and type of activity - satisfaction questionnaire

# MODULE 3

## RELIABLE AND UNRELIABLE INFORMATION ON THE INTERNET

## Reliable and Unreliable Information on the Internet

### Fake News/Ethical Journalism

## General Goals

The general goals of Module 3 are to expand knowledge of vocabulary related to news and the media, to raise students' awareness of fake news through discussion and reading and to develop students' 21st century skills, including critical thinking, collaboration and media literacy.

 **250 min. (4 hours)**

## Materials needed

  
**Download resources**

### LESSON 1

REAL VS. FAKE NEWS  
50 min. (1 session)

### LESSON 2

SOURCES TO TRUST 1  
50 min. (1 session)

### LESSON 3

SOURCES TO TRUST 2  
50 min. (1 session)

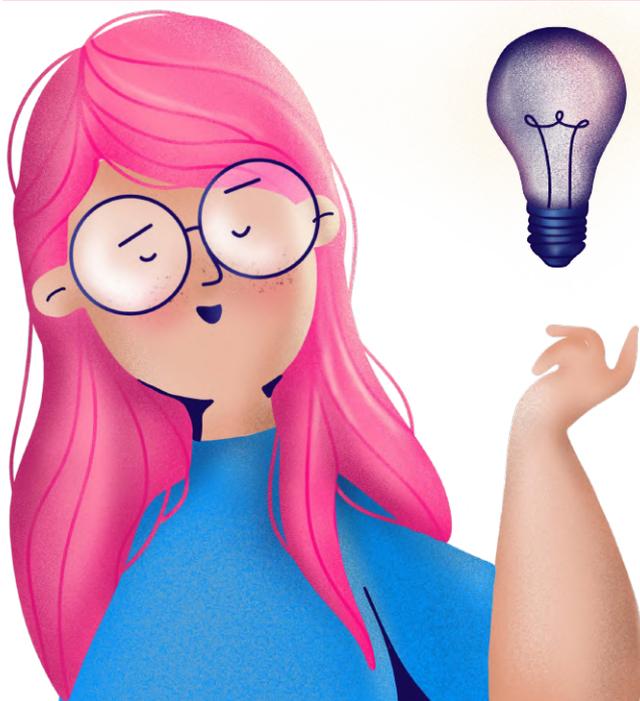
### LESSON 4

COPYRIGHT, FAIR USE AND PUBLIC DOMAIN  
50 min. (1 session)

### LESSON 5

PROJECT: "A NEWSPAPER"  
50 min. (1 session)

A monitor/projector connected to a PC/laptop/tablet  
Access to the Internet  
Pen drive (if required)  
PPT presentations and videos  
Blank sheets of paper  
Markers and pens  
Student Toolkit  
Student exercise book  
Tablets  
Flipcharts



## At the end of the module the participants will be able to:

- Consider the viability and trustworthiness of a source.
- Question the origin of a source and analyse whether to believe it whole, in part or not at all.
- Consider the authenticity of articles and consider their own unconscious bias.
- Have more of an understanding of websites, providers and platforms.
- Increasingly question websites and social media feeds to see if they are genuine and true.
- Have a greater understanding of the dangers of sharing and forwarding items.
- Think more comprehensively about statements involving numbers or data to find the true meaning behind a story.

## Lesson 1

### Real vs. Fake News

**Duration: 50 min.**

The general aim of the lesson is to teach the students to identify fake news, to think more critically about what they see and hear online and on social media, and consider the source of the information and whether they believe it or share it.

### Session 1, 45 min.

#### Step 1. Introduction. Lead-in. Organisational issues. 15 min.

The lesson begins with a brief discussion about real news and fake news.

Students are then suggested to read two articles or web pages. One web page depicts fake information, while the other is based on real facts. After a brief reading, students compare both websites, using the hint questions to help them identify the fake website.

As a final activity, students will have to find some fake news stories from the internet and think of a way to warn their friends/community members not to fall for it (it can be a meme or post).

Lead-in:

After dividing the class into groups, the teacher suggests brainstorming the definition of "Fake news". After the information is collected, students create an informative poster.

1. Definition of real / fake news.
2. Students are invited to do the exercise introducing topical vocabulary.
3. Informative poster creation.

#### Step 2. Reading. 15 min.

After doing the introductory exercise helping to concentrate on critical reading, students are suggested to evaluate two texts/websites.

Reading / Analysing 2 articles/websites;  
Taking notes.

#### Step 3. Finding out the Truth. Students' Reflections. 15 min.

After doing the exercise 5 W- Questions, students are encouraged to discuss and find out the "fake" article.

Evaluation of 2 articles/websites  
Making notes while looking for evidence.  
Eliciting the answers/looking for proof.

#### Step 4. Creative Task / Homework (optional). 5 min.

Students will be Introduced to Exercise 4 "Meme/post creation" and encouraged to find one (or more) of the fake stories currently circulating the internet. Students can find an example of the fake news online (<https://www.hoax-slayer.net>).

The teacher suggests the students think of a way to warn friends about falling into fake news. They can create a meme, post, etc.

### Materials

Computer (tablets) with Internet connection and screen projector  
A board and a board pen

### Resources

Presentation: PPT\_Module 3\_Lesson 1  
List of questions  
Observations: Fake news checklist  
5 W-Questions  
Video1\_Module3\_Lesson1  
Video2\_Module3\_Lesson1

## Session 1, Step 1

### Introduction. Lead-in. Organisational Issues. 15 min.

<b>Aims and objectives</b>	During the exercise students will be divided into groups, the teacher will suggest to brainstorm the definition of "Fake news". After the information is collected, students create an informative poster. An additional aim of this exercise is to foster an understanding of what real and fake news is.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Boards, flipcharts, pens</li> <li>• List of questions</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Tell the class about the topic of the lesson;</li> <li>• Divide the class into small groups;</li> <li>• Distribute the worksheets and ask to do Exercise 1 "Definition";</li> <li>• Bring the class back together and according to the groups' answers, define what "fake news" means;</li> <li>• Using the flipchart write down all definitions and create an informative poster;</li> </ul>
<b>Reflection and evaluation</b>	The reflection and evaluation of this exercise should take place just after finishing the exercise and shouldn't be postponed until the next lesson. Students need to share their thoughts and feelings with others under teacher's supervision.
<b>Debriefing questions</b>	The teacher can ask participants how they feel about the activity and then go on to talk about what they learnt.
<b>Tips for Teachers</b>	<p>You can use some questions to help the students be more precise in writing the definitions. The questions could be: Is it a complete lie?, Is it done deliberately?, How is it spread?, Where do we usually find it?, What is the purpose of it?, etc.)</p> <p>Explanation example:</p> <ul style="list-style-type: none"> <li>• <i>Fake news: is false or misleading content presented as news and communicated in formats spanning spoken, written, printed, electronic, and digital communication. It often has the aim of damaging the reputation of a person or entity, or making money through advertising revenue. (Wikipedia)</i></li> <li>• <i>Fake news: false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke. (Cambridge Dictionary)</i></li> </ul>
<b>References</b>	Wikipedia Cambridge Dictionary

## Session 1, Step 2

### Finding Out the Truth. Students' Reflections. 15 min.

↓ Handouts\_Module3\_ Lesson1\_Observations

<b>Aims and objectives</b>	<p>Aims of this exercise are:</p> <ul style="list-style-type: none"> <li>• to collect data through observing;</li> <li>• to enable students to learn from each other by sharing their findings.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Computers/tablets with internet connection;</li> <li>• Flipcharts or writing paper, pens;</li> <li>• Worksheet <i>Observtions: Fake news checklist</i>;</li> </ul>

<b>Description</b>	<ul style="list-style-type: none"> <li>• Distribute the worksheet with Exercise 2 "Observations"</li> <li>• Tell the class that they are going to skim read 2 news articles on different websites.</li> <li>• Send the students to the websites <a href="#">proposal-for-healing-tsar-to-reunite-britain-after-brexit</a> and <a href="#">world-europe-55860540</a> or give them the photocopies of the articles.</li> <li>• Set a time limit. Monitor and help students as they read the articles quickly, looking for specific information.</li> <li>• Discourage them from spending a long time looking up unknown vocabulary. Then briefly check the answers.</li> </ul>
<b>Reflection and evaluation</b>	The reflection and evaluation of this exercise should take place just after finishing the exercise and shouldn't be postponed until the next lesson. Students need to share their thoughts and feelings with others under teacher's supervision.
<b>Debriefing questions</b>	The teacher can ask participants how they feel about the activity and then go on to talk about what they learnt.
<b>Tips for Teachers</b>	If there is no possibility to work online, you can print the suggested articles beforehand.
<b>References</b>	"The Guardian", British Council, BBC news

## Session 1, Step 3

### Reading. 15 min.

↓ Handouts\_Module3\_ Lesson1\_5W-questions

- Distribute the worksheet with Exercise 3 "5 W-Questions"
- Explain that one article was fake.
- Ask the students to find out which article was really fake.
- Encourage them to use the hints:
  - **Take a closer look**  
Check the source of the story, do you recognise the website? Is it a credible/reliable source? Check the entire article, many fake news stories use sensationalist or shocking headlines to grab attention. Often the headlines of fake news stories are in all caps and use exclamation points.
  - **Check other sources**  
Are other reputable news/media outlets reporting on the story? Are there any sources in the story? If so, check they are reliable or if they even exist!
  - **Check the facts**  
Stories with false information often contain incorrect dates or altered timelines. It is also a good idea to check when the article was published, is it current or an old news story?
  - **Check your biases**  
Are your own views or beliefs affecting your judgement of a news feature or report?
  - **Is it a joke?**  
Satirical sites are popular online and sometimes it is not always clear whether a story is just a joke or parody... Check the website, is it known for satire or creating funny stories?
- Ask the students to make notes while looking for evidence
- Finally, elicit the answer and ask them to prove their opinion, supplement if necessary.

## Session 1, Step 4

### Creative Task / Homework (optional). 5 min.

- Introduce students to Exercise 4 “Meme/post creation” allowing some time, encourage them to find one (or more) of the fake stories currently circulating the internet. Students can find an example of the fake news online in (<https://www.fox-slayer.net>)
- Ask students to think of a way to warn friends about falling into fake news. (They can create a meme, post, etc.)

Tips for the teacher: Optionally a PPT\_Module3\_LESSON1 can be suggested to summarise the lesson. The PPT can be found in the Teacher's Manual. The teacher invites students to discuss the content of the slides.

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## *End of Lesson 1*

## Lesson 2

### Sources to Trust 1 Duration: 50 min.

The general aims of the lesson are to help young people to look at a variety of sources and to consider whether they think they are trustworthy and to help them to consider how different sources can be deemed a trustworthy source for some situations, and less trustworthy for others.

#### Session 1, 50 min.

##### Step 1. Introduction. Topical Vocabulary Presentation. 10 min.

Presenting the vocabulary required for a better understanding of the topic.

##### Step 2. Warm up or Hooking activity. 10-15 min.

Discussion why it is important to be alert and check sources while exploring online.  
Encouraging the students to come up with a list of factors they think makes a website or article trustworthy and have them share out with the class - Teacher's manual: Lesson2\_Handout2\_“List-of-Factors-making-a-website-trustworthy”.

##### Step 3. Discussion 10-15 min.

The teacher will lead a discussion on the topic, relying on these talking points:

- Anyone can write things on the web.
- Although many things on the web may be interesting and correct, we can't always be sure that everything is necessarily true.

- Not everyone is an expert on the subject on which they write.
- Since we don't always know who wrote the information or if they are qualified to write on the subject, we need to be alert and check information before we can trust it.

To assess students' understanding of the topic, students are invited to do Exercise 1 “True/False”.

##### Step 4. Watching a video. 15-20 min.

- The teacher suggests the students to do the task “While you watch” before watching a video - Teacher's manual: Lesson2\_Handout4\_“While-you-watch”.
- Students are suggested to watch a video giving tips how to detect lies searching for information sources and to check the results - Teacher's manual: Lesson2\_Handout5\_“Video”
- If there is no possibility to watch the video, the key concept from the video to share with the class can be found in the teacher's manual - Teacher's manual: Lesson2\_6“Key Concepts”
- Students are asked to name the tips they hear - Teacher's manual: Lesson2\_Handout7\_“Tips”.

#### Materials

Computer (tablets) with Internet connection and screen projector  
A board, a flipchart and a board pen  
Writing paper

#### Resources

Lesson2\_Handout1\_“Topical-Vocabulary”  
Lesson2\_Handout2\_“List-of-Factors-making-a-website-trustworthy”  
Lesson2\_Handout3\_“True/False”  
Lesson2\_Handout4\_“While-you-watch”  
Lesson2\_Handout5\_“Video”  
Lesson2\_Handout6\_“Key Concepts”  
Lesson2\_Handout7\_“Tips”  
Presentation: PPT\_Module3\_Lesson  
Video1\_Lesson1  
Video2\_Lesson2

## Session 1, Step 1 Topical Vocabulary Presentation. 10 min.

Present the vocabulary required for a better understanding of the topic.

Example of topical vocabulary

- Accuracy - the condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness
- Bias - a particular tendency or inclination, or prejudice
- Credible - worthy of belief or confidence; trustworthy
- Credentials - anything that provides the basis for confidence, belief, credit, etc
- Domain extension - the suffix at the end of a web address, such as: com., .org.
- Evaluate - to judge or determine the significance, worth, or quality of sth.
- Publisher - a person or company whose business is the publishing of books, newspapers, online articles, computer software, etc.
- Relevance - relation to the matter at hand
- Skeptic - a person who questions the validity or authenticity of something appearing to be factual
- URL - web address you type into a browser to reach a website

## Session 1, Step 2 Warm-up or Hook Activity. 10-15 min.

Ask students: Why is it important to be alert and check sources while exploring online?

Ask students to come up with a list of factors they think make a website or article trustworthy and have them share out with the class.

The teacher encourages the students to come up with a list of factors they think makes a website or an article trustworthy and has them share it with the class.

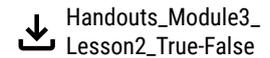
### Possible answers to help the teacher

6 ways to help you identify a credible website:

- Author – Information on the internet with a listed author is one indication of a credible site. The fact that the author is willing to stand behind the information presented (and in some cases, include his or her contact information) is a good indication that the information is reliable.
- Date – The date of any research information is important, including information found on the Internet. By including a date, the website allows readers to make decisions about whether that information is recent enough for their purposes.
- Sources – Credible websites, like books and scholarly articles, should cite the source of the information presented.
- Domain – Some domains such as .com, .org, and .net can be purchased and used by any individual.
- Site Design – This can be very subjective, but a well-designed site can be an indication of more reliable information. Good design helps make information more easily accessible.
- Writing Style – Poor spelling and grammar are an indication that the site may not be credible. In an effort to make the information presented easy to understand, credible sites watch writing style closely.)

## Session 1, Step 3

### Discussion. Students' Reflections. 10-15 min.



Lead a discussion on the topic, relying on these talking points:

- Anyone can write things on the web.
- Although many things on the web may be interesting and correct, we can't always be sure that everything is necessarily true.
- Not everyone is an expert on the subject on which they write.
- Since we don't always know who wrote the information or if they are qualified to write on the subject, we need to be alert and check information before we can trust it.

To assess students' understanding of the topic, invite them to do Exercise 1 "True/False"

<b>Aims and objectives</b>	<p>Aims of this exercise are:</p> <ul style="list-style-type: none"> <li>• to assess a student's ability to determine whether a statement is correct,</li> <li>• to help a student reflect on what he/she learnt.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Writing paper and pens</li> <li>• Worksheet "True/False"</li> </ul>
<b>Description</b>	<p>True or False?</p> <ul style="list-style-type: none"> <li>• If I can find it online, it must be true.</li> <li>• There is an email address listed in the website, so it must be a legitimate source!</li> <li>• There is a logo of the White House at the top of the page, so I can definitely trust this website.</li> <li>• The website looks really official. The information it offers must be true.</li> <li>• There are a lot of graphs and charts on the site. With all this information it must be true.</li> <li>• It is clear who wrote the content because there is contact information and the information seems current and error-free. I can safely use this information for my homework assignment.</li> <li>• I should always compare the information I find online with at least 2 other sources.</li> <li>• I should always be a skeptic when it comes to information that I find online.</li> <li>• I should always think about what's missing from a website.</li> <li>• I should always review the sources (or author) of the website.</li> </ul>
<b>Reflection and evaluation</b>	<p>The reflection and evaluation of this exercise should take place just after finishing the exercise and shouldn't be postponed until the next lesson. Students need to share their thoughts and feelings with others under teacher's supervision.</p>
<b>Debriefing questions</b>	<p>The teacher can ask participants how they feel about the activity and then go on to talk about what they learnt.</p>
<b>Tips for Teachers</b>	<p>Answers to help the teacher:</p> <ul style="list-style-type: none"> <li>• If I can find it online, it must be true. (F)</li> <li>• There is an email address listed in the website, so it must be a legitimate source! (F)</li> <li>• There is a logo of the White House at the top of the page, so I can definitely trust this website. (F)</li> <li>• The website looks really official. The information it offers must be true. (F)</li> <li>• There are a lot of graphs and charts on the site. With all this information it must be true. (F)</li> <li>• It is clear who wrote the content because there is contact information and the information seems current and error-free. I can safely use this information for my homework assignment. (F)</li> <li>• I should always compare the information I find online with at least 2 other sources. (T)</li> <li>• I should always be a skeptic when it comes to information that I find online. (T)</li> <li>• I should always think about what's missing from a website. (T)</li> <li>• I should always review the sources (or author) of the website. (T)</li> </ul>
<b>References</b>	<p>Common Sense Media, Scholastic teachables</p>

## Session 1, Step 4

### Watching a video. 20 min.

1. Distribute the worksheet for the activity “While you watch”.
2. Ask the students to list the guidelines for evaluating and trusting online resources that will be mentioned in the video.
3. Invite the students to watch a video giving tips how to detect lies searching for information sources and to check the results.  
Link to the video: <https://www.youtube.com/watch?v=fXFbQKz3anw>

Tips for the teacher: If there is no possibility to watch the video, here are the key concepts from the video to share with the class:

- The Internet allows you to find any information that you want. However, just because it is online doesn't mean it's true.
  - You must be a skeptic and ask: What is the point of view of this website? What are they trying to get me to believe? What opinions or ideas are missing?
  - You should also investigate the source and ask: Who is publishing the information?
  - Remember, a reliable source, like a university, tends to be more credible.
- Lastly, follow the rule of three—this means compare three sources of information before coming to a conclusion.

4. Ask students to name the tips they have just heard. These should include:
  - Be skeptic.
  - Don't be fooled by cool or professional websites.
  - Ask yourself what's the point of view of the site.
  - What are they trying to get me to believe?
  - What opinions or ideas are missing?
  - Investigate the source.
  - Find out who published the information.
  - Follow the “rule of 3”: compare 3 sources of information. Remember to include one source with an opposing viewpoint.
  - Always check facts that you find.
5. Ask students to list the tips (on the board or the flipchart) to make a visual poster/reminder.
6. Exchange feedback.

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## End of Lesson 2

## Lesson 3

### Sources to Trust 2 Duration: 50 min.

Not all written sources are reliable, no matter how sound their arguments may appear to be. To evaluate the reliability of a piece of writing, we must consider several issues related to the subject and to the person or publisher that presents it. Is the information current? Is it related directly to the topic it discusses? Does it provide sources for supporting ideas? Are these sources reliable? Is the purpose of the information to inform, to persuade, to sell, or even to entertain? Has the information been written and published recently? Does a date of publication appear? Finally, who is responsible for the information? Is an author or publisher listed at all?

#### Session 1, 50 min.

##### Step 1. Identifying the Domain Extension 15-20 min.

Students are given the task to investigate domains, check the URL, find out what the domain extension is and what it stands for, to give some examples.

Sharing the findings.

Writing down the examples that the students provide.

##### Step 2. Evaluating websites by using the tips from previous lessons. 15 min.

Students are divided into small groups.

Students are suggested to check 3 Domain Extensions, their credibility and see if they match the content.

Students are encouraged to use the tips reminded by the teacher.

After doing the exercise "Web Evaluation Checklist", students are asked to evaluate 3 websites.

##### Step 3. Sharing common findings. 5 min.

##### Step 4. Final website assessment report. 15-20 min.

- Students are divided into groups of 4-5. Recommended: Internet access for students. Alternative: Print copies of the example websites for this activity.
- Practising and doing the first evaluation of "National Geographic Kids" as an example.
- Writing a final report proving the credibility/non-credibility of a Website.

#### Materials

Computer (tablets) with Internet connection and screen projector  
A board, a flipchart and a board pen  
Writing paper

#### Resources

Lesson3\_Handout1\_“Common-Domain-Extensions”  
Lesson3\_Handout2\_“Tips-helping-identify-a-credible-website”  
Lesson3\_Handout4\_“Video-National-Geographic”  
Lesson3\_Handout5\_“Tips helping students to write a final report proving the credibility/non-credibility of a Website”  
Presentation: PPT\_Module2\_Lesson3  
Video1\_Lesson1  
Video2\_Lesson3

## Session 1, Step 1

### Identifying the Domain Extension. 15-20 min.

1. Give students the task to investigate domains. Their task would be: check the URL, try to find out what the domain extension is and what it stands for, give some examples.
2. Set the time for the search (5-7 min).
3. Invite students to share their findings.
4. Write down the examples that the students provide.
5. The teacher summarises the investigation of the domains and gives more detailed information, if necessary.

#### Examples of most common domain extensions

**Some common domain extensions include .com and .org. For example:**

- .com represents the word “commercial” (businesses like this extension).
- .org stands for “organization” and it is the primary choice for charity or non-profit websites. The extension was established in 1985 and was created for anything that wasn’t commercial. However restrictions were removed in 2019, allowing for-profit companies to use the extension.
- .net extension is a popular option that is often recommended for buyers whenever the desired com is taken.
- .edu extension usually represent educational sites.
- .gov stands for “governmental” sites.
- .mil military
- .info is used for credible resource site
- .biz small business site

**Countries also have domain extensions, like:**

- .uk (which refers to the UK),
- .lt (refers to Lithuania),
- .fr ( France) etc.

## Session 1, Step 2

### Evaluation of Websites (by using tips from the previous lesson). 15 min.

↓ Handouts\_Module3\_  
Lesson3\_Web-evaluation

1. Divide the class into small groups.
2. Give students the task to check Domain Extensions, their credibility and see if they match the content.
3. Remind the tips students learned during the previous lessons and encourage them to use the tips.

**Example to help the teacher: 6 ways to help you identify a credible website:**

- Author – Information on the internet with a listed author is one indication of a credible site. The fact that the author is willing to stand behind the information presented (and in some cases, include his or her contact information) is a good indication that the information is reliable.
  - Date – The date of any research information is important, including information found on the Internet. By including a date, the website allows readers to make decisions about whether that information is recent enough for their purposes.
  - Sources – Credible websites, like books and scholarly articles, should cite the source of the information presented.
  - Domain – Some domains such as .com, .org, and .net can be purchased and used by any individual.
  - Site Design – This can be very subjective, but a well-designed site can be an indication of more reliable information. Good design helps make information more easily accessible.
  - Writing Style – Poor spelling and grammar are an indication that the site may not be credible. In an effort to make the information presented easy to understand, credible sites watch writing style closely.)
4. Distribute the worksheet “Web Evaluation Checklist” and ask the students to evaluate 3 websites.

