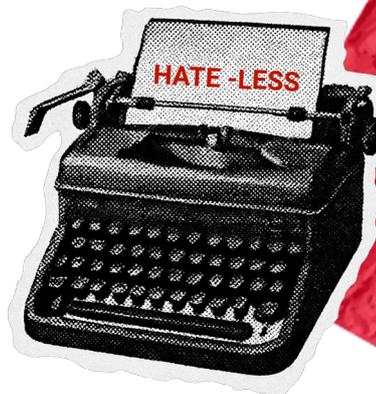# HATE-LESS

Harnessing Awareness to End Hate Speech and Disinformation for a More Diverse Youth using Media Literacy and Technology

The training toolkit for youth workers, trainers and youngsters

CONTENT

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INTRODUCTION

This training toolkit is part of the broader HATE-LESS project, developed through collaboration among partners from six European countries. It draws on insights gathered from Local Advisory Groups and aims to bridge policy, research, and practice by embedding them within its core activities. The toolkit introduces innovative methods and tools to support participatory action research and video production, transforming them into engaging training content and experiential learning activities. These are designed to empower and equip youth workers, trainers, and young people with the digital and media literacy skills necessary to challenge hate speech, disinformation, and racism while promoting inclusion and diversity.

This training toolkit serves as both an educational resource and a practical guide for implementing inclusive,tech-supported, and participatory approaches in youth work. It is tailored to empower young people and those who work with them to actively counteract hate and build more resilient communities.

Toolkit highlights:

- State-of-the-art content
- Six comprehensive modules with practical activities

■ **MODULE 1**
Understanding participants: European values, and code of conduct.
Explores group dynamics, shared values, and behavioral expectations in inclusive spaces.

■ **MODULE 2**
Emotional algorithms: How social media shapes feelings and radicalisation.
Investigates how digital platforms shape emotions and contribute to radicalisation.

■ **MODULE 3**
The research and exploration phase.
Offers hands-on activities like soundscape mapping, photovoice exploration, youth-led animations, audio diaries, and participatory interviews. Includes guidance on ethical mapping and conducting sensitive interviews.

■ **MODULE 4**
Foundations of participatory action.
Encourages young people to raise their voices against hate and take an active role in social change.

■ **MODULE 5**
Technical guide for the creation of a participatory video.
Provides technical guidance for creating impactful video content, photo-stories, and interviews. Covers best practices for sound, visuals, consent, and social media sharing, including tracking impact.

■ **MODULE 6**
Learning from reflection.
Features interactive tools such as board game and evaluation activities to support reflective learning.

Empowering Youth to Tell Their Stories

The overarching aim of this toolkit is to equip youth workers, trainers, and educators with practical methods to support young people in telling their own stories through participatory videos and other media tools. Rather than focusing solely on defining hate speech or hate, this resource emphasizes the next step: providing the tools, frameworks, and creative approaches for young people to actively respond to harmful narratives. By engaging in the creation of counter- and alternative narratives, youth are encouraged to critically reflect on their experiences, develop a strong personal voice, and contribute to a culture of inclusion and resilience in their communities.

From Understanding Hate to Actionable Tools

While understanding the forms and impacts of hate speech, disinformation, and radicalizing content is essential, the toolkit does not aim to provide exhaustive theoretical definitions. Instead, it takes a practical, action-oriented approach, guiding educators and youth workers to translate knowledge into tangible activities. By focusing on the creation of participatory media, young people are given the opportunity to shape their own narratives, challenge stereotypes, and counter hateful messaging in ways that are meaningful to them. The emphasis is on empowerment, participation, and reflection, allowing learners to move from passive understanding to active engagement.

Contextualizing Themes Across Partner Countries

The toolkit recognizes that hateful narratives, fake news, and disinformation manifest differently depending on social, cultural, and political contexts. The "State-of-the-Art" chapter is included to provide youth workers and educators with a deeper understanding of these themes as they appear across all partner countries. This ensures that trainers can contextualize discussions and activities for their local environments while appreciating the broader European and global dimensions of the issues. However, the spirit of the toolkit is not to dwell on static definitions or abstract theory, but to use this knowledge as a foundation for creative expression and participatory learning.

Complementarity and Flexibility of Activities

Some activities in the toolkit may appear to overlap, often using similar participatory tools such as interviews, photo-stories, or digital storytelling. This is intentional and beneficial: each module is designed to be complementary, allowing youth workers to choose and adapt activities to the needs, interests, and contexts of their participants. The tools included are non-exhaustive, giving trainers the flexibility to experiment, combine methods, or expand upon them with locally relevant resources. This approach reinforces the idea that participatory learning is dynamic, iterative, and responsive, rather than rigidly prescriptive and has focus on building emphasy and awareness raising.

A Participatory Spirit at the Core

At its core, this toolkit is about creating spaces for young people to find and amplify their voices. It encourages experimentation, creativity, and critical thinking while promoting inclusive participation. By combining contextual knowledge, practical tools, and reflective exercises, youth workers and educators are empowered to facilitate learning environments where young people can challenge harmful narratives, construct alternative stories, and actively contribute to a culture of empathy, equity, and social cohesion.

STATE OF THE ART

General approach

The State-of-the-Art section situates the HATE-LESS Toolkit within the broader social, digital, and political landscape that shapes young people's experiences today. It synthesizes current research, European debates, and the lived realities of youth across partner countries to provide a contextual foundation for the modules that follow.

Rather than offering static definitions, this section aims to illuminate how hate speech, disinformation, and racism interact within the digital ecosystem, and why youth-centered, participatory, and media-literate approaches are urgently needed. It offers a lens through which trainers and youth workers can understand the challenges faced by young people, while recognizing the transformative potential of technol-

1. The Challenges of the Digital Era

The quick development of social media and digital technologies has changed how people interact, communicate, and engage with society. These platforms have become an integral part of everyday life, providing previously unheard-of chances for grassroots activism, public discourse, and civic engagement. Additionally, they have created new vulnerabilities (Wardle & Derakhshan, 2017).

Hate speech, poisonous narratives, and coordinated misinformation can be amplified by the same instruments that can bolster democracy. Social media serves as both a platform for empowerment and a breeding ground for manipulation, fostering an atmosphere where misinformation and the truth coexist and marginalized groups, migrants in particular, become easy targets for online animosity (Council of Europe, 2022). The advantages and dangers of the digital age are inextricably linked, as evidenced by the growing use of disinformation as a weapon to polarize societies and strengthen prejudices.

2. Hate Speech, Disinformation, and Racism

Racism, hate speech, and misinformation combine to create a potent trifecta that erodes social cohesiveness and feeds animosity toward minorities throughout Europe. False narratives legitimize discrimination, and racist ideologies support the dissemination of false information. These dynamics do not exist in a vacuum; rather, they feed off one another (Leets, 2002). Coordinated disinformation campaigns pose a direct threat to democratic processes and the safety of targeted communities, as the European Parliament (2022) has repeatedly acknowledged. The need for precautions becomes more urgent in a setting where animosity on the internet can swiftly turn into harm in the real world. In order to preserve democratic values and create inclusive societies, it is now imperative to stop radicalization, combat propaganda, and deal with the normalization of hate.

3. Migration and Misperceptions

In modern Europe, migration is still one of the most contentious and misinterpreted topics. Fear, conjecture, and sensationalist media narratives frequently influence public discourse more than facts. Racist stereotypes that depict migrants as threats rather than as people with nuanced histories, abilities, and goals are fostered by this ignorance (European Union Agency for Fundamental Rights, 2019). These misconceptions turn people into caricatures that further political or ideological goals while obscuring the structural forces underlying migration. Alternative storytelling techniques are essential to refuting these narratives. Misinformation can be dispelled and a more grounded understanding of mobility and belonging can be fostered by humanizing viewpoints that emphasize actual experiences, contextual realities, and the diversity within migrant communities (UNHCR, 2021).

4. Media Literacy and Youth Empowerment

Media and digital literacy become crucial skills for young people and those who support them in a digital environment where false information spreads easily (Bulger & Davison, 2018). Helping young participants develop the critical thinking abilities necessary to identify manipulation, evaluate sources, and comprehend how hateful or racist content spreads online is a growing challenge for youth workers. Giving young people the self-assurance and resources to develop their own counter-narratives is another aspect of empowerment that goes beyond technical expertise. Youth can reclaim their agency and influence the dialogues that impact their lives through participatory media techniques like storytelling, video production, and creative digital expression (Hobbs, 2017). By using these strategies, youth can actively challenge damaging narratives while enhancing their sense of self and belonging.

5. Inclusive Use of Technology

When utilized thoughtfully and inclusively, technology can be a potent tool for fostering civic engagement, diversity, and discourse. Young people can express themselves, explore their identities, and participate in cross-cultural interactions through digital and multimedia tools. In addition to being a tool for education, technology also acts as a cultural bridge for many young immigrants, empowering them to take part in democratic life and speak up for their communities (European Commission, 2022). Youth work can leverage the potential of digital technologies to promote inclusion and elevate marginalized voices by appreciating their experiences and allowing them to take the lead. In this sense, young migrants are not just beneficiaries of support, but rather essential agents of change within their families, peer groups, and broader communities.

6. Education and Youth Work Innovation

Youth workers and educators must reconsider conventional methods in light of the changing social landscape, particularly when working with marginalized or difficult-to-reach populations. Young people whose experiences fall outside of traditional educational contexts frequently find it difficult to connect with conventional methods. Innovative, inclusive, and participatory approaches are therefore essential (Council of Europe, 2020). Youth work can address the complex realities influencing young people's lives by combining media literacy with human rights education, intercultural communication, and artistic expression. These methods promote empathy, promote active learning, and strengthen ties between people and their communities. In the end, innovation in youth work is about creating environments where every young person feels seen, valued, and capable of contributing to social cohesion, not just about implementing new tools.

Germany

Germany's legal framework for combating hate speech and hate crime is among the most comprehensive in Europe. The main legal basis is §130 of the Strafgesetzbuch (Criminal Code), which criminalizes incitement to hatred, violence, or discrimination against groups defined by race, ethnicity, religion, nationality, or sexual orientation, as well as Holocaust denial and glorification of Nazi rule. Offenses are punishable by imprisonment of up to five years or a fine (OSCE Office for Democratic Institutions and Human Rights, n.d.).

Germany's approach was further strengthened by the Network Enforcement Act (Netzwerkdurchsetzungsgesetz, 2018), which obliges large social media platforms to remove "manifestly unlawful" content within 24 hours and other illegal content within seven days. Non-compliance can lead to administrative fines of up to €50 million. Amendments in 2021 and 2023 expanded transparency and reporting obligations and aligned the law with the EU's Digital Services Act (DSA).

While Germany's legislation is regarded as a European model, legal scholars and civil-society actors continue to debate the balance between protecting freedom of expression and ensuring effective content moderation. Critics warn against "overblocking," where platforms remove lawful content pre-emptively to avoid sanctions. Nonetheless, the German government's position, reaffirmed in Federal Court decisions, is that hate speech undermines human dignity and democratic order, and therefore is not protected under Article 5 of the Grundgesetz (Basic Law).

Data from the Federal Criminal Police Office (Bundeskriminalamt [BKA], 2025) show that hate crimes remain a significant societal issue. In 2024, more than 12,000 politically motivated crimes with an extremist or hate-related background were recorded, including 5,164 classified as hate crimes, a figure consistent with the previous year but with notable increases in antisemitic and anti-LGBTQ+ offenses. The BKA's reports identify right-wing extremism as the predominant motivation, followed by anti-Islamic and anti-migrant sentiment (BKA, 2025).

Germany's response integrates legal, technological, and educational dimensions. Civil-society initiatives such as HateAid (hateaid.org) provide legal counseling and strategic litigation for victims of online hate, while the REspect! im Netz (respectimnetz.de), now designated as a Trusted Flagger under the DSA, enables rapid takedown of illegal content across platforms.

The Safer Internet Centre Germany (klicksafe) and Amadeu Antonio Stiftung promote digital literacy, empathy, and democratic resilience through freely available teaching modules, such as "Medien in die Schule – Desinformation und Hate Speech" (FSM e.V. et al., 2021).

At the research and policy level, Germany has launched several innovative programs combining education and technology. The HateLess – Gemeinsam gegen Hass (www.hateless.de) school program demonstrated measurable improvements in empathy and counter-speech behavior among students.

Projects like CYLENCE and Cyber Hate Awareness (Bäumler et al., 2025) are improving reporting workflows through automation and AI-supported moderation tools. Meanwhile, the GAHD Dataset (Goldzycher et al., 2024) contributes to advancing machine-learning accuracy for detecting nuanced hate speech in German.

Overall, Germany's multi-level strategy, anchored in strict legislation, proactive enforcement, educational empowerment, and technological innovation, illustrates a holistic approach to countering hate speech while upholding democratic freedoms and digital rights.

Cyprus

In the digital age, Cyprus is stepping up the fight against online hate speech with a layered approach. At the heart of the effort lies national legislation rooted in the EU's legal frameworks: for example, the Law 134(I)/2011 "Combatting Certain Forms and Expressions of Racism and Xenophobia by means of Criminal Law" (Republic of Cyprus, 2011) transposed the Council Framework Decision 2008/913/JHA into national law, criminalising public incitement to hatred or violence against groups on grounds of race, colour, religion or national or ethnic origin.

In 2015, an amendment (Law 87(I)/2015) expanded those protections to include hate-speech directed against persons based on sexual orientation or gender identity (Friedrich-Ebert-Stiftung [FES], n.d.).

The Cypriot courts tend to set the threshold for hate speech incidents too high, and as a result, people committing such a criminal offence remained unpunished. Based on Article 47 (1)(b) of the Criminal Code (Ch.154), an act of hate speech 1that creates conflicts, erodes the public order or creates an unfair imbalance of power between its citizens, should be criminalized. No comments or words intended to create harm, discriminate and marginalize a group of people should be allowed in a democratic communi-3ty (Commissioner for Children's Rights, n.d.).

Beyond these specific laws, Cyprus aligns with broader EU regulation. The Digital Services Act (DSA) entered into force in 2022 and imposes obligations on online platforms to tackle illegal content—including hate speech and disinformation— reinforcing that what is illegal offline must also be addressed online.

Moreover, the EU's strengthened Code of Conduct on countering illegal hate speech online (announced December 2023) seeks to deepen cooperation among governments, civil society and online platforms (European Commission Representation in Cyprus, 2023).

On the enforcement and institutional front, Cyprus's Police established revised procedures in October 2023 (Standing Order No. 3/38) requiring officers to recognise bias-motives, treat victims with sensitivity and forward hate-incident data to the Human Rights and Combating Discrimination Office (OSCE Office for Democratic Institutions and Human Rights, 2024). These structural improvements were welcomed, though oversight bodies such as the European Commission against Racism and Intolerance (ECRI) note that gaps remain, especially in data-collection, distinguishing hate speech from other offences, and bringing cases to court (Council of Europe [CoE], 2023).

Civil society in Cyprus plays a crucial role in filling those gaps. For example, a June 2024 conference "Recognition and treatment against hate speech" highlighted NGO-led youth initiatives such as the "Hate Trackers Into Action" and "Hate Trackers Beyond Borders" projects, which train young people and youth activists to identify online hate speech, craft alternative narratives and mobilise peers (Commissioner for Children's Rights, n.d.).

Still, several challenges persist. Legislation in Cyprus continues to protect only a limited set of grounds (ethnicity, religion, race) more comprehensively; newer grounds (gender identity, disability, age) are less well covered (FES, n.d.). Online hate remains under-reported and under-prosecuted, and civil society notes that even though the legal framework exists, very few cases reach conviction (CoE, 2023).

Finally, migration dynamics add further complexity to the online-hate ecosystem. Cyprus, as a transit and destination country for migrants and asylum-seekers, sees social-media and messaging-app narratives that depict newcomers as security threats or "others." These narratives feed into hate speech online and offline. The legislative, regulatory and civilsociety efforts described above are therefore particularly critical in countering xenophobic, racist and disinformative narratives connected to migration and integration. In other words: technology, law and society must converge if Cyprus is to build more resilient, inclusive digital public spaces that protect minorities, newcomers and the broader democratic fabric.
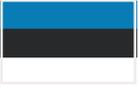
Estonia

Estonia combats online hate speech through legislation, EU regulations, and civil-society initiatives. Estonian antidiscrimination legislation is based on §12 of the Constitution, which prohibits discrimination and incitement to ethnic, racial, religious or political hatred. Penal Code §151 criminalizes public incitement to hatred, violence, or discrimination on grounds such as ethnicity, religion, gender, or sexual orientation if it endangers life, health, or property. The 2023 Penal Code revision expanded this to threats against public order, and draft legislation seeks to explicitly protect gender identity and sexual characteristics.

Challenges include proving harm and limited protected grounds, making enforcement complex. Civil-society efforts, led by the Estonian Human Rights Centre (humanrights.ee), provide support to victims and advocate for broader protections.

The Centre is a partner of the European Commission for monitoring of hatred incitement tendencies on all social media platforms (Estonian Human Rights Centre, n.d.).

The legal framework on hate speech falling within criminal law is very limited and criminal action is rarely taken. Therefore, it is both challenging and difficult to combat hatred in Estonia. In addition, fake news being spread in recent years have contributed to an increase in hate speech across social media. The Center initiated the study conducted within a project "Examine. Participate. Change" aiming to improve resilience and social cohesion and integration by strengthening fact-based media, media literacy and civic engagement and cooperation in the field of education, training and exchanges in Estonia (Estonian Human Rights Centre, 2022). The project was financed by the Embassy of the Federal Republic of Germany in Estonia.