**Websites to evaluate:**

<https://uhs.umich.edu/>

<http://www.safemedication.com/>

<https://kids.nationalgeographic.com>

## Session 1, Step 3

### Sharing Common Findings. 5 min.

1. Bring the class together and invite them to share their findings.
2. Compare the information and make conclusions.

## Session 1, Step 4

### Final Website Assessment Report. 15 min.

1. Divide the students into groups of 4-5. (Recommended: Internet access for students. Alternative: Print copies of the example websites for this activity)
2. Give students the task to write a final report proving the credibility/ non-credibility of a Website.
3. Suggest to use "National Geographic Kids" as an example.

#### Tips for the teacher:

Video link: <https://kids.nationalgeographic.com>

#### Examples of possible answers to evaluate students' answers:

- From the domain extension we can assume that it's a non-profit organization.
- The publisher "National Geographic Kids" and the logo of the website match the domain name.
- The content is protected by copyrights that are assigned to "National Geographic kids" (bottom of the page) and there is contact information on the bottom of the page that can be verified.
- It seems like a legitimate organization with a genuine website.
- We can see that "National Geographic Kids" has a mission to teach amazing facts about animals, science, history and geography, along with fun competitions, games and more.
- When we search the web for "National Geographic Kids" we learn from other sources that this organization is fact-filled, fact-paced and easy to explore.
- We can see it promotes education, broadmindedness and active lifestyle.
- The information in the website is presented in a balanced way, and we are enjoying the perspectives that "National Geographic Kids" condemns in its campaigns.

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## End of Lesson 3

## Lesson 4

### Copyright, Fair Use and Public Domain

**Duration: 50 min.**

This lesson is designed to teach the importance of Copyright law. It provides ideas for opening your classroom up to discussion, letting your students express their ideas and concerns, and then guiding your students toward an understanding of the boundaries of copyright law. In this lesson, students will begin to explore the often-perplexing world of copyrights by defining the essential elements of EU copyright law.

#### Session 1, 50 min.

##### Step 1. Definition of Copyright, Fair Use and Public Domain. 10-15 min.

Students are asked what they think when they hear the terms: Copyright, Fair Use, Free Speech, Public Domain, File-sharing, Piracy, Plagiarism.  
The teacher writes the students' answers on the board - flipchart supplementing if necessary.  
All together will create a poster to use as a visual tool.

##### Step 2. Understanding Copyright. 15 min.

Students are asked to come up with examples of ways the copyrighted works are used on the Internet.  
Listening to the "What's Copyright?" song.  
Encouraging opinion sharing on how perception of copyright has or has not changed.  
Considering more everyday examples, such as newspaper columns, blog posts, personal pictures on photo sharing sites.

##### Step 3. Activity "Copyright Quiz Game". 15-20 min.

Students are invited to do or play a "Copyright Quiz activity" to consolidate the obtained knowledge.  
The "Copyright quiz" activity can be done in a form of a True/False exercise (available in the teacher's manuals section - Teacher's manual: Lesson4\_Handout4\_ "True/False Worksheet") or as a game - Teacher's manual: Lesson4\_Handout4\_ "A-Copyright-Game".

#### Materials

Computer (tablets) with Internet connection and screen projector  
A board, a flipchar and a board pen  
Writing paper

#### Resources

Lesson4\_Handout1\_ "Possible-answers/definitions"  
Lesson4\_Handout2\_ "Examples-of-copyrighted-items"  
Lesson4\_Handout3\_ "A-Copyright-Song"  
Lesson4\_Handout4\_ "True/False Worksheet"  
Lesson4\_Handout4\_ "A-Copyright-Game"  
Presentation: PPT\_Module2\_Lesson4  
Video1\_Lesson1  
Video2\_Lesson4

## Session 1, Step 1

### Definition of Copyright, Fair Use and Public Domain. 15-20 min.

Ask students what they think when they hear the terms:

- Copyright
- Fair Use
- Free Speech
- Public Domain
- File-sharing
- Piracy
- Plagiarism

The teacher's aim is to encourage students' discussion and brainstorming.

#### Example of possible answers / definitions:

- **Copyright** – it is a type of intellectual property that gives its owner the exclusive right to make copies of a creative work, usually for a limited time. The creative work may be in a literary, artistic, educational, or musical form. Copyright is intended to protect the original expression of an idea in the form of a creative work, but not the idea itself (Wikipedia)
  - a textbook written by a professor
  - a book report written by a student
- **Fair Use** - the doctrine that brief excerpts of copyright material may, under certain circumstances, be quoted verbatim for purposes such as criticism, news reporting, teaching, and research, without the need for permission from or payment to the copyright holder.
  - using a magazine advertisement in a collage that criticizes advertising (parody and criticism)
  - recording a TV show so you can watch it later
- **Public Domain** - consists of all the creative work to which no exclusive intellectual property rights apply. Those rights may have expired, been forfeited, expressly waived, or may be inapplicable.
  - space photos taken by NASA
  - Shakespeare's plays
  - facts
- **Piracy** - the unauthorized use or reproduction of another's work.
  - Unauthorised replication of music cassettes that flood the market as soon as the launch of a new release.
  - Video piracy takes place when a film is produced in the form of a videocassette without proper authorization from the right holder
- **Plagiarism** - the practice of taking someone else's work or ideas and passing them off as one's own. Compare:
  - Student writer : *Long ago, when there was no written history, these islands were the home of millions of happy birds; the resort of a hundred times more millions of fishes, sea lions, and other creatures. Here lived innumerable creatures.*
  - Real source: *In ages which have no record these islands were the home of millions of happy birds, the resort of a hundred times more millions of fishes, of sea lions, and other creatures whose names are not so common.*

2. Write students' answers on the board / flipchart. Supplement, if necessary
3. Invite students to create a poster of their suggestions to use as a visual tool.

## Session 1, Step 2

### Understanding Copyright. 15 min.

1. Ask the class to come up with examples of ways the copyrighted works are used on the Internet.
2. Upon hearing the students' answers, add or give more detailed examples of copyrighted items.

#### Possible answers to help the teacher:

- Literary Works.
- Musical Works.
- Dramatic Works.
- Pantomimes and Choreographic Works.
- Pictorial, Graphic, and Sculptural Works.
- Motion Pictures and Other Audiovisual Works.
- Sound Recordings.
- Compilations.

3. Invite students to listen to the "What's Copyright?" song. Link to the song: [https://www.youtube.com/watch?v=0QiO\\_H0-ok8](https://www.youtube.com/watch?v=0QiO_H0-ok8)
4. Ask students how their perception of copyright has changed.
5. Encourage them to consider even more everyday examples, such as newspaper columns, blog posts, personal pictures on photo sharing sites.

## Session 1, Step 3

### Activity "Copyright Quiz-Game". 20 min.

Invite students to do or play a "Copyright Quiz activity".

**Tips for the teacher:** The "Copyright quiz" activity can be done in a form of a True/False exercise-worksheet as a game.

**NOTE:** If you do distance learning, you can use similar online Quiz: <https://www.csus.edu/indiv/p/peachj/edte230/copyright/quiz.htm>

<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>• To assist students in learning a target skill as they play;</li> <li>• To grab students' attention and actively engage them</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• An open space (a corridor, large room or outdoors);</li> <li>• Two chairs;</li> <li>• Sign "True", Sign "False"</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Place two chairs facing the students at the front of the class( or any suitable space) and ask the students to divide into two teams.</li> <li>• Place a "true" sign on one chair and a "false" sign on the other chair. You will act as the game's host, asking questions from the "Copyright Quiz".</li> <li>• Ask the two teams to form a line.</li> <li>• Have the students at the front of each team's line answer a question by racing to sit in the correct chair. The student that first reaches the correct chair remains "in" and returns to the back of their team's line; the other student sits down and is counted "out."</li> <li>• The game will naturally end as students are eliminated from the game or when you run out of questions from the Copyright Quiz.</li> </ul>
<b>References</b>	<p><a href="http://www.bbc.co.uk/http://www.bbc.co.uk/schools/0/">http://www.bbc.co.uk/http://www.bbc.co.uk/schools/0/</a>  <a href="https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=380f6fd5-1611-487f-a0e1-71b115744839&amp;SearchScope=Teacher">https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=380f6fd5-1611-487f-a0e1-71b115744839&amp;SearchScope=Teacher</a></p>

## Session 1, Step 4

### Reflections / Feedback. 5 min.

The teacher and the students exchange feedback, feelings, opinions, share given impressions and give critics if there are any.

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## *End of Lesson 4*

## Lesson 5

### Project: A Newspaper Duration: 50-90 min.

This lesson is designed to give instructions on creating a classroom newspaper. It will allow students to practise, prepare and finally create their own newspaper with original articles, editorials and cartoons about the current legislative and cultural debate around the problems caused by Copyright, Piracy, etc.

The newspaper layout can be less formal if the students want to produce a photocopied version to pass out to the class.

#### Session 1, 50 min.

##### Step 1. Before you start.

Before a newspaper lesson, students should have newspapers to read. They should be allowed time to browse through their newspapers, to read what they like. Have students become familiar with the newspaper by going on a newspaper scavenger hunt. Students are divided into groups to discuss the purposes of newspapers. The ideas are listed on the board. Students will search through newspapers (newspaper and scissors will be necessary) to find everything listed below. Students are encouraged to spend 10-15 minutes with their newspapers. Divide them into groups; give each group a scavenger list and tell each to find and cut out the scavenger hunt items in their newspaper. The first group to find and locate all the items correctly can win a prize.

##### Step 2. Planning the classroom newspaper.

The teacher and the students will decide what their newspaper will be like.

##### Step 3. Production planner.

The teacher guides students to put a final version of the newspaper together for publication. Students are suggested to use a checklist necessary for qualitative production of the newspaper.

#### Materials

Computer (tablets) with Internet connection and screen projector  
A list of items to be located in the newspaper, e.g., a headline, a sale price, a comic strip with children as characters, a sports score  
Something to eat  
Writing paper  
The Prize (optional)

#### Resources

Lesson5\_Handout1\_Tips-for-the-teacher\_“Purposes of the newspaper”  
Lesson5\_Handout2\_“Newspaper-scavenger-hunt”  
Lesson5\_Handout3\_“Planning-a-newspaper”  
Lesson5\_Handout4\_“Checklist-for-Production”  
Presentation: PPT\_Module3\_Lesson5  
Video1\_Lesson1  
Video2\_Lesson5

## Session 1, Step 1 Before You Start. 10-15 min.

**NOTE:** Before a newspaper lesson, students should have newspapers to read. They should be allowed time to browse through their newspapers, to read what they like.

1. Divide students into groups to discuss the purposes of newspapers.
2. List the ideas on the board, supplement, if necessary.

### Examples of possible / expected answers:

- The main purposes of newspapers are to inform, interpret and entertain.
  - Newspapers help readers become informed by providing them with facts, statistics and opinion columns.
  - Most newspapers feature stories that represent the opinion of the newspaper management and that of the editors.
  - Some of the other services provided by a newspaper include classified ads, display ads and feature stories.
  - Most newspapers have an entertainment function as well, as they feature comics, puzzles and humor stories designed to amuse the reader.
  - Newspapers can be issued daily or weekly and may keep the reader up to date with local, national and international stories.
3. Have students become familiar with the newspaper by going on a newspaper scavenger hunt.

<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>• To assist students familiarize themselves with structure of a newspaper;</li> <li>• To learn and practise problem solving in a tangible way;</li> <li>• To grab students' attention and actively engage them;</li> <li>• To learn and have fun;</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• A prize (prizes to award a team / teams) - optional.</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Divide students into groups;</li> <li>• Give each group a scavenger list and tell each to locate and circle the scavenger hunt items in their newspaper by asking to find:             <ol style="list-style-type: none"> <li>1. Something on sale for more than 200.000 Eur</li> <li>2. A red car for sale.</li> <li>3. A job posting for construction.</li> <li>4. A posting of lost and found.</li> <li>5. A weather posting with rain.</li> <li>6. A product advertised at a discount.</li> <li>7. A typo or spelling error. (5 bonus points)</li> <li>8. The photo of a sportsman.</li> <li>9. A funny story or an ad.</li> <li>10. A crime article.</li> <li>11 . An ad for a new vehicle priced under 25,000 Eur</li> <li>12. An article about someone who achieved something significant.</li> <li>13. A recipe.</li> <li>14. Create a "new" headline by mixing 2 or more headlines. (NOTE: 5 or more bonus points for the funniest and most touching new headline.)</li> <li>15. A photo of food.</li> </ol> </li> <li>• The first group to locate all the items correctly can win a prize.</li> </ul>
<b>References</b>	<p><a href="https://watsonadventures.com/how-it-works/">https://watsonadventures.com/how-it-works/</a></p> <p><a href="https://www.enchantedlearning.com/scavengerhunt/newspaper">https://www.enchantedlearning.com/scavengerhunt/newspaper</a></p>

## Session 1, Step 2 Planning the Classroom Newspaper. 10-15 min.

1. Students stay divided into groups;
2. Using the worksheet "Planning a newspaper", the teacher and the students decide what their newspaper will be like.

**NOTE:** Example of the worksheet to help the teacher:

### Planning a newspaper

**To the newspaper writer:** You will design your class newspaper.

**Your task:** Decide what your newspaper will be like. Fill in the blanks below.

- Our newspaper will have \_\_\_\_ pages.
- These people will write stories: \_\_\_\_\_
- These people will draw pictures: \_\_\_\_\_
- Our newspaper will be ready by: \_\_\_\_\_
- The name of our newspaper will be: \_\_\_\_\_

3. Student groups share their decisions and all together come to a final name, number of pages, responsible people, etc.

## Session 1, Step 3 Production Planner. 20 min.

1. The teacher evaluates and if necessary guides the students to put a final version of the newspaper together for publication.
2. The teacher suggests the students to use a checklist necessary for qualitative production and delivery of the newspaper. The checklist could be:

### 1. Prepare your copy for the newspaper

Put your stories in column form. You can handwrite your stories and reduce them on a photocopying machine. You can type your stories in columns. You can use a word-processor and print out your stories on a printer.

### 2. Prepare your artwork for the newspaper

Trace over any pencil drawings for stories or ads with a black felt tip pen. Most photocopiers cannot copy pencil well.

### 3. Lay out and paste up your front page

Put your newspaper's flag at the top of your front page. Then paste your pictures and stories on the page. Be sure to include an index on the front page.

### 4. Lay out and paste up the inside pages of your newspaper

Put the ads on your other pages first. The ads always start at the bottom of the page. Your news stories, feature stories and opinion pieces go at the top of the pages. Be sure to number each of the inside pages of your newspaper.

### 5. Print your newspaper

Copy your pasted-up pages on a photocopier. After you have copied all the pages, put the pages together in the correct order. Use a stapler to fasten all the pages together.

### 6. Distribute your newspaper

Deliver your newspaper to your readers. Be sure to include other teachers, your school superintendent, your principal, office workers and maintenance workers. Take a copy of your newspaper home to show your family.

## Session 1, Step 4

### Reflections / Feedback. 5 min.

The teacher and the students exchange feedback, feelings, opinions, share given impressions and give critics if there is any.

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## *End of Lesson 5*

## Assessment of Module 3

### Assessment Criteria

Students are able to:

- Consider the viability and trustworthiness of a source.
- Question the origin of a source and analyse whether to believe it whole, in part or not at all.
- Consider the authenticity of articles and consider their own unconscious bias.
- Have more of an understanding of websites, providers and platforms.
- Increasingly question websites and social media feeds to see if they are genuine and true.
- Have a greater understanding of the dangers of sharing and forwarding items.
- Think more comprehensively about statements involving numbers or data to find the true meaning behind a story.

### Assessment Procedures (see Section 5 - Overall Assessment)

The implementation of Module 3 will be assessed both by the teachers and the students, just as described in "Section 5 - Overall Assessment" and in the specific evaluation protocol prepared by Collegium Balticum.

### Teacher assessment

It will be based on general observation and a questionnaire focused on:

- The course and outcome of the students' activities
- Their involvement and participation in the activities
- Their engagement in decision-making and critical thinking processes
- The achievement of the module objectives

### Student assessment.

It will be based on:

- A personal e-portfolio created in Padlet. The student will include documentation (written and graphic) on the general course of the classes, their own work, what they have learned, what has had more impact on them, etc. (see Section 5 - Overall Assessment)
- The student's satisfaction with the course of classes and type of activity - satisfaction questionnaire

# MODULE 4

THINK BEFORE YOU SPEAK!

## Think before You Speak!

This module addresses the controversial aspects of Freedom of Speech as a fundamental right and, particularly, the internal and external factors of hate speech within the context of social media. Critical Thinking strategies will be emphasised in the lessons through various thinking dynamics in order to develop a multicomponent programme which involves students in effectively using their freedom of speech wisely and preventing hate speech, bullying, cyber-bullying and other social media negative effects. This module is therefore intended to prepare students for critical dialogue around the balance between freedom of expression and freedom from offence, promoting a constructive exchange of ideas both face-to-face and in the online environment.

## General Goals

The main goals of Module 4 are to develop the students' ability to critically interpret, understand and respect other people's views, both face to face and on social media, avoiding discrimination and social polarization, considering that our differences are an opportunity, not an obstacle.

The goals are also to develop the students' ability to create and express opinions in a critical but respectful way, both face to face and on social media, preventing hate speech, (cyber)bullying and promoting social inclusion.

 **300 min. (5 hours)**

## Materials needed



**Download resources**

**LESSON 1**  
FREE SPEECH OR HATE SPEECH?  
100 min. (2 sessions)

A monitor/projector connected to a PC/laptop/tablet  
Access to the Internet  
A pen drive  
A4 blank sheets of paper  
Markers and pens  
A board and a board pen or piece of chalk  
Handouts

**LESSON 2**  
ON THE INTERNET, NOBODY KNOWS YOU ARE A DOG  
100 min. (2 sessions)

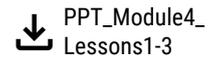
**LESSON 3**  
STOP BULLYING / CYBER-BULLYING!  
100 min. (2 sessions)



## At the end of the module the participants will be able to:

- Identify the way we express our thoughts and emotions and how this might influence or be influenced by others.
- Know how to critically analyse contrasting views in order to form one's own opinion.
- Communicate clearly, effectively and with self-confidence.
- Recognize and respect other peoples' views.
- Identify social media manipulation and addiction.
- Use social media critically, wisely and safely.
- Identify and prevent hate speech.
- Evaluate the consequences of our actions and speech.
- Use our right for free speech to contribute to a better society.
- Engage in the promotion of social inclusion.
- Understand others' needs and feelings to prevent (cyber) bullying situations.
- Develop emotional intelligence and empathy.

## Lesson 1



### Free Speech or Hate Speech? Duration: 100 min.

The general aim of Lesson 1 is to develop students' critical thinking and communicative skills through reflecting on the existing dilemma between freedom of expression, as a fundamental right, and what is known today as "hate speech", that is, disrespectful language or images used to discredit other people, especially those who think differently or belong to a certain minority.

#### Session 1, 50 min.

##### Step 1. WARM-UP Activity. Introduction to Module 4. 10 min.

1. What is Critical Thinking?
2. Why Critical Thinking is so important to manage our daily life?
3. The importance of questioning: "Millions of people saw the apple fall, but Newton asked WHY."
4. The need for critical reflection to exercise freedom of speech as a constructive communication action.
5. Introducing the objectives of the lesson plan and how they link to the module topics and general goals.

##### Step 2. MAIN Activity. "Defending vs Offending". Introduction to Freedom of Speech and Hate Speech. 15 min.

1. "Free speech" and "hate speech" are analysed by showing students an introductory Presentation on the topic. The students need to take notes and concisely write their answers to the questions appearing in the following sub-steps: the origins and features of freedom of speech, characteristics, real life examples and consequences of hate speech, as well as controversial examples where there is a real tension between freedom of speech and hate speech.
2. Brief debate (brainstorming) connected to a few questions raised by the previous presentation.

##### Step 3. REFLECTION Activity. "What is Freedom of Speech for you?" - Students' Reflection. 25 min.

1. Students will read real example of laws, clauses or provisions defining and protecting freedom of speech.
2. Students will interpret the meaning of the provisions above by analysing 10 hypothetical situations and say if the government should limit or punish the speech.
3. To sum up what students have learned in the session, they will have to answer a few final questions in writing.

#### Session 2, 50 min.

##### Step 1. RECAPING Activity. "Should Hate Speech be Limited?" 5 min.

1. Presentation of different examples of hate speech online ("tweets", etc.) or at school ("real student experiences").
2. Video selected between:
  - a) the "No Hate Speech Youth Campaign" created within the context of the "No Hate Speech Movement" of the Council of Europe.
  - b) the NINJA project (hate speech online)

##### Step 2. WARM-UP Activity. Class Poll: "Is this true?" 10 min.

To have a look at the reality of the class a brief poll will be suggested using any online tool or just asking students to stand up if their answer is "YES, (THIS IS TRUE)".

##### Step 3. MAIN Activity. Thinking Dynamics 1. "Word-Phrase-Sentence" thinking routine. 20 min.

1. While watching the video, the students should select:
  - A Word that captured your attention or struck you as powerful.
  - A Phrase that moved, engaged, or provoked you.
  - A Sentence that was meaningful to you, that you felt captures the core idea of the video.
2. In groups of 4 to 6 people, students should share and record their choices, explaining why they selected them.
3. Discussion.

##### Step 4. REFLECTION Activity. Thinking Dynamics 2. Activity "Roots and Branches" to understand the causes and effects of Hate Speech. 15 min.

In small groups students receive a big sheet of paper (A3) and need to draw a "hate speech" tree with its roots ("causes") and branches ("effects"). As trunk of the tree, the teacher will write a text showing a sample of hate speech posted online. Then the groups will present their results and display the trees around the classroom or school so everyone can see it.