Estonia also implements the EU Digital Services Act (DSA), requiring platforms to remove illegal content promptly. Landmark rulings such as Delfi AS v. Estonia (2015) emphasize platform accountability for user-generated hate content. Together, these measures aim to reduce online hate while safeguarding freedom of expression.

France

France addresses online hate speech through a combination of legislation, regulatory oversight, and civil-society initiatives, aiming to protect individuals and groups from discrimination based on ethnicity, religion, gender, sexual orientation, or disability, while safeguarding freedom of expression. This approach seeks to balance the fight against harmful content with the preservation of democratic debate and fundamental rights in the digital public sphere.

Key legal frameworks include the Avia Law (Légifrance, 2020) (Loi visant à lutter contre les contenus haineux sur internet), which initially required platforms to remove "manifestly illegal" content within 24 hours. Although parts were struck down by the Constitutional Council over concerns related to freedom of expression, the law nevertheless led to the creation of a specialized prosecutor's office and an Observatory of Online Hate, strengthening institutional capacity to monitor and respond to online abuse. The SREN Law (Légifrance, 2024) (Loi visant à sécuriser et à réguler l'espace numérique) further reinforced online safety by allowing courts to suspend accounts that spread illegal content for up to six months, or up to one year for repeat offenders, sending a clear deterrent signal to perpetrators.

Despite these measures, racist, xenophobic, and gender-based hate speech remains widespread online, particularly during politically sensitive moments or public debates. In response, France actively participates in EU-wide initiatives such as the Digital Services Act (DSA) and the strengthened Code of Conduct+ (European Commission, 2025), which establish clearer obligations for platforms. Under these frameworks, companies including Meta, X, TikTok, and YouTube commit to reviewing the majority of hate speech reports within 24 hours, improving risk assessments, and increasing transparency through independent, third-party monitoring.

Civil-society efforts complement legal and regulatory actions by focusing on prevention, education, and victim support. The CHASE Project (symplexis.eu/chase) addresses online gender-based hate through media literacy campaigns and training programs, while No Hate Speech Week (Council of Europe, 2025) raises public awareness and promotes multi-stakeholder cooperation.

Together, these initiatives highlight the importance of long-term cultural change, digital citizenship, and collective responsibility in creating safer and more inclusive online spaces.

Luxembourg

Luxembourg tackles hate speech and discriminatory offences through a mix of criminal-law provisions, equality institutions, and recent thematic action plans. Article 454 of the Criminal Code defines discrimination broadly (origin, skin colour, nationality, descent, sex, sexual orientation, disability, religion or belief, etc.), and the law of 28 March 2023 now allows penalties to be doubled when an offence is committed with one of these bias motives, strengthening the treatment of hate-motivated acts (Arendt & Medernach, 2023; OSCE Office for Democratic Institutions and Human Rights [ODIHR], 2023).

Online or offline public incitement to hatred or violence is prosecutable, but practice shows a gap: police registered 194 cases of "incitement to hatred or violence" in 2024, yet the public prosecutor opened investigations in only 43, and OSCE data for 2022 already showed 76 hate-crime incidents with no resulting prosecutions. This points to difficulties in evidence-gathering, classification, and victim reporting (Luxembourg Times, 2025; ODIHR, 2022).

Equality and victim support are channelled through the independent Centre for Equal Treatment, created by the law of 28 November 2006, which in 2024 handled close to 200 new discrimination cases, mostly in employment and access to services (RTL Today, 2024).

On the policy side, Luxembourg adopted in 2023 a National Action Plan against Antisemitism and, under the "vivre-ensemble interculturel" framework, announced that the findings of the 2022–23 studies on racism and ethno-racial discrimination would feed into a broader anti-racism strategy, including local-level awareness and training (Centre d'Etude et de Formation sur les Interventions Sociales, 2023).

Luxembourg applies EU-wide instruments such as the Digital Services Act and the 2008 Framework Decision, but civil-society actors like respect.lu still report rising online polarisation and call for faster content moderation and more systematic data on hate incidents (Chronicle.lu, 2025; European Parliament, 2024).

Spain

Spain's hate crime legislation, specifically Penal Code Article 510, criminalizes the public incitement to discrimination, hatred, or violence against groups defined by race, ethnicity, national origin, religion or belief, sex, sexual orientation, or disability, with penalties ranging from one to three years' imprisonment and fines of six to twelve months (OSCE Office for Democratic Institutions and Human Rights, n.d.).

According to Circular 7/2019 of the Fiscalía General del Estado (2019), hate speech in Spain is prosecuted under Article 510 of the Criminal Code as a crime against human dignity and equality. The Boletín Oficial del Estado (BOE) clarifies that freedom of expression does not protect speech inciting hatred, discrimination, or hostility, and that even potential harm (not just actual harm) can trigger liability. Therefore, Spanish courts continue to balance freedom of expression with sanctions against incitement.

Recent data highlight the persistence of hate speech and hate crimes in Spain. According to the Ministry of the Interior, 1,955 hate-crime incidents were recorded in 2024, a 13.8% decrease from 2023, but with significant increases in antisemitism and continuing prevalence of racist and xenophobic crimes (La Moncloa, 2025).

Racist and xenophobic hate crimes have remained the most common hate crimes, with 804 incidents (though down 6% from the previous year), followed by those based on sexual orientation and gender identity (528 incidents) and sex/gender discrimination (181 incidents). For the first time, the report also documented Islamophobia-related crimes (13 cases), in line with recommendations from the European Union Agency for Fundamental Rights (fra.europa.eu).

Year-on-year, the sharpest increases were in antisemitism (up 60.9%) and aporophobia, or hatred against the poor (up 33.3%), while incidents linked to ideology and anti-Roma bias decreased by 58.2% and 51.3%, respectively. In terms of crime typology, the most frequent were physical assaults (385 cases) and threats (358), followed by promotion of discrimination (217), degrading treatment (107), and insults (106) (Ministerio del Interior, 2024).

In July 2025, Spain strengthened its policy response. The government launched the III Action Plan Against Hate Crimes (2025–2028) with €1.4M and 109 measures to improve prevention, investigation, and victim support (European Commission, 2025).

The Observatory of Racism and Xenophobia (Observatorio Español del Racismo y la Xenofobia, 2025), in partnership with LaLiga, introduced the AI-powered FARO system, which scans Facebook, Instagram, TikTok, YouTube, and X to detect hate speech. According to a Ministry of Inclusion report (Revista de la Seguridad Social, 2024), FARO identified more than 2,000 instances of hate speech during its first week of operation.

Additionally, NGOs, such as Accem (www.accem.es) EU-funded CLARA project, which builds youth resilience to discriminatory discourse, and civil-society reports such as Provivienda's study on housing discrimination in Madrid and Barcelona and CEAR's 30 recommendations for refugee integration (Observatorio Español del Racismo y la Xenofobia, 2021), support Spain's most recent efforts in tackling hate speech across legal, digital, and societal dimensions.
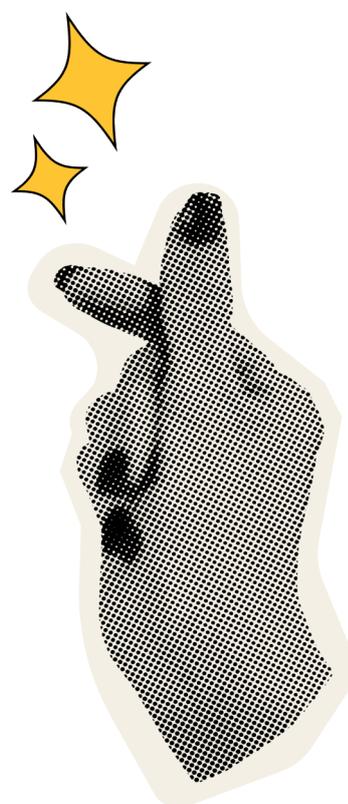
MODULE 1

Understanding Your Participants and Establishing Ethical Frameworks

GENERAL GOALS

Training exercises for empathy, perspective-taking, and anti-hate language

EXPECTED OUTCOMES

Main Outcomes:
- Collaboratively written statutes **(i.e. Code of Conduct)** and **Ethical Pledge**
- Increased awareness of inclusive, respectful behavior
- Improved group dynamics and shared responsibility for conflict prevention
- Reflection on individual and collective values and needs
- Establishing safety protocols and informed consent

Skills:
- How to respond in certain situations
- Empathy, awareness, and accountability
- Conflict de-escalation tactics

STRUCTURE OF THE MODULE

Activity 1
Our Values, Our Voice:
Co-Creating Code of Conduct

Activity 2
Walking-talking activity

Activity 3
Dilemmas: What Would I Do?

Activity 4
Pledge for Ethical and Responsible Use of AI and Social Media

ACTIVITY 1

Our Values, Our Voice: Co-Creating Code of Conduct

GOALS

- Foster a sense of responsibility, and participation within the group by reflecting on values and safety protocols
- Encourage group ownership of values and behavioral expectations

DURATION

40-60 minutes

STEPS OF ACTIVITY 3 (PART 1)

Values Reflection
Method: Silent brainstorm + pair or small group sharing
- Ask each participant: "What makes a group feel safe, fair, and respectful for you?"
- Write answers on sticky notes or digital tools (Jamboard, Padlet)
- Group responses into categories (e.g. communication, boundaries, fairness, responsibility)

STEPS OF ACTIVITY 3 (PART 2)

Co-Creation – Drafting the Statutes and "Code of Conduct"

Method: Small groups + whole group synthesis

- Divide into groups of 3–5. Each group drafts 3–5 principles for respectful group behavior
- Prompts:
  - *How should we treat each other?*
  - *How do we resolve conflicts?*
  - *What is unacceptable behavior here?*
- Combine and discuss all group contributions
- Together, agree on a final version of your Code (can include rights, responsibilities, and consequences)
- Write it clearly on a poster or shared document

Ownership & Commitment
Method: Symbolic affirmation
- Ask all participants to sign the Code (real or digital)
- Optional: Create visual elements together (symbols, title, icons)
- Display it visibly in the room or share it digitally

LEARNING MATERIALS AND RESOURCES

Sticky notes or digital collaboration tool (e.g. Padlet, Jamboard)
Markers, paper, or digital document for final Code

SELF-ASSESSMENT OF ACTIVITY 3 (PART 2)

Group Debrief (10–15 min)
- What was easy or difficult in creating rules together?
- Do we think these rules will actually help prevent conflict or hate?
- How can we make sure this Code is not just words?

Feedback Wall or Exit Ticket
Participants leave one comment on:
- What I liked about today's activity.
- A rule I want to remember...
- A suggestion for improving the Code.

ACTIVITY 2

Walking-Talking Activity

GOALS

To give opportunity to share own story in confidential and trustful environment, to find solutions/recommendations for personal or general problem connected with hate speech.

DURATION

40 minutes

STEPS OF ACTIVITY 2

Trainer explain the rules of the activity. Participants walk in pairs, one of them tells for 10 minutes her/his story about own experience with hate speech. The second listens silently. Then the second tells, the first is silent. Then both ask each other questions and give advice to each other (about 10 minutes).

1. **Questions for "Walking-talking" activity:**
- Did you experience yourself hate speech?
- Did your friends were victims of hate-speech?
- Tell the story about your or their experience.

All participants share their experience of "Walking-talking" activity, emotions and what they learned, how this activity can be used in youth work.

Nice place to walk (park, forest, etc.).

**Personal learning check
(1 = Not at all, 5 = Very much)**

Statement	1	2	3	4	5
I learned about storytelling process and how to be honest and open-minded about hate speech experiences.					
I actively participated in this activity: told my story and listened my peer story, asked and answered questions.					
I learned more about hate speech and hate-less approach.					
I became more self-confident.					
I am more respectful to others' stories.					
I appreciate safe environment of this activity.					
I learn about the power of co-analysis and peer feedback.					
I will use this method in my youth work.					
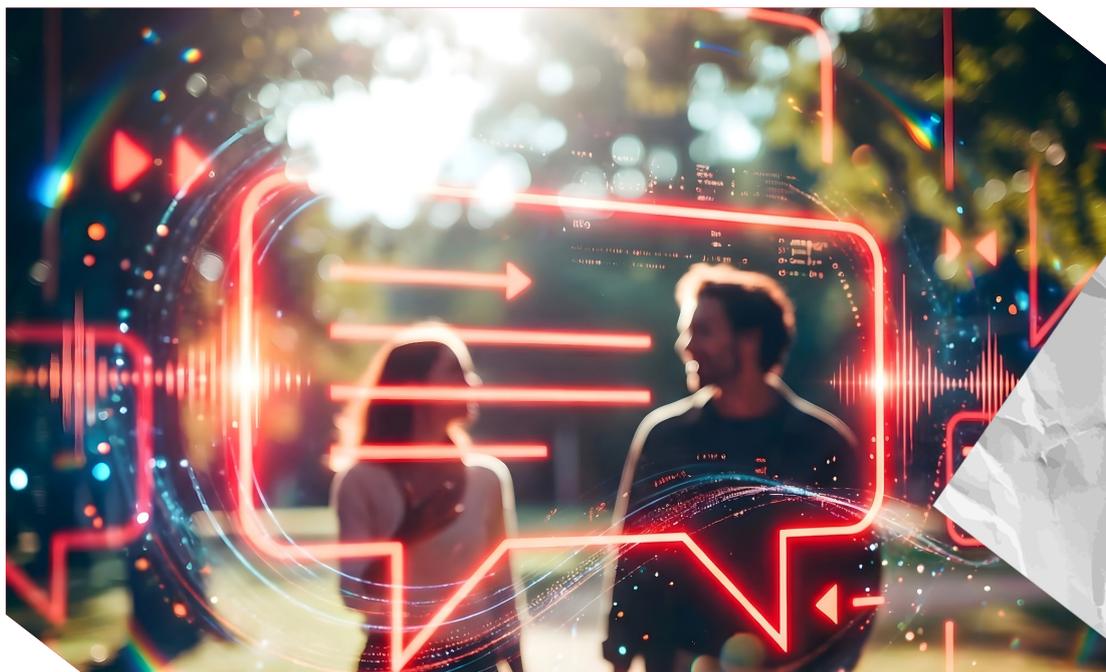
ACTIVITY 3

Dilemmas: What Would I Do?

GOALS

- Help participants examine their own values, biases, and responses to conflict, hate, or exclusion by stepping into real or hypothetical situations.
- Promote understanding of respectful and inclusive communication
- Strengthen critical thinking about fairness, empathy, and boundaries

DURATION

40-60 minutes

STEPS OF ACTIVITY 1 (PART 1)

Discuss "Real-Life Scenarios" involving discrimination and hate speech

Method: Case studies/dilemma cards

- Present 3-5 short scenarios (e.g. someone being interrupted, discriminatory joke, use of racial slur, conflict escalation)
- Ask: What went wrong? How could it have been prevented? What rule or value was missing?
- Use this to reflect on the importance of shared values

LEARNING MATERIALS AND RESOURCES

Scenario cards or printed examples (can be adapted to age group/context)

Sticky notes or digital collaboration tool (e.g. Padlet, Jamboard)

SELF-ASSESSMENT OF ACTIVITY 1 (PART 2)

Self-Reflection

After discussing the scenarios in small groups, participants individually complete a self-reflection worksheet or journaling prompt based on the dilemmas they explored.

Examples Reflection Questions
(can be revised or adapted):

1. My First Reaction
- What was my gut reaction to the scenario?
- Did I feel angry, unsure, empowered, indifferent, etc.? Why?

2. What Would I Say or Do?
- Would I speak up? Support someone? Stay silent?
- What might stop me from acting? What might encourage me?

3. Who Was Affected in the Scenario?
- Whose feelings or rights were violated?
- How would I feel in their position?

4. Was There a Rule or Value Missing?
- Which of our shared values/statutes were relevant here?
- What could have prevented this situation?

5. What Could I Do Differently Next Time?
- Can I think of a non-violent, respectful way to act or react?
- Do I need more tools, courage, or support to intervene?

LEARNING MATERIALS AND RESOURCES

Worksheet
Pen / Paper

ACTIVITY 4

Pledge for Ethical and Responsible Use of AI and Social Media

GOALS

- Encourage personal reflection on digital behavior and media/AI ethics
- Build commitment to fairness, respect, and inclusion in digital spaces
- Promote awareness of the power and risks of social media and AI tools
- Strengthen individual and group responsibility for countering hate and misinformation online

DURATION

45–60 minutes
(Adaptable as a short reflective session or expanded creative workshop)

STEPS OF ACTIVITY 4

1. Personal Reflection (10–15 min)
Participants reflect on the previous activities. Use the following prompts for reflection and group discussion:
- How do I want to be treated online, and how do I treat others?
- When do I use AI tools or social media in a way that could affect others?
- Have I ever acted impulsively or shared something I later regretted?

Encourage honest journaling or quiet pair discussions.

**2. Group Brainstorm:
Shared Values (10–15 min)**
As a group, collect words, ideas, or principles to include in the pledge.
Suggested prompts:
- What's important to us when we're online?
- What harms do we want to prevent?
- What kind of online world do we want to build?

Document these visibly (whiteboard, Jamboard, poster paper, etc.).

3. Draft the Pledge (10–15 min)
Option A: Use a pre-made template and adapt it
Option B: Let participants build a pledge from scratch
Example Pledge: Ethical AI Pledge: Building Ethical & Safe Artificial Intelligence

4. Sign & Share (5–15 min)
Participants sign the pledge as a group or individually.
Creative options:
- Decorate a wall poster
- Film short video statements
- Share digital signatures and avatars
- Post pledge in the classroom, youth space, or online

LEARNING MATERIALS AND RESOURCES

Flipchart or whiteboard + markers
Printed pledge template (or
     blank paper for new drafts)

Devices for creating digital pledges (option-
     al) Example pledges or charters from
     youth projects or online ethics campaigns,
     e.g. [Better Internet for Kids Youth Pledge](#)

SELF-ASSESSMENT OF ACTIVITY 4

Participants complete 3 quick prompts (written, verbal, or anonymous sticky notes):
1. What did I realize about my on-
     line behavior today?
2. Which part of the pledge feels
     most important to me? Why?
3. How can I help others be more
     ethical or kind online?

Optional emoji-based check-out:
☺ I feel ready to take the pledge and live by it
☺ I'm still thinking about it
☹ I found this challenging, but
     I want to learn more

MODULE 2

Emotional Algorithms:
How Social Media Shapes Feelings and Radicalisation

GENERAL GOALS

- Develop understanding of the emotional impact of algorithm-driven platforms and their role in fostering radicalisation.
- Strengthen young people's capacity to engage with digital content critically.
- Promote agency in digital spaces through reflective, co-creative learning experiences.

Participants will gain the following knowledge relevant to non-formal learning (modeled after nonformal-education.eu):

Knowledge

Awareness: Be aware that algorithms influence emotions online.
Comprehension: Comprehend how emotional manipulation links to radicalisation.
Application: Apply this understanding when analyzing social media feeds.

Analysis: Analyze patterns of algorithmic recommendations.
Synthesis: Synthesize findings into guidelines for healthier engagement.
Evaluation: Evaluate different types of content for impact.
Transfer: Transfer insights to new contexts, such as news or group chats.

Skills

Observation: Recognition of the emotional tone in digital content (e.g., memes, reels, headlines, comment sections).
Exploration: Trial analysis of social media feeds and posts to identify algorithmic patterns and emotional triggers.
Assisted Practice: Guided participation in activities such as Mood Maps or Algorithm Game to practice critical engagement with content.
Independent Practice: Application of analysis skills individually: distinguishing manipulative vs. constructive content in real feeds.

Routine Practice: Integration of mindful scrolling strategies into everyday digital habits (e.g., muting, unfollowing, or balancing feeds).
Problem Solving: Development of practical strategies to counteract negative experiences such as outrage bait or misinformation.
Creative Modification: Reframing or redesigning digital content into positive counter-narratives and disseminating them among peers.

Attitudes

Realization: Awareness that emotions and reactions in social media can influence both online and offline interactions.
Consideration: Reflection on how people's reactions (likes, shares, comments) contribute to the tone of digital spaces and group dynamics.
Imitation: Adoption of respectful and constructive behaviours (e.g. active listening, acknowledging others' ideas).
Preference: Choosing to engage with peers and digital content in ways that promote empathy, understanding, and positive dialogue.

Self-Identification: Seeing oneself as a responsible digital citizen and supportive group member who contributes to safe, constructive environments.
Advocacy: Willingness to speak up for respectful communication and to challenge toxic or manipulative digital practices.
Dissemination: Sharing constructive practices beyond the workshop, encouraging peers and communities to adopt healthier online and offline interactions.

INSTRUCTIONS FOR PARTICIPANTS

- Participants are encouraged to bring their devices (phones/laptops/iPads).
- Participants are familiar with social media channels.
- Participants are open to social media analysis and discussions.
- Workshops follow a non-formal learning approach: interactive, reflective, and co-creative.

- Participation in discussions and activities is voluntary; contributions are encouraged but not mandatory.
- A constructive environment is maintained: participants are expected to show respect, listen actively, and engage in a friendly and supportive manner.
- Critical discussion focuses on the content, not on individuals, ensuring a safe and inclusive atmosphere.

STRUCTURE OF THE MODULE

Activity or Tool 1: Mood Maps and Media
Activity or Tool 2: The Algorithm Game
Activity or Tool 3: Disrupt the Feed
Activity or Tool 4: Outrage Machine

EVALUATION OF THE MODULE

Evaluation Questionnaire
The following questionnaire can be duplicated and adjusted by the instructor for each activity:
Google Docs Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template

Questions after each activity include the following Yes/No questions for learners:
1. Did you learn something?
2. Was this activity transformative?
3. Did you understand the information?
4. Does this contribute to your mission?/Do you feel empowered?
5. Will this knowledge/skill improve your life?
6. Did you enjoy the activity?
7. Was your question answered?

QR Code to Template:

The instructor can create QR codes for the evaluation forms for learners to answer on their phones using the free Canva QR Code generator: https://www.canva.com/qr-code-generator/.

ACTIVITY 1

Mood Maps and Media

GOALS		Participants will gain the following skills, knowledge, and attitudes:

Knowledge

Awareness: Recognize that social media content triggers emotions that can influence people's mood.
Comprehension: Understand simple links between patterns in feeds (e.g, repeated topics, tone) and emotional reactions.

Application: Apply this understanding using a mood map to connect content with emotions.

Skills

Observation: Identify emotional tones in posts (humor, outrage, lifestyle, etc.).
Exploration: Experiment with analyzing a feed to see which emotions it triggers.
Assisted Practice: Participate in a guided activity (mood maps, group reflection) to practice identifying emotions.

Problem Solving: Suggest small, practical strategies to balance or improve emotional impact (e.g., muting, taking breaks, following uplifting accounts).

Attitudes

Realization: Notice that online emotions affect how people feel offline, too.
Consideration: Reflect on how reactions (likes, shares, comments) shape digital spaces.

Preference: Begin to choose more constructive ways of engaging with content and peers.
Dissemination: Share one simple constructive tip with the group/community.

DURATION		35-60 min

PREPARATION		30 min

SESSION PREPARATION

LEARNING MATERIALS AND RESOURCES

- Working Wi-Fi Connection
- Participants' digital devices (phone, laptop, iPad)/pen & paper
- Mood map worksheet or Miro (https://miro.com/app/board/uXjVJbzvwuw=/) for collective visualization
- Projector/large TV screen for fake posts (HATE-LESS Module 2 - Activity 1 - Social Media Feed)
- Whiteboard
- QR Codes: Generate QR Codes with https://www.canva.com/qr-code-generator/ for:
  - Evaluation Form: (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)
  - Miro link: https://miro.com/app/board/uXjVJbzvwuw=/?share_link_id=190251838865
- Reward

Optional Extras:
- Calming or energizing music to create a motivating atmosphere
- Flipcharts/markers: For group synthesis of patterns.

Literature:
- Social media use, loneliness and emotional distress among young people in Europe
- The JRC explains - Why are children and adolescents vulnerable to social media?
- Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory [Internet].

ACTIVITY SET-UP

Preparation of Materials:
1. Trainer ensures all required materials from LEARNING MATERIALS AND RESOURCES (above) are completed.
2. Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)
3. Prepare Fake Social Media Feed for Main Activity:
   a. Either use the HATE-LESS fake social media feed: HATE-LESS Module 2 - Activity 1 - Social Media Feed OR
   b. Create fake social media feed examples
4. Prepare Miro for shared tips: https://miro.com/app/board/uXjVJbzvwuw=/?share_link_id=190251838865

Before the session:
1. Open the shared Miro link.
2. Create a new frame titled "Shared Tips Wall" or "Community Learnings".

3. Add a few example sticky notes to model the format (e.g., "Take short breaks from the screen", "Talk to a friend when you feel stressed").
4. Generate a shared link with editing access for participants OR put in the answers yourself onto the map.
5. Optional: Create a QR code using Canva's QR generator linking directly to the editable Miro frame.

During the session (Step 5 or reflection part):
1. Display the Miro board on screen and invite participants to open it on their devices using the QR code or link.
2. Explain that each participant should add one "tip" or insight from the activity; something they'd recommend to others.
3. Encourage short, practical phrasing (1 sentence max).
4. Read a few examples out loud to celebrate participants' ideas.

After the session:
1. Export the Miro frame as a PDF or image and share it with the group.
2. Optionally, post it on the project's shared workspace or group chat as the "Expert Tips Wall."
5. Prepare a reward.

Reward Option 1: Participant-Created List of Expert Tips: Prepare a shared document where tips during Step 5 of the activity will be created by participants, and share it via a QR code (https://www.canva.com/qr-code-generator/).
How to Create Participant-Led List of Expert Tips:

Before the session:
1. Create a shared online document (Google Docs or Padlet) titled "Expert Tips: Mindful Scrolling & Emotional Awareness."
2. Insert a short introduction at the top: "In this activity, we'll collect our best ideas for mindful social media use and emotional well-being. Add your tip below. Make it short, clear, and personal."
3. Generate a QR code linking to the document using Canva's QR generator (https://www.canva.com/qr-code-generator/)
4. Test the QR code on a phone to make sure it opens directly.
During the session: Display the QR code and invite participants to scan it.

After the session:
1. Review the document for clarity.
2. Export or share the completed "Expert Tips List" as a follow-up resource for participants.

QR Code:

Reward Option 2: Mental Health and Social Media Handout:
Either provide a printed PDF or QR code - HATE-LESS:
- PDF: HATE-LESS 5 Mindful Scrolling Tips.pdf

Reward Option 3: List of Tips: Develop
Reward Option 3: Positive Feed Challenge: E.g., "For one week, follow one new account that uplifts you, and unfollow one that drains you. Notice how your Mood Map shifts."

5. Room Setup or Equipment:
- **Circle / U-shape seating:** Ideally, arrange chairs in a circle or U-shape to encourage eye contact, inclusivity, and easier small-group transitions.

SESSION PREPARATION

ACTIVITY SET-UP

Check-In & Mini-Energizer (5-7 min):
1. Set-up: Gather the group in a circle, with everyone standing.
2. Say: *"We are going to do a quick name game to get to know each other and warm up for our topic.*

When it is each person's turn:
a. *Everyone says their own name.*
b. *Then we strike a short pose or gesture that most people love about social media."*

3. **Example:** *"Hi, my name is [your name]. Most people love funny cat memes (pose = laughing/cat pose)"*
4. **Go around in a circle (30 seconds per person):** Each person says their name + gestures.
5. **Energizer Wrap-Up:**
   a. For smaller groups (<15 participants): Once done, everyone repeats each person's name and both poses, going in the same order around the circle.

b. For larger groups (>15 participants): Ask: *"Out of all the posts shared today, which one do people like the most?"*

Goal: Break the ice and ensure a fun environment for open sharing without pressure.

STEP 2 OF ACTIVITY 1 - MAIN ACTIVITY THEORY/ BACKGROUND

Main Activity Theory/Background (2-3 min):
1. **Say:** *"Social media can have a huge impact on people's lives and their mental health."*
2. **Share data. Say:**
   a. *"An EU-wide study by **ECONSTOR** found that using social media negatively impacts young people's mental health and creates a higher feeling of loneliness. This study found that scrolling through social media has a negative impact and leads to more emotional stress than messaging and interacting with other people." (Source).*
   b. *"Another study by the **EU Science Hub** confirms that the use of social media has an impact on people's brains, specifically the amygdala, the region of the brain*

that processes emotions and anxiety. Constant social media and notifications can increase anxiety and create changes to the amygdala over time." (Source)
   c. *"This doesn't mean all social media use is harmful. According to the **National Library of Medicine,** social media can also have positive effects on people, providing a positive community and connection with others who share similar interests, identities, and abilities (Source).*
   d. *The goal today is to understand which patterns make people feel worse and which support connection, learning, or joy."*

Goal: Introduce and share science-backed information about the topic.

STEP 3 OF ACTIVITY 1 - CHECK-IN

Step 3: Check-In (5-7 min):
1. **Ask:** "In what ways does social media affect people's emotions and behaviors, positively or negatively?"

2. **Short discussion:** Give 2-3 volunteers a chance to answer.

Goal: Give participants an opportunity to share and ensure that the information presented has been understood.

STEP 4 OF ACTIVITY 1 - MAIN ACTIVITY /EXPERIENCE

Step 4: Main Activity/Experience (10-15 min)
1. **Setup of fake social media feed:** Display a fake social media feed (developed by instructor or HATE-LESS: HATE-LESS Module 2 - Activity 1 - Social Media Feed)

2. **Set-up:** Either display and scroll through together with learners or give learners the opportunity to scroll through the fake feed on their own phones:

a. **Say:** *"These posts were created with AI specifically for this activity, and they are designed to help us analyze how different platforms might shape a person's social media feed."*
b. **Disclaimer**. **Say:** *"Please note that the content of these posts does not reflect our own views or those of any individual. Imagine that this is what appears on a person's social media feed."*
c. **Set-Up - Say:** *Please make sure everyone has something to write down notes, either a device or pen and paper"*.
d. Share a QR code for learners to view all posts on their own phones, so they can scroll through on their own time.

3. Say: *"Take time to scroll through each post and try to answer the following questions on the mood tracker and write them down:*

- What kind of content is presented the most (humor, politics, brainrot, lifestyle, animals, etc.)?
- What kinds of feelings might this content create in most people (e.g., anxious, relaxed, annoyed, entertained)? Assign up to 3 words to describe possible emotions."

4. Optional Miro Sharing:
   a. Set-up: Either display the Miro map on a projector or hand out pieces of paper and pens. Miro edit link / View link
   b. Say: *"Please write down and share the emotions that come up for most people when they scroll through social media."*
(Time the scrolling activity to about 10 min, and the writing activity for 5 min.)
Goal: Analyze content on social media and people's common reactions.

STEP 5 OF ACTIVITY 1 - REFLECTION

Step 5: Reflection (10-20 min)

Phase 1 - Group Activity (5-10 min): Divide the group into groups of 2-3.

Option 1 - Shared Miro/Moodboard Discussion
1. Set-up: Display the Miro View link on the projector or share a link with the learners (Miro View link).
2. Say: *"Does everyone see the emotions and answers? What seem to be the most common emotions people feel when they are on their social media?"*
3. Give learners a chance to discuss and answer.
4. Say: *"If an expert were to provide tips on how to stay informed without getting overwhelmed, what habits would they recommend? Discuss with each other and write down tips."*

Option 2 - Reflection without Miro/Moodboard
1. Say: *"Talk to each other about the emotions noticed earlier. If an expert were to provide tips on how to stay informed without getting overwhelmed, what habits would they recommend? Discuss with each other and write down tips."*

Phase 2 - Final Reflection (5-10 min):
1. Say: *"Now, let's share some of the tips. What are the most helpful tips most people would benefit from, and why?"*
2. Set-up - Optional for Expert Tips List by Learners
   a. Display the QR code and invite participants to scan it.
   b. Learners write down their tips.
   c. **Say:** Write down these tips in a Google Doc file. This can later be used as an optional reward.
Goal: Give the participants a chance to reflect on how social media works and share their ideas in the form of tips.

STEP 6 OF ACTIVITY 1 - EVALUATION

Step 6: Evaluation (3-5 min)
1. **Say:** *"Before we finish this activity, please evaluate this activity as a whole by answering Yes or No."*
2. **Distribute evaluation:**
   a. Provide QR Code created with https://www.canva.com/qr-code-generator/ to learners
   b. Template Evaluation form: HATE-LESS Module 2 – Emotional Algorithms - Evaluation Form Template)

Questions include:
1. Did you learn something?
2. Was this activity transformative?
3. Did you understand the information?
4. Does this contribute to your mission?/Do you feel empowered?
5. Will this knowledge/skill improve your life?
6. Did you enjoy the activity?
7. Was your question answered?

Goal: Understanding the impact of the activity.

Optional - Prepare reward - Expert Tip List by Learners
1. While learners answer the evaluation form, review the document for clarity.
2. Export or share the completed "Expert Tips List" as a follow-up resource for participants.

STEP 7 OF ACTIVITY 1 - REWARD & RESOURCES

Step 7: Reward & Resources (1-4 min)
1. **Say:** *"The reward of participating in today's activity is this quick guide for more mindful scrolling."*
2. **Offer Reward:** At the end of these activities, provide the learners with a reward (prepared in **ACTIVITY SET-UP**).
   a. HATE-LESS Reward Option 2:
   PDF: HATE-LESS 5 Mindful Scrolling Tips.pdf
3. **End Quote. Say at the start of the quote:**
   "I would like to end this activity with the following quote by Viktor Frankl from the University of Minnesota: "Between stimulus and response there is a space. In that space is our power to choose our response" (Source).

Goal: Reward participants for their participation and motivate them to critically think about social media.

QR Code:

ACTIVITY 2

The Algorithm Game

GOALS

Participants will gain the following skills, knowledge, and attitudes:

Knowledge

Awareness: Recognize that algorithms amplify emotional and engaging content.
Comprehension: Understand how algorithms work, that they track user reactions (likes, shares, comments, viewing time) and use them to decide what content appears in feeds. This understanding is tested in the quiz.

Application: Apply this knowledge in the simulation and the quiz by predicting how different posts spread.
Analysis: Identify how emotional patterns (anger, humor, fear, curiosity) are reinforced by algorithms and explain these patterns in the quiz discussion.

Skills

Observation: Detect emotional triggers in posts (outrage, humor, fear, curiosity).
Exploration: Experiment with voting and discussion to test how different reactions affect the feed.

Problem Solving: Suggest practical strategies to avoid falling into outrage or misinformation traps (e.g., fact-checking, muting, slowing down before reacting).
Critical Thinking: Use reasoning to answer quiz questions and reflect on the impact of engagement choices.

Attitudes

Realization: Notice that online emotions shape what content is shown, not just to oneself but to whole groups.
Consideration: Reflect on how collective reactions amplify or diminish certain types of content.