## Materials

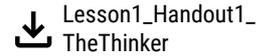
- A monitor/projector connected to a PC/laptop/tablet
- Internet access
- A4 blank sheets of paper (one for each student)
- A3 blank sheets of paper (one for each student; optional if the teacher decides to use Module4\_Lesson1\_Handout5\_ HateSpeechTree)
- A pen drive (It is advisable for the teacher to have all background materials, links, videos, or presentations, etc. in an external portable device in case Internet connection stops working.)
- Markers, pens, pencils, etc.
- A board and a board pen or piece of chalk

## Resources

- [Module4\\_Lesson1\\_Handout1\\_TheThinker](#) (optional; one copy for each student)
- [Module4\\_Lesson1\\_PPT1\\_Free&HateSpeech](#)
- [Module4\\_Lesson1\\_Handout2\\_Questions&Provisions](#) (one copy for each student)
- [Module4\\_Lesson1\\_Handout3\\_Situations](#) (one copy for each student)
- [Module4\\_Lesson1\\_Handout4\\_ClassPoll](#) (one copy for each student)
- Module4\_Lesson1\_Video1\_NoHateSpeech - <https://www.coe.int/en/web/no-hate-campaign/videos1>
- [Module4\\_Lesson1\\_Handout5\\_HateSpeechTree](#) (one copy for each student; optional if the teacher decides to use A3 blank sheets of paper)

## Session 1, Step 1

### WARM-UP Activity. Introduction to Module 4. 10 min.



1. Start the lesson by asking students a general question connected to the topic of the course as a whole: "What is thinking?". This question can also be written on the board (or screen) if there is one in the classroom. A few students' responses are listened to and accepted (4 or 5 responses should be enough). The students and teacher listen to these answers without any feedback or exchange of ideas at this initial stage. After listening, you may proceed as follows:

*Thinking is the foundation of everything we do. Every action and every decision we make is the result of thinking. We think when we decide what to eat for lunch, how to meet a project schedule, and what to say during a conversation. We think when we are riding a bike or even when we are sleeping. We are thinking all the time and, even though we may not be aware of that, our brains are always in gear. Do you realise that?...*

2. Introduce or revise the concept of "critical thinking", stressing that it is a different kind of thinking. You may proceed as follows:

*Throughout this course and its first three modules you have been presented with different aspects of a very specific mode of thinking: thinking used for debates in Module 1, thinking used to solve problems or games and make decisions in Module 2, thinking used to know what information is real and what is fake in Module 3. And all those ways of thinking are examples of what is called Critical Thinking. You should know by now that Critical thinking is thinking but in a different way. Look around you... Watch your classmate solving a calculus problem or arguing on the best date for a History exam. Watch a child absorbed in a fairy tale, or an architect designing a skyscraper. What are they doing that makes their faces appear so serious, so puzzled –so much like Rodin's famous statue, "The Thinker,"?... Do you know it?*

You can either show "The Thinker" image on the class screen (if possible), provide students with Module1\_Lesson1\_Handout1\_TheThinker, or perform that body posture him/herself; if you decide to provide students with Handout1, choose one student to read the information attached to the image and invite all students to focus on the highlighted words: "meditating", "free-thinking man", "lost in thought". Then you may proceed as follows:

*What is the statue doing? It is "meditating", "lost in thought," but "lost" seems like a strange word to describe this process of thinking, isn't it?... Then... "What is critical thinking?" Many people describe this process using terms such as "analytical", "questioning", "organized", "innovative", "Socratic", "logical", "examining details", "outside the box", "scientific", etc. But what exactly do they mean? Most would agree critical thinking is NOT our everyday, automatic, thinking (like the actions I mentioned before... sleeping, riding a bike, etc.), but a process requiring that you understand a situation, come to a conclusion about what to do, and take action on that conclusion. In short, Critical Thinking is "creating knowledge in thought", is "thinking smarter", is "thinking better".*

3. Briefly introduce the benefits of Critical Thinking. You may proceed as follows:

*But you may ask, why is Critical Thinking so important to manage our daily life? It all starts with the need for asking questions and finding appropriate answers to those questions. Think about what happened with Newton: Millions of people saw an apple fall, but Newton asked why. He used that "thinking" in a smarter way to try to understand the reality around him.*

*As you can see, this critical reflection often starts with a question ("Why is this situation this way?"; "Why couldn't it be different?"; "What's the other side of the coin?"; "What do other people think about this?"; "Is my viewpoint correct?"; etc. ). What's important, however, is not the conclusion, but the thinking process itself triggered by that question.*

*And what are the benefits of that critical thinking process for your life? [Allow some students to give their own suggestions at this point and proceed as follows:] When you use critical thinking strategies you can make better-quality decisions, come up with more innovative or creative solutions, and enjoy faster outcomes. You also get new perspectives and ideas, preventing a distorted picture of reality and giving you a framework to think in, thus organising your thoughts and incorporating others' thinking.*

*And if you take a careful look around you, at the present-day society in which you are immersed, this ability to think critically becomes a vital necessity for the citizens of the 21st century. Why? Because the world is becoming increasingly globalised, technical, and complex. As every citizen needs to make countless important decisions in their lives, it may seem obvious that, as a society, we should be concerned with the way these decisions are made.*

4. After this general introduction to critical thinking, now focus on the specific topic of Module 4 by briefly referring to the connection of critical thinking with language and speech. The teacher may proceed as follows:

*When you pay careful attention to how you think, for example, while you are trying to answer the questions your teacher asks you or when you are thinking about the best option for an environmental project, you can see that your thoughts are formed by words and sentences. Can you notice that? This means that one of the key elements in this thinking process is the use we make of language. We use language not only to convey our thoughts, but also to mould them.*

*And taken this into account, we can even suggest that language can be used in deliberate ways to shape thinking so that it conforms to a particular ideology or point of view, which is something particularly dangerous on the Internet and social media. But it also seems*

likely that understanding the ways in which this occurs should help us to prevent the automatic type of thinking that goes along with an uncritical or negative approach to communication. For this reason, we need critical thinking to exercise freedom of speech as a constructive communication action, especially in present-day society.

5. Mention the objectives of Module 4 - "Think Before You Speak" and the general aim of Lesson 1 - "Free Speech or Hate Speech"? Finally, ask students if they have understood what Module 4 will be about. You may proceed as follows:

*Module 4 "Think Before You Speak" focuses on this specific aspect of the Critical Thinking process: The need to think critically in order to use your speech in a smart and constructive way. This way, you will be able to prevent situations that may cause discrimination through language, like hate speech or cyberbullying, as we will be seeing throughout the module.*

*This module consists of 6 sessions, but before starting with Lesson 1, I would like to know if you have understood what this module will be about... have you? [Check for students' comprehension of the module objectives and contents and proceed as follows]: This module starts with Lesson 1, entitled "Free Speech or Hate Speech?". Its general aim is to develop your critical thinking and communicative skills through reflecting on the existing dilemma between "freedom of expression", as a fundamental right, and what is known today as "hate speech" ... Are you ready to start?*

## Session 1, Step 2

### MAIN Activity. "Defending vs. Offending".

### Introduction to Freedom of Expression and Hate Speech. 15 min.

↓ Lesson1\_Handout2\_ Questions+Provisions

By using presentation Module4\_Lesson1\_PPT1\_Free&HateSpeech, introduce the concepts of FREEDOM OF SPEECH and HATE SPEECH [A monitor/projector connected to a PC/laptop/tablet is required]. In the presentation's speaker notes you can find additional comments and suggestions for the teacher. Invite students to pay attention to the content of the slides and take notes that could provide a short answer to the following questions:

- How could you define "free speech"?
- What is "respect"? How would you define it?
- Is hate speech a form of free speech? Yes/No? Why?
- Can you think of any other real examples of "hate speech"?

These questions appear on Module4\_Lesson1\_Handout2\_Questions&Provisions, which the teacher needs to hand out to the students before starting with the presentation [It is worth noting that Handout2 also contains information needed for the activity in "Step 3", so the students should only focus on the questions required for this activity]. There are no correct or wrong answers at this stage. You may proceed as follows:

*Now you will see a presentation to understand better what we refer to when we talk about Free Speech and Hate Speech. You can interrupt whenever you want to if you don't understand anything or if you have any questions concerning the slides. While watching the presentation you will need to write your own answers to the questions you have on Handout 2 [The teacher provides Handout 2 to each student and reads the questions aloud]. There are no correct or wrong answers, but it's advisable that you are very concise or schematic as if you were doing a brainstorming activity. Once the presentation is over you will share your answers with the class and engage in a short discussion.*

Once the presentation is over and the students are done completing their answers to the questions, they will share their answers with the class. Three or four responses to each of the questions will be listened to. You will act as a guide trying to find shared views concerning the questions. For example:

- **How could you define free speech?:** 'Freedom of speech is the right to seek, receive and impart information and ideas of all kinds, by any means.', but it is NOT 'the right to say whatever you like about whatever you like, whenever you like'. [You can write this definition, or any similar definition written by the students, on the board].
- **What is respect? How would you define it?:** "a feeling that something is right or important and you should not attempt to change it or harm it"; "the feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offence." [You can write this definition, or any similar definition written by the students, on the board]
- **Is "hate speech" a form of free speech? Yes/No? Why?** [Briefly discuss students' answers but say that they will understand the issue better after the activity on "Step 3"].
- **Can you think of any other real examples of "hate speech"?** [Listen to a few examples and briefly discuss students' suggestions].

## Session 1, Step 3 REFLECTION Activity - “What is Freedom of Speech for You?” Students’ Reflection. 20 min.

↓ Lesson1\_Handout2\_ Questions+Provisions

↓ Lesson1\_Handout3\_ Situations

<b>Aims and objectives</b>	<p>The aim of this activity is to encourage students to examine their own assumptions about what freedom of speech really means, as well as to increase their understanding of the current accepted interpretation of speech rights under different laws and provisions. This activity should make students raise awareness about the existence of different ways to interpret freedom of speech. But above all, it's worth having the class discuss why they think freedom of speech is an important right and why it is particularly important in a democracy.</p> <p>Additional objectives of this activity are:</p> <ul style="list-style-type: none"> <li>• to raise awareness of the need to protect free speech.</li> <li>• to identify situations where free speech is not defended.</li> <li>• to foster empathy and respect towards differences.</li> <li>• to promote critical thinking skills to understand reality</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Module4_Lesson1_Handout2_Questions&amp;Provisions (one for each student)</li> <li>• Module4_Lesson1_Handout3_Situations (one for each student)</li> <li>• Screen / Projector / Computer (in case you would like to show Handouts 2 and 3 on a screen throughout the activity)</li> <li>• Pen / pencil</li> </ul>
<b>Description</b>	<ul style="list-style-type: none"> <li>• (6 min.) Tell students to focus on the resource Module4_Lesson1_Handout2_Questions&amp;Provisions again, specifically on the section “Freedom of Speech is a Human Right!”. The students will read a few articles, clauses or provisions referring to the right for freedom of speech, taken from different constitutions, bills of rights, legal documents, etc. Choose one or two students to read out each of the provisions, pausing after each one and checking if they understand the basic meaning of them. [You can suggest students to underline those key words that are essential for understanding. For instance: “freedom of expression”, “freedom of opinion”, “by any means of reproduction”; “right to peacefully assemble”, etc.] Make it clear that all those articles are defending and protecting the same right, making students aware that violating the right for freedom of expression is against an essential human right in a democracy. You may proceed as follows: <ul style="list-style-type: none"> <li><i>All these articles are protecting YOUR right to hold your own opinions and to express them freely without government interference. This includes the right to express your views aloud (for example through public protest and demonstrations) or through: published articles, books or leaflets; television or radio broadcasting; works of art; the Internet and social media, etc. The law also protects your freedom to receive information from other people by, for example, being part of an audience or reading a magazine.</i></li> <li><i>For example, this right is particularly important for journalists and other people working in the media. They must be free to criticise the government and our public institutions without fear of prosecution – this is a vital feature of a democratic society. But... Are there any restrictions to this right? Although you have freedom of expression as a right, you also have a duty to behave responsibly and to respect other people’s rights. Do you agree?</i></li> </ul> </li> <li>• (14 min.) Tell students that they now need to read 10 hypothetical situations concerning freedom of speech. Hand out copies of Module4_Lesson1_Handout3_Situations (or have students turn the sheet over if you have printed Handout 2 and 3 on the same sheet of paper). In each situation, students use a five-point scale to determine the degree to which the government should be able or unable to limit or punish that speech in question. When students are finished considering the 10 scenarios, they should tally their scores at the bottom of the handout and then stand in a line – from least restrictive interpretation (lowest total score) to most restrictive interpretation (highest total score) of the provisions protecting speech – so they can see how their interpretation compares with that of their peers. You can then ask students to explain their reasoning.</li> </ul>

	<ul style="list-style-type: none"> <li>(5 min.) To sum up what students have learned in the session, they will have to answer a couple final or debriefing questions. They will share their views orally for 5 minutes, but you should inform students that they need to answer both questions more elaborately in writing as homework. At the beginning of "Session 2", some students will read their written answers aloud. It will serve both as a recapping activity of Session 1 and as an introduction activity to Session 2 on "Hate Speech". These two debriefing questions are: 1) Why is Freedom of Speech an Important Right?, 2) When, if ever, can it be limited?</li> </ul>
<b>Reflection and evaluation</b>	The reflection and evaluation of this exercise will take place during the activity through observation. Besides, students need to share their thoughts and feelings with others under teacher's supervision. The evaluation should focus on whether or not freedom of speech has been understood as a fundamental right. Furthermore, discussion should highlight both the importance of freedom of speech for a democracy and the reflection of those situations where freedom of speech could be limited.
<b>Tips for teachers</b>	The idea is that students start to raise awareness on the need to use their freedom of speech in a respectful way. The lesson should not intend as a priority that students claim free speech needs to be limited if the words are being somewhat offensive or intolerant (which would require a deeper philosophical analysis on intolerance, censorship, etc.) The idea is that students acquire the thoughtful habit of not reaching the point of using hate speech and other intolerant attitudes in their daily communications.] You should act and guide accordingly.
<b>References</b>	<a href="https://www.nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-a-lesson-on-understanding-the-protections-and-limits-of-the-first-amendment.html">https://www.nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-a-lesson-on-understanding-the-protections-and-limits-of-the-first-amendment.html</a>

## Break before Session 2

## Session 2, Step 1

### RECAPPING Activity. Should "Hate Speech" Be Limited? 10 min.

- Start the session by inviting some students to read aloud their written answers to the debriefing questions used to sum up Session 1. After listening to a few responses to the first question ("Why is Freedom of Speech and Important Right?"), highlight what they have in common. You may proceed as follows:

*Your voice matters. You have the right to say what you think, share information, and demand a better world. You also have the right to agree or disagree with those in power, and to express these opinions peacefully. Freedom of expression is necessary to hold governments to account and it also underpins other human rights such as the right to freedom of thought, conscience and religion - and allows them to flourish. Exercising these rights - without fear or unlawful interference - is central to living in an open and fair society; one in which people can access justice and enjoy their human rights.*

- Invite some students to read aloud their written answers to the second debriefing question ("When, if ever, can freedom of speech be limited?"). After listening to a few responses, stress what they have in common. You may proceed as follows:

*Most of our rights have to be balanced against each other, which means one person cannot claim free speech protection to incite hatred against others or put them in danger. That's why hate speech IS NOT protected as free speech. A balance must be kept between fighting hate speech on the one hand, and safeguarding freedom of speech on the other. However, any restrictions on hate speech should not be misused to silence minorities and to suppress criticism of official policies, political opposition or religious beliefs.*

Remind students of the real examples of "hate speech" discussed in the presentation shown in Session 1, a reminder which serves as an introduction to all issues related to the concept of HATE SPEECH.

## Session 2, Step 2

### WARM-UP Activity. Class Poll "Is This True?"

Lesson1\_Handout4\_ClassPoll

In order to provide a follow-up of the discussion established in the previous "recapping" activity, students will have a look at the reality of the class by taking part in a brief survey related to their own experiences with hate speech situations. You can implement this activity simply by giving students Module4\_Lesson1\_Handout4\_ClassPoll and asking them to stand up if their answer is "YES, (THIS IS TRUE)".

The teacher or the students themselves will read each of the questions aloud. To make this poll meaningful, students need to briefly express their ideas or elaborate on them with real examples of hate speech online ("tweets", "comments on Instagram", etc.) or at school.

You may ask a few students to orally elaborate on their affirmative replies. Depending on the question, you may proceed as follows:

- **"Have you ever witnessed or experienced a situation in which a person was saying hateful things to you or one of your friends at school?"** [Because the most powerful way for people to understand the impact of hate speech is to have people affected by it share their personal experiences, invite a couple of students who stood up or said "Yes (This is True)" to share their experience. However, you must take into account that peer pressure situations may take place within the class group, moving on to the next question if students feel a bit uncomfortable or it seems that they don't want to share their experiences].
- **"Have you personally been the target of hate speech at school or online?"** [If yes... what aspect of your identity do you feel was being targeted? My race, my ethnicity, my religion, my sexual orientation, being male/female, my socio-economic class, being transgender or gender nonconforming, my physical ability, my learning ability, my physical appearance, etc. This is a good way for students to start reflecting on the causes underlying the use of hate speech, which will serve to create meaningful knowledge required to take part in Thinking Dynamics 2 - "Roots & Branches" at the end of Lesson 1.]
- **"Do you think you may have used hate speech yourself in the past without realizing it?"** [A couple of examples will be listened to.]
- **"Have you ever seen, read or heard a hateful comment or manipulated image on social media (Twitter, Instagram, Tik Tok, etc.)?"** [A couple of examples will be listened to.]
- **"Have you ever conducted hate speech on social media even as a joke?"** [Continue with the next question]
- **"Do you usually reflect about the possible consequences before posting or writing something hateful on the Internet?"** [If yes... what are those possible consequences? The teacher will listen to some students' ideas. This is a good way for students to start reflecting on the

“potential” consequences triggered by the use of hate speech, which will serve to create meaningful knowledge required to take part in Thinking Dynamics 2 - “Roots & Branches” at the end of Lesson 1. You may proceed as follows: It can not only hurt feelings but can incite violence and threaten people’s psychological and physical safety. Research has shown that those groups more exposed to hate speech are more likely to commit suicide, and that it causes what scientists call a ‘dehumanization effect’ which makes it easier for us to justify suffering and harm caused to another human being.

- **“Is Hate speech on Social Media getting worse?”** [If yes... why is that so? Listen to a couple of students’ ideas.]
- **“Do you agree with companies deleting comments, posts, tweets, even closing accounts on Social Media (Twitter, Facebook)?”** [Why?]
- **“Do you recall seeing someone confronting hate speech on the Internet?”** [If yes... What did they do? Listen to a couple of students’ responses]
- **“Can you do something to avoid hate speech?”** [Listen to and accept the students’ answers and, without adding anything else, continue with the following activity]

## Session 2, Step 3

### MAIN Activity. Thinking Dynamics 1. “Word – Phrase – Sentence”. 20 min.

<p><b>Aims and objectives</b></p>	<p>Purpose of the activity: The purpose of this activity as a whole is to raise awareness on the need to prevent hate speech, thus building a healthier democracy and an increasingly harmonic society.</p> <p>Aim of the thinking dynamics: This activity encourages students to use thinking strategies to analyse what “hate speech” really means and its consequences. This routine provides structure for a conversation and can be used as both a discourse and as a thinking routine. It helps learners engage with and make meaning from text (video text in this case) with a particular focus on capturing the essence of the text or “what speaks to you.” However, the power of this routine lies in the discussion of why a particular word, a single phrase, and a sentence stood out for each learner in the group as a catalyst for discussions.</p> <p>Additional objectives of this activity are:</p> <ul style="list-style-type: none"> <li>• to use critical thinking strategies to understand the concept of hate speech</li> <li>• to identify hate speech actions.</li> <li>• to know some campaigns against hate speech in Europe.</li> <li>• to foster empathy and respect towards differences.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Module4_Lesson1_Video1_NoHateSpeech - <a href="https://www.coe.int/en/web/no-hate-campaign/videos1">https://www.coe.int/en/web/no-hate-campaign/videos1</a></li> <li>• Screen / Projector / Computer / Laptop</li> <li>• Pen / pencil</li> <li>• A4 sheets of papers or smaller pieces of paper (one for each student)</li> </ul>
<p><b>Description</b></p>	<ul style="list-style-type: none"> <li>• (2 min.) Tell students that one of the things they can do to prevent “hate speech” is to “know and understand” what other people and associations are doing, and mention the existence of various European projects or campaigns helping to solve the problem of hate speech and their consequences. Say that they are going to watch the official “No Hate Speech Youth Campaign” video created within the context of the “No Hate Speech Movement” of the Council of Europe. [It is available in <a href="https://www.coe.int/en/web/no-hate-campaign/videos1">https://www.coe.int/en/web/no-hate-campaign/videos1</a> - It explains in 6.40 minutes the key aspects of the campaign by providing examples of hate speech online and personal testimonies of young people.</li> <li>• The video concludes with a short explanation of the main features of the campaign platform. The teacher can decide to omit this final part, which may not be required for the core task of the activity]</li> <li>• Explain students that, while watching the video, they need to engage in a Thinking Dynamics called “Word – Phrase – Sentence”. Explain that they should select:             <ul style="list-style-type: none"> <li>• A Word that captured your attention or struck you as powerful.</li> <li>• A Phrase that moved, engaged, or provoked you.</li> <li>• A Sentence that was meaningful to you, that you felt captures the core idea of the video.</li> </ul> </li> <li>• To do that, the students will need to take notes on a separate piece of paper [you may hand out now A4 sheets of paper or ask students to take out smaller pieces of paper; they can also use the back side of Handout 1 used in Session 1]. Tell them they need to write three different headlines: word, phrase, sentence, and stress that they only need to write ONE example of each type.</li> </ul>

	<ul style="list-style-type: none"> <li>• (6 min.) Play the video.</li> <li>• (12 min.) Once they are finished watching the video on Hate Speech, the students will join in groups of 3-4 people. Students should share and record their choices, explaining why they selected them. Sharing and discussion should occur in rounds, so the discussion is facilitated. First participant shares a word and explains why they chose it, inviting others to comment and discuss. The words are recorded and then the next person shares, records, and discusses until everyone has their turn. The group then moves to phrases and finally to sentences. Tell students that they need to explain why they made the selections they did.</li> </ul> <p>Once they have listened to their group's collective choices of words, phrases, and sentences, the students as a whole class will engage in a brief plenary discussion, guided by the teacher, to analyse the key aspects of the video basing on three summary or debriefing questions:</p> <ul style="list-style-type: none"> <li>• What themes emerge?</li> <li>• What implications or predictions can be drawn?</li> <li>• Were there aspects of the video not captured in your choices?</li> </ul> <p>For discussion, each group looks at its documented responses. They identify common themes that emerge from these responses and then the implications and/or predictions they suggested. Finally, the group identifies any aspects of the video that were not represented in their choice of sentences, phrases, and words.</p>
<b>Reflection and evaluation</b>	<p>The reflection and evaluation of this exercise will take place during the activity through observation. The evaluation should focus on whether or not a proper understanding of the video content has been achieved, whether or not the components and consequences of "hate speech" have been understood. The teacher should also invite students to reflect on how using the routine contributed to his/her understanding of it.</p>
<b>Tips for teachers</b>	<ul style="list-style-type: none"> <li>• Ensure what is selected is meaningful to the reader.</li> <li>• Some teachers like to change the order to sentence-phrase-word and this is okay.</li> <li>• Allow time to look at the sentences, phrases, and words chosen, and the themes and implications drawn.</li> <li>• It is not essential to complete all three steps to achieve the purpose, sentence and word is okay</li> </ul>
<b>References</b>	<p><a href="https://www.coe.int/en/web/no-hate-campaign/videos1">https://www.coe.int/en/web/no-hate-campaign/videos1</a>  <a href="https://pz.harvard.edu/thinking-routines">https://pz.harvard.edu/thinking-routines</a></p>

## Session 2, Step 4

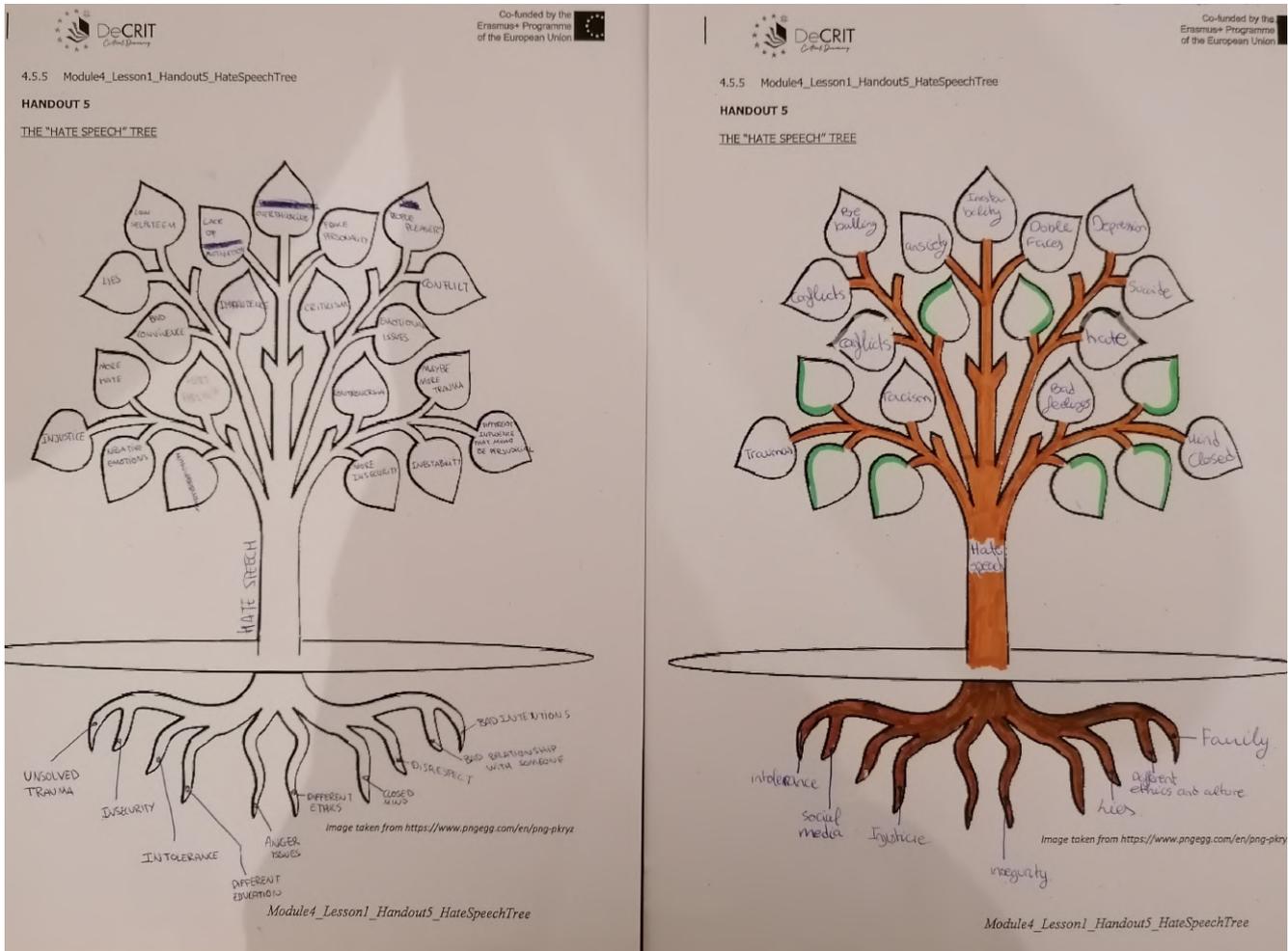
### REFLECTION Activity. Thinking Dynamics 2.