Preference: Begin choosing balanced and constructive ways of reacting.
Self-Identification: See oneself as capable of influencing feeds through intentional reactions.
Dissemination: Share one strategy for healthier engagement with peers (in discussion or after the quiz).

DURATION

60-100 minutes (Standard around 90 min)

SESSION PREPARATION

LEARNING MATERIALS AND RESOURCES

- Working Wi-Fi Connection
- Participants' digital devices (phone, laptop, iPad)/pen & paper
- Projector / large TV screen (for showing mock posts + Kahoot quiz)
- Whiteboard or flipchart + markers (for tallying answers: likes, shares, comments, ignores, reports)
- Fake/Real Social Media Posts: Instructors can use either fake posts provided in HATE-LESS Module 2 - Visual Materials (pages 4-10) or create their own.
- Kahoot Quiz (How to Use in ACTIVITY SET-UP): Link: https://create.kahoot.it/share/module-2-hate-less/5aa6446e-99b6-4a9c-88e6-9f1af422eda6
- Evaluation Form: Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)
- Rewards:
  - General reward (e.g., handout) for all learners
  - Small reward for quiz winners (e.g., chocolates)

Optional Extras:
- Calming or energizing music to create a motivating atmosphere.
- Flipcharts/markers: For group synthesis of patterns.

Room Setup
- Circle or U-shape seating → encourages open sharing and visibility.
- Prepare a whiteboard or device to write down the fictitious posts for the energizer.
- Space at the front or middle for the trainer to lead the discussion.
- Breakout corners (optional) if reflection discussions are done in small groups.

Literature:
- University of Iowa Study on YouTube Algorithms and Emotional Bias

ACTIVITY SET-UP

Preparation of materials:
1. Instructor ensures all required materials from **LEARNING MATERIALS AND RESOURCES** are completed.
2. **Main Activity Theory/Background:** HATE-LESS Module 2 - Visual Materials (pages 3-4)
3. **Fake Posts**: HATE-LESS Module 2 - Visual Materials (pages 5-9) or create new fake posts.
4. **Kahoot Quiz:** Set up the Kahoot quiz before the start of the session

How to use:
A. Open this link: Module 2 HATE-LESS Kahoot.
B. Log in with a free Kahoot account (or create one).
C. Create a QR code for the quiz (https://www.canva.com/qr-code-generator/)
D. Click "**Play**" → choose *Teach* (live game with participants) or Assign (self-paced).
E. Share the game PIN or link with participants.
F. Start the quiz and track responses in real time.

Tip:
- Test the Kahoot quiz link and QR code before the activity.
- Slides or images of mock posts are ready to display (projector/large TV or handouts).
- Enruse Wi-Fi and devices are working for all participants.

5. **Prepare Evaluation Form:** Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)

6. **Prepare Rewards**

Reward 1 - Quiz Winner: Prepare a small reward for the quiz winner (e.g. chocolate).

Reward 2 - End of Activity: At the end of the activity, it is recommended to provide a reward. The following are ideas for rewards:
- HATE-LESS Reward Tips to Beat the Social Media Algorithm.pdf: Share via QR Code or printed PDF.

QR Code:

- Positive Feed Challenge: E.g.: "For one week, follow one new account that uplifts people, and unfollow one that is draining."

STEPS OF ACTIVITY 2

STEP 1 OF ACTIVITY 2 - ENERGIZER

Step 1: Check-In & Mini-Energizer - "Caption Chaos" (10-12 min):

1. **Setup:** Group in a circle or U-shape.
2. **Say:** *"We are going to create a random social media post together. Each person adds two words, and together we'll build a headline or caption. I will start."*
3. **Start the post:** *Say 2 words, e.g.: "Larry's cat…"*
4. **Example outcome:** *"Larry's cat dances wildly on the beach with a flamingo eating spaghetti while the mayor claps loudly."*
5. **Write down words** while everyone gives their answers.
6. **Share final post caption:** Write the full "post" on a flipchart or board. Read it aloud dramatically for humor.
7. **Ask the group:**
   - *"If this post appeared on social media, how would people react? Would it be liked, shared, commented on, or ignored?"*
   - *"What emotions might it create - laughter, surprise, confusion?"*

(Give participants a chance to answer)

8. **Wrap-up: Say:** *"That was a fun example of how random and emotional posts can grab attention. But in real life, social media doesn't just stop at funny or silly posts - it decides what people see next based on their reactions. To understand this better, let's look at how algorithms actually work: what they are, why they exist, and why they tend to push the most emotional content to the top of people's feeds."*

Goal: Sets a light tone for the activity, which will deal with emotional content, making sure learners are engaged and energized.

**Step 2: Main Activity Theory/Background
(4-6 min)**

1. **Optional - Setup:** Set up the presentation provided on a PowerPoint projector to illustrate the information. Start presenting slide X on the Material available here:
HATE-LESS Module 2 - Visual Materials (slides 3-4)

2. **Present Algorithms**
   a. **Optional Set-up (presentation):** Present HATE-LESS Module 2 - Visual Materials - Slide 3
   b. **Say:** *"Let's talk about social media algorithms.*
   c. *What are they?* *They are a set of rules used by* platforms *to know what content to show to people."*
   d. **Optional Set-up (presentation):** Present HATE-LESS Module 2 - Visual Materials - Slide 4
   e. **Say:**
      - **"Why do they exist?** *They track people's behavior online in order to sell attention to advertisers. It's a marketing tool. Content creators and influencers also benefit, since they earn money through views and engagement.*
      - **How does it work?** *The algorithm picks up on content people strongly react to and provides more related content as a result.*
   f. **Say:** *"A quick note on news: staying informed is important. The goal here isn't for people to avoid news, but to notice how stories are framed and how reactions - such as likes, comments, long viewing - can boost the most emotionally charged versions. We'll explore ways which people can stay informed without being pulled into outrage."*
   g. **What's really important - the algorithm works with people's reactions. These reactions are often tied to negative emotions**. According to a scientific article published by the University of Iowa called "YouTube Recommendations Reinforce Negative Emotions - Auditing Algorithmic Bias with Emotionally-Agentic Sock Puppets" (Source).

- If people often click on, watch, or otherwise interact with content with a particular emotional tone (for example, anger, grievance, negativity), the algorithm notices that preference.
- Over time, YouTube tends to recommend more of that emotionally-charged content. Negative emotions are especially amplified.
- Even recommendations that are not heavily based on a person's user history often align emotionally with that preference.
- This effect gets stronger the more the person signals their emotional preferences.

Optional (If there is no PowerPoint presentation): Write on a whiteboard: Reaction → Algorithm Signal → More Similar Content.
   h. *Now people might wonder, "But how does YouTube or another social media platform pick up people's emotions?"*
      - *YouTube doesn't actually "read people's feelings."*
      - *Instead, it looks at people's behavior: what someone clicks on, how long they watch, what they like or skip.*
      - *If someone, for instance, keeps choosing videos with a certain emotional tone - like angry or fearful ones - the algorithm assumes that person prefers that type of content.*
   i. *If a post gets more likes, shares, or comments (even **angry ones**) the algorithm will boost it.*
   j. *Anger or fear are often the emotions that drive us to share content most quickly. This can lead to more radicalization.*
   k. *People can avoid falling into that trap by being mindful of how they react to content and checking the sources, and being informed about misinformation."*

Goal: Introduce participants to how algorithms work, why they exist, and how they amplify emotional content. Provide a science-based foundation for the later interactive activity.

STEP 3 OF ACTIVITY 2 - CHECK-IN

Step 3: Check-In (5 min)

1. Ask: *"Do people's feeds change after they like or comment on one type of post?"*

2. Note: *Give examples of social media channels, if learners do not have answers: "For example, when someone who has only liked cat videos in the past starts liking cooking videos, will their feeds change?" "The answer is Yes. The algorithm picks up on that and will show that person similar cooking content."*

○ *"What type of content do people see the most? More or less emotionally charged content?"*

○ *"If people engage with a lot of emotionally charged news (comments, quote-posts, doomscrolling), what might the feed do over the next week?"*

3. Give 2-3 volunteers a chance to answer.

4. Say: *"That's the algorithm at work. Let's play a game to see it in action."*

Goal: Ensure participants understand the core principle that feeds change with engagement. Spark curiosity before moving into the interactive simulation.

STEP 4 OF ACTIVITY 2 - MAIN ACTIVITY/EXPERIENCE

Step 4: Main Activity/Experience (30-60 min)

1. Set-up: Provide fictional social media posts to show and discuss with participants. AI-generated HATE-LESS material available here: HATE-LESS Module 2 - Visual Materials - Slides 5-9

2. Say: *"Now, we will look at fake/real posts to understand more about the social media algorithm in practice."*

3. Disclaimer - If AI-generated images in HATE-LESS Module 2 - Visual Materials are used:

a. *"Before we start this interactive game, I would like to point out that the images we will see were AI-generated."*

b. *"They were created with the idea of providing provocative content to see how people deal with different posts and situations and how the algorithm will take people's reactions into account."*

c. *"These opinions and the content do not reflect the HATE-LESS consortium's viewpoints on the specific subject matter and are here for us to learn from."*

"With that being said, let's look at these posts."

4. Participants are shown mock/real posts: photos, memes, misleading content, neutral info, reels, etc. If the provided images are used on a projector (HATE-LESS Module 2 - Visual Materials starting on page 5)

5. For each post, ask:

a. *"What emotional reaction would most people have to this post, and why?*

b. *How will most people react to the post?*

c. *Let's vote."*

6. Then take the vote.

7. If necessary, read the captions.

8. Collect answers for each post (either on a piece of paper/device or on a whiteboard). The answers depend on the platform. Examples:

○ Like: #
○ Share/Forward: #
○ Repost: #
○ Comment: #
○ Ignore: #
○ Report: #
○ Hide: #
○ Read the post and stay on it for a long time: #
○ Read the comments: #

Which actions matter most on this platform? (e.g., Story taps vs. dwell time; Quote Post vs. Repost; Reaction types on Facebook)

Optional - Using HATE-LESS AI-Generated Fake Posts

1. Setup: The following provides a step-by-step guide on how to work the fake social media posts provided in HATE-LESS Module 2 - Visual Materials - Slides 5-9. If other material is chosen, it could be useful to present that material on a PowerPoint or PDF on a screen, or share a QR code where learners can look at the posts.

Fake Post 1: Controversial Instagram Post/ Meme

1. Set-up: Present HATE-LESS Module 2 - Visual Materials - Slide 5

2. Say: This Instagram post's caption is *"This is what happens when parents let screens raise their kids ❓ #WakeUpWorld #DigitalDisaster"*

3. Ask:
   a. *"What emotional reaction would most people have to this post, and why?*
   b. *How will most people react to the post?*
   c. *Let's vote."*

4. Collect answers. Ask participants to raise their hands for each:
   ○ Like: #
   ○ Share/Forward: #
   ○ Repost: #
   ○ Comment: #
   ○ Ignore: #
   ○ Report: #
   ○ Hide: #
   ○ Read the post and stay on it for a long time: #
   ○ Read the comments: #

Optional: If not many answers, provide ideas:
   I. Anger/Outrage: Some people may feel defensive if they are parents or angry at the accusation.
   II. Empathy/Sadness: Others may feel sad for the child.
   III. Agreement/Validation: People who already believe screens are harmful might feel validated and strongly agree.
   IV. Humor/Sarcasm: Some people may treat the post as exaggerated and respond with jokes or memes.

5. Once all answers have been shared, reveal the algorithm's consequences. Tip: To save time, it is possible only to focus on the reactions that he learners raised their hands for.
   ○ **Like:** Quick engagement signal; boosts similar posts.
   ○ **Share/Forward:** Spreads content further; amplifies reach.
   ○ **Repost:** Keeps content circulating; strong boost signal.
   ○ **Comment:** High engagement; pushes post regardless of tone.
   ○ **Ignore:** No signal; reduces similar content over time.
   ○ **Report:** Flags content; platform may review/remove.
   ○ **Hide:** Negative feedback; less of this content shown.
   ○ **Read/Stay:** Long view time signals strong interest.
   ○ **Read Comments:** Time spent signals interest in debate /drama.

6. Say: *"Now let's think about a balanced consumption option. Instead of reacting immediately, people could: open the link → read the full article → check the source/about page → scan multiple outlets → save or bookmark it to read later → and if sharing, do so with a neutral caption."*

POST 2: YouTube Video - Cooking Video

1. Set-up: Present HATE-LESS Module 2 - Visual Materials - Slide 6

2. Say: *"This YouTube video's caption is: 'How I make my grandma's 4-ingredient noodle soup. #cozyvibes #simplecooking'."*

3. Ask:
  - ○ *"What emotional reaction would most people have to this post, and why?*
  - ○ *How will most people react to the post?*
  - ○ *Let's vote."*

4. Collect answers. Ask participants to raise their hands for each:
  - ○ Like: #
  - ○ Dislike: #
  - ○ Comment: #
  - ○ Share: #
  - ○ Save/Download: #
  - ○ Ignore / Skip: #
  - ○ Report: #
  - ○ Watch Video for a bit, then exit: #
  - ○ Watch Full Video: #
  - ○ Read Comments: #
  - ○ Subscribe: #

Optional: If not many answers, provide ideas:
  - ○ **Enjoyment/Curiosity:** People could think, "Looks tasty, I want to try this."
  - ○ **Comfort/Warmth:** Nostalgia or cozy feelings from family recipes.
  - ○ **Inspiration:** Motivation to cook or save the recipe.
  - ○ **Neutral/Disinterested:** Some people may just skip because it's not their type of content.
  - ○ **Dislike:** Some people who like cooking may disagree with the content or recipe.

5. Once all answers have been shared, reveal the algorithm's consequences. Tip: To save time, it is possible only to focus on the reactions which the learners raised their hands.
  - ○ **Like:** Quick positive signal; boosts similar cooking/wellness content.
  - ○ **Dislike:** Negative feedback, but still engagement; may reduce similar videos.
  - ○ **Comment:** Strong engagement; algorithm pushes the video more widely.
  - ○ **Share:** Spreads content further; amplifies reach across networks.
  - ○ **Save/Download:** Signals long-term value; algorithm boosts similar recipe/tutorial content.
  - ○ **Ignore / Skip:** Weak/no signal; video is less likely to be shown again.
  - ○ **Report:** Unlikely to matter for harmless video; only effective if many reports.
  - ○ **Watch a Bit, Then Exit:** Partial watch → weaker engagement signal; reduces boost.
  - ○ **Watch Full Video:** Strong interest signal; algorithm recommends more cooking/comfort videos.
  - ○ **Read Comments:** Dwell time adds engagement; the algorithm sees interest in the video.

  - ○ **Subscribe:** Very strong loyalty signal; more of this creator's videos pushed to the subscriber.

POST 3: MISLEADING MEME
1. Set-up: Present <u>HATE-LESS Module 2 - Visual Materials</u> - Slide 7
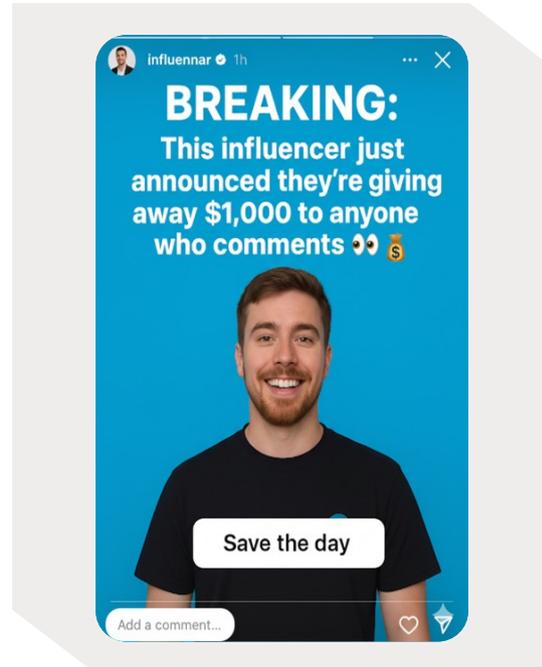
2. Say: *"This Instagram Story says: 'BREAKING: This influencer just announced they're giving away $1,000 to anyone who comments '."*

3. Ask:
  - ○ *"What emotional reaction would most people have to this post, and why?*
  - ○ *How will most people react to the post?*
  - ○ *Let's vote."*

4. Collect answers. Ask participants to raise their hands for each:
  - ○ Tap Like (quick reaction on story): #
  - ○ Comment: #
  - ○ Share/Forward: #
  - ○ Repost (story share): #
  - ○ Ignore / Tap Past: #
  - ○ Report: #
  - ○ Read Comments: #
  - ○ Save (if possible): #
  - ○ Click on "Save the day": #

**5. Optional: If not many answers, provide ideas:**
  - ○ **Excitement/Greed:** People could think: *"Wow, free money!*
  - ○ **Curiosity:** People could also react to this post with curiosity, wondering if it is real and if they should try.
  - ○ **FOMO (Fear of Missing Out):** Urge to engage quickly before it's too late.
  - ○ **Annoyance:** Frustration at clickbait tactics.

6. Reveal the algorithm's consequences. Tip: To save time, it is possible only to focus on the reactions for which the learners raised their hands. Say:
- **Like:** Engagement signal; algorithm boosts this story further.
- **Comment:** Very strong signal; especially since the post asks for comments, it sky-rockets engagement and reach.
- **Share/Forward:** Expands the story to new audiences; boosts visibility.
- **Repost:** Keeps the content circulating widely.
- **Ignore / Tap Past:** No engagement; algorithm reduces the likelihood of seeing similar stories.
- **Report:** If flagged enough, the platform may review for spam or scam behavior.
- **Read Comments:** Dwell time = algorithm thinks users are interested, even without commenting.
- **Click on "Save the day" / Save:** Treated as a strong engagement signal; algorithm boosts similar content.