#### "Roots & Branches". 20 min.

<p><b>Aims and objectives</b></p>	<p>Purpose of the activity: The purpose of this activity is to deepen the students' understanding of the causes and effects of "hate speech" by using a 'problem tree' approach.</p> <p>Aim of the thinking dynamics: This activity encourages students to use thinking strategies to analyse the causes and consequences of "hate speech". What kind of thinking does this routine encourage? This routine helps learners engage with the act of individually reflecting on "why?" things happen. This problem tree analysis (also called Situational analysis or just Problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure. Some advantages of using this thinking routine are:</p> <ul style="list-style-type: none"> <li>• The problem can be broken down into manageable and definable chunks.</li> <li>• There is more understanding of the problem and its often interconnected and even contradictory causes.</li> <li>• It can help establish who and what the actors and processes are at each stage.</li> <li>• The process of analysis often helps build a shared sense of understanding, purpose and action.</li> </ul> <p>Additional objectives of this activity are:</p> <ul style="list-style-type: none"> <li>• to use critical thinking strategies to consider the connections between hate speech online and offline behaviour.</li> <li>• to explore ways of addressing hate speech online by examining the roots of the problem.</li> <li>• to foster empathy and respect towards differences.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Screen / Projector / Computer / Laptop (optional, for the teacher to show any examples of problem trees)</li> <li>• A separate A3 blank sheet of paper or Module4_Lesson1_Handout5_HateSpeechTree</li> </ul>
<p><b>Description</b></p>	<ul style="list-style-type: none"> <li>• (5 min.) In small groups (3-4 people) each student receives a big sheet of paper (A3). Tell them that, now that they have seen a few examples of hate speech and have greater understanding of what hate speech is and its consequences, they need to draw a "hate speech tree", with its roots ("causes") and branches ("effects"). You may proceed as follows: <i>When we want to understand and act against hate speech, both online or face to face (in fact, when we want to understand any situation or event of our reality), we need to see it as a problem with numerous connections to other issues in the real world. Particularly, when we are trying to combat hate speech, it can be useful to look at the underlying causes and its possible effects. Addressing these causes is often more effective than trying to address instances of hate speech itself.</i></li> <li>• [As alternative, the teacher can give students copies of Module4_Lesson1_Handout5_HateSpeechTree. By using this handout, the students will just focus on completing the "boxes" or "blank spaces" and not drawing the tree themselves, which could be a waste of time for some students and could extend the session a little longer].</li> <li>• Tell students that they will be working in groups to identify some of the things which lead to hate speech (the 'roots' of the tree), and some of the consequences of hate speech (the 'branches'). The teacher should explain how the tree works: Every box which leads up the tree to another box is answering the question 'why?' This is true for the branches as well as the roots. The teacher could take an example of hate speech to illustrate this in more detail (see "Tips for Teachers" below).</li> <li>• As trunk of the tree, write a text on the board showing a sample of hate speech. Tell them to copy down that example phrase, or an example of their own, in the 'trunk' of the tree and then to complete as many branches and roots as they are able to. They could imagine the text has been posted on the Internet. For example:             <ul style="list-style-type: none"> <li>• "[Group X] are dirty criminals. They steal and don't belong here. Make them leave!" [you should replace 'Group X' by a group commonly targeted by society].</li> <li>• "Refugees are terrorists and come to Europe to unleash bloody attacks against us. Chase them out of Europe!"</li> <li>• "Every feminist is a piece of garbage"</li> <li>• "...ugly and fat with shit hair... sad to be you"</li> </ul> </li> </ul> <p>[The teacher in each country may use those hateful example(s) that best suits the specific context of their school, students or even national context]</p>

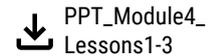
	<ul style="list-style-type: none"> <li>• (15 min.) The teacher gives groups about 10 minutes to complete their trees. If participants appear to have problems finding causes or effects of the specific hate speech example, you could mention the following list as prompts when they draw their trees: The media, Politicians / public figures, Hate speech online, Little interaction between Group X and the rest of society, Peer pressure, Discrimination in the work place, Economic factors, Schools / education, etc.</li> <li>• Ask groups to present their results, inviting students to display the trees around the classroom so everyone can see them. Students will engage in a brief discussion by providing collective answers to a few of the following debriefing questions:             <ul style="list-style-type: none"> <li>• Do you notice any interesting differences between the trees produced by groups?</li> <li>• Do you have any questions for other groups?</li> <li>• How easy did you find the 'roots' of hate speech?</li> <li>• Explain any difficulties or differences in opinion within the groups.</li> <li>• Did any of your roots or branches go into the 'real' world?</li> <li>• What does this tell us about hate speech online?</li> <li>• Did the activity give you a deeper understanding of the issue?</li> <li>• How important do you think it is that we find ways to stop the spread of hate speech on the Internet?</li> <li>• Does the activity help you to do that?</li> <li>• How could you use your problem tree to make hate speech against [your target group] less likely?</li> </ul> </li> </ul> <p>FOLLOW-UP – The students' "hate speech trees" can be displayed in the classroom or in a certain space in the school for the whole community to see them.</p>
<p><b>Reflection and evaluation</b></p>	<p>The reflection and evaluation of this exercise will take place during the activity through observation. The evaluation should focus on whether or not a proper understanding of the video content has been achieved, whether or not the components and consequences of "hate speech" have been understood. The teacher should also invite students to reflect on how using the routine contributed to his/her understanding of it.</p>
<p><b>Tips for teachers</b></p>	<ul style="list-style-type: none"> <li>• This activity can be used as a follow-up REFLECTION activity, or as a standalone MAIN activity in case teachers would like to modify module structure due to time constraints, etc.</li> <li>• A problem tree is a very common way of understanding a given issue at a deeper level. It is easier to explain with an example, so you could use a different statement to introduce the trees, for example: "Young people are idle and selfish. They should be hidden from society until they grow into normal human beings".</li> <li>• When participants work down the tree, starting from the hate speech itself, they are exploring answers to the question 'why does this happen?' They should fill the 'roots' with as many reasons as possible. The teacher can give them an illustration of how one 'cause' will have its own causes. For example, ask them why 'everyone says negative things' about certain groups. Prompt with questions about where we 'learn' the negative things we believe about particular groups (examples might include the media, public figures, strong prejudices or ignorance in society as a whole).</li> <li>• To give the activity a more practical focus, you could take some of the roots and brainstorm ideas for addressing them. For example, if participants have identified 'prejudice' or 'ignorance of Group X' as an underlying cause, ask them how this problem could be tackled. Explain that campaign planning often uses a problem tree approach to identify ways of breaking the problem down and finding ways to approach it.</li> <li>• As mentioned before, when participants work on their own 'trees', you could provide them with a copy of Module4_Lesson1_Handout5_HateSpeechTree or ask them to draw their own on the A3 paper. The second method will give them more possibility to extend the roots and branches further, but may appear more difficult than filling out a set number of boxes.</li> <li>• Make sure that groups consider the effects on both individuals and on society.</li> </ul>
<p><b>References</b></p>	<p>This activity is based on a specific activity used in the manual "Bookmarks" for combating hate speech online of the Council of Europe. Available on <a href="https://rm.coe.int/168065dac7">https://rm.coe.int/168065dac7</a></p>

Students may need some help to devise their “hate speech” trees, especially when coming up with different key concepts that can be effectively used as causes or consequences of that specific hate-speech situation selected. For that, teachers may find useful to show a few examples of a hate-speech tree, but using a different situation from the one they will have to analyse. Below you can find a couple of examples of a general “hate speech” tree designed by real students:



## End of Lesson 1

## Lesson 2



### On The Internet, Nobody Knows You Are A Dog. Duration: 100 min.

The general aim of LESSON 2 is to reflect on the way students use social media, stressing the fact that we can be easily manipulated by anonymous people and big companies in general. Critical Thinking strategies will be used to raise awareness on the dangers of a wrong use of social media (addiction and/or mental illness, polarisation, isolation, cyberbullying, etc.).

#### Session 1, 50 min.

##### Step 1. WARM-UP Activity. Pre-view Questions. 10 min.

1. Brainstorming: types of Social Media they know or use (Instagram, Facebook, Twitter, Tik Tok, Youtube, etc.). Which is better? Why? How do they use them? The students can give their general opinion about Social Media. Pros and Cons?

2. Reflection about the sentence "On the Internet, Nobody Knows You're a Dog", an idiom popularized by a cartoon in The New Yorker (1993), which has come to illustrate an understanding about the way privacy and anonymity work on the Internet.

##### Step 2. MAIN Activity. The Social Dilemma (2020) 1: "TWO SIDES OF A COIN". 20 min.

- Viewing 1 (around 10 min.)
- Students will be asked to take some notes while watching.
- Students will engage in a brief thinking routine and/or discussion connected to the main aspects of this 1st part (10 min).

##### Step 3. REFLECTION Activity. Thinking Dynamics 3. The Social Dilemma Mind Map. 20 min.

The teacher presents some main ideas from the documentary and from the subsequent discussion for students to create a simple mind map on a separate sheet of paper containing the relationship between some of those ideas. (15 min.)

#### Session 2, 50 min.

##### Step 1. RECAPPING Activity. Debriefing Session . 10 min.

Students will engage in a brief discussion by providing collective answers to a few debriefing questions connected to the mind maps designed in the previous lesson.

##### Step 2. MAIN Activity. The Social Dilemma (2020) 2: "BICYCLES AND ZOMBIES".

12 min.

1. Viewing 2 (around 10 min.)
2. Students will be asked to take some notes while watching.
3. Students will engage in a brief thinking routine and/or discussion connected to the main aspects of this 2nd part.

##### Step 3. REFLECTION Activity. Thinking Dynamics 4. Video forum. 25 min.

1. After watching that fragment of the documentary, students will take part in a discussion activity, a forum where they will be able to share their views about the videos they have seen in sessions 1 and 2.
2. The students will engage in a modality of discussion called "Phillips 66": they will be divided into groups of 6 people and they will have to discuss different questions connected to the documentary during ONLY 6 minutes.

## Materials

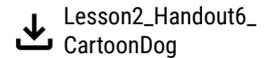
A monitor/projector connected to a PC/laptop/tablet  
Internet access  
A4 blank sheets of paper (one for each student)  
A3 blank sheets of paper  
A pen drive (It is advisable for the teacher to have all background materials, links, videos, or presentations, etc. in an external portable device in case Internet connection stops working.)  
Markers, pens, pencils, etc.  
A board and a board pen or piece of chalk

## Resources

[Module4\\_Lesson2\\_Video2\\_SocialDilemma1 \(NETFLIX\)](#)  
[Module4\\_Lesson2\\_Video2\\_SocialDilemma2 \(NETFLIX\)](#)  
[Module4\\_Lesson2\\_Handout6\\_CartoonDog](#)  
[Module4\\_Lesson2\\_Handout7\\_MindMap](#)  
[Module4\\_Lesson2\\_Handout8\\_VideoForum](#)

## Session 1, Step 1

### WARM-UP Activity. Pre-view Questions. 10 min.



1. Ask students (as a group) what types of Social Media they know (Instagram, Facebook, Twitter, Tik Tok, Youtube, etc.). After that, ask them a few related questions, for example:

- “How many social media sites do you have accounts with?”
- “Which is better? Why?”
- “How much time do you spend on social media per day?”
- “How often do you post on social media?”
- “What do you use social media for?”
- “Is checking social media the last thing you do before going to bed?”

You should listen to a few students’ responses but try not to intervene or trigger a discussion which would make this step longer than 5 minutes.

2. Tell students that in the following 2 sessions they will learn and talk about “Social Media”, about its dangers and negative effects, and about the need to use social media in a critical, respectful, and constructive way.

3. Hand out a copy of Module4\_Lesson2\_Handout6\_CartoonDog to each student, or you can just show that image on a screen if you have a projector or screen in the classroom. Tell students to have a quick look at the cartoon and read aloud the caption: “On the Internet, nobody knows you’re a dog.” Ask students: “What do you think that sentence means?” Listen to a few students’ responses and say that this is a well-known idiom popularised by this cartoon, which appeared in The New Yorker in 1993 and was created by Peter Steiner. Tell students that it is like an old Internet meme which has come to illustrate how privacy and anonymity work on the Internet. Then you may proceed as follows:

*This cartoon marked a notable moment in the history of the Internet: it symbolized the liberation of one’s Internet presence from popular prejudices... In the virtual world, you can be whoever you want to be, you don’t have to worry about the categories other people assign to you. They don’t look at your body or hear your accent and make assumptions. All they just see are your words... Do you remember from previous Lessons how important the use of language was to create a healthy democracy?... so this phrase may be taken to mean that cyberspace will be liberatory because gender, race, age, looks, or even ‘dogness’ are potentially absent. However, we can fabricate or exaggerate things for a multitude of purposes both legal and illegal. Besides, we increasingly leave traces of our real selves across every app we sign in to. We reveal ourselves out here. Ask students: “Have you ever said something online that you wouldn’t have said face to face?” [Invite students to say a few examples] “If you knew that you can’t hide your identity, would you do it anyway?” [Listen to a few students’ responses.]*

4. Tell students that the cartoon may be taken to convey both negative and positive meanings, both of which can be especially perceived when using the Internet or, particularly, social media. Then say that they need to briefly think about the good things and bad things of social media and the Internet in general. This should be a short brainstorming activity, so students will have to write a few key words or phrases in the boxes provided in the section B) of Module4\_Lesson2\_Handout6\_CartoonDog. Give students a couple of minutes to write their ideas and then listen to a few students’ responses. After that, proceed with “Step 2”.

## Session 1, Step 2

### MAIN Activity. The Social Dilemma 1. 25 min.

- Tell students that they are going to watch the first part of a documentary of 2020 entitled The Social Dilemma. Ask students to take notes while watching on the back of Handout 6, paying special attention to those negative effects social media are having on people and society at large. Tell students to just note down key words or phrases, but make sure that the students’ note-taking doesn’t interfere with carefully watching the video.
- Play the documentary until minute 21:52.

## Session 1, Step 3

### REFLECTION Activity. Thinking Dynamics 3: Social Dilemma Mind Map. 20 min.

↓ Lesson2\_Handout6\_CartoonDog

↓ Lesson2\_Handout7\_MindMap

<b>Aims and objectives</b>	<ul style="list-style-type: none"> <li>• Purpose of the activity: The purpose of this activity is to foster the critical use of social media by identifying how these tools are affecting our lives.</li> <li>• Aim of the thinking dynamics: Learners have a lot of ideas in their minds while watching a video or reading a complex text. At first, they may just take a sheet of paper and start taking notes in a linear fashion. However, once they have this text document, it quickly becomes overwhelming. It lacks in clarity and makes it hard for them to get a full picture of the video or text at a glance and see what is missing. Instead, it is a good idea to learn how to mind map and visualize one's thoughts.</li> <li>• Mind-mapping encourages students to use visual thinking strategies to analyse the relationship between ideas. It goes beyond the "Roots &amp; Branches" routine implemented in the previous session because, instead of just focusing on the causes and consequences of a given situation, mind maps can help you zoom out and see the whole hierarchy and how everything is connected.</li> </ul> <p>Some benefits of using this thinking routine are:</p> <ul style="list-style-type: none"> <li>• expands our ability to think laterally and logically in any given situation.</li> <li>• helps you grasp a big picture overview of the topic under study.</li> <li>• improves your memory, retention, and comprehension of information.</li> <li>• helps you organize information into easy to remember chunks.</li> <li>• helps you cope with information overload.</li> <li>• stimulates the imagination and encourages creative insights and ideas.</li> <li>• enhances your level of focus while working or studying.</li> <li>• accelerates your ability to solve complex problems.</li> <li>• helps provide you with more clarity about your goals, ideas, and actions.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Module4_Lesson2_Video2_SocialDilemma1 (NETFLIX)</li> <li>• Screen / Projector / Computer / Laptop</li> <li>• Pens / pencils / markers / crayons, etc.</li> <li>• Module4_Lesson2_Handout6_CartoonDog (and the back of it for note-taking)</li> <li>• Module4_Lesson2_Handout7_MindMap</li> </ul>
<b>Description</b>	<p><b>What is a Mind Map?</b></p> <p>A mind map is a simple hierarchical radial or node-focused diagram to organize your thoughts around a central idea. By capturing what you have in your head, you make space for other thoughts. The objective of a mind map is to clearly visualize all your thoughts and ideas.</p> <p>Mind mapping has come a long way since its early days and it is now on the brink of becoming a mainstream tool used by academics, students and many other individuals to manage, organize and reimagine information in a new and highly structured way. These days though, mind mapping isn't just about creating a map. It's instead evolving into a visual information tool that's transforming the way we think, work, and develop our visual and divergent thinking capacity. Mind mapping blends logic and creative thought to help us think more proficiently and effectively about the subject we are learning.</p> <ul style="list-style-type: none"> <li>• (2 min.) After the students have watched the first part of the documentary, tell them that they need to create The Social Dilemma Mind Map based on the notes they have taken while viewing. This activity will be individual. Check if students know what a mind map is and say that it is a visual way to represent ideas and concepts, helping you to better analyse information and generate new ideas. Tell them that various studies have highlighted that our capacity to think effectively and quickly is very closely tied to our imagination and our ability to create associations between various information chunks. In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain actually works. And this is what a mind map is about.</li> <li>• (3 min.) Provide each student with a copy of Module4_Lesson2_Handout7_MindMap and tell them that they need to create a visually appealing mind map starting from the central idea shown on the Handout: "The Dilemma of Social Media". To do that, students need to generate new branches, nodes, boxes, etc. of central ideas and their related sub-ideas. At this point you can tell students that there are different ways of designing mind maps, some of them simpler and other more complex. We also recommend teachers here to read the "Tips for Teachers" section at the end of this activity beforehand. You can show them a few examples:</li> </ul>



	<ul style="list-style-type: none"> <li>• Then you may proceed as follows: “What’s the Social Dilemma the documentary is talking about?” “What is the first idea that comes to your mind when you think of that social dilemma?” You can use the ideas written down while watching the video and then draw a line (straight or curved) from the central topic and write down that idea. Then, “what does this central idea make you think of?” “What is related to it?” List it out nearby by connecting it with shorter lines or a line of a different colour, etc. Just ensure that it remains organized and that the ideas have got a clear and logical connection. You can repeat the process as many times as you need to flush out all of your ideas around the central dilemma. [In the section “Tips for teachers” you can find a more detailed explanation of the different steps to create a mind map and other useful aspects].</li> <li>• (15 min.) Students develop their mind maps individually. The teacher gives them about 15 minutes to complete their maps. They can use pens, pencils, crayons, and all material they have available. Tell students that they may have noted down key words or phrases like the following: “manipulation”, “you are the product”, “competing for attention”, “screen engagement”, “money”, “addiction”, “depression”, “advertisement”, “big companies”, “democracy in danger”, “surveillance capitalism”, “data”, “depression”, “disinformation”, “human futures”, “deceit”, etc. They will have to organise their mind maps using those ideas written down.</li> <li>• In case some students have not finished drawing their mind maps, tell them they can continue at home, trying to make it as visually appealing and complete as possible. Tell them that the teacher will show some of the student’s creation in the next session as a recapping activity. To make this easier, you can invite students to take a photo of their own creations once they are done and send the images to the teacher or upload them to a specific cloud folder (if it’s available).</li> </ul>
<p><b>Reflection and evaluation</b></p>	<p>The reflection and evaluation of this exercise will take place during the activity through observation. The evaluation should focus on whether or not a proper understanding of the ethical problems of social media has been achieved. The teacher should also invite students to reflect on how using this thinking methodology contributed to their understanding of the problem.</p> <p>Co-assessment: the students will use a rubric to assess their partners’ mind maps.</p>
<p><b>Tips for Teacher</b></p>	<p><b>How to Draw a Mind Map?</b></p> <ol style="list-style-type: none"> <li>1. Start in the centre of a blank page turned sideways. Starting in the centre gives your brain freedom to spread out in all directions and to express itself more freely and naturally.</li> <li>2. Use colours throughout. Colours are as exciting to your brain as are images. Colour adds extra vibrancy and life to your mind map, adds tremendous energy to your creative thinking, and is fun. However, don’t complicate a mind map with too many colours or distractions. Use different colours only when they serve a purpose. Always keep a mind map simple and easy to follow.</li> <li>3. Connect your main branches to the central image and connect your second- and third-level branches to the first and second levels, etc. Your brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily.</li> <li>4. Sort ideas clockwise.</li> <li>5. Place the main ideas on thicker branches and secondary ideas on thinner branches.</li> <li>6. Make your branches curved rather than straight-lined. Having nothing but straight lines is boring to your brain.</li> <li>7. Use one keyword per line. Single keywords give your mind map more power and flexibility.</li> <li>8. Use images or drawings throughout. An image is worth a thousand words. However, having to use images for every single node in the mind map may actually hinder creativity by forcing people who don’t like to draw to come up with a visual. Text-only mind maps are fine and help to connect concepts in a very effective way.</li> <li>9. Always make your mind map personal.</li> </ol> <p>Teachers may also play the following video for students to have a clearer idea of how to devise a mind map: <a href="https://www.youtube.com/watch?v=brTMbPyhZY0">https://www.youtube.com/watch?v=brTMbPyhZY0</a></p> <p>In case teachers, and students, would like to create digital mind maps instead of drawing them in the handout provided, they can use this useful online tool: <a href="https://www.mindmup.com/">https://www.mindmup.com/</a></p>
<p><b>Referenes</b></p>	<p><a href="http://www.mindmapinspiration.com">http://www.mindmapinspiration.com</a>  <a href="https://www.mindmapping.com/">https://www.mindmapping.com/</a>  <a href="https://www.pmi.org/learning/library/mind-mapping-advantage-think-creatively-6554">https://www.pmi.org/learning/library/mind-mapping-advantage-think-creatively-6554</a></p>

## Break before Session 2

## Session 2, Step 1

### RECAPPING Activity. Debriefing of Session 1. 10 min.

1. Tell students that they are going to watch a second fragment of the documentary The Social Dilemma, but before that, they will see on the big screen some of the mind maps they designed in the previous lesson. [Remember that learners should have sent their mind maps to the teacher's email or uploaded them to a specific cloud folder it's available. If it's not possible to use a screen, the students may stand up and show their sheets of papers while briefly describing the mind map. Nevertheless, this step may be omitted and you can start directly with the second viewing of The Social Dilemma, thus extending the REFLECTION Activity in this session for another 10 minutes].
2. Students will engage in a brief discussion by providing collective answers to a few debriefing questions. For example:
  - Do you notice any interesting differences between the mind maps produced by your mates? For example:
    - Are there any differences in the selection of central or most important ideas?
    - Did you follow a logical order, or you just flowed free?
  - Which one do you like the most? Why?
  - Explain any difficulties you came up with when designing your mind map.
  - What do these mind map tell us about social media?
  - Did the activity give you a deeper understanding of the issue?
  - How important do you think it is that we find ways to use social media safely and wisely?
  - Did the activity help you to do that?
  - What is the "social dilemma" the documentary talks about?Spend a few minutes listening the students' responses to some of these debriefing questions and move on to "Step 2"

## Session 2, Step 2

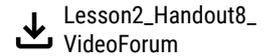
### MAIN Activity. The Social Dilemma 2. 15 min.