POST 4: Facebook Angela Merkel - Fake Post
1. Set-up: Present HATE-LESS Module 2 - Visual Materials - Slide 8
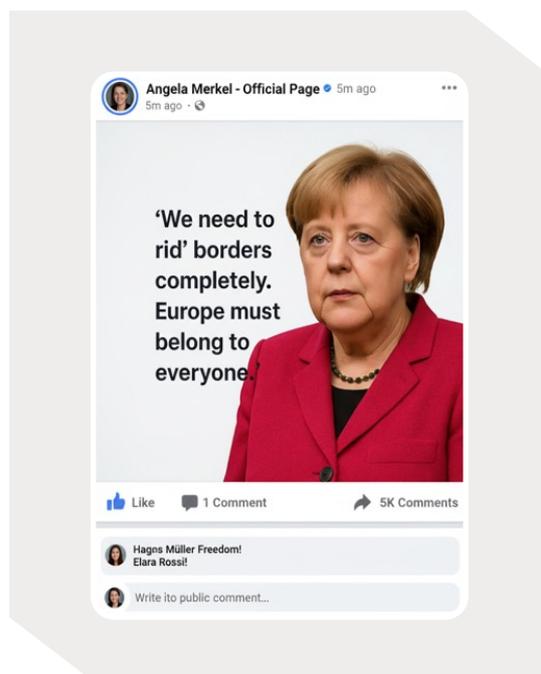
2. Say: *This Facebook post's caption is "We need to get rid of borders completely. Europe must belong to everyone."*
3. Ask:
- *"What emotional reaction would most people have to this post and why?*
- *How will most people react to the post?*
- *Let's vote."*

4. Collect answers. Ask participants to raise their hands for each:
- Like: #
- Other Reaction (Love, Haha, Wow, Sad, Angry): #
- Comment / Reply: #
- Share / Repost: #
- Tag a Friend: #
- Save: #
- Follow / Unfollow Page: #
- Hide / Snooze / Unfriend: #
- Report: #
- Read: #

5. Optional: If not many answers, provide ideas:
- **Anger/Outrage:** Upset at the message or who it's attributed to.
- **Agreement/Validation:** Feels confirmed in existing beliefs.
- **Fear/Anxiety:** Worries about political or social change.
- **Distrust/Skepticism:** Thinks the quote is fake or manipulated.
- **Humor/Sarcasm:** Treats it as exaggerated or a meme.
- **Polarization:** Divides audiences into opposing camps.

6. Reveal the algorithm's consequences. Tip: To save time, it is possible only to focus on the reactions that the learners raised their hands for. Say:
- **Like / Other Reaction:** All count as engagement → boosts visibility.
- **Comment / Reply:** Strong engagement → spreads further.
- **Share / Repost / Tag Friend:** Expands reach to wider audiences.
- **Save:** High-value signal → algorithm shows similar posts.
- **Follow / Unfollow Page:** Adjusts how much content from this source appears.
- **Hide / Snooze / Unfriend:** Negative signals → reduces this type of content.
- **Report:** May trigger fact-check or review if many users do it.
- **Click Link:** Signals curiosity → boosts similar links.
- **Watch (Partial / Full):** Long viewing = strong signal; drop-off weakens boost.
- **Read Comments:** Dwell time = algorithm assumes interest → boosts content.

POST 5: X Repost of News Article
1. Set-up: Present HATE-LESS Module 2 - Visual Materials - Slide 9
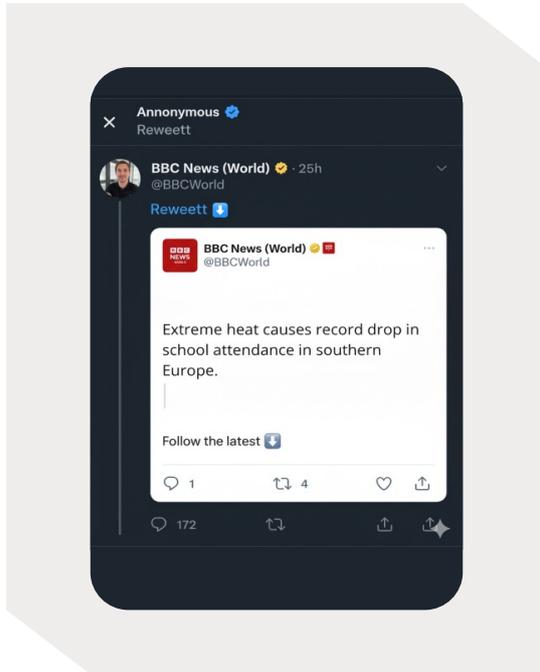
2. Say: *"This X repost's caption is "Extreme heat causes record drop in school attendance in southern Europe.""*
3. Ask:
- ○ *"What emotional reaction would most people have to this post and why?*
- ○ *How will most people react to the post?*
- ○ *Let's vote."*
4. Collect answers. Ask participants to raise their hands for each:
- ○ Like: #
- ○ Repost: #
- ○ Quote Post: #
- ○ Comment (reply): #
- ○ Ignore / Scroll Past: #
- ○ Report: #
- ○ Bookmark: #
- ○ Click Link (to read full article): #
- ○ Read Comments: #
- ○ Scroll down to read more: #
- ○ Follow / Unfollow Page: #

**Optional: If not many answers, provide ideas:**
- ○ **Concern/Worry:** Fear about climate change and children's well-being.
- ○ **Empathy/Compassion:** Feeling for affected students and families.
- ○ **Anger/Frustration:** At governments or the lack of climate action.
- ○ **Validation:** Confirms belief that climate change is urgent.
- ○ **Skepticism:** Doubt about the accuracy or framing of the news.
- ○ **Indifference:** Treats it as "just another headline."
5. Reveal the algorithm's consequences. Tip: To save time, it is possible only to focus on the reactions for which the learners raised their hands. **Say:**
- ○ **Like:** Counts as engagement → algorithm shows more posts like this.
- ○ **Repost:** Strong amplification → spreads the story widely.
- ○ **Quote Post:** Adds commentary + repost → even stronger signal, boosts content further.
- ○ **Comment (Reply):** Engagement signal → helps the post trend, regardless of tone.
- ○ **Ignore / Scroll Past:** No signal → less likely to see similar content.
- ○ **Report:** If enough users report, the platform may review → can reduce visibility.
- ○ **Bookmark:** High-value signal → algorithm shows more news/longer content.
- ○ **Click Link (to read full article):** Strong signal of real interest → boosts similar news in feed.
- ○ **Read Comments:** Dwell time increases engagement weight → algorithm thinks post is relevant.
- ○ **Scroll Down to Read More:** Extra time spent signals interest → boosts content category.
- ○ **Follow / Unfollow Page:** Directly changes how many of this outlet's posts appear in someone's feed.
Goal: Simulate how different types of posts trigger emotions and engagement. Show how algorithms boost content based on reactions, while offering balanced alternatives for mindful engagement.
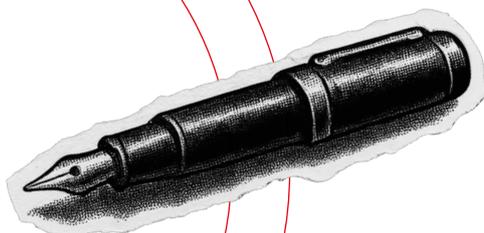
STEP 5 OF ACTIVITY 2 - REFLECTION

Step 5: Reflection (12-15 min)

1. Set-up the Quizz: Provide the following link or a QR code to learners: Final
https://create.kahoot.it/share/module-2-hate-less/5aa6446e-99b6-4a9c-88e6-9f1af422eda6
  a. Open this link: Module 2 HATE-LESS Kahoot.
  b. Log in with a free Kahoot account (or create one).
  c. Click **"Play"** → choose Teach (live game with participants) or Assign (self-paced).
  d. Share the game PIN or link with participants.
  e. Start the quiz and track responses in real time.
  f. Share the new QR Code generated for this quiz.

2. Say: *"Now, please answer the following questions about social media algorithms. Everyone either shares their real name or chooses a fictional (but kind) name. The person who wins the quiz gets a reward!"*

(Go through the quiz until the end.)

3. Reward the winner: Reward the winner of the quiz - Offer a simple reward (e.g., chocolates)

4. Ask:
  a. *"What is a fact about social media algorithms that could be surprising to most people?"*
  b. *"How much control do people have over their feed, and what levers actually help (mute, hide, not-interested, time limits, following lists)?"*
  c. *"What's a good strategy to stay informed without feeding outrage? Examples?"*

5. Give 5-10 minutes to answer and discuss. Ensure that the discussion stays general and does not get triggering/personal.

Goal: Reinforce key lessons through a quiz and guided discussion. Help participants articulate what information could be surprising, what control people have over their feeds, and how to develop healthy, balanced information habits.

STEP 6 OF ACTIVITY 2 - EVALUATION

Step 6: Evaluation (3-5 min)

1. Say: *"Before we finish this activity, please evaluate this activity as a whole by answering Yes or No."*

2. Distribute evaluation:
  a. Provide QR Code created with https://www.canva.com/qr-code-generator/ to learners
  b. Template Evaluation form: HATE-LESS Module 2 – Emotional Algorithms - Evaluation Form Template)

Questions include:
1. Did you learn something?
2. Was this activity transformative?
3. Did you understand the information?
4. Does this contribute to your mission?/Do you feel empowered?
5. Will this knowledge/skill improve your life?
6. Did you enjoy the activity?
7. Was your question answered?

Goal: Understanding the impact of the activity.

Step 7: Reward & Resources (1-4 min)

1. Say: *"People's emotions and attention are powerful. Social media platforms, algorithms, and content creators know how to use them. If people are not aware of how their emotional responses are triggered online, they become more vulnerable to manipulation, disinformation, and radicalization."*

2. Offer a Reward: At the end of these activities, provide the learners with an award.

If HATE-LESS Reward Tips to Beat the Social Media Algo-rithm.pdf is selected - Share via QR Code or printed PDF.

3. End Quote. Say: *"Thank you so much for participating in today's activities! I would like to end this session with three quotes:*

- *"Our attention is the most valuable currency we have." - Tim Wu (Professor of Law, Columbia University)*
- *"Emotions are not obstacles to reason but essential signals that guide us through life." - Antonio Damasio (Neuroscientist)*
- *"Until you make the unconscious conscious, it will direct your life and you will call it fate" - Carl Gustav Jung*

Goal: Provide participants with practical take-aways (tips, checklists, positive challenges) and end on an empowering note that highlights agency and awareness.

ACTIVITY 3

Disrupt the Feed

Participants will gain the following skills, knowledge, and attitudes:

Knowledge

Awareness: Recognize that memes and online content often use emotional hooks (fear, guilt, outrage, humor).

Comprehension: Understand how reframing a post can change its emotional impact while keeping the core information.

Application: Apply counter-narrative techniques to turn harmful or polarizing posts into constructive, emotionally intelligent ones.

Skills

Observation: Identify toxic elements in memes (fearmongering, scapegoating, stereotyping).

Exploration: Experiment with creative tools (caption editing, humor, facts, hope) to "disrupt" the feed.

Collaboration: Work in groups to redesign posts and share reframed narratives.

Critical Thinking: Evaluate whether the reframed meme balances emotional intelligence with factual accuracy.

Attitudes

Realization: Notice how small framing changes can shift emotions from negative to constructive.

Consideration: Reflect on the responsibility of content creators in shaping digital spaces.

Preference: Begin choosing to engage with or create content that promotes hope, humor, or solidarity rather than division.

Dissemination: Share positive counter-narratives within and beyond the workshop.

DURATION

65-75 min

SESSION PREPARATION

LEARNING MATERIALS AND RESOURCES

- Working Wi-Fi Connection
- Participants' digital devices (phone, laptop, iPad)/pen & paper
- Projector / large TV screen (to show memes and examples)
- Whiteboard/flipchart + markers (to note "emotional hooks" and "positive hooks")
- **Preloaded "toxic meme" handouts** (one per group): HATE-LESS Module 2 - Visual Materials - slides 11-15
- Creates false moral superiority
- Encourages distrust without facts

- **Evaluation Form:** Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)
- **Reward**

Room Setup
- Circle or U-shape seating for discussion and visibility
- Breakout corners/tables for group work
- Projector/TV screen visible to all

Literature:
Social Media and Moral Ourage - The Decision Lab

ACTIVITY SET-UP

Preparation of Materials:
1. Trainer ensures all required materials from LEARNING MATERIALS AND RESOURCES (above) are completed.
2. Prepare toxic meme handouts HATE-LESS Module 2 - Visual Materials - slides 11-15 (or develop new toxic memes)
3. Ensure the projector/large screen is set up and visible to all.
4. **Optional:** Shared Google Docs where learners can write their favorite emojis, or shared chat.
5. **Prepare Evaluation Form:** Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)

Room & Devices Setup:
1. Test Wi-Fi connection and confirm participants can access it.
2. Check that all participants have their digital devices (or pen & paper if working offline).
3. Preload/distribute example "toxic memes" (fearmongering, scapegoating, stereotyping, conspiracy, oversimplified blame) - HATE-LESS Module 2 - Visual Materials - slides 12-15
4. Prepare image-editing apps (Canva, Meme Generator) or have printed meme templates available.
5. Prepare reward: The following are ideas for rewards:
   a. Printout of positive reframes the learners have created (if printer is available)
   b. Positive content creation tips
   c. Positive Feed Challenge: E.g.: "For one week, follow one new account that uplifts you, and unfollow one that drains you. Notice how your Mood Map shifts."
6. Arrange seating in a circle or U-shape for visibility during discussion, with breakout corners/tables ready for group remix work.

STEP 1 OF ACTIVITY 3 - ENERGIZER

1. **Setup:** Say: *"Emojis are like the universal language of social media - quick little symbols that show how people feel or what they mean. Let's warm up with a quick emoji game."*
2. Say: *"Think about the emojis people use the most. Which one is most people's favorite emoji?"*
3. Each person shares the emoji they picked out loud (they can say it, show it on their phone, or even draw it on paper).
   a. **In-Person:** Learners can share the emojis either by describing them or typing them into a shared Google Docs (or other shared) document.

Step 1: Check-In & Mini-Energizer - Emoji Game (7-10 min)

   Alternatively, all learners could connect to a group chat (WhatsApp), e.g., and type their emojis there.
   b. **Online adaptation:** If the activity is conducted online, participants can share their emojis in the chat
4. **Optional:** After everyone shares, ask:
   a. *"Why is this emoji so popular?"*
   b. *"What does it say about the mood people want to express online?"*
Goal: Creates a light, fun atmosphere while highlighting the variety of emotional expression in digital spaces. This sets the stage for reflecting on how social media communicates feelings.

STEP 2 OF ACTIVITY 3 - MAIN ACTIVITY THEORY/ BACKGROUND

Step 2: Main Activity Theory/ Background (3-5 min)

1. **Say:**
   a. *"Algorithms reward people's emotional reactions. An article by the Decision Lab highlights that strong emotions tend to receive more engagement"* (comments, shares, reactions).
   b. Studies, such as the *"Amplification of emotion on social media) by Harvard Business School, found that algorithms "notice" this and often boost that kind of content, because high engagement signals a post is "interesting".* ([Source]).
   c. *"Posts that make people angry, fearful, or upset often do better (spread further) than neutral content"* ([Source]).

   d. *"But the same emotional mechanics can also be used positively, through hope, humor, solidarity, or curiosity".*
   e. *"That's what counter-narratives aim to do. Since emotions matter for the algorithm, we can also use emotions for good. Counternarratives challenge hate and polarisation by changing the story. Let's see how."*
Goal: Introduces how harmful framing works in memes and explains the idea of counter-narratives.

STEP 3 OF ACTIVITY 3 - CHECK-IN

Step 3: Check-In (3-4 min)

1. **Ask:**
   a. *"When people see harmful or manipulative memes online, what are the common reactions - ignore, react, share, report? Which of these might help or harm the spread?"*
   b. *"Could changing the message change how audiences respond?"*

2. Let 2-3 volunteers answer. This primes participants for the creative remix task.
Goal: Encourages the discussion about initial perceptions of toxic for manipulative posts and prepares for group work.

Step 4: Main Activity/ Experience (25-30 min)

Phase 1 - Setup (5 min)

1. Divide participants into 4-5 groups (depending on the number of students, as each group receives one meme).

2. Say: *"Now, each group will receive one toxic meme. The goal is to make suggestions on how to reframe the caption so that the message is positive. If the only way to reframe the post is to change the image as well, please come up with new image suggestions."*

3. Assign each group a preloaded "toxic meme" (fearmongering, scapegoating, stereotyping, conspiracy, oversimplified blame). Provide one meme to each group (either via an online link or printed) from HATE-LESS Module 2 - Visual Materials - Slides 11-15

1. Say:
a. *"Each group has one mission: To remix this meme. Keep the visual format but flip the message into something constructive, positive, or awareness-raising."*
b. *"Think about: What's the emotional hook? Who's the target? What new feelings could the new reframed post create?"*
c. *"All groups can also edit with Canva/Meme Generator, or just re-caption it on paper."*

2. Help each group understand their task HATE-LESS Module 2 - Visual Materials - Slides 11-15

Phase 2 - Reframing:

1. Timing: Give learners 20-25 minutes to reframe the fake posts assigned.
2. Tip: Go around the room and help learners understand the meme or give hints, if necessary.