#### "Bicycles and Zombies" – Manipulation and Addiction in Social Media

1. Tell students that they are going to watch a second fragment of the documentary The Social Dilemma. [This clip will only last 12 minutes and focuses on the effects social media have on teenagers, highlighting its dangers regarding "acceptance", "addiction", "dependence", "manipulation", "vulnerability", etc. The contents of this fragment will serve as an introduction to Lesson 3, which will centre on the prevention of Bullying & Cyberbullying]
2. Ask students to take notes while watching on a separate piece of paper, paying special attention to those negative effects social media are having on teenagers like them.
3. Play the documentary from 29:49 to 42:10.

## Session 2, Step 3

### REFLECTION Activity. Thinking Dynamics 4: Video Forum. 25 min.

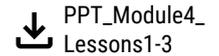


<p><b>Aims and objectives</b></p>	<ul style="list-style-type: none"> <li>• Purpose of the activity: The purpose of this activity is to foster collaborative thinking about the use and effects of social media.</li> <li>• Aim of the thinking dynamics: Present-day educational lines establish that teachers must ensure that students obtain critical thinking and are able to transfer the knowledge learned to other situations and contexts. Moreover, watching a video is an individual experience, so the aim of a video forum is to add a new layer of reflection through dialogue and exchange of ideas.</li> <li>• The main objective of this "Video Forum", therefore, is to speak out loud and share the notions and values learned from the documentary, promoting critical reflection, active citizenship, solidarity and inclusion in a class forum. A video forum also becomes a valuable collaborative learning tool to develop social and emotional competences, because it leaves aside expository methodologies and focus on the shared reality lived by the students. It is a great education tool to explore not only our society but also ourselves.</li> </ul> <p>Some benefits of using this thinking routine are:</p> <ul style="list-style-type: none"> <li>• helps to improve the understanding of the most complex aspects of the video.</li> <li>• promotes teamwork and tolerance towards other people's viewpoints.</li> <li>• helps to develop values such as commitment, empathy, and respect.</li> <li>• encourages creative insights and ideas.</li> <li>• enhance adaptation capacities.</li> <li>• helps to see movies and documentaries as something more than a consumer or leisure product.</li> <li>• generates habits of observation, analysis, synthesis, relation, and interpretation.</li> <li>• helps to examine issues from different perspectives.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Module4_Lesson2_Video3_SocialDilemma2 (NETFLIX)</li> <li>• Screen / Projector / Computer / Laptop</li> <li>• Pens / pencils</li> <li>• A4 or smaller sheets of paper for note-taking</li> <li>• Module4_Lesson2_Handout8_VideoForum</li> </ul>
<p><b>Description</b></p>	<ul style="list-style-type: none"> <li>• After watching that fragment of the documentary, tell students that they will take part in a discussion activity, a forum where they will be able to share their views about the videos they have seen in sessions 3 and 4.</li> <li>• Divide the students into groups of 6 people. Allow time to arrange class seats accordingly. Tell them they will have to discuss different questions connected to the documentary during ONLY 6 minutes.             <p><i>[This modality of discussion forum is called "Phillips 66", which is a group dynamic used to elaborate and exchange information by means of an effective time management. The big group is divided into subgroups of 6 participants to discuss possible solutions to an identified problem and then report back to the larger group with a proposed solution. This method is particularly suited to helping larger groups to brainstorm more effectively and gives all participants the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem in question. Through an interactive exchange among the participants, diverse experience are related, similarities and differences emerge, and contrary opinions can be explored to generate new ideas.]</i></p> </li> <li>• The team selects a spokesperson who will record and present the team's ideas and thoughts.</li> <li>• Hand out copies of Module4_Lesson2_Handout8_VideoForum to all students and say they need to record their ideas or answers to the 6 prompts and questions proposed.</li> <li>• Start the 6-minutes discussion.</li> <li>• Each team evaluates their ideas, edits and presents them to the spokesperson.</li> <li>• Each group will present their ideas to the rest of the students. All ideas are then discussed and can be displayed in poster style around the room.</li> <li>• You may put an end to the forum by suggesting a final thought and/or a question which leads the way to Lesson 3.</li> </ul>

<p><b>Reflection and evaluation</b></p>	<ul style="list-style-type: none"> <li>• The reflection and evaluation of this exercise will take place during the activity through observation.</li> <li>• The evaluation should focus on whether or not a proper understanding of the video content has been achieved by analysing the students' responses on Handout 8. The teacher should also invite students to reflect on how using the video forum routine contributed to his/her understanding of the problem.</li> <li>• The student could also assess the students' teamwork, interest, commitment and solidarity in the subgroups. All pupils should be involved and one last reflection can be made on whether it has helped them to hear different opinions in order to elaborate their own opinion, whether such an exchange of views is enriching or whether it has been able to influence what you have heard to a greater or lesser extent to change your own opinion as you listened to others.</li> </ul>
<p><b>Tips for teachers</b></p>	<ul style="list-style-type: none"> <li>• A Video Forum should be developed in a calm and relaxed class environment, ideal for personal engagement and sharing of experiences.</li> <li>• It is not a leisure activity. Participants must be aware that they need to be involved in their groups, have a positive attitude and be willing to listen to their mates and reflect on their answers to the questions.</li> <li>• The teacher should intervene occasionally to highlight those important elements of the questions, encouraging all students to participate in the group discussions.</li> </ul>

## End of Lesson 2

## Lesson 3



### Stop Bullying and Cyber-Bullying! Duration: 100 min.

The general aim of Lesson 1 is to develop students' critical thinking and communicative skills through reflecting on the existing dilemma between freedom of expression, as a fundamental right, and what is known today as "hate speech", that is, disrespectful language or images used to discredit other people, especially those who think differently or belong to a certain minority.

#### Session 1, 50 min.

##### Step 1. WARM-UP Activity. Role Play 1. 10 min.

The session will begin with a brief role play based a specific situation read by the teacher (see Teacher's Manual) Volunteers will be invited to perform the role play in front of the class. You will need about 6 volunteers (David, John, Sarah and 3 bystanders). Give them two minutes to prepare and improvise the role play. The students perform the role play. After the role play, participants will share their reactions.

##### Step 2. MAIN Activity. Introduction to Bullying and Cyberbullying. 10 min.

Students will be introduced with the concepts of BULLYING and CYBERBULLYING. In the presentation a couple of videos can be included. When the presentation is over, students will briefly discuss a few debriefing questions (the teacher will read out the questions). For example: Have you ever witnessed cyberbullying?, Are people with disabilities or people belonging to a minority more bullied?, What do you think are the causes of bullying and cyberbullying?. Some answers and real experiences can be read aloud.

##### Step 3. REFLECTION Activity. RED CARD to cyber-bullies! 30 min.

The teacher will provide the students with four cards in four different colours, or each one with a phrase or written word that will mean how to deal with a specific Cyberbullying situation. The cards should read: Do Nothing (black colour), Respond to the

bully by blocking, replying, ... (red colour), Report to an adult: tell (green colour), Do a different thing (white colour). The teacher presents different situations, and the students raise the chosen card up.

#### Session 2, 50 min.

##### Step 1. MAIN Activity. Role Play 2. Play the Change! 30 min.

The purpose of this activity is for students to understand how bullying works and put in the shoes of the different people involved in bullying / cyberbullying situations. Students are going to replay the scenario suggested at the beginning of Session 1, but they need to achieve a different and better outcome for David. The big group will be divided into subgroups of 5 or 6 people. Each group will be asked to perform a short role play for the rest of the group (not more than 3 minutes).

##### Step 2. REFLECTION Activity. A Decalogue for Action! 10 min.

After engaging in the discussion triggered by the role-play debriefing questions, students will do a final, individual Reflection Activity. Explain that they now need to sum up all what they have in their minds after these 6 sessions into a "Decalogue for Action". They need to think and write 10 actions or suggestions or tips or thoughts aiming to produce a change in the lives of young people. Of course, all 10 ideas should be connected with the issues covered in the Module 4.

##### Step 3. Step 3. ASSESSMENT Activity. 10 min.

#### Materials

A monitor/projector connected to a PC/laptop/tablet  
Internet access  
A4 blank sheets of paper (one for each student)  
A3 blank sheets of paper  
A pen drive  
Markers, pens, pencils, etc.  
A board and a board pen or piece of chalk

#### Resources

[Module4\\_Lesson3\\_PP2\\_Bullying&Cyberbullying](#)  
[Module4\\_Lesson3\\_Handout9\\_BullyingSituations](#)  
[Module4\\_Lesson3\\_Handout10\\_PlayChangeScenario](#)

## Session 1, Step 1

### WARM-UP Activity. Role Play 1. 10 min.

1. Tell students that the session will begin with a brief role play. Read out one of the following situations:

*"David is seen as a bit 'different' by their classmates. He does not match the sexual stereotypes and he is regularly insulted by some classmates in the cafeteria and the school yard. He doesn't have many friends and often worries that others in the class don't like him. He is not very good at doing sports, but he loves drawing and telling jokes. Sometimes their classmates tell him to play the fool to make the other children laugh, but he doesn't know if they laugh at him or about their jokes. After one lesson when he had made all the class laugh a lot, he was approached as he was leaving school by John and Sarah, two of the most popular students in the class. The two of them started to laugh about his behaviour in class and called him a "fag" and a "freak". He ducked his head and continued his way home. Other classmates were there but didn't say anything. David feels that everyone is ignoring him, and he suffers from this isolation."*

2. Invite volunteers to perform the role play in front of the class. You will need about 6 volunteers (David, John, Sarah and 3 bystanders). Let them two minutes to prepare and improvise the role play. The students perform the role play.

3. After the role play, ask participants for their reactions. Prompt with a few questions if necessary, for example:

- "Do you think the scenario is realistic?"
- "What do you think about David's behaviour?"
- "What do you think about John and Sarah's behaviour? And what about the other classmates?"
- "How do you think David must have felt?"

4. Invite participants to think about how they might have behaved if they had been in David's position and proceed with Step 2.

## Session 1, Step 2

### MAIN Activity. Introduction to Bullying & Cyberbullying. 10 min.

1. By using presentation Module4\_Lesson3\_PPT2\_Bullying&Cyberbullying, introduce the concepts of BULLYING and CYBERBULLYING [A monitor/projector connected to a PC/laptop/tablet is required]. In the presentation's speaker notes you can find additional comments and suggestions for the teacher. [The presentation will highlight the fact that bullying is NOT only a matter of skin colour, sexual orientation or disability, but also insulting someone because their physical appearance ("fat", "thin", etc.), their personality ("shy", "introvert", "forgetful", "clumsy", etc.), their learning capacities, their socio-economic context, etc.; the presentation will also refer to cyberbullying and how social media facilitates the spread of hate speech; finally, it will also introduce the concepts of the "bullying circle" and the "bystander effect"]. You may proceed as follows:

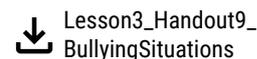
*Now you will see a presentation to understand better what we refer to when we talk about Bullying and Cyberbullying. You can interrupt whenever you can if you don't understand anything or if you have any questions concerning the slides. You don't need to take any notes while watching the presentation.*

2. When the presentation is over, invite students to briefly discuss the following debriefing questions (the teacher will read out the questions). There are no correct or wrong answers. For example:

- What is "bullying"? [Listen to a few students' responses] *"Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems."*
- Have you ever witnessed bullying /cyberbullying? [Listen to a few examples]
- In your opinion, are people with disabilities or people belonging to a minority more bullied?
- Can you think about different ways people might bully others?
- What do you think are the causes of bullying and cyberbullying?

## Session 1, Step 3

### REFLECTION Activity. Red Card to (Cyber)Bullies. 25 min.



<p><b>Aims and objectives</b></p>	<p>Purpose of the activity: The purpose of this activity is for students to identify bullying and cyberbullying situations, understand its consequences and raise awareness on the need to prevent uncritical, intolerant and violent attitudes against other people.</p> <p>Additional objectives of this activity are:</p> <ul style="list-style-type: none"> <li>• to explore ways of fighting bullying and cyberbullying by analysing different scenarios.</li> <li>• to foster empathy and respect towards differences.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Activity Cards</li> <li>• Pen / pencil / markers</li> <li>• Module4_Lesson3_Handout9_BullyingScenarios (for the teacher)</li> </ul>
<p><b>Description</b></p>	<ol style="list-style-type: none"> <li>1. Provide students with four cards of four different colours or, alternatively, with a phrase or written word that will mean how to deal with a specific (cyber)bullying situation. For example:             <ul style="list-style-type: none"> <li>• <b>Do Nothing (black colour)</b></li> <li>• <b>Respond to the bully by blocking, replying, engaging in discussion ... (red colour)</b></li> <li>• <b>Report to an adult: tell a teacher, parent, etc. (green colour)</b></li> <li>• <b>Do a different thing (white colour) [students would give their own ideas]</b></li> </ul> </li> <li>2. Explain that you will read out a number of different scenarios. Learners should choose which of the above-mentioned options best fits what they would do. Explain that after each scenario has been read out, participants should raise up the activity card which is closest to the way they would probably respond. Tell them to be honest about what they think they would do!</li> <li>3. Read out the different situations by using Module4_Lesson3_Handout9_BullyingScenarios. You need to give participants time to select their card. Once selected, ask a few students to explain why they chose that response. Continue until you feel enough cases have been discussed.</li> <li>4. Students will engage in a brief discussion by providing collective answers to a few of the following debriefing questions:             <ul style="list-style-type: none"> <li>• How did you feel about the activity?</li> <li>• Were some of the scenes difficult to respond to? Which ones and why?</li> <li>• Have you ever come across cyberbullying – either as a victim or a bystander?</li> <li>• Do people who are bullied need help and support? Why?</li> <li>• What are some of the reasons that people bully others? Are they fair?</li> <li>• Is some bullying more often accepted by children and adults? Why or why not?</li> <li>• What can be done to help people who bully change their behaviour?</li> <li>• What happens if no one stops people who bully? To the bully? To the community?</li> <li>• Does anyone have the right to bully anyone else? Why or why not?</li> <li>• Which human rights can be violated when someone is being bullied?</li> <li>• What creative solutions (white card) did you like?</li> <li>• What can you say about the relation between offline and online bullying? Are there any important differences?</li> <li>• Has the activity made you look at bullying / cyberbullying in a different way?</li> <li>• Has it made you think you might respond differently in future?</li> <li>• What can you do against cyberbullying?</li> <li>• What should the role of the media networks, service providers, the police, parents, the school authorities, and so on, be?</li> <li>• (...)</li> </ul> </li> </ol>
<p><b>Tips for Teacher</b></p>	<ul style="list-style-type: none"> <li>• Participants may want to choose more than one option, for example, responding to the bully and reporting the abuse. If this happens, tell them to choose the card which seems most important, then give them the chance to explain their position.</li> <li>• Be aware that some participants may be experiencing bullying, perhaps from others in the group. You will need to be sensitive to the different personal needs or conflicts and should not press anyone to respond if they do not seem willing to.</li> </ul>

	<ul style="list-style-type: none"> <li>• If there are participants who are experiencing bullying, the activity may bring their concerns to the surface, leading them to recognise their need for further support. You should either make it clear that you can offer such support – in confidence – or should have alternative support systems you can point them to.</li> <li>• If participants do not seem to recognise its damaging nature, you could use some of the background information to raise their awareness both about the issue and about approaches other people have used. Where relevant, the links between hate speech and bullying should be made (especially when bullying is combined with hate speech).</li> <li>• The activity could be simplified, with just two options for participants to select: 'Do nothing' or 'Do something'.</li> <li>• As variation, you could use different signs in the class instead of cards and ask students to stand up and move to the place in the classroom where their hypothetical response is.</li> </ul>
<p><b>References</b></p>	<p><a href="http://www.coe.int/compass">www.coe.int/compass</a></p>

## *Break before Session 2*

## Session 2, Step 1

### MAIN Activity. Role Play 2. "Play the Change!". 30 min.

Lesson3\_Handout10\_PlayChangeScenario

<p><b>Aims and objectives</b></p>	<p>Purpose of the activity: The purpose of this activity is for students to understand how bullying works and put in the shoes of the different people involved in bullying / cyberbullying situations.</p> <p>Aim of this collaborative thinking dynamics: this second role play is intended to develop greater involvement with the issues and knowledge that is the focus of Module 4. It provides opportunity to practice in what is a safer environment where mistakes have no real-world consequences. It is also used to help people understand others, and the positions of others.</p> <p>Additional objectives of this activity are:</p> <ul style="list-style-type: none"> <li>• To Encourage Participants To Take Action Against Bullying And Hate Speech Offline And Online.</li> <li>• To Foster Empathy And Respect Towards Differences.</li> <li>• To Develop Critical Thinking Attitudes In Order To Fight Hate Speech, Bullying And Cyberbullying.</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Module4_Lesson3_Handout10_PlayChangeScenario</li> <li>• Pen / pencil / markers / blank sheets of papers for role-play preparation</li> <li>• All props students would like for role play performance</li> </ul>
<p><b>Description</b></p>	<ol style="list-style-type: none"> <li>1. Tell students that they are going to replay the scenario suggested at the beginning of Session 5 but they need to achieve a different and better outcome for David.</li> <li>2. Divide the big group into subgroups of 5 or 6 people. Each group will be asked to perform a short role play for the rest of the group (not more than 3 minutes).</li> <li>3. Give them copies of the scenario in Module4_Lesson3_Handout10_PlayChangeScenario so that they can prepare beforehand. Help them to get started if necessary.</li> <li>4. Give groups about 10 minutes to prepare their role play. They should choose characters, write short dialogues (if needed) and talk about how they want to develop the scene.</li> <li>5. After preparation time, each group will perform their role plays.</li> <li>6. Students will engage in a brief discussion by providing collective answers to a few of the following debriefing questions:             <ul style="list-style-type: none"> <li>• How did you feel about the activity?</li> <li>• What was the most difficult character to role play? Why?</li> <li>• Is the role of the classmates important? Why?</li> <li>• What can be done to help people who bully change their behaviour?</li> <li>• What happens if no one stops people who bully? To the bully? To the community?</li> <li>• Has the activity made you look at bullying / cyberbullying in a different way?</li> <li>• Has it made you think you might respond differently in future?</li> <li>• What can you do against cyberbullying?</li> </ul> </li> </ol>
<p><b>Reflection and evaluation</b></p>	<p>The reflection and evaluation of this exercise will take place during the activity through observation of the role-plays and by analysing their responses to the debriefing questions suggested. Role playing also allows assessment of how well learner understands and can apply what is learned, as indicated in their behaviour.</p> <p>The teacher should also invite students to reflect on how using this role-play routine contributed to their awareness-raising of the problem.</p>
<p><b>Tips for Teacher</b></p>	<ul style="list-style-type: none"> <li>• Make sure you have enough space for the role play.</li> <li>• Make sure you are aware of any potential tensions in the group before running the activity. You may need to alter the scenario so that it does not reflect any strong negative attitudes towards people in the group. In particular, you may want to change the nationality of Ahmed or change the comments made by Albert, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Note that some learners will not find a role play environment safe. If the role play arouses strong emotions among participants, it may be useful to run a further brief activity before the debriefing questions to allow them to distance themselves from their roles.</li> <li>• Try not to offer your own judgement on any of the behaviour in the role plays created: use questions instead to make participants see a different point of view. It is important that participants feel free to speak honestly about their own attitudes or behaviour, including any difficulties they may feel as regards peer pressure.</li> </ul>
<b>References</b>	This activity is based on a specific activity "Play it Again" used in the manual "Bookmarks" for combating hate speech online of the Council of Europe.

## Session 2, Step 2

### REFLECTION Activity. A Decalogue for Action. 10 min.

- After engaging in the discussion triggered by the role-play debriefing questions, and before students start with the assessment activity of the Module, it would be great for students to do a final, individual Reflection Activity.
- Tell students that throughout Module 4, they have learned many things (What's freedom of speech and hate speech, the problem or dilemma with Social Media, or how to deal with bullying and cyberbullying, etc.) and have been involved in different activities and thinking dynamics. Explain that they now need to sum up all what they have in their minds after these 6 sessions into a "Decalogue for Action".
- Tell them that they need to think and write 10 actions or suggestions or tips or thoughts aiming to produce a change in the lives of young people. Of course, all 10 ideas should be connected with the issues covered in the Module.

## Session 2, Step 3

### ASSESSMENT Activity. 10 min.

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## *End of Lesson 3*

## Follow-Up MINI-PROJECT. "Think Before You Speak!" Campaign.

<b>Task</b>	<ul style="list-style-type: none"> <li>• Devise a "Think Before You Speak" campaign to inform the school community about the things you have learned in Module 4 that you consider the most important.</li> <li>• The campaign can be a short video, a big poster, an infographic to upload on social media or even a more creative product such as a song, a comic, a poem, etc.</li> </ul>
<b>What to include?</b>	<ul style="list-style-type: none"> <li>• Positive slogans, drawings, images, quotes, graphics, testimonies, etc. summarizing the ideas you'd like people to become aware of.</li> <li>• You can select that topic related to Module 4 you'd like to campaign for. For example:             <ul style="list-style-type: none"> <li>• Campaign against "Hate Speech"</li> <li>• Campaign against "Bullying" and/or "Cyberbullying"</li> <li>• Campaign about the safe and wise use of Social Media.</li> <li>• Campaign about the use of Freedom of Speech as a Human Right</li> </ul> </li> <li>• You can include (or get inspiration from) some of the activities you created during the module (Hate Speech Trees, Mind Maps, etc.)</li> </ul>
<b>How?</b>	<ul style="list-style-type: none"> <li>• Individual or in groups of 2/3 people</li> <li>• Don't be shy and be creative. This is your campaign! You need to make people aware of the social reality you would like to talk about.</li> </ul>
<b>Assesment</b>	<ul style="list-style-type: none"> <li>• Co-assessment (rubric for students)</li> <li>• Teacher's rubric</li> </ul>

## Assessment of Module 4

### Assessment Criteria

Students are able to:

- Identify the different ways we express our thoughts and emotions and how this might influence or be influenced by others.
- Critically analyse contrasting views in order to form one's own opinion.
- Communicate clearly, effectively and with self-confidence.
- Recognize and respect other peoples' views.
- Identify social media manipulation.
- Use social media critically, wisely and safely.
- Identify and prevent hate speech.
- Evaluate the consequences of our actions and speech.
- Use their right for free speech in a respectful and constructive way.
- Promote social inclusion in their daily lives.
- Understand others' needs and feelings to prevent (cyber) bullying situations.
- Develop emotional intelligence and empathy.
- Apply critical thinking routines to analyse reality and solve problems

### Assessment Procedures (see Section 5 - Overall Assessment)

The implementation of Module 4 will be assessed both by the teachers and the students, just as described in "Section 5 - Overall Assessment" and in the specific evaluation protocol prepared by Collegium Balticum.

### Teacher assessment

It will be based on general observation and a questionnaire focused on:

- The course and outcome of the students' activities
- Their involvement and participation in the activities
- Their engagement in decision-making and critical thinking processes
- The achievement of the module objectives

### Student assessment

It will be based on:

- A personal e-portfolio created in Padlet. The student will include documentation (written and graphic) on the general course of the classes, their own work, what they have learned, what has had more impact on them, etc. (see Section 5 - Overall Assessment)
- The student's satisfaction with the course of classes and type of activity - satisfaction questionnaire

# MODULE 5

## SUSTAINABILITY AWARENESS THROUGH DIGITAL STORYTELLING

## Sustainability Awareness through Digital Storytelling

Storytelling will be used as an innovative methodology to engage students in understanding the importance of sustainability. We will use mind maps, video and platforms to give sustainability knowledge while implementing the structure for story-telling.

## General Goals

The general goals of Module 5 are to develop students' self-awareness on sustainability aspects in order for them to be able to make more liveable choices both for themselves and for the environment they live into, as well as to allow students to gain competences in digital storytelling in order for them to be able to create their own digital stories.

 **250 min. (5 hours)**

## Materials needed

  
**Download resources**

**LESSON 1**  
STEPPING IN THE GREEN  
50 min. (1 session)

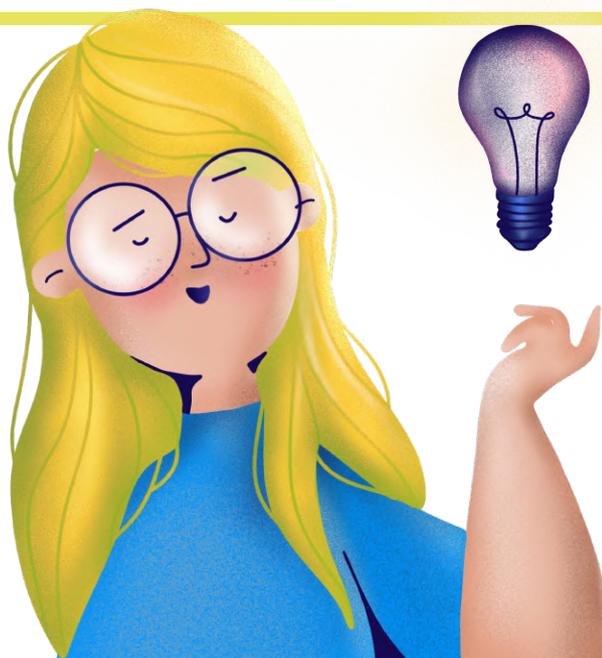
**LESSON 2**  
WHAT CAN WE DO... AND HOW?  
50 min. (1 session)

**LESSON 3**  
LET THE STORY BEGIN  
50 min. (1 session)

**LESSON 4**  
ONCE UPON A TIME...  
50 min. (1 session)

**LESSON 5**  
THE MASTERPIECE!  
50 min. (1 session)

A monitor/projector connected to a PC/laptop/tablet  
Access to the Internet  
Pen drive (if required)  
PPT presentations and videos  
Blank sheets of paper  
Markers and pens  
Flipcharts  
Student toolkit  
Student exercise book  
Tablets



## At the end of the module the participants will be able to:

- Identify the main problems related to sustainability in present-day Europe.
- Appreciate the need to engage in sustainable habits and actions.
- Correctly apply the elements of storytelling to their own digital stories.
- Work cooperatively respecting other people's views.
- Differentiate what aspects of life can be considered sustainable or not.
- Engage in living in a more sustainable way according to acquired competences and knowledge.
- Understand the importance of our decisions and actions.
- Evaluate own decisions with acquired awareness.

## Lesson 1

### Stepping in the Green Duration: 50 min.

In this lesson we are going to step in the topic of sustainability giving the first knowledge and encouraging discussion.

#### Session 1, 50 min.

##### Step 1. Introduction / Warm-up. 5 min.

Introduction to the first lesson. Preparation for calculating carbon footprint by filling questionnaires on websites. So far, no additional information about what carbon footprint is, neither about sustainability itself.

##### Step 2. Calculating your carbon footprint and discussion. 20 min.

Every participant takes part in a questionnaire (<https://www.footprintcalculator.org/> or <https://footprint.wwf.org.uk/#/>) about their lifestyle on a specific website. Honesty is crucial, so everyone is doing this alone. Results can be, but don't have to be, presented. Discussion about the results of a questionnaire. How does it make you feel? Are you surprised? Did you expect this result?

##### Step 3. What is storytelling? 10 min.

A short explanation of what digital storytelling is using PowerPoint presentations and videos as an example of digital storytelling focused on various topics. (Any storytelling video can be used).

##### Step 4. What is sustainability? 10 min.

Theoretical background to sustainability using PowerPoint presentations and videos about sustainability.

##### Step 5. Final discussion. 5 min.

General discussion about the world around us (what is the behaviour regarding the environment in your family, school, group of friends?)

#### Materials

A monitor connected to a PC/tablet  
A board or flipchart, sheets for flipchart and flipchart markers  
Computers for all participants  
Round table/room to be in circle

#### Resources

[Video 1](#)

## Session 1, Step 1

**Introduction. Warm-up. Organisational issues. 5 min.**

The teacher sets computers on the dedicated website. The teacher also takes the quiz in order to set a rhythm for answers and also to have her/his own results to show in the end.

## Session 1, Step 2

**Calculating your carbon footprint and discussion. 20 min.**

<b>Aims and objectives</b>	The aims of this activity are to raise awareness about one's own lifestyle and to foster an understanding of possible solutions. Every participant takes part in an online questionnaire ( <a href="https://www.footprintcalculator.org/">https://www.footprintcalculator.org/</a> or <a href="https://footprint.wwf.org.uk/#/">https://footprint.wwf.org.uk/#/</a> ) about their lifestyle. After this exercise, the teacher leads the discussion.
<b>Resources</b>	Computers for all participants
<b>Description</b>	Every participant takes part in a questionnaire about their sustainable lifestyles. The teacher asks the students to enter the web address on their phones or on their computers: ( <a href="http://www.footprintcalculator.org/">www. footprintcalculator.org/</a> or <a href="https://footprint.wwf.org.uk/#/">https://footprint.wwf.org.uk/#/</a> ) Honesty is crucial, so everyone is doing this alone. Results can be, but don't have to be, presented. The teacher mentors her/his students staying on the side. It's very important to induce a self-reflection atmosphere. The teacher is available to answer any questions that may arise from students. The teacher leads the session, giving the adequate time for each question (it is important not to indulge too much to avoid the risk to incur in more "comfortable" answers.)  At the end of the questionnaires, the teacher can investigate students' emotions with the aid of these questions: <ul style="list-style-type: none"> <li>• How does it make you feel?</li> <li>• Are you surprised?</li> <li>• Did you expect this result?</li> </ul>
<b>Reflection and evaluation</b>	The reflection on this exercise should take place just after finishing the exercise and shouldn't be postponed until next lesson. Students need to share their thoughts and feelings with others under teacher's supervision. The discussion wants to bring up what the common habits are, what students are used to doing in the privacy of their houses regarding energy consumption, food waste, recycling, etc.
<b>Debriefing questions</b>	The focus of this step is going through the questionnaire, giving all the answers autonomously. Debriefing or discussing results will come later.
<b>Tips for Teachers</b>	<ul style="list-style-type: none"> <li>• In this first exercise students are asked to honestly write what their family habits are about a very common and discussed topic such as carbon footprint. This could cause a sort of discomfort in the students. The teacher could be a great help in speaking about his/her own habits. Showing also adults can do wrong or have a lot to improve could be encouraging for students to write about their own situations.</li> <li>• Despite the seriousness of the matter, the teacher should try to have a relaxed atmosphere so to help students to feel comfortable and cooperate for a better result of the activity.</li> </ul>

## Session 1, Step 3

### What is storytelling? 10 min.

The teacher gives a short explanation of what storytelling is. Explanation example:

*As long as there have been people, there have been stories. From the stories told in paintings on the ancient caves at Lascaux (Google it!) to the bedtime stories told to young children, stories make up our history and guide our future.*

*You are surrounded by stories every day. The news on television, radio, and in the newspaper is nothing but stories. Religious books are full of stories. The lessons teachers give in school are often stories. Songs tell stories. Pictures tell stories. Movies tell stories. Comedians make up their routines with stories. When you tell a friend about something that happened to you, you are telling a story. Can you think of the last story you heard? Think hard: it may be something you just heard a few minutes ago!*

*Some stories have lasted hundreds and even thousands of years and are still being told. Stories began with the oral tradition, meaning they were passed on by being heard and retold. Later, people began to write the stories down, but we still love to hear stories told out loud.*

*Stories are powerful. They can teach morals – the values that the author of the story thinks people should live by. They can teach history. They can entertain us. They can make us think about things in ways we've never thought of them before. They can make us laugh. They can make us cry. Telling stories is a large part of what makes people connected to each other.*

*Stories are a part of every culture. Stories about our country and its history help us feel proud (or not) of our nation. Stories about our ancestors teach us about where we came from and the things we have in common with other people around us.*

*You probably have favourite stories of your own. Maybe they're stories about your family that you hear from your grandparents. Maybe they're books you've read over and over. What is your favourite story?*

*A man named Robert Moss said that the Australian Aborigines think that the important stories are always seeking the right person to tell them, looking for the storyteller like an animal hunting its prey. Do you think there could be a story looking for you?*

Follows just a couple of minutes for kids to speak about it, intervene and talk to each other and the teacher.

## Session 1, Step 4

### What is sustainability? 15 min.

In this section the teacher needs to give an overall idea of the subject. This will happen through a first explanation and then a very short effective video. This intuitive video will help students to fix the contents previously explained by the teacher.

What to tell students:

*Sustainability means that a process or state can be maintained at a certain level for as long as is wanted.*

*The study of ecology believes that sustainability is achieved through the balance of species and the resources within their environment.*

*To maintain this equilibrium, available resources must not be depleted faster than resources are naturally generated.*

*Healthy ecosystems and environments are necessary to the survival of humans and other organisms. Ways of reducing negative human impact are environmentally-friendly chemical engineering, environmental resources management and environmental protection. Information is gained from green computing, green chemistry, earth science, environmental science and conservation biology. Ecological economics studies the fields of academic research that aim to address human economies and natural ecosystems.*

*Ways of living more sustainably can take many forms from reorganizing living conditions (e.g., ecovillages, eco-municipalities and sustainable cities), reappraising economic sectors (permaculture, green building, sustainable agriculture), or work practices (sustainable architecture), using science to develop new technologies (green technologies, renewable energy and sustainable fission and fusion power), or designing systems in a flexible and reversible manner, and adjusting individual lifestyles that conserve natural resources.*

*Despite the increased popularity of the use of the term "sustainability", the possibility that human societies will achieve environmental sustainability has been, and continues to be, questioned—in light of environmental degradation, climate change, overconsumption, population growth and societies' pursuit of unlimited economic growth in a closed system.*

After this explanation the teacher can use a couple of minutes to collect students' impressions.

When done, this video should be played: <https://study.com/academy/lesson/what-is-sustainability-lesson-for-kids.html>

## Session 1, Step 5

Final discussion. 5-10 min.

A general discussion about the world around us will take place. The teacher can be inspired by these questions or just let the discussion among students grow spontaneously. Inspirational questions:

- What is the behaviour regarding the environment in your... family, school, group of friends?
- What action would you do differently?
- Why didn't you do it yet?
- What world – environment – do you imagine having around you? How would you work to have it?
- What do you think is worth or not worth doing?
- Why?

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## *End of Lesson 1*

## Lesson 2

### What We Can Do... and How?

Duration: 50 min.

In this lesson we will enter the topic in depth and try to strengthen the previously acquired knowledge.

#### Session 1, 50 min.

##### Step 1. Introduction. 5 min.

Introduction to the second lesson, briefly asking students if they can name some challenges in terms of sustainability or if they know what the 2030 EU Strategy is.

##### Step 2. Today's sustainability challenges. 10 min.

Theoretical background about the biggest challenges we face, a short explanation of 2030 EU Strategy goals (to be explained better later during the game) using PowerPoint presentations and videos based on storytelling: "What is sustainable development?" as the first video, to point out why this topic is important; "The life cycle of a t-shirt" as a second video-story about clothes and how they impact the environment and sustainability.

##### Step 3. Go Goals! 10 min.

Boardgame available for free on <https://games4sustainability.org/gamepedia/go-goals/>. Up to 10 students can play this and one moderator (teacher) is needed. The "Go-Goals!" SDG board game helps children understand the Sustainable Development Goals, how the global aims impact kids' lives and what they can do every day to help achieve the 17 Goals by 2030.

##### Step 4. Digital storytelling. The plan! 25 min.

Explain the structure of a story using the white sheet offered below. Divide the classroom in different groups – each group is going to elaborate a story about sustainability topics. Let them choose a "writer" (who takes notes) and a "speaker" (who relates with teachers and other teams). All the team participants are also "story-promoters" who brainstorm and collect ideas during this first phase.

#### Materials

A monitor connected to a PC/tablet  
A board or flipchart, sheets for flipchart and flipchart markers  
Board Game printed in the biggest version possible  
Printed cards  
1 Dice  
Tokens for each player  
Round table/room to be in circle

#### Resources

[Video 2](#)  
[Game platform](#)

## Session 1, Step 1

### Introduction. Organisational issues. 5 min.

In this lesson we will enter the topic in depth and try to strengthen the previously acquired knowledge. The teacher will briefly ask students if they can name some challenges in terms of sustainability or if they know what the 2030 EU Strategy is.

## Session 1, Step 2

### Today's sustainability challenges. 10 min.

The teacher will provide a theoretical background about the biggest challenges we face and a short explanation of 2030 EU Strategy goals. This short introduction may be like this:

*Sustainable development has been at the heart of European policy for a long time. The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) represent common goals about important development issues: the fight against poverty, the eradication of hunger and the fight against climate change, to name a few.*

*'Common goals' means that they concern all countries and all individuals: no one is excluded, nor should they be left behind on the path necessary to lead the world on the path of sustainability*

The teacher will note down the main goals on the flip chart so that goals will be in the sight of all students. Goals are:

- No Poverty
- Zero Hunger
- Good Health And Well-Being
- Quality Education
- Gender Equality
- Clean Water And Sanitation
- Affordable And Clean Energy
- Decent Work And Economic Growth
- Industry, Innovation And Infrastructure
- Reduced Inequalities
- Sustainable Cities And Communities
- Responsible Consumption And Production
- Climate Action
- Life Below Water
- Life On Land
- Peace, Justice and Strong Institutions
- Partnerships For The Goals

We suggest to play this short video to have sustainability explained from a different source:  
What is sustainable development? <https://www.youtube.com/watch?v=7V8oFI4GYMY>

## Session 1, Step 3

### Go Goals! 15 min.

<p><b>Aims and objectives</b></p>	<p>As the topic is introduced, students can now play the boardgame available for free on <a href="https://games4sustainability.org/gamepedia/go-goals/">https://games4sustainability.org/gamepedia/go-goals/</a>. They can play this with the support of a moderator (teacher). The “Go-Goals!” SDG board game helps children understand the Sustainable Development Goals, how the global aims impact kids’ lives and what they can do every day to help achieve the 17 Goals by 2030.</p> <p>Additional aims of this exercise are:</p> <ul style="list-style-type: none"> <li>• to raise awareness about sustainability</li> <li>• to team up with classmates</li> <li>• to foster an understanding of possible solutions</li> </ul>
<p><b>Resources</b></p>	<p>Board game, dice, tokens (the boardgame itself, dice and tokens will have to be available at the beginning of the lesson)</p>
<p><b>Description</b></p>	<p>Teachers will have to divide the class into groups and assign different roles, depending on how many students are in the classroom. The suggestion is to create three small groups in which each student, randomly, takes active part in the game. For example:</p> <ul style="list-style-type: none"> <li>• The group of the players (in which each participant, one after another, will throw the dice)</li> <li>• The group whose participants have the cards and ask questions</li> <li>• The group whose participants will answer the questions</li> </ul> <p>Once the groups are set the game is very intuitive: There are 63 spaces on the board game. Players advance the number of spaces determined by rolling a single dice. Each player places their token on the Start field. Players take turns to roll the dice and move their tokens forward the number of spaces as shown on the dice. If a player lands at the bottom of a ladder, they can immediately climb to the top. If a player lands at the top of a waterslide, they immediately move to the bottom of the slide. If a player lands on a Sustainable Development Goal field (1-17), they can draw a card corresponding to the goal number. Another player should read the card question. A correct answer from the card drawer will allow the player to roll the dice once again. The first player to arrive on the field ‘2030’ is the winner! If a player throws the required number, they must step forward into field ‘2030’ and then move backwards the surplus number of spaces.</p>
<p><b>Reflection and evaluation</b></p>	<p>The discussion that will come out playing will be noted down by the teacher, as well as students’ answers, in order to be used later on for a further discussion. Students’ involvement will be an indicator of success, more than having a high rate of correct answers.</p>
<p><b>Tips for Teachers</b></p>	<p>Teachers should let the playful atmosphere be, so that students can identify themselves in the role of players (and no longer of students) and get involved in the game. A good participation will also help the discussion and will lead students to brainstorm, team up, foster their relations and improve their critical thinking skills.</p>

## Session 1, Step 4

### Digital storytelling. The plan! 20 min.

In this section the class will be kept in groups – each group is going to elaborate the structure of a story about sustainability topics. Let them choose a “writer” (who takes notes) and a “speaker” (who relates with teachers and other teams). All the team participants are also “story-promoters”. Let them brainstorm and collect ideas during this first phase. The teacher can inspire students with the following questions.

Proposal:

- Who are the main characters in your story? How old is your main character? What is the background of your character?
- What challenge are they facing? What do they struggle with?
- What choices were they facing? How can they decide?
- What do they decide to do? Why? What will cause it?
- What might others take away from the story? What is the meaning of the story? What are the main lessons or morals? What message do you want to deliver?

In this step students will have to come up with an overall idea of their story and its structure. Further deepening will come later.

**Example of a story:**

*David is a young boy living in a quiet countryside little town, in central Italy. He is a 5th grader at his local school. One day his class is told to go home and start a family conversation about environment, sustainability and in general planet's health and go back to school the day after to discuss it together with classmates and teachers. David is very happy to go home with this task and ask his parents what they know, what they think. That night at dinner, the discussion is very intense. David has many questions for his parents, and they give him a lot of good inputs on how to live lighter on this planet. Part of the discussion focuses on water saving, intensive farming and also trash pollution. David goes to sleep with many ideas on how to be more gentle and falls asleep dreaming of different possible actions to take. Walking his way to school, the day after, David is very enthusiastic and waits to go to school to discuss with his friends. Along the way, looking at his steps, David realizes he is stepping over cigarette buds, bottles caps, pieces of paper, cigarette packages, pieces of plastic wraps.. gosh! trash is everywhere!! That day in school David not only tells about the discussion he had with his family but, before the bell rings, he raises his hands and says: "Teacher! What about we create a group for collecting street trash! There is plenty of it all over our streets, have you ever noticed?" At that point, Lily raises her hands shyly and says: "David, I've always wanted to do this, I think we should go for it!"*

*The bell rings, some of the classmates are uncertain if leaving the room or not, they like David's idea and want to participate! The teacher is very happy and grateful for this result and decides to help them and guide them through the town for their "trash free raids".*

## End of Lesson 2

## Lesson 3

### Let the Story Begin!

Duration: 50 min.

In this lesson we will get to know the structure, aim and core of storytelling.

#### Session 1, 50 min.

##### Step 1. Introduction. 5 min.

A short introduction to the third lesson, explaining the term of good practice, asking for an example of good practice in the topic of sustainability.

##### Step 2. Good practice of sustainability. 10 min.

First, some theoretical background to the topic of good practice should be presented (using PowerPoint). Examples of good practice should be from all around the world, but also close to students (their city, country, ...). Storytelling in this lesson is focused on "food sustainability" as the easiest way of acquiring sustainable behaviours for this age group. Storytelling will take place via two videos (which can be replaced): "Digital Storytelling – what are you eating?" as the first, to get students to understand this

term; and "What does it take to have your favourite food in the plate?" as second to raise their interest and add some emotion.

##### Step 3. Mind map and discussion. 15 min.

Creating a mind map consisting of benefits of sustainability as a lifestyle. To be done by everyone together, using <https://bubbl.us/> - this is a sort of brainstorming: "What is it?, how to be more sustainable, how to change your everyday life to help the Earth, etc.". Right now, a mind map should be done, consisting of many pieces of information and ideas that every student contributed to.

##### Step 4. The story gains consistency 20 min.

Storytelling process goes on, students add details, contents, drawings to their story.

#### Materials

A monitor connected to a PC/tablet  
Round table/room to be in circle

#### Resources

[Mind map creator](#)  
[Video](#)

## Session 1, Step 1

### Introduction. Organisational issues. 5 min.

A short introduction to the third lesson, explaining the term of good practice/best practice:

*A "best practice" can be described like this: a working method or set of working methods that is officially accepted as being the best to use in a particular business or industry, usually described formally and in detail. It's the best example to take inspiration from, is the best model to follow, or the best development of an idea or a project.*

## Session 1, Step 2

### Good practice of sustainability. 10 min.

In this section, teacher's aim is to take students into the topic of "food sustainability". Teacher may introduce the topic as follows:

*To be sustainable, agriculture must meet the needs of present and future generations, while ensuring profit, environmental health, and social and economic equity. Sustainable food and agriculture contributes to all four pillars of food security - availability, access, utilization and stability - and the dimensions of sustainability (environmental, social and economic).*

This brief intro will lead to a discussion, a theoretical moment of brainstorming and exchange of ideas, in which students can ask questions and give answers about their understanding of the topic.

This video is then to be played: <https://www.youtube.com/watch?v=DJx7MySikZI>

The teacher now encourages the discussion among students giving questions. Example questions:

- How can we move towards a more sustainable food system?
- What would you practically do to improve the situation of food provision in your country?

Possible answers or focus points are:

- Better technical knowledge on the environmental impacts of food
- Stimulating sustainable food production
- Promoting sustainable food consumption
- Reducing food waste and losses
- Improving food policy coherence
- Boost km zero provision
- Boost seasonality awareness

## Session 1, Step 3

### Mind map and discussion. 15 min.

Everyone together will use <https://bubbl.us/> and contribute to creating a mind map. Teacher's computer monitor will be projected in a wider screen in order for students to be able to see the map. The teacher will be the only one writing on the mind map application because the only effort asked to students is giving ideas on how to create it and fill it in.