Group 1 - Toxic Meme 1. Fearmongering + Scapegoating (photos with creative commons license)
HATE-LESS Module 2 - Visual Materials - Slide 11

- Potential comment: *"Open borders = No future for our kids. Think about it. / It's either us or them."*
- What it does: Sparks fear, frames migration as a threat, uses zero-sum framing
- Example: Reimagine prompt: Keep the image, but flip the narrative, e.g., *"New neighbors, new chances. Let's build it together."*
- Replace the image with one showing integration, community.

Group 2 - Toxic Meme 2. False "Common Sense"
HATE-LESS Module 2 - Visual Materials - Slide 12
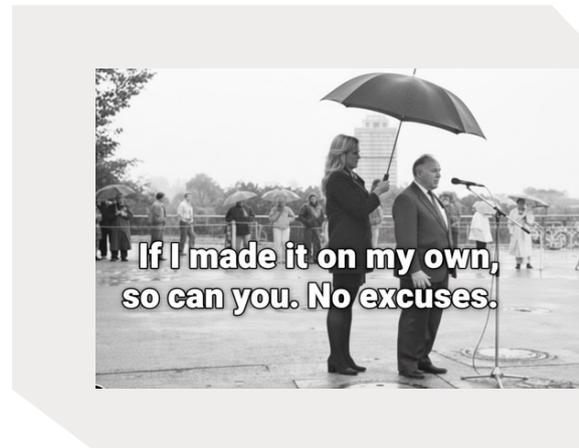
- Instagram Reel Caption: *"If I made it on my own, so can you. No excuses."*
- What it does:
- Promotes individualism
- Ignores structural inequalities
- Emotionally manipulative through guilt
- Example: Reimagine prompt: Use the same cartoon, but change the umbrella label to, e.g., *"Support systems, community, privilege."*
- Add: *"Let's make sure everyone has an umbrella."*
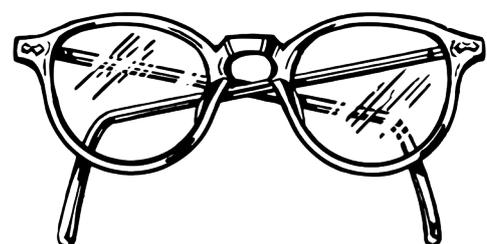
Group 3 - Conspiracy Framing
HATE-LESS Module 2 - Visual Materials - Slide 13

- X Caption: *"Wake up. The media is lying to you!"*
- What it does:
  - Us vs. them
  - Creates false moral superiority
  - Encourages distrust without facts
- Example: Reimagine prompt: Keep style but change text to, e.g., *"Being critical doesn't mean rejecting everything. It means asking better questions."*
- Read multiple sources instead.

Group 4 - Stereotyping Through Humor
HATE-LESS Module 2 - Visual Materials - Slide 14

- Instagram Post Caption: *"Looking up new ways to take over our society."*
- What it does:
  - Racist humor
  - Gendered and cultural stereotypes
  - Dehumanizes
- **Example:** Reimagine prompt: Same photo, new caption, e.g., *"Texting her friends about the party you weren't invited to."* or: *"My Uber declined me again."*

Group 5 - Oversimplified Blame
HATE-LESS Module 2 - Visual Materials - Slide 15
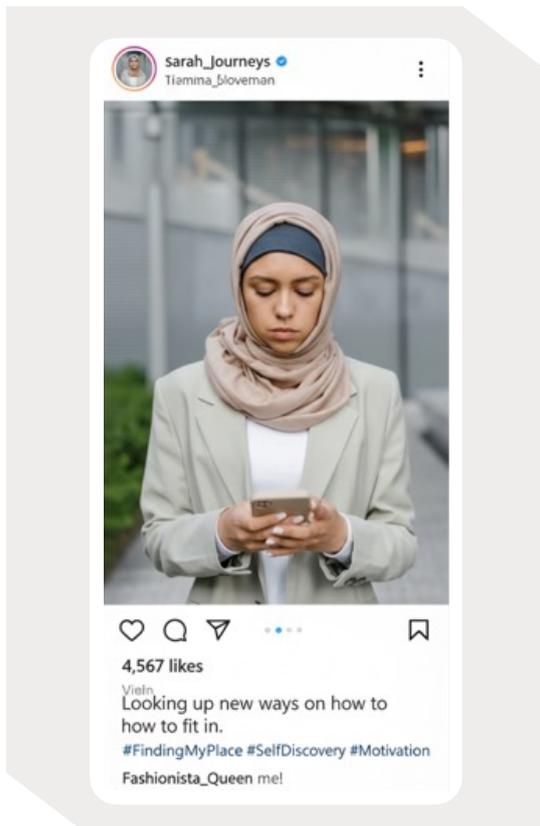
- Facebook Post caption: *"Thank you climate protesters."*
- What it does:
  - Manipulates through guilt
  - Diverts from root causes
  - Encourages hate toward activists
- Reimagine prompt: Same image, new caption, e.g.: *"Maybe I'll go to school by train today."*
- Add stats on subsidies or climate costs.

Goal: Learners will practice identifying harmful framing in online memes and develop skills to reframe messages into constructive, inclusive narratives.

STEP 6 OF ACTIVITY 3 - EVALUATION

Step 6: Evaluation (3-5 minutes)
1. Say: *"Before we finish this activity, please evaluate this activity as a whole by answering Yes or No."*
2. Distribute evaluation:
c. Provide QR Code created with https://www.canva.com/qr-codegenerator/ to learnersd. Template Evaluation form: HATE-LESS Module 2 – Emotional Algorithms - Evaluation Form Template)

Questions include:
1. Did you learn something?
2. Was this activity transformative?
3. Did you understand the information?
4. Does this contribute to your mission?/Do you feel empowered?
5. Will this knowledge/skill improve your life?
6. Did you enjoy the activity?
7. Was your question answered?
Goal: Understanding the impact of the activity.

STEP 7 OF ACTIVITY 3 - REWARDS AND RESOURCES

Step 7: Rewards and Resources (2-3 minutes)
1. Wrap-Up: *"We just saw how the same image can tell completely different stories depending on framing. That's the power of counter-narratives.".*
2. Offer Reward: At the end of these activities, provide the learners with an award.

3. End Quote. Say: *"I would like to end this session with this quote by Lawrence Nault: When the algorithms reward outrage, compassion becomes a form of resistance."*
Goal: Reward participants for their participation and motivate them to think critically about social media.
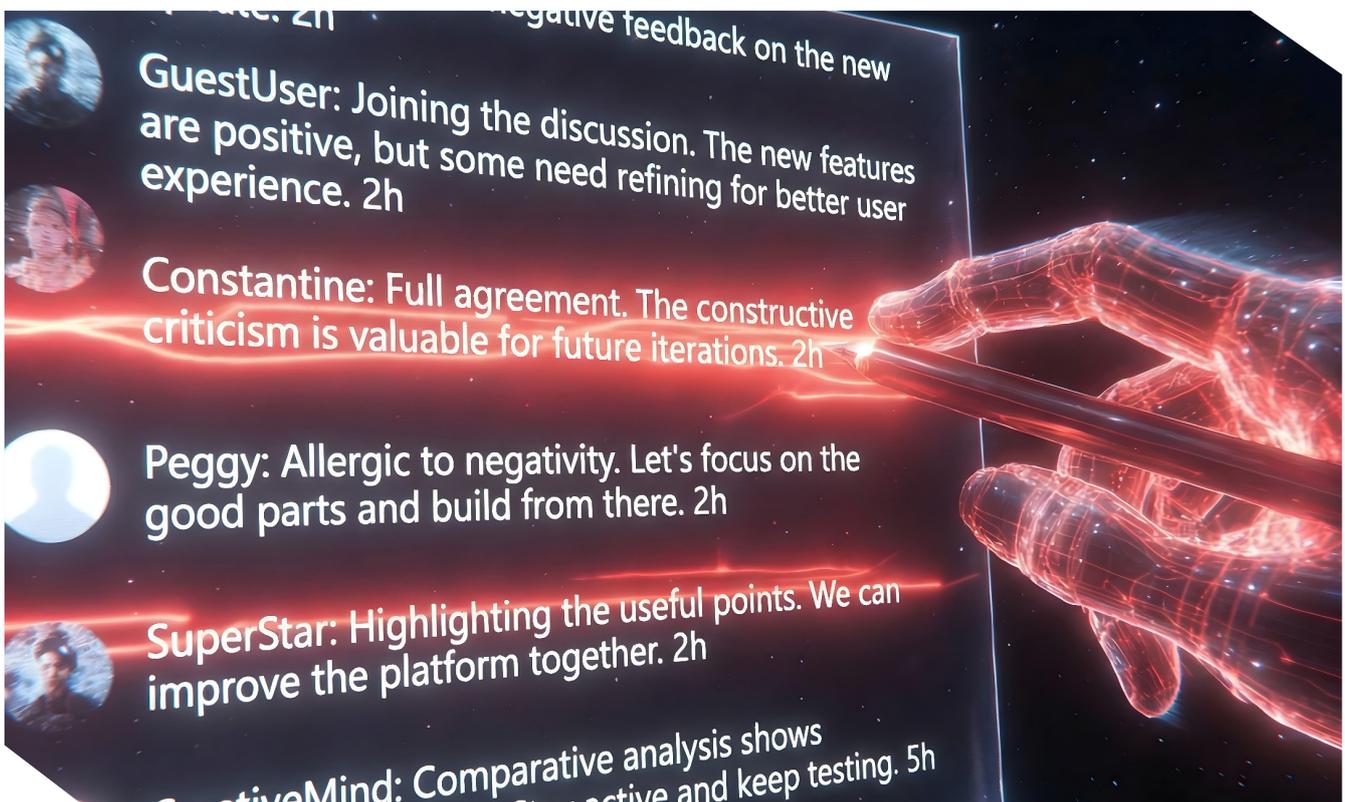
ACTIVITY 4

Outrage Machine

GOALS

Knowledge

Awareness: Recognize that small emotional reactions (likes, shares, watch time) are amplified by algorithms.

Comprehension: Understand how repeated exposure to emotional content can push users toward extreme narratives.

Application: Apply this understanding by simulating an algorithm in the activity and analyzing how feeds shift.

Analysis: Analyze manipulation tactics (scapegoating, exaggeration, false causality) used in toxic memes.

Skills

Observation: Spot emotional triggers and manipulation in posts (fear, disgust, anger, pride).

Exploration: Experiment with content creation and algorithm voting to see how engagement drives spread.

Problem Solving: Suggest healthier engagement choices to counteract outrage-bait.

Collaboration: Work in groups to decode posts, solve puzzles, and create clarity tokens.

Critical Thinking: Compare different persona feeds and evaluate missing perspectives (filter bubbles).

Attitudes

Realization: Notice how quickly neutral spaces can become echo chambers.

Consideration: Reflect on the responsibility of pausing before reacting online.

Preference: Choose constructive over reactive ways of engaging with content.

Self-Identification: See oneself as capable of resisting manipulation and supporting healthier feeds.

Advocacy: Be willing to speak up against manipulative or toxic practices online.

Dissemination: Share positive strategies and tips (e.g., mindful scrolling, fact-checking) beyond the workshop.

DURATION

1h 45 minutes - 2h 15 minutes

SESSION PREPARATION

LEARNING MATERIALS AND RESOURCES

Projector Required Material
- Working Wi-Fi Connection
- Participants' digital devices (phone, laptop, iPad)/pen & paper
- Projector / large TV screen (for fake posts, memes, quizzes, riddles) - alternatively, printouts for all learners
- Preprinted/projected toxic meme examples and fake posts: HATE-LESS Module 2 - Visual Materials - Starting on slide 17 (Trainer can also develop their own fake posts)
- Evaluation Form: Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)
- Reward

Optional Extras:
- Clarity Tokens: Provide a shared file where participants write one short takeaway from each Puzzle before moving on, for example: Puzzle 1: Clarity Token
- Image editing apps (Canva, Meme Generator, Lovart AI) for meme remixing
- Whiteboard/flipchart + markers (for tallying points in simulation, group notes)

- Shared document
- Role cards (e.g., Neutral User, Content Creator, Algorithm) to make the simulation more dynamic
- Background music for puzzle phases to create a fun atmosphere

Room Setup:
- Circle or U-shape seating for group discussions
- Breakout corners for puzzle-solving in small teams
- Space at the front/center for the trainer to act as the "algorithm"

Suggested Literature:
- The Decision Lab - Social Media and Moral Outrage
- University of Iowa Study on YouTube Algorithms and Emotional Bias
- EU Science Hub - Why Children and Adolescents Are Vulnerable to Social Media
- The Struggle for Human Attention: Between the Abuse of Social Media and Digital Wellbeing

ACTIVITY SET-UP

Preparation
1. Trainer ensures all required materials from **LEARNING MATERIALS AND RESOURCES** (above) are completed.
2. Find or come up with 5 short social media headlines (some neutral, some negative, some positive)
3. Prepare and share a document where each group can place their created memes (recommendation: Set up and email a separate Google Docs file to each group)
4. **Prepare Puzzles:** Depending on time, decide on which quizzes learners will take. HATE-LESS provides 4 quizzes that will

take around 2h 15 min. If not as much time is available, decide on which quizzes to complete and adjust the activity.
- **Prepare Puzzles:** Either create posts or use HATE-LESS Module 2 - Visual Materials - Starting on slide 17
- **Prepare Puzzle 1:** HATE-LESS Module 2 - Visual Materials - Slide 17
   ○ 3 fake posts for Quiz 1 (options also provided in the material)
- **Prepare Puzzle 2:** (HATE-LESS Module 2 - Visual Materials, slides 21-39) - Either print, share online, or on a screen.

○ **Mentimeter Quiz:** https://www.mentimeter.com/app/presentation/al6p-j2dfwidrmuzakqs2hxq6gz9ts2nf/view?question=km73g24qzupm

○ How to sign up and start a quiz: https://help.mentimeter.com/en/articles/4305015-how-to-host-the-quiz-competition) - It is possible to use the quiz provided once account has been created.

○ Student QR Code available here: HATE-LESS Module 2 - Visual Materials - Page 40

● **Prepare Puzzle 3:** (HATE-LESS Module 2 - Visual Materials, slides 41-48) - Either print, share online, or on a screen.

5. **Prepare Evaluation Form:** Create an Evaluation QR code for free with https://www.canva.com/qr-code-generator (Template: HATE-LESS Module 2 - Emotional Algorithms - Evaluation Form Template)

6. **Optional - Prepare Clarity Tokens:** To make learning more fun and for groups to share the main points they learned, it could be beneficial to create a clarity token file for each puzzle, such as the following example: Puzzle 1: Clarity Token (example 1)

7. **Prepare Reward:**
   a. **Option 1 -** HATE-LESS Escape the Outrage Machine - Quick Guide.pdf - Either print as PDF or provide QR Code:
   PDF: HATE-LESS Escape the Outrage Machine - Quick Guide.pdf

   b. **Option 2 - Positive Feed Challenge card:** *"For one week, follow one account that uplifts you and unfollow one that drains you. Notice how your feed changes."*
   c. **Option 3 - Reflection Token:** A symbolic "Clarity Token" card or sticker participants can keep as a reminder that they can always "exit the machine."

STEPS OF ACTIVITY 4

STEP 1 OF ACTIVITY 4 - ENERGIZER

Step 1: Check-In & Mini-Energizer
1. **Say:** *"People see a lot of social media content every day. I will now share a few possible imaginary post headlines. These are fictional examples. What emotional reaction would most people have to each of these posts?*
2. **Share the fictional post headlines.** Possible examples:
   a. *The city of [local city] adds a new bench to the town square."*
   (Give learners a minute to react)

   b. *"Aliens spotted at McDonald's!"*
   (Give learners a minute to react)
   c. *"My cat made me coffee this morning!"*
   (Give learners a minute to react)
   d. *"I don't like cute animals!"*
   (Give learners a minute to react)
   Objectives: This energizer makes everyone laugh and highlights how outrageous content gets bigger reactions.

Step 2: Main Activity Theory/Background

1. Say: *"Social media works like a marketplace - but instead of money, the currency is people's attention. Outrage posts are like the loudest street performers: they attract the biggest crowds.*

2. Explain background: *"Research shows that digital platforms are designed to capture and trade people's attention as a resource. A 2020 healthcare study explains that this 'attention economy'*

doesn't just compete for clicks - it deliberately amplifies emotional and provocative content, because emotions keep us hooked and scrolling ([Source](#)).

3. Say: *"Outrage and fear get amplified, but so can humor, solidarity, or curiosity. The key is noticing what pulls people in, and asking: is this information, or manipulation?"*

4. Setup: *"Today, we will simulate how quickly this attention economy can shift a neutral feed into one dominated by outrage."*

Step 3: Check-In (2-3 min)

1. Ask: *"Do most people react to posts that trigger them? What kinds of emotions could push them to react?"*
2. Give 2-3 minutes for voluntary responses.

Objective: Participants consider how emotions generally shape people's reactions to posts, without referring to their own personal experiences.

Part 1 - Content Creation (10-12 min)

1. Set up in 4 Groups:
   a. Split the participants into 4 groups (if fewer students, fewer groups).
   b. If learners are working with their laptops/devices, share a QR code of a Google Docs file where they can edit and create the fake memes.