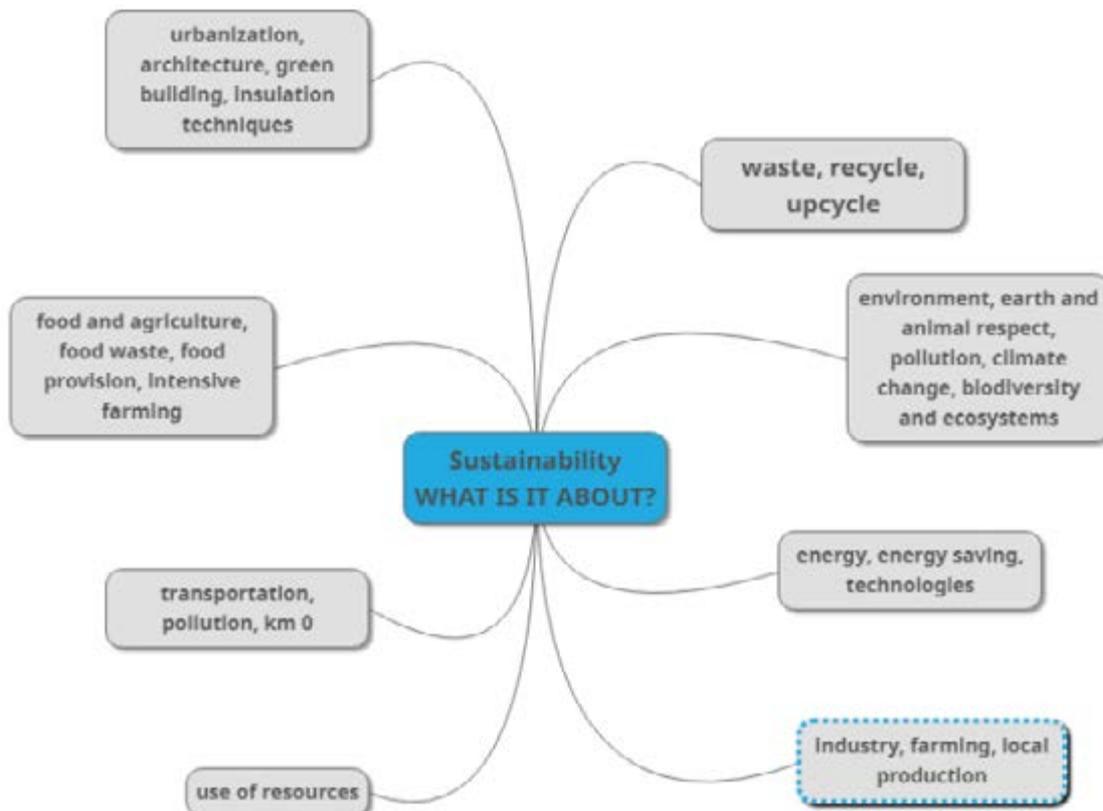
The teacher will support and lead the creation of the map asking specific questions.

The first "output answers" for branches will need to be redirected into specific categories of answers, as shown in the mindmap underneath. Any further output of answers will be the result of students' brainstorming and reflections (not to be done in this session).

#### QUESTION 1 – central point: **SUSTAINABILITY, WHAT IS IT ABOUT?**

**Category answers, first branches:** food and agriculture, environment, pollution, transports, use of resources, industry, energy, urbanization. In this first session, we aim at creating only the very first set of branches. Further work will be done later on.

Mind Map examples:





## Session 1, Step 2

### The story gains consistency. 20 min.

After having put the mind map on side and having worked and refreshed the main focuses of sustainability, students will get back in groups to let the storytelling process go on. In this session students add details, contents and drawings to their story.

The teacher can support them with additional questions such as:

- What scares the protagonist the most?
- What's the core concept or logline?
- What world does the hero live in at the beginning?
- Where does the story open?
- What's the ending of my story?
- Do I want to shock people with this story?
- Do I want to inspire people?
- How can I put more of me and my life experiences into this story?

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## End of Lesson 3

## Lesson 4

### Once Upon a Time... Duration: 55 min.

In this lesson we will transform theory into practice creating our digital story about sustainability.

#### Session 1, 55 min.

##### Step 1. Finalization of mind map. 10 min.

This time students will complete their mind map and give their final contribution to it. The teacher will go through the whole map, stressing the main concepts.

##### Step 2. Before being digital... let's tell it! 20 min.

Stories are almost complete. Speakers will show other groups their results, telling the story they created.

##### Step 3. Transformation of written text into the digital story. Part 1 25 min.

Creating a digital story using a previously made script on specific websites, providing the possibility to create digital storytelling, for example <https://www.storyjumper.com/> or <https://www.storyboardthat.com/>. Students work together with the help of their teacher (students could choose everything for the story, but have the teacher do it on the website) if they are facing problems.

#### Materials

CA monitor connected to a PC/tablet  
A board or flipchart, sheets for flipchart and flipchart markers  
Computers for students  
Round table/room to be in circle

#### Resources

[Platform](#)  
Worksheet for Trainer  
Mind map

## Session 1, Step 1

### Finalisation of the mind map. 15 min.

This time students will complete their mind map and give a final contribution to it. As it was before, teacher will be the one writing the map projected on the screen, students will be protagonist of it by giving ideas, adapting colleagues' ideas, brainstorming and cooperating for the finalization of the map.

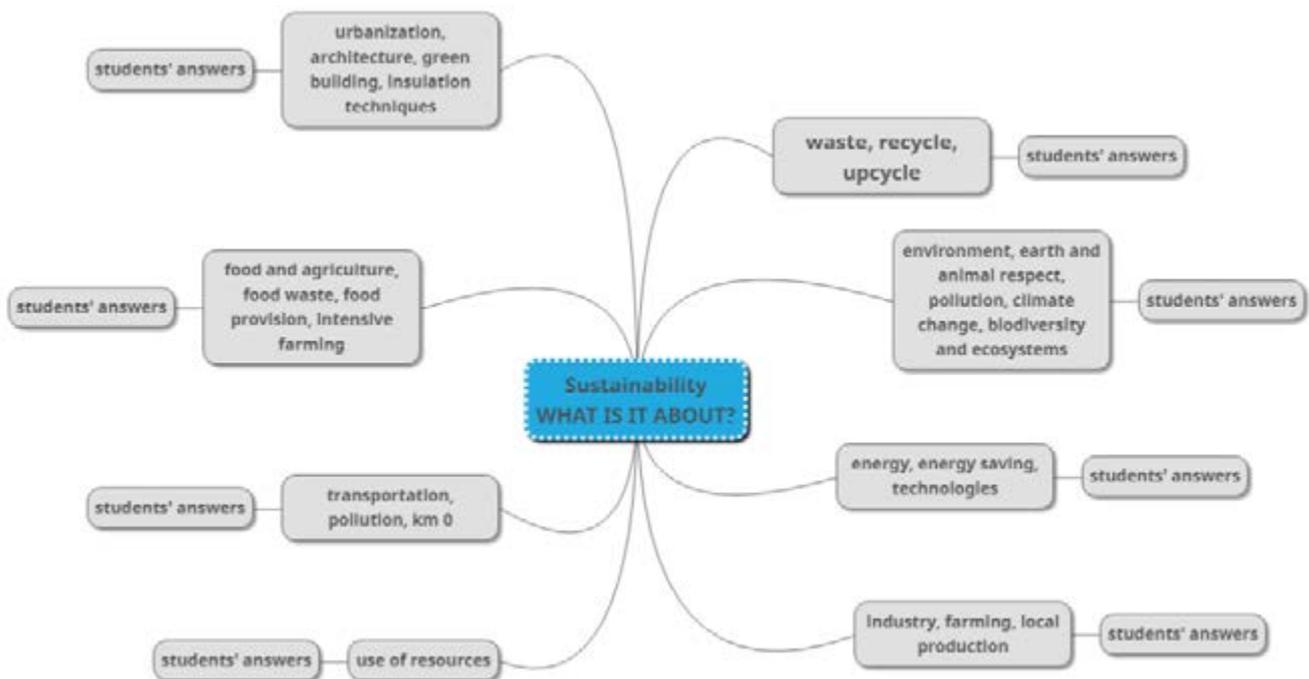
Afterwards, the teacher will go through the whole map, stressing the main concepts.

Using the previously made map, at this point discussion and brainstorming will be fostered by the teacher, who will use random questions to stimulate students' creativity and critical thinking in order to deepen each branch into sub-branches.

- How can we be more sustainable?
- How would you change your everyday life to help the Earth?
- Where do you buy your food? How do you go to school?
- Where do you buy your clothes?
- How often are you connected? How much food do you and your family waste in a week?

**Note for the teacher:** In this session, brainstorming is the main goal and also the main source of ideas. Teacher wants students to discuss, to compare ideas, to give each other questions and answers. By doing this, the students will spontaneously provide teachers with the best inputs for the mind map.

Mind Map result:



## Session 1, Step 2

### Before being digital... Let's tell it! 15 min.

At this point stories are almost complete. The classroom will now become a sort of stage in which, randomly, speakers will show other groups their result, telling the story they created. At this moment is very important for students to carefully listen to their colleagues' stories and possibly give suggestions and hints. While listening to other stories, students will have the chance to rethink about their stories and correct some incoherencies, if any.

This session is very important because shows students how crucial listening to others is, also for ourselves.

Further aims of this activity:

- To build trust and respect. Using active listening skills shows the other person you care and are interested in what they are saying.
- To understand that non-verbal communication skills such as eye contact, leaning in or nodding your head, allows the other person to know you are engaged and truly listening. This allows the person to be more honest and forthcoming. People are more likely to talk openly if they are feeling heard.
- Having a better chance of truly understanding the situation and be able to comment appropriately or criticize constructively.
- Understanding that by listening carefully to others you will learn, rather than assume, what others are thinking and feeling.

## Session 1, Step 3

### Transformation of written text to the digital story. Part 1. 20 min.

Creating a digital story using a previously made script on specific websites, providing the possibility to create digital storytelling, for example <https://www.storyjumper.com/> or <https://www.storyboardthat.com/>.

Students are working together with the help of their teacher. Each group will have a computer where to work to create the story.

Alternatively, students can create a story with more traditional tools such as photos, presentations, videos, mobile app, and drawings they can make a video of. (Example: picmonkey, KineMatser)

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## End of Lesson 4

## Lesson 5

### The Masterpiece

Duration: 50 min.

In this lesson students will enjoy their stories and listen to their mates' feedback.

#### Session 1, 50 min.

##### **Step 1. Transformation of written text into the digital story. Part 2. 20 min.**

Students will keep working on previously used websites to finalize their digital stories.

##### **Step 2. The play. 25 min.**

Students now have time to watch their masterpiece!

##### **Step 3. Feedback exchange among students. 5 min.**

Students exchange criticism, feedback and suggestions for improvement.

#### Materials

A monitor connected to a PC/tablet  
A board or flipchart, sheets for flipchart and flipchart markers  
Computers for students  
Round table/room to be in circle

#### Resources

Platform

## Session 1, Step 1

**Transformation of written text to the digital story. Part 2. 20 min.**

Students will keep working on previously used websites to finalize their digital stories. Teacher will keep mentoring them and being a support, where needed. This is also the time for final adjustments or corrections.

## Session 1, Step 2

**The play. 20 min.**

Students now have time to watch their masterpiece!

As it happened before in a non-digital way, students will now show their mates their results.

The same listening skills are required in this session too. Students are also asked to help their colleagues in case something went wrong while uploading the file.

## Session 1, Step 3

**Feedback exchange among students. 10 min.**

Students exchange criticism, feedback and suggestions for improvements. This should be a positive and constructive time to exchange ideas and criticism.

Teacher keeps the role of mentor and lead students in the conversation. Some questions could be used to foster the discussion.

Example questions:

- Did you enjoy the story?
- Could you imagine it would end like this?
- Is the protagonist appropriate?
- Would you change something in it?
- What are its strengths? What its weaknesses?
- Are images adequate?
- Is the length and the language used and appropriate?
- Can you imagine continuing this story? How?

---

## *End of Lesson 5*

## Assessment of Module 5

### Assessment Criteria

Students are able to:

- Identify the main problems related to sustainability.
- Understand the importance of a sustainable lifestyle.
- Understand the impact of their choices.
- Understand the human impact on the planet.
- Recognize positive and constructive behaviours.
- Think of sustainable solutions.
- Evaluate others' points of view and take them into consideration.
- Listen to other people's ideas attentively and empathically.
- Appreciate the value of different views and theses.
- Communicate clearly and with self-confidence.
- Effectively work in teams and cooperate.
- Use (digital) storytelling strategies to analyse the different ways to solve a problem.
- Use language in a respectful and empathic way.

### Assessment Procedures (see Section 5 - Overall Assessment)

The implementation of Module 5 will be assessed both by the teachers and the students, just as described in "Section 5 - Overall Assessment" and in the specific evaluation protocol prepared by Collegium Balticum.

### Teacher assessment

It will be based on general observation and on a questionnaire focusing on:

- The course and outcome of the students' activities.

- Their involvement and participation in the activities
- Their engagement in decision-making and critical thinking processes
- The achievement of the module objectives

### Student assessment.

It will be based on:

- A personal e-portfolio created in Padlet. The student will include documentation (written and graphic) on the general course of the classes, their own work, what they have learned, what has had more impact on them, etc. (see Section 5 - Overall Assessment)
- The student's satisfaction with the course of classes and type of activity - satisfaction questionnaire

# RESOURCES AND WORKSHEETS

## Handouts\_Module2\_Lesson1\_role\_cards

White heterosexual teenage boy

Disabled 15-year-old boy who can only move around in a wheelchair

Daughter of the local bank manager

Young refugee from Afghanistan who wants to become a scientist

17-year-old Roma (Gypsy) girl who never finished primary school

Son of an unemployed single mother

Son of unemployed schoolteacher in a country whose new official language you are not fluent in

Teenage girl suffering from schizophrenia

Illegal immigrant from Mali

Teenage boy suffering from depression

A teenage girl whose skin, due to the genetic disease, is too dark in certain areas of her body. Dark patches are also visible on her face

HIV positive teenage boy

Daughter of the owner of a successful import export company

Deaf teenage girl

Fashion model of African origin

Blind teenage boy

Son of the president of a party-political youth organisation, whose “mother” party is now in power

Son of a Chinese immigrant who runs a successful fast food business

Daughter of the American ambassador to the country where you are now living

Arab Muslim girl living with her parents who are devoutly religious people

Young girl raised by two homosexual men

18-year-old lesbian

Girlfriend of a young artist who is addicted to heroin

15-year-old boy placed in correctional institution

16-year-old boy living in a child care home, because both parents have died

Afro-American student

15-year-old girl, whose parent is addicted to alcohol

Young girl from a poor family, who has seven brothers and sisters

Homeless young man

18-year-old girl just leaving a child care home

19-year-old son of a farmer in a remote village in the mountains

## Handouts\_Module2\_Lesson1\_questions

### Questions\*, situations and events to be read out during the "Take a step forward" activity

1. Can you take a vacation in your home country?
2. Would you receive fair treatment from the police during their investigation of a robbery?
3. Can you plan a family?
4. Can you visit a dentist for treatment?
5. Would you feel safe in the streets after dark?
6. Can you expect to receive sympathy and support from your family?
7. Can you become a member of the tennis club in your locality?
8. Can your parents vote in the local elections?
9. Can your parents request your landlord for help if your neighbour is creating a racket every night?
10. Can your parents register you in a school?
11. Can you travel freely in the EU-Countries?
12. Can you move freely through the streets without some making passes at you or without being harassed?
13. Can you invite friends over for dinner at home?
14. Can you say that your family have never encountered any serious financial difficulty?
15. Do you have decent housing with computer (including access to the Internet) and television?
16. Do you feel that your language, religion and culture are respected in the society where you live?
17. Do you feel that your opinion on social and political issues matters, and your views are listened to?
18. Do other people consult you about different issues?
19. Do you know where to turn for advice and help if you need it?
20. Can you say that you have never felt discriminated against because of your origin?
21. Can you say that you have never felt discriminated against because of your religion?
22. Can you say that you have never felt discriminated against because of your sex?
23. Do you have adequate social and medical protection for your needs?
24. Can you say that you have an interesting life?
25. Can you say that you are positive about your future?
26. Do you feel that you can study and follow the profession of your choice?
27. Can you celebrate the most important religious festivals with your relatives and close friends?
28. Can you go to the cinema or the theatre at least once a week?
29. Can you buy new clothes at least once every three months?
30. Do you feel that your competence is appreciated and respected in the school and society where you live?
31. Can you use and benefit from the Internet?
32. Can you use the public transport?
33. Can you enter and use public facilities?
34. Do you feel comfortable holding hand of you partner/ kissing him or her in public?
35. Do you feel that others are really listening to you?
36. Do you think you would have a chance to be elected a president of the school council or a leader in your local community?
37. Do you feel safe at school?
38. Do you feel that if you have problems you will get support from teachers or other adults that you know?
39. Do you feel that if you have problems you will get support from your friends or other people?
40. Do you feel that it is easy for you to get to know new friends?
41. Can you find easily people in social media who represent you?
42. Would it be possible for you to train soccer?

**\*This is a wide selection of questions that could be read out. The teacher selects around 15 for the class according to the make-up of the group and cultural context in which it is being used. The teacher can also formulate his or her own questions to replace the samples provided above.**

## Handouts\_Module2\_Lesson2\_Situations

**Command:**

Analyse the following situations and think of four possible solutions – decisions that could be made in each situation. Write down the positive and negative consequences of each solution - their impact on the main characters and people around them. Remember the consequences of decisions now and in the future, for the person who makes the decision and for other people around him/her. Argue and explain which option you think would be best.

Situation 1	Possible Decisions	Consequences- including +/- impact on main character and on the others around
Martyna has just moved to a new city. She knows neither the people nor the area. She just saw a poster informing that local organisation is looking for people willing to organise a charity event for a sick girl. Martyna is hesitant to volunteer because she won't get any money for it.		

Situation 2	Possible Decisions	Consequences- including +/- impact on main character and on the others around
While walking to school you notice that at the bus stop a boy you don't like was slapped in the face by another boy. You notice blood on his face. What do you do?		

Situation 3	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Anna's cousin, whom she likes very much is in a wheelchair. Anna invites him to a birthday party where all her friends will be present as well. Soon she finds out that her friend Kamil wants to take to the birthday party another boy, who Anna likes very much. Anna would really like him to be at her birthday party too, but she is worried because she heard Kamil and his friends making fun of a disabled girl in front of the school. She wonders what to do.</p>		

Situation 4	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Martin is 15 years old and he decides to upcycle his clothes and buy clothes in second hand stores because he wants to be responsible for the planet and the people exploited in the clothes factories. When his friends see what he does and where he dresses up, they start to limit their contact with him. Martin wonders what he should do as he sees his peers doing nothing to protect the planet and wonders if he can do something himself.</p>		

Your notes:

Situation 5	Possible Decisions	Consequences- including +/- impact on main character and on the others around
You are rushing for the bus, but on your way out of school you see a backpack lying on the lawn. What do you do?		

Situation 6	Possible Decisions	Consequences- including +/- impact on main character and on the others around
Returning from the shop you see an elderly man barely carrying a shopping bag. What do you do?		

Your notes:

Situation 7	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Monica no longer wants to see just pretty faces on Facebook or Instagram, so she and her friends would like their posts to be of value to others. They wonder what they can do.</p>		

Situation 8	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>You see a new student from your class sitting alone in the corridor at a school break.</p>		

Your notes:

Situation 9	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>A friend asks Jacob if he would like to help with a fundraising for the animal shelter at the weekend because one person in their team is sick. Jacob has promised his grandparents that he will come to visit them for the weekend. Jacob wonders what to do.</p>		

Situation 10	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Patrick does not like his new school. In his opinion, there is nothing going on there, there are no interest clubs, no sports activities for the pupils, and excursions are organised rare. At school, after classes, there are elections for the school council, but Patrick wants to go home early.</p>		

Your notes:

Situation 11	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Maria notices that a lot of food is thrown away in her house. She wonders how to change this.</p>		

Situation 12	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Alex has a big project to do by the end of the week and some homework for tomorrow. At the same time, he would like to go to a basketball game with his friends tonight, but he's not sure if he has enough time to finish the project.</p>		

Your notes:

Situation 13	Possible Decisions	Consequences- including +/- impact on main character and on the others around
<p>Maja is assigned to a class project. She can choose who she wants to do the project with. Kamila volunteered to be the first to do it with her, but the last time they worked together she didn't do the part she was responsible for. Maja is wondering what to do.</p>		

**Your notes:**

## Handouts\_Module2\_Lesson3\_LostSea\_individual

### “Lost at Sea” Individual Work Sheet

Name:

Group:

You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land. Following is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars. The raft is large enough to carry yourself, the crew, and all the items in the following list. The total contents of all survivors’ pockets are a package of cigarettes, several books of matches, and five one-dollar bills. Your task is to rank the fifteen items that follow in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Sextant	
Shaving mirror	
Five-gallon can of water	
Mosquito netting	
One case of U.S. Army C rations	
Maps of the Pacific Ocean	
Seat cushion (flotation device approved by the Coast Guard)	
Two-gallon can of oil-gas mixture	
Small transistor radio	
Shark repellent	
Twenty square feet of opaque plastic	
One quart of 160-proof Puerto Rican rum	
Fifteen feet of nylon rope	
Two boxes of chocolate bars	
Fishing kit	

## Handouts\_Module2\_Lesson3\_LostSea\_group

### “Lost at Sea” Group Work Sheet

Group:

In your subgroup rank together the fifteen items that follow in terms of their importance to your survival. The prediction for each of the fifteen survival items must be agreed on by each subgroup member before it becomes a part of the subgroup decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone’s complete approval. As a subgroup, try to make each ranking one with which all members can at least partially agree.

Here are some guides to use in reaching consensus:

- Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
- Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.
- Avoid “conflict-reducing” techniques such as majority vote, averaging, or trading in reaching your decision.
- View differences of opinion as a help rather than a hindrance in decision making.

Sextant	
Shaving mirror	
Five-gallon can of water	
Mosquito netting	
One case of U.S. Army C rations	
Maps of the Pacific Ocean	
Seat cushion (flotation device approved by the Coast Guard)	
Two-gallon can of oil-gas mixture	
Small transistor radio	
Shark repellent	
Twenty square feet of opaque plastic	
One quart of 160-proof Puerto Rican rum	
Fifteen feet of nylon rope	
Two boxes of chocolate bars	
Fishing kit	

## Handouts\_Module2\_Lesson3\_answer-sheet

### “Lost at Sea” Answer and Rationale Sheet

According to the “experts,” the basic supplies needed when a person is stranded in midocean are articles to attract attention and articles to aid survival until rescuers arrive. Articles for navigation are of little importance: Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signalling air sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. Shaving mirror - critical for signalling air-sea rescue.
2. Two-gallon can of oil-gas mixture - critical for signalling—the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).
3. Five-gallon can of water - necessary to replenish loss from perspiring, etc.
4. One case of U.S. Army C rations - provides basic food intake.
5. Twenty square feet of opaque plastic - utilized to collect rain water, provide shelter from the elements.
6. Two boxes of chocolate bars – a reserve food supply.
7. Fishing kit - ranked lower than the candy bars because “one bird in the hand is worth two in the bush.” There is no assurance that you will catch any fish.
8. Fifteen feet of nylon rope - may be used to lash equipment together to prevent it from falling overboard.
9. Floating seat cushion - if someone fell overboard, it could function as a life preserver.
10. Shark repellent - obvious.
11. One quart of 160-proof Puerto Rican rum - contains 80 percent alcohol—enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.
12. Small transistor radio - of little value because there is no transmitter (unfortunately, you are out of range of your favourite radio stations).
13. Maps of the Pacific Ocean - worthless without additional navigational equipment—it does not really matter where you are but where the rescuers are.
14. Mosquito netting - there are no mosquitoes in the mid-Pacific Ocean.
15. Sextant - without tables and a chronometer, relatively useless.

The basic rationale for ranking signalling devices above life-sustaining items (food and water) is that without signalling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

## Observations: Fake News Checklist

Type Yes/No in dotted lines

### Headline

- ..... Does it use excessive punctuation or capital letters? (No = Good)
- ..... Does it have a claim about a secret you “have to find out”? (No = Good)

### Reverse image search

- ... Are any images in your example authentic (sources that haven't been altered or taken from another context)? (Yes = Good)

### Question the publisher/author

- ..... Is the author's name attached to the resource? What's the author's bio? Does it have good references? (Yes = Good)
- ..... Read “about us” page. How does the resource describe itself?
- ..... Are there contact details and does the resource include an email address that matches the domain? (Yes = Good)

### Shareability

- ..... Is the resource designed for easy sharing, like a meme? (No = Good)

### Encounter

- ..... How did you bump into this resource? Was it promoted on a website? Was it advertised on Google? (Advertising = Biased)
- ..... Did it show up in a social media feed? Was it sent to you by someone you know (Acquaintance = Biased)

### Links

- ..... Does the example link to or cite a variety of sources, including official and expert sources? (Yes = Good)
- ..... Does the information this resource provides appear in reports from news websites? (Yes = Good)

### Domain Authority

- ..... What institution publishes this document? (Tip: use “Google Advanced Search” to narrow down search by omitting specific words or searching exact reliable websites)

### Up-to-date

- ..... Does the resource have a current publishing date? (Yes = Good)
- ..... Are there any broken links? (No = Good)

### More resources

- ..... Did you check more than one source and do they state the same facts?

### Emotional stage

- ..... What's your emotional reaction to the resource? Is it strong? Are you angry? Are you hoping that the information turns out to be true or false? (No reaction = good)

## 5 W-Questions

### 1. WHERE does the information come from?

Look at the URL. Does it look familiar or credible?

#### TIPS

- Websites with these URLs are usually legitimate: .com, .org, .net, .edu, .gov
- Fake websites often have URLs that end with: lo, .com.co.
- Alternatively, fake URLs are incomplete. Fake websites have similar names to authentic sites, e.g. Sky Newz (instead of Sky News).

### 2. WHEN was the post put online?

What's the date on the post? Is the date real? Is the post recent?

#### TIPS

- Fake news are often posted on dates which don't exist (e.g. 30 February) or on 1 April (April Fool's Day).
- Always check the date.
- Sometimes the news was posted years ago but is still being circulated as 'news'.

### 3. WHO created the information?

Who wrote the article? Who took the photo?

#### TIPS

- Real photos should always give the name of the person who took them (or explain where they come from).
- Look at photos carefully. Could they have been Photoshopped?
- Check suspicious photos by doing a reverse Google image search. Other websites may have used the same photo for different news.

### 4. WHAT does the post or website look like?

Look at the layout. Is the website well presented and carefully organised?

Look at the headline. Is it sensational?

Is there an 'About Us' section with contact information? Are sources given for the information? Is the spelling and grammar correct?

#### TIPS

- Genuine websites usually look professional. They usually contain an 'About Us' section, contact information, sources and links to more information.
- Check the spelling and grammar. Fake websites often contain mistakes in English.

### 5. HOW do you know for certain that it's true?

Check the content again. Does any information seem unlikely? Too good (or too amazing) to be true?

#### TIPS

- Real news stories should appear in several news outlets, not just the one you're looking at.
- Cross-check the information with a credible website to see if you can find the same story!

**Your notes:**

## Web Evaluation Checklist

### Answer Yes/No

#### Authority

Is it clear who wrote the content?

Is the author an expert on the subject? Does he have a good reputation?

Is there contact information that can be verified?

Does the domain extension match the content?

#### Accuracy

Do you believe that content is true?

Does the information use correct grammar, spelling and sentence structure?

Are photos, if there are any, real?

Objectivity

Is the information presented in a balanced way?

Is all the information included?

If there are any advertisements, do they match the content on the page?

#### Currency

Is there any date to show when the content was created?

Is there any date to show when the content was last updated?

Do all the links work?

#### Coverage

Is the subject discussed in depth?

Can you find the information you were looking for?

Do links on the page lead to some other good information?

Are the pictures on the page helpful?

## Worksheet “Copyright QUIZ”

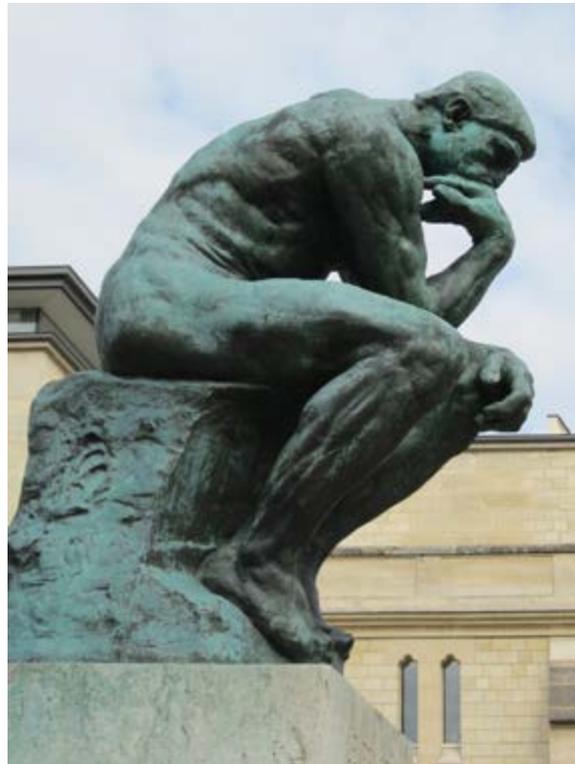
Write True/ False next to each phrase

1. Copyright status is only granted to well-known authors and filmmakers.
2. The Motion Picture Association of America has anti-piracy sniffing dogs.
3. Sam buys a new band’s CD but decides he doesn’t like the singer, so he resells the CD on eBay. That’s legal.
4. The sole purpose of copyright is to make authors money and protect them from getting their works stolen.
5. Amy tells Daniel about her summer vacation, and he says he’d love to see her pictures. Amy uses a peer-to-peer (P2P) file-sharing program to upload the photographs she took at camp so he can download them. That’s copyright infringement.
6. Amy tells Daniel that the files are available. Daniel uses the same peer-to-peer file-sharing program to download Amy’s camp pictures. That’s copyright infringement.
7. Jason copies the entire last chapter from the final Harry Potter book to his commercial blog without any additional commentary. Since he only used part of the work, Jason would be protected by fair use.
8. Kathy downloaded a few photos of local organic farms from Flickr.com’s Creative Commons (CC) pool. She follows the rules of the photographer’s specific CC license and uses them in her digital video about sustainable agriculture. That’s OK.
9. Dwight finds a peer-to-peer (P2P) network that offers free music downloads. He owns all but one of his favorite band’s CDs, and he finds that particular CD on the network. He’s too cheap to buy it, so he downloads the songs. He’s not committing copyright infringement.
10. Paula read an interesting article about the making of the film Titanic and wants to use a short quote in her cinema review paper for journalism class. That’s copyright infringement.
11. The Public Domain is a polar research station in Antarctica.
12. Adam recorded a video for his YouTube channel about the upcoming Senate elections and includes an official photo taken by a government employee and four bills authored by the incumbent that Adam found on the Senate’s website. That’s copyright infringement.
13. Justin downloaded the black-and-white horror classic Night of the Living Dead from the Internet Archive and decided to mix an audio sample from the film into one of his original songs. That’s copyright infringement.
14. Since Richard forgot to register his screenplay before he sent it out to agents for review, he’s no longer eligible to copyright it.

## Worksheet "Copyright QUIZ" - Answers and comments

- Copyright status is only granted to well-known authors and filmmakers.  
**False.** Copyright is granted to anyone who records an original creative work in a fixed, tangible form.
- The Motion Picture Association of America has anti-piracy sniffing dogs.  
**True.** According to the MPAA, they've trained two black Labradors named "Lucky" and "Flo" to sniff out DVD piracy.
- Sam buys a new band's CD but decides he doesn't like the singer, so he resells the CD on eBay. That's legal.  
**True.** Reselling a CD that you bought is legal according to the First Sale Doctrine.
- The sole purpose of copyright is to make authors money and protect them from getting their works stolen.  
**False.** Copyright was established to encourage the growth of science, education, and the arts.
- Amy tells Daniel about her summer vacation, and he says he'd love to see her pictures. Amy uses a peer-to-peer (P2P) file-sharing program to upload the photographs she took at camp so he can download them. That's copyright infringement.  
**False.** Sharing your own original work using peer-to-peer file-sharing technology is legal.
- Amy tells Daniel that the files are available. Daniel uses the same peer-to-peer file-sharing program to download Amy's camp pictures. That's copyright infringement.  
**False.** Amy took the pictures, so she's the copyright holder, and she's given Daniel permission to download.
- Jason copies the entire last chapter from the final Harry Potter book to his commercial blog without any additional commentary. Since he only used part of the work, Jason would be protected by fair use.  
**False.** Given the amount and significance of the portion Jason has taken, the commercial benefit he would receive, and the likely harm to the market for the Harry Potter book, a court would be unlikely to view his use as a fair use.
- Kathy downloaded a few photos of local organic farms from Flickr.com's Creative Commons (CC) pool. She follows the rules of the photographer's specific CC license and uses them in her digital video about sustainable agriculture. That's OK.  
**True.** Kathy can legally use the photos as long as she follows the rules of the license.
- Dwight finds a peer-to-peer (P2P) network that offers free music downloads. He owns all but one of his favorite band's CDs, and he finds that particular CD on the network. He's too cheap to buy it, so he downloads the songs. He's not committing copyright infringement.  
**False.** Unless Dwight has permission from the copyright holders (band/publisher/songwriter etc.) it would be copyright infringement.
- Paula read an interesting article about the making of the film Titanic and wants to use a short quote in her cinema review paper for journalism class. That's copyright infringement.  
**False.** Since she's using a short quotation for the purpose of scholastic commentary, it would be fair use.
- The Public Domain is a polar research station in Antarctica.  
**False!** Public Domain refers to works that are not subject to copyright restrictions, so they are free to use. Public domain material can include works that are not copyrightable, are designated for free and unlimited public access by the creator, or are no longer protected by copyright law because the copyright status has expired or been forfeited by the owner.
- Adam recorded a video for his YouTube channel about the upcoming Senate elections and includes an official photo taken by a government employee and four bills authored by the incumbent that Adam found on the Senate's website. That's copyright infringement.  
**False.** Works produced by the U.S. government, or any U.S. government agency, are in the public domain. The texts of legal cases and statutes produced by the federal government are also in the public domain.
- Justin downloaded the black-and-white horror classic Night of the Living Dead from the Internet Archive and decided to mix an audio sample from the film into one of his original songs. That's copyright infringement.  
**False.** The copyright for Night of the Living Dead is part of the wonderful wealth of the public domain. Justin is free to be as creative as he wants with public domain material.
- Since Richard forgot to register his screenplay before he sent it out to agents for review, he's no longer eligible to copyright it.  
**False.** Copyright protection is automatic once your original work is in a fixed, tangible form.

## Module4\_Lesson1\_Handout1\_TheThinker



Le Penseur (The Thinker) - 1903  
by Aguste Rodin (1840 -1917)  
Medium: Bronze sculpture  
Place: Musée Rodin (Paris)

“When conceived in 1880 in its original size (approx. 70 cm) [...] The Thinker was entitled The Poet. He represented Dante, author of the Divine Comedy, leaning forward to observe the circles of Hell, while meditating on his work. The Thinker was therefore initially both a being with a tortured body, almost a damned soul, and a free-thinking man, determined to transcend his suffering through poetry [...]

Enlarged in 1904, its colossal version proved even more popular: this image of a man lost in thought, but whose powerful body suggests a great capacity for action, has become one of the most celebrated sculptures ever known.”

<http://www.musee-rodin.fr/en/collections/sculptures/thinker-0>

## Module4\_Lesson1\_Handout2\_Questions+Provisions

Follow the teacher's presentation and write your answers to the questions below. Be as concise as possible.

**How could you define "free speech"?**

**What is "respect"? How would you define it?**

**Is "hate speech" a form of free speech? Yes/No? Why?**

**Can you think of any other real examples of "hate speech"?**

**Read the following clauses, articles or provisions defining and protecting the right for freedom of speech and follow the teacher's instructions.**

- Article 19 of the Universal Declaration of Human Rights: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and seek, receive and impart information and ideas through any media and regardless of frontiers."
- Article 11 of the EU Charter of Fundamental Rights: "1. Everyone has the right to freedom of expression. (...) 2. The freedom and pluralism of the media shall be respected."
- Section 20 of the Spanish Constitution: "a) the right to freely express and spread thoughts, ideas and opinions through words, in writing or by any other means of reproduction."
- First Amendment of the US Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, ..."

## Freedom of Speech is a Human Right!

## Module4\_Lesson1\_Handout3\_Situations

Read each of the following hypothetical situations and decide whether or not the government can limit or punish the speech contained in the situation. Place an "X" in the box that best matches the amount you think the government can limit the speech based on these criteria:

1 = government **may not** limit or punish the speech.

2 = government **can limit** or punish the speech **under rare conditions**.

3 = you are **unsure** when and how the government can limit or punish the speech, but you think there may be good arguments on both sides.

4 = government can **usually limit** or punish this type of speech.

5 = government can **always limit** and punish this type of speech.

Hypothetical Situation	1	2	3	4	5
A person burns a national flag in protest of government policies.					
A person creates a website asking people to support an anti-war agenda.					
A person writes and publishes an essay about the superiority of his or her race.					
A person criticizes your country's president or prime minister on a blog site about public policy.					
A person spreads malicious lies about a political candidate during an election					
A public-school student criticizes the principal and teachers on social media.					
A public-school student starts a website for students to say hateful things about other students.					
A student threatens violence against his school on social media in the form of a poem or song.					
A person posts online that someone should assassinate Supreme Court justices.					
A lecturer gives a conference saying that gay people are sick.					

This Handout is adapted from the Handout created by "The Learning Network" for the warm-up activity appearing on the lesson on Freedom of Speech in <https://nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-a-lesson-on-understanding-the-protections-and-limits-of-the-first-amendment.html>

## Module4\_Lesson1\_Handout4\_ClassPoll

Read each of the following questions and answer them according to what is true for you. Reflect on your own experiences. If your answer is “Yes”, try to elaborate on that experience and follow your teacher’s instructions.

Reflect:

YES (This is True)

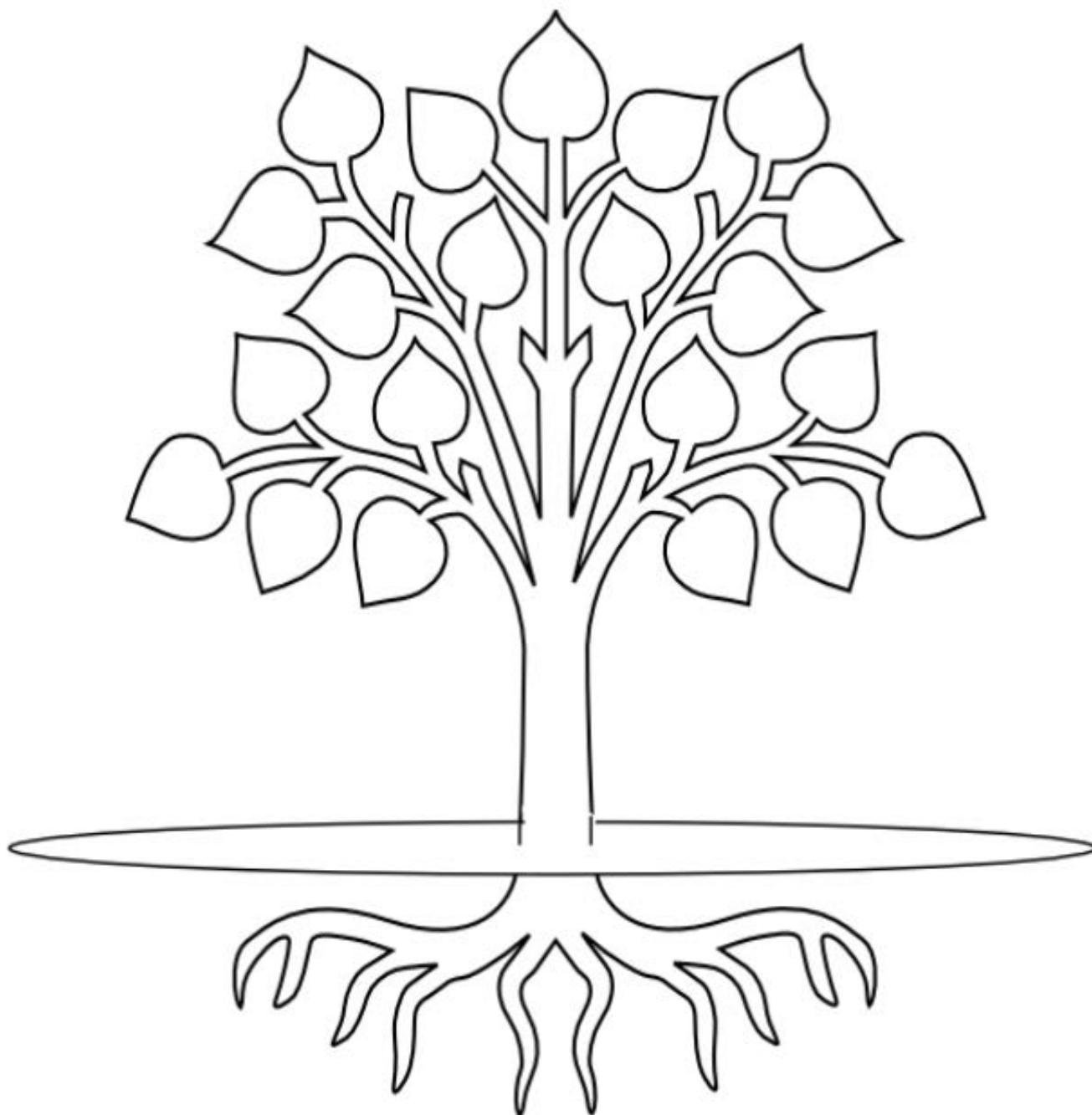
NO (This is not True)

I DON'T REALLY KNOW

Questions	My answers
Have you ever witnessed or experience a situation in which a person was saying hateful things to you or one of your friends at school?	
Have you personally been the target of hate speech at school or online?	
Do you think you may have used hate speech yourself in the past without realizing it?	
Have you ever seen, read or heard a hateful comment or manipulated image on social media (Twitter, Instagram, Tik Tok, etc.)?	
Have you ever conducted Hate speech on Social Media even as a joke?	
Is Hate speech on Social Media getting worse?	
Do you agree with companies deleting comments, posts, tweets, even closing accounts on Social Media (Twitter, Facebook)?	
Do you usually reflect about the possible consequences before posting or writing something hateful on the Internet?	
Do you recall seeing someone confronting hate speech on the Internet?	
Can you do something to avoid “hate speech”?	

**“Hateful conduct:** You may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease. We also do not allow accounts whose primary purpose is inciting harm towards others on the basis of these categories.” (Twitter’s Hateful Conduct Policy)

## Module4\_Lesson1\_Handout5\_HateSpeechTree



## Module4\_Lesson2\_Handout6\_CartoonDog



Pros of Social Media

Cons of Social Media

## Module4\_Lesson2\_Handout7\_MindMap

The Social  
Dilemma

## Module4\_Lesson2\_Handout8\_VideoForum

### PROMPTS

**Prompt 1: “A picture is worth a thousand words”**

Choose and write down an image or scene which has caused a big impact on them and explain the reasons for their election.

**Prompt 2: “Not only one perspective”**

The students will choose and write down an idea for its analysis from at least two different points of view: an optimistic perspective, a neutral perspective, a pessimistic perspective, etc.

**Prompt 3: “I agree... / I disagree...”**

Students will write down an idea they agree with and another idea they disagree with, and they must explain why

- What did you feel after watching the documentary? (“fear”, “relief”, “surprise”, “anger”, etc.)
- How have the issues portrayed in the film impacted your own life? Your friends’ lives?
- What would it look like to take a break from social media?
- If you could wave a wand and change social media, what would that change look like and how would it make the world better?
- Did you learn anything from this movie? If you did, what was it?
- What is the message of this movie? Do you agree or disagree with it?

*These brief thinking prompts are optional and may or may not be used, at the discretion of the teacher. It is ok for you to only use the “discussion questions” for the “video forum” activity.*

## Module4\_Lesson3\_Handout9\_BullyingSituations (for the teacher)

### Cyberbullying

1. You have received threatening WhatsApp messages for several days from a phone number you do not know ... What would you do?
2. Ana uploads a photo to Instagram. Several users post comments mocking that she wears braces... What would you do?
3. Some people from your school have edited some photos of yours and posted them online with nasty comments. You think you know who it is... What do you do?
4. Someone has shared an intimate photo of a student in the class group chat. The head of studies is investigating what happened, the student has stopped going to class because of the teasing of her classmates. You think you know who started it ... what would you do?
5. A group of kids in your class have been spreading a hurtful rumour about you on social networking sites. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true... What do you do?
6. A WhatsApp group has been created for class birthdays. The group administrator (the class delegate) refuses to allow Adrian to be a member of the group because he is very introverted and lacks communication skills... What would you do?

### Bullying

1. Tim has come to your school. Your friends start to laugh at him for the way he dresses, and they have given him an awful nickname. Things are getting worse, they steal his sandwich, trip him up between lessons, and they have even told him that they will be waiting for him after school to make fun of his behaviour... What would you do?
2. A student of foreign origin is your new classmate. No one seems to have noticed that she has no friends. After the first fifteen days of class she continues to be alone during breaks. In language class, several classmates laugh at her when she has to read. They have even started to tell racist jokes about him... What would you do?
3. A classmate is very defiant with the teachers and with several introverted but smart classmates. He calls them "nerds" and usually plays very practical jokes on one of them, even damaging his outerwear. The class atmosphere seems very rarefied... What would you do?
4. There is a bunch of 2nd graders who are always in the hallway between periods to push and make fun of a 1st grader who is learning-disabled. He is small in stature and does not seem to defend himself. Some of those kids are your friends... What would you do?
5. The teacher tells the class that one kid is being badly bullied, and he/she was attacked on the way home from school. She asks for anyone who knows anything about this to talk to her privately after the lesson. You think you know who did it, but you're scared because you have received a lot of text messages, warning you not to say anything... What do you do?

## Module4\_Lesson3\_Handout10\_PlayChangeScenario

**John and Sarah** – popular kids in school. They start the bullying.

**David** – a bullied boy who has trouble making friends.

**Classmates**

*“David is seen as a bit ‘different’ by their classmates. He does not match the sexual stereotypes and he is regularly insulted by some classmates in the cafeteria and the school yard. He doesn’t have many friends and often worries that others in the class don’t like him. He is not very good at doing sports, but he loves drawing and telling jokes. Sometimes their classmates tell him to play the fool to make the other children laugh, but he doesn’t know if they laugh at him or about their jokes. After one lesson when he had made all the class laugh a lot, he was approached as he was leaving school by John and Sarah, two of the most popular students in the class. The two of them started to laugh about his behaviour in class and called him a “fag” and a “freak”. He ducked his head and continued his way home. Other classmates were there but didn’t say anything. David feels that everyone is ignoring him, and he suffers from this isolation.”*

*This scenario may be changed by the teacher according to the specific idiosyncrasy of the group, context, peer pressure, etc.*

Project Partners:



Szczecińska  
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