2. Say: *"Now, each group will become content creators. For each group, please do the following:*
   a. *Take about 5 minutes to agree on 2 short emotional captions or memes with the goal of provoking specific emotions, such as fear, disgust, anger, or pride."*

3. Further clarify: *"Each group gets one emotion that at least one of the 2 posts should provoke. The other post can also be created for positive emotions"*:
   a. Group 1: Fear
   b. Group 2: Disgust
   c. Group 3: Anger
   d. Group 4: Pride

4. Optional - Motivate learners to create an image for the fake post (if time):

"Each group can also use an image-generating app (Lovart: https://www.lovart.ai/, ChatGPT, or Gemini) to create a fake post".

5. State the rules. Say: *"All groups have to follow these rules when creating the posts"*:
   a. *"Posts must remain fictional and imaginary examples only".*
   b. *"Short and simple captions (1-2 sentences maximum)".*
   c. *"Fake names/scenarios only: No real names, real organizations, or identifiable people should be included".*
   d. *"Avoid graphic, violent, or traumatic details".*
   e. *"Content should focus on tone and emotional trigger (e.g., fear, pride, humor, curiosity), rather than on sensitive or harmful material".*
   f. *"Posts should be designed to highlight how algorithms amplify emotions, not to promote or endorse the messages themselves."*

6. Learners share memes/fake posts: After about 8 minutes, ask participants to share their memes.

Part 2 - Algorithm Simulation (25-30 min)

1. **Set up:** Write on the board or a piece of paper
   a. Like = 1 point
   b. Share = 2 points
   c. Comment = 3 points
   d. Ignore = 0 points
   e. Stay on the post for a long time = 3 points

2. **Say:** *"Now that each group has created their memes, let's start with group 1, who will present their memes. Then, everyone votes to reflect how most people would react to these memes and posts. I (or the second trainer, if applicable) will be the algorithm and write down the reactions."*

3. **Set up:** Prepare to write down the number of likes, shares, comments, and ignores. If there is a second trainer, they will assist with this process.

4. **Say:** *"Let's start: Let's present Caption 1".*

5. **Each group presents captions (8 total in this variation).**

6. **Keep timing to about 3-4 minutes per group. Ideally, if there is a second trainer, they add up each caption's reactions, e.g:**
   a. Like = 1 point - 4 learners raise their hands
   b. Share = 2 points - 2 learners raise their hands
   c. Comment = 3 points = no learners raise their hands
   d. Ignore = 0 points = 10 learners raise their hands
   e. Stay on the post for a long time = 3 points = 3 learners raise their hands
   i. Result: This caption has **17 points**

7. **Once done, add up the numbers and explain. Say:** *"We just enacted how content creators, the algorithm, and social media users interact. All group members represented content creators and users, and I was/we were (for multiple trainers collaborating) the algorithm. We kept track, just like the algorithm keeps track.*

8. **Conclude:** *"The more people engage with content, the more it will be shown online. Gradually, neutral users start seeing only extreme content or content tied to their reactions. Now, I will share which post had the highest emotional reaction."*

9. **Present the caption with the highest emotional reactions.**

10. **Optional:** Explain how the algorithm calculates:
    a. Like = 1 point
    b. Share = 2 points
    c. Comment = 3 points
    d. Ignore = 0 points
    e. Stay on the post for a long time = 3 points

Goal: Participants enter a fictional scenario where they're trapped in a **digital echo chamber**. Their mission is to **decode emotional triggers, identify manipulation tactics,** and "escape" by collaborating and questioning their own assumptions.

Part 3 - Echo Chamber Scenario Puzzles (49-64 min)

1. **Overview:** The learners will now solve 4 puzzles to exit the "Social Media echo chamber".

2. **Say:** *"These are fictional posts created for training. They might feel intense, but remember we're analyzing tactics, not endorsing content."*

3. **Set the scene:** *"Imagine Leo, a neutral social media user. He wakes up in a glowing, endless scroll. His feed is perfect… too perfect. Everyone agrees with him. All news confirms what he believes. But something feels… off. He is trapped in an emotional echo chamber. The only way out? He has to ask questions and think critically."*

Puzzle 1 - Spot the Manipulation (15-18 min)
Puzzle Overview
Goal: Identify emotionally manipulative posts.

1. **Setup:** Make sure the following is set up before starting:
   - Materials: 3 fake *"posts"* (memes, news headlines)
   - Group: Divide into teams of 2-3
   - Provide teams with 3 fake posts (HATE-LESS or created by the trainer) - HATE-LESS Posts HATE-LESS Module 2 - Visual Materials - starting on p. 18 or created by the trainer)

2. Each team must solve 4 puzzles. For each puzzle they solve, they earn a *"Clarity Token."* Collecting all 4 tokens = escape. After each puzzle, each group fills one row in the table (Puzzle 1: Clarity Token).

3. Share the document with the participants or type in their entries manually.

4. **Say:** *"All groups will now solve 4 puzzles. "Add your Clarity Token in the shared document, one short insight from your team."* Create a game-like experience. **The first entry is just an example.**

   Link to the table: Puzzle 1: Clarity Token

5. **Say:** *"Now, within each group, please discuss and write down the following:*
   - *What emotion might this post trigger in people?*
   - *What tactic is used (scapegoating, false causality, emotional exaggeration)?*
   - *Who benefits from this being shared?*
   - *Bonus question: Why is this post effective in triggering an emotion?"*

6. **Optional:** Write on the board:
   - Emotion(s) triggered:
   - Tactic used:
   - Who benefits?

7. Learners complete Puzzle 1: Learners complete Puzzle 1 in groups (14-15 min)

Detailed Explanation of HATE-LESS Examples (HATE-LESS Module 2 - Visual Materials - starting on p. 18):

FAKE POST 1 - X Post
HATE-LESS Module 2 - Visual Materials - Slide 18

- **Text:** *"THEY are burning our cities again. And the media stays silent. How long will we tolerate this madness? #WakeUp #RealNews"*
- **Comments (sample):**
  - *"It's happening everywhere. Open your eyes."*
  - *"The gov is clearly behind it."*
  - *"Mainstream lies again. Share before it's deleted."*

Possible answers:
- **Emotion Triggered:** Fear, Anger
- **Manipulation Technique:** Scapegoating, Emotional exaggeration
- **Who benefits?:** Polarizing influencers or conspiracy peddlers monetizing outrage

FAKE POST 2 - Instagram Post
HATE-LESS Module 2 - Visual Materials - Slide 19
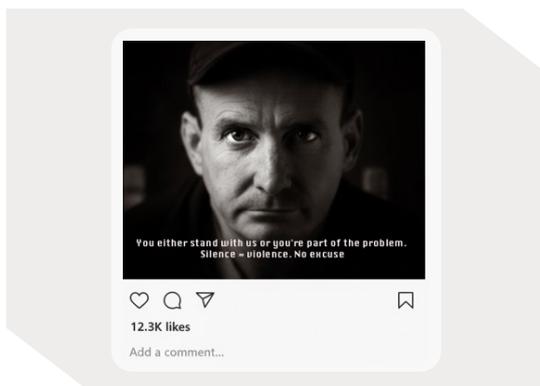
- **Text:** *"You either stand with us or you're part of the problem. Silence = violence. No excuse."*

- **Potential Caption:** *"Share this NOW if you're not a coward. We see you."*

Possible answers:
- **Emotion Triggered:** Guilt, Shame, Moral pressure
- **Manipulation Technique:** Binary framing, Peer pressure
- **Who benefits?:** Group enforcers who demand loyalty and punish nuance

FAKE POST 3 - Facebook
HATE-LESS Module 2 - Visual Materials - Slide 20
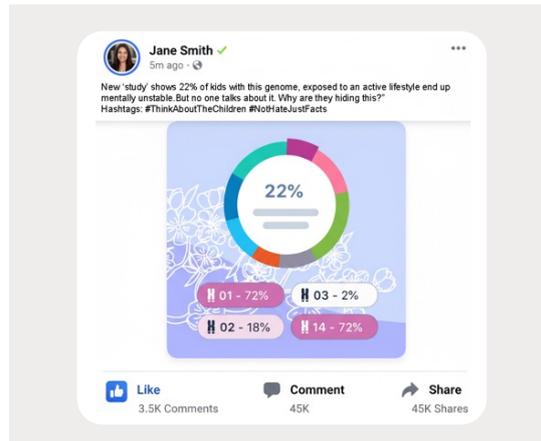
- **Text:** *"New 'study' shows 22% of kids with this genome, exposed to an active lifestyle, end up mentally unstable. But no one talks about it. Why are they hiding this?"*
- **Hashtags:** #ThinkAboutTheChildren #NotHateJustFacts

Possible answers:
- **Emotion Triggered:** Moral panic, Disgust
- **Manipulation Technique:** Fake science, Loaded language
- **Who benefits?:** Ideological groups pushing a moral agenda
7. **Tip:** Go around the room and help learners understand the posts, or how to answer the questions, if necessary.
8. **Mini-Reflection:** Once the learners are done discussing the three posts, each group shares their answers. Say: *"Now, each group will quickly share their answers. Once done, each group will receive a "Clarity Token" to move on to Puzzle 2."*

Puzzle 2 - The Bubble Test (18-23 min)
Goal: Recognize filter bubbles
Step 1 - Setup (2-3 min)
1. **Divide into teams:** If Puzzle 1 was not completed, divide participants into teams of 3-4.
2. **Assign Personas:** Each team takes on one persona that reacts differently to posts, such as:

a. *"Conspiracy Alex"* - loves conspiracy theories
b. *"Wellness Mia"* - loves to read about everything wellness, and is interested in yoga content and healthy cooking
c. *"Political Tom"* - gets excited about every political debate.
d. Make sure each team has either paper/pens or a digital worksheet to note their answers and a digital device.
e. Hand out or project different "fake newsfeeds" for each persona (e.g. Conspiracy Alex, Wellness Mia, Political Tom).
f. Handout provided by HATE-LESS: HATE-LESS Module 2 - Visual Materials - pp. 22-39

Step 2 - Persona Scroll (6-8 min)
1. Say: *"Each team has been given a different fake newsfeed persona. These represent the kinds of posts someone might see online depending on their interests and behavior. Each group now has the job to compare them, spot what's missing, and see how it could shape someone's worldview."*
2. Learners work through their persona's feed and identify:
   a. Compare the posts
   b. What's missing?
   c. How could these posts shape people's world views?
3. Check-in (2-3 min): *"What did each group notice going through these posts?"*
Give each group the chance to answer but keep it short.

Step 3 - Fake Posts + Comments Quizz (10-12 min)
1. Say: "Now we'll look at one fake post with different comments.
   a. For each comment, decide:
   ✓ Which one is constructive and open to discussion
   ✕ Which ones are manipulative, toxic, or misleading
   b. Then, match each toxic comment with the manipulation tactic being used."
2. Introduce the quiz:
"Now we'll explore how people react inside their bubble. You'll see a fake post followed by several comments. Your task is to decide which comments are constructive, and which use manipulation or toxic tactics."
3. Setup:
   a. **Start Mentimeter quiz (Instructions on how to start** https://help.mentimeter.com/en/articles/4305015-how-to-host-the-quiz-competition)
   b. Share the Mentimeter link (https://www.mentimeter.com/app/presentation/al6pj2dfwidrmuzakqs2hxq6gz9ts2nf/edit?source=share-modal) or QR code

on screen (First slide in the quiz)
   c. QR Code available here: HATE-LESS Module 2 - Visual Materials - Page 40
   d. Say: *"Please join the quiz from our phones"*.

4. Explain how to participate:
a. **Say:** *"Each question shows one of the fake posts and several comments. We will now answer in real time".*
b. **Instruct:** *"Note that all answers will be submitted individually. The collective answers appear live on the screen, so we can see patterns and emotions emerging."*
Tip: Encourage short, open discussion before moving to the next slide.
Wrap-up after the final question based on the results.

Puzzle 3: Groupthink Trap (15-20 min)
Goal: Show peer pressure in shaping opinion
Step 1 - Setup:
1. Say: *"Imagine this: An influencer with 20 million followers posts a harmful conspiracy. Everyone in the comment section agrees with it. Followers are not sure what to think. What would most people do?"*
2. Task for the team. Say: *"Vote on how most followers would react:*
   ○ Speak out
   ○ Ignore
   ○ Repost
   ○ Fact-check and DM the creator
1. Follow-up: After the vote, ask teams:
   a. *"How would each response be received emotionally?"*
   b. *"What pressures stop people from questioning the group?"*
Step 2 - Viral Meme Quizz:
1. Say: *"Let's now look at 3 viral-style memes.* For each one, identify:
   a. *Which emotion is being triggered?*
   b. *What hidden message or bias is present?*
   c. *What would be the best critical response?"*
2. Provide Memes
1. Project or hand out each meme (images or text) - HATE-LESS memes: HATE-LESS Module 2 - Visual Materials - Puzzle 3: Groupthink Trap - starting on Slide 41
2. Read the questions and options aloud.
3. Teams discuss for 2 minutes per meme and say/mark their answers.

Mock Memes:
Meme 1 (Fear)
HATE-LESS Module 2 - Visual Materials - Slide 42

Instagram Post Text: *"They're watching everything you do. Even now. Still think privacy laws matter?"*
HATE-LESS Module 2 - Visual Materials - Slide 43
Question:
What emotion is being triggered here?
- 🟡 Fear ✓
- 🟢 Joy
- 🔵 Pride
- 🔴 Confusion

What's the hidden message?
- 🟡 Laws don't protect people, so institutions can't be trusted ✓
- 🟢 Platforms should be more regulated
- 🔵 People need to use stronger passwords
- 🔴 Sharing screens more often is a good idea

What would be a good response?
- 🟡 Add another conspiracy theory in the comments
- 🟢 Research the claim and fact-check it ✓
- 🔵 Share it to warn others
- 🔴 Ignore it without thinking

Meme 2 (Outrage)
HATE-LESS Module 2 - Visual Materials - Slide 44

X Post Text: *"Observing lingering health practices. What are your thoughts on current community approaches?"*
HATE-LESS Module 2 - Visual Materials - Slide 45
Question:
What emotion is being used to provoke a reaction?
- 🟡 Curiosity ✓
- 🟢 Humor
- 🔵 Outrage
- 🔴 Compassion

What tactic is used?
- 🟡 Shaming and mocking
- 🟢 Encouraging discussion ✓
- 🔵 Explaining facts
- 🔴 Celebrating diversity

How to respond critically?
- 🟡 React with anger
- 🟢 Check who made it and why ✓
- 🔵 Share with people who'll agree
- 🔴 Block the poster immediately

Meme 3 (Belonging + Manipulation)
HATE-LESS Module 2 - Visual Materials - Slide 46

X Post Caption: *"We will never stop fighting for our children!"*
HATE-LESS Module 2 - Visual Materials - Slide 47

Question:
What emotion is used here?
- 🟡 Envy
- 🟢 Fear ✓
- 🔵 Nostalgia
- 🔴 Hate

What's the manipulation trick?
- 🟡 Making people feel more scared for their common future ✓
- 🟢 Using humour for good
- 🔵 Inspiring critical thinking
- 🔴 Explaining algorithms

Meme	Emotion	Tactic	Critical Action
1	Fear	Distrust institutions	Research it ✓
2	Curiosity	Spark conversation	Check source ✓
3	Belonging	Peer pressure	Name the tactic ✓

Correct Answers Summary:
Mini-Reflection:
Ask:

- *"How does group approval or disapproval make it harder for people to question harmful content?"*

- *"What strategies would a specialist recommend that could help people resist groupthink online?"*
2. Give all voluntary learners a chance to respond.

Puzzle 4: Algorithm Riddle (1-3 min)
Goal: Understand algorithmic emotional triggers
Participants learn to **decode toxic tone,** spot **emotional manipulation,** and recognize when a comment is meant to **divide rather than discuss.**
1. Say: *"I will now give you a riddle:*
I see what people like, I show what they share.
I hide what they fear, but I know it's there.
I feed people's joy, I fuel their rage.
I learn from them and build them a cage.
Who am I?"
2. Let participants come up with possible answers.
3. Then, share the correct answer.
   Say: *"I am the algorithm"*

STEP 6 OF ACTIVITY 4 - EVALUATION

Step 6: Evaluation (3-5 min)

Step 6: Evaluation
3. Say: *"Before we finish this activity, please evaluate this activity as a whole by answering Yes or No."*
4. Distribute evaluation:
   a. Provide QR Code created with https://www.canva.com/qr-code-generator/ to learners
   b. Template Evaluation form: HATE-LESS Module 2 – Emotional Algorithms - Evaluation Form Template)

Questions include:
1. Did you learn something?
2. Was this activity transformative?
3. Did you understand the information?
4. Does this contribute to your mission?/Do you feel empowered?
5. Will this knowledge/skill improve your life?
6. Did you enjoy the activity?
7. Was your question answered?
Goal: Understanding the impact of the activity.

STEP 7 OF ACTIVITY 4 - REWARD & RESOURCES

Step 7: Reward & Resources (2-3 min)

Step 7: Reward & Resources
1. Wrap-Up. Say: *"Congratulations! Everyone made it out of the Outrage Machine! We all saw how quickly neutral content can turn into emotionally manipulative content, and how much pressure there is for people to react. The most powerful thing people can do is notice when this is happening and choose their responses consciously.*
2. Offer Reward: At the end of these activities, provide the learners with an award. The following are ideas for rewards:
   a. PDF: HATE-LESS Escape the Outrage Machine - Quick Guide.pdf
   b. QR Code

3. End Quote. Say: *"I would like to end this session with this quote by Alice Walker: 'The most common way people give up their power is by thinking they don't have any."*

MODULE 3

The Research and Exploration Phase

Module 3 aims to immerse young people in an experiential, youth-led research journey that transforms them from passive media consumers into active knowledge creators and storytellers. Through participatory, creative, and inquiry-based methods such as photovoice, soundscape mapping, audio diaries, and participatory video, the module builds the foundation for critical awareness, collective reflection, and civic engagement.

The general goals of this module are to:
- Empower young participants to identify, investigate, and represent social realities that matter to them -especially those connected to hate speech, misinformation, belonging, and discrimination.
- Develop understanding of Participatory Action Research as a collaborative, rights-based, and reflexive process where young people co-create knowledge rather than being mere subjects of study.
- Cultivate sensitivity to ethics, consent, and representation when collecting or sharing stories, images, or sounds from their communities.
- Strengthen youths' capacity to critically analyze how media shape perceptions of self and others, while learning to use digital and creative tools responsibly for documentation and storytelling.
- Encourage participants to link their lived experiences to broader social issues such as hate speech, racism, migration, or social exclusion, deepening empathy and mutual understanding.
- Use group dialogue, creative production, and peer feedback as vehicles for reflection on how narratives are constructed, how power operates, and how young people can contribute to counter-narratives.
- Generate insights and creative materials (e.g., short videos, photovoice collections, audio diaries) that will inform later modules focused on activism, media production, and dissemination.

EXPECTED OUTCOMES

Participants will gain the following knowledge relevant to non-formal learning (modeled after nonformal-education.eu):

Knowledge

By the end of Module 3, participants will:
- Understand the **principles and purpose of Participatory Action Research (PAR)** and how it differs from traditional research.
- Recognize the **power of media, sound, and visual storytelling** as tools for exploring and communicating lived experiences.
- Understand **ethical standards in research,** including consent, confidentiality, representation, and the responsible use of digital media.
- Identify how **hate speech, disinformation, and exclusionary narratives** operate within everyday media environments and community contexts.
- Gain awareness of the **interconnection between personal stories and structural issues** such as discrimination, migration, and social inequality.

Skills

Through the experiential and creative activities in this module, participants will be able to:

● Co-design and conduct participatory inquiries, including selecting topics, formulating questions, and collecting data through visual, audio, and narrative methods.

● Use digital and media tools (e.g., video apps, audio recorders, photo-editing platforms, storyboards, mapping tools) to document and interpret experiences.

● Practice ethical storytelling -obtaining consent, protecting sensitive information, and ensuring respectful representation of participants and communities.

● Collaborate effectively in group-based exploration, decision-making, and collective analysis.

● Critically analyze media narratives and recognize bias, framing, and emotional manipulation in digital content.

● Synthesize and communicate findings through creative formats (photovoice galleries, soundscapes, participatory videos, or digital exhibitions).

● Reflect on their role as youth researchers, storytellers, and change agents, capable of contributing to counter-narratives and social cohesion.

INSTRUCTION FOR PARTICIPANTS

Participants are encouraged to actively engage with real-life examples and everyday media experiences throughout this module. Bring your smartphones or tablets to document, photograph, record sounds, or explore social media content related to the themes discussed. The workshop is designed to be interactive, creative, and collaborative, with activities that rely on peer learning and co-creation. Participation in discussions, storytelling, and digital exercises is strongly encouraged but never mandatory -each person chooses their level of comfort and contribution. Respect for others' experiences, privacy, and perspectives is essential to maintaining a safe and inclusive learning space.

ways be respected -both their own and those of others. Create an atmosphere of trust, confidentiality, and care by modelling openness, active listening, and empathy throughout the sessions.

Facilitator Note

Before starting the activities, clearly explain the participatory and voluntary nature of the module. Emphasize that the goal is exploration and shared learning, not performance or judgment. Encourage participants to contribute only to what feels safe and authentic and remind them that consent and emotional boundaries must al-

STRUCTURE OF THE MODULE

Activity 1: Our Everyday Truths. Introduction to Participatory Action Research (PAR)

Activity 2: Youth-Led Photovoice Inquiry to Understand PAR

Activity 3: "Voices From the Margins"- Soundscape Mapping to Explore PAR

**Activity 4:** Civic Lens: Exploring Our Community Through Photovoice

Activity 5: "Breaking the Frame" Youth-Led Animated Explainers to Investigate Media Narratives

Activity 6: "Echoes Online" Audio Diaries of Radicalization & Resistance

Activity 7: "Listening through the lens" Youth-led participatory interview Lab

Activity 8: "Decode & Connect: Exploring Data Through Stories
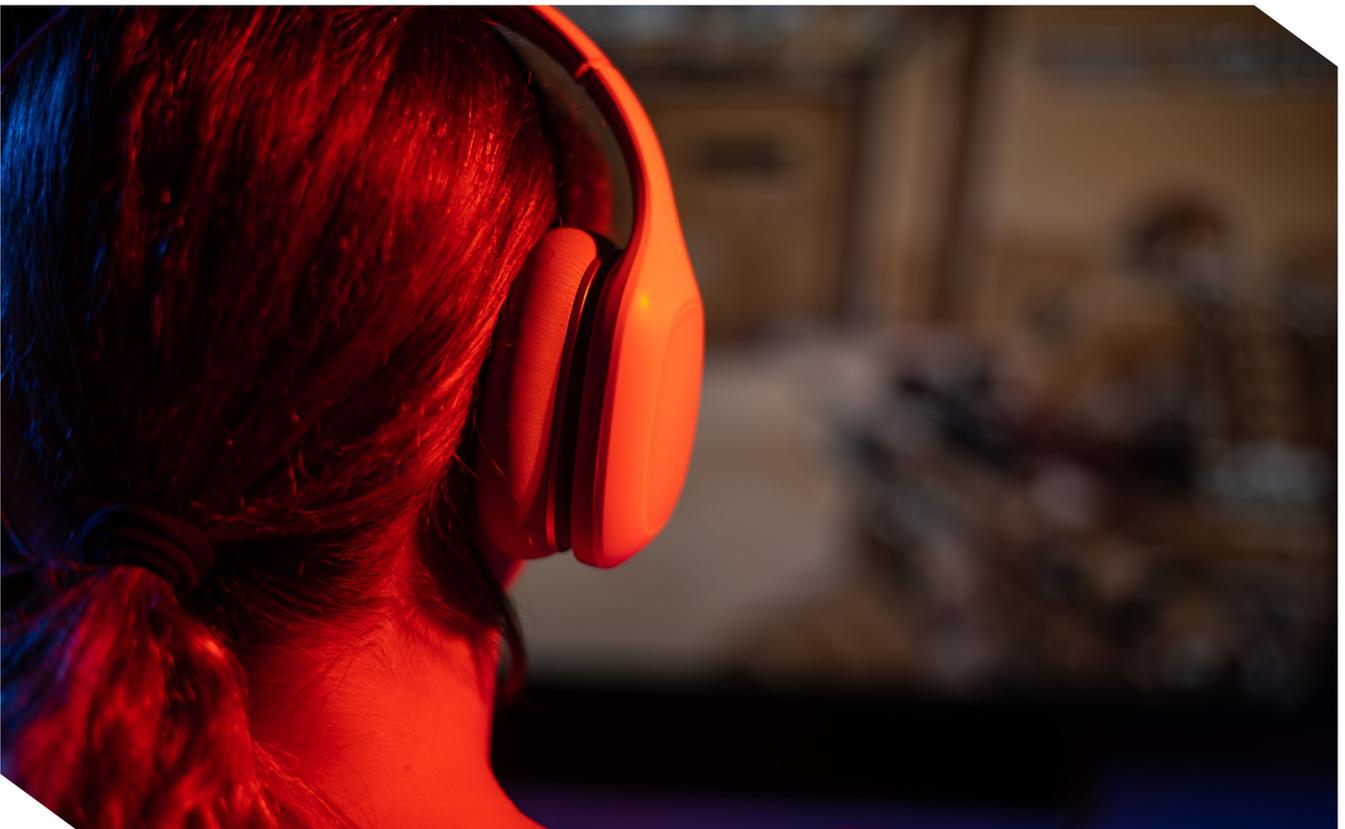
ACTIVITY 1

Our Everyday Truths

Introduction to Participatory Action Research (PAR)

GOALS

This activity intends to initiate a youth-led participatory action research process by co-deciding on a relevant topic, practicing collaborative research methods, and using participatory video storytelling to explore, document, and reflect on lived realities.

Learning Outcomes:
- *Youth co-decide on a theme of inquiry.*
- *Participants gain foundational PAR skills.*
- *Stories are developed through autoethnographic reflection and storyboarding.*
- *Youth produce and share participatory video pieces that highlight personal and collective experiences related to identity, exclusion, and misinformation.*
- *Critical reflection and peer learning are fostered.*

DURATION

4 sessions of 90 minutes each (adaptable)

STEPS OF ACTIVITY 1A

Session 1: Co-deciding the Topic (90 min)
1. **Trust Building & Story Circle** – Share brief personal experiences related to media or identity. (15 min)
2. **Intro to PAR** – Explain participatory research and shared ownership. (15 min)
3. **Thematic Brainstorm** – What everyday realities are often misunderstood, invisible, or distorted? (30 min)
4. **Consensus & Framing** – Vote and select one topic for the inquiry (e.g., misinformation, belonging, stereotypes). (30 min)

Session 2: Storyboarding Our Truths (90 min)
1. **Autoethnography Prompt** – Reflect on a personal truth or memory tied to the chosen topic. (30 min)
2. **Storyboarding** – Turn story ideas into a visual script using 4–6 frame templates. (40 min)
3. **Group Feedback** – Peer exchange and support for clarity and coherence. (20 min)

Session 3: Video Production & Planning (90 min)
1. **Participatory Video Principles** – Watch examples and discuss the role of video as a research tool. (20 min)
2. **Digital Tool Practice** – Try out basic editing using selected apps (CapCut, KineMaster). (30 min)
3. **Filming Plan** – Define roles, timelines, and ethical considerations. Draft a production calendar. (40 min)

Session 4: Sharing & Reflecting (90 min)

1. **Video Screening** – Share all final video clips with the group (in person or online screening). (30–40 min)
2. **Reflection Circle** – Use creative prompts for deep reflection:
   ○ "What story moved you most?"
   ○ "What truths were revealed in these stories?"
   ○ "How did it feel to take ownership of your narrative?"
   ○ "What surprised you about the process?" (30 min)
3. **Group Dialogue** – Explore how the videos can inform future actions, raise awareness, or be shared with broader audiences (e.g., exhibitions, school events, social media). (20 min)

MATERIALS AND RESOURCES

**Materials/Tools Needed
to implement the activity:**
- Smartphones or video cameras
- Storyboard templates
- Sticky notes, markers, flipchart paper
- Audio recorders (optional)
- Editing software: **CapCut, KineMaster, WeVideo, or Adobe**

Rush
- Projector/screen or online platform for sharing final videos
- Reflection prompts (printed or digital)

Digital/Media Tools that you can use:
- Participatory Video Production
- **StoryboardThat** or printable storyboards
- **CapCut, KineMaster, WeVideo**
- **Google Drive** or **Padlet** for collaboration
- Optional: **VoiceThread** or **YouTube Unlisted** for sharing

Additional Notes / References:
- Inspired by the Hate-less Methodological Guidelines for Participatory Actions, particularly from:
  ○ Chapter 4.2 (Story Circles),
  ○ 4.3 (Digital Storytelling & Self-narration),
  ○ Chapter 5.1 (Participatory Video),
  ○ and the **ethical facilitation principles** in Chapter 3.
- Reflects rights-based PAR values: inclusion, reflexivity, and youth authorship.
- Aligns with Hate-Less themes: media literacy, hate speech, youth agency.

Learning Resources
For facilitators and youth participants to deepen their understanding of participatory video, storytelling, and youth-led inquiry:

Participatory Video & Storytelling
- InsightShare – Participatory Video Handbook: https://insightshare.org/resources/
A practical step-by-step guide to running participatory video projects.
- "Participatory Video: A Practical Approach to Using Video Creatively in Group Development Work" – by Nick and Chris Lunch (InsightShare)
- Video Toolkit: "Participatory Video and Most Significant Change"
- StoryCenter – Digital Storytelling for Social Change: https://www.storycenter.org

Autoethnography & Reflection
- Short Guide to Autoethnography (by Adams, Holman Jones, and Ellis) – accessible excerpts: https://qualpage.com/tag/autoethnography/
- Youth Lens: An Autoethnographic Video Methodology for Educators – from Learning to Teach for Social Justice by Cochran-Smith et al.

Free/Accessible Tools for Video Creation
- Canva Video (web & app) – for intuitive drag-and-drop editing: https://www.canva.com/video-editor/
- WeVideo (web) – collaborative, browser-based video editing: https://www.wevideo.com
- InShot (mobile) – user-friendly video editor for smartpho-nes
- Storyboard That – tool for digital storyboarding: https://www.storyboardthat.com

This section aims to encourage participants to reflect on their experience during the participatory video process, identify areas of personal growth, and recognize their role as youth researchers and storytellers.

Instructions:

Participants should complete this self-assessment at the end of Session 4, after sharing and reflecting on their videos. They can respond individually in writing or through a facilitated discussion.

Part A: Reflective Questions (Open-ended)

1. What was the most important truth you shared or heard during this activity? Why?
2. What part of the participatory video process did you enjoy the most? What was most challenging?
3. How did it feel to co-decide on the topic and shape your story with others?
4. What did you learn about your community or peers through this process?
5. How could your story or video contribute to positive change in your school, neighbourhood, or online spaces? How does it help to tackle hate and/or misinformation?

Part B: Confidence & Skills Check (Rate from 1 = Not confident to 5 = Very confident)

I understand what Participatory Action Research (PAR) is.					
I feel confident identifying social topics that matter to me.					
I contributed to choosing our group's research topic.					
I developed and communicated a personal story using video.					
I used digital tools (e.g., storyboard, video apps) to tell my story effectively.					
I listened respectfully and gave feedback to others.					
I feel more aware of how media can shape people's opinions and identities.					
I believe youth voices like mine can influence change.					

ACTIVITY 2

Youth-Led Photovoice Inquiry to Understand PAR

GOALS

This activity intends to introduce youth to the practice of Participatory Action Research (PAR) by co-deciding a research focus through guided dialogue and collaborative mapping, then using **Photovoice** to explore lived experiences connected to that topic.

Learning Outcomes:
- Understand and practice the basics of Participatory Action Research
- Co-decide a meaningful topic and formulate research questions
- Use digital photography to tell personal and community stories
- Reflect collectively on the impact of visual narratives

DURATION

2 sessions of 90 minutes
(plus time for photo collection between sessions)

STEPS OF ACTIVITY 1A

Session 1 – Co-decide the Inquiry Focus (90 minutes)

Step-by-step instructions:

1. Welcome & Intro to PAR (15 min):
Briefly explain what Participatory Action Research is and how it puts young people at the center of change. Use simple visuals (timeline, roles, examples). Emphasize their role as co-researchers, not participants.

2. "What Matters to Us" Wall (20 min):
Ask participants to reflect individually on the issues they face or witness in their school/community (especially related to hate, exclusion, disinformation, etc.).
- Write or draw these on sticky notes (real or virtual).
- Post them on a wall or shared Jamboard/Miro board.

3. Thematic Clustering (15 min):
As a group, cluster ideas under themes (e.g., online hate, unsafe spaces, stereotypes, youth voice, fake news, bullying, belonging).

4. Voting & Prioritization (10 min):
Give participants stickers or use digital polling to vote on which topic they feel is most urgent or interesting to explore.

5. 5W1H Inquiry Questions (20 min):
In small groups, apply the 5W1H method to the chosen topic to create guiding research questions (What, Who, Where, Why, When, How).

6. Closing & Homework (10 min):
Explain that next session will involve using photography to explore their lived experience related to the chosen issue. Ask them to start reflecting on what images they might want to take. Dis-

cuss ethics, consent, and respect.

Session 2 – Photovoice Inquiry (90 minutes)
Step-by-step instructions:

1. Recap & Photovoice Briefing (10 min):
Remind participants of the co-selected topic and research questions. Introduce Photovoice as a method to express their experiences visually.

2. Photo Planning (10 min):
Youth brainstorm: "What images in your daily life reflect this issue?" Create a mini storyboard or photo plan.

3. Photo Assignment (Flexible – Between Sessions):
Youth collect 3–5 images over 2–3 days using mobile phones or digital cameras. They can optionally annotate them using Snapseed or Google Photos.

4. Photo Sharing & Reflection (40 min):
Youth upload images to Padlet or Miro. In a circle, each participant presents 1–2 photos and shares why they chose them and what story they tell.

5. Caption Writing (10 min):
Participants write a 1–2 sentence caption for each photo.

6. Theme Discovery (10 min):
Discuss: What are the recurring themes or emotions? What do these stories say about our chosen issue? What surprised us?

LEARNING MATERIALS AND RESOURCES

Materials/Tools Needed to implement the activity:
- Sticky notes, pens/markers OR Miro/Jamboard
- Mobile phones or cameras
- Internet access
- Padlet, Miro, or Google Drive for uploading
- Optional: Snapseed or Google Photos

For facilitators and youth participants to support skills in photovoice, storytelling, and participatory action research (PAR):

Photovoice Methodology
- Wang, C. & Burris, M. (1997). Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. Health Education & Behavior.
→ Summary article
- PhotoVoice UK – Resources for Youth & Educators:
→ https://photovoice.org/

Offers guides and stories from global photovoice projects.

- UNICEF – Guidelines for Youth Participation (adapted for youth participation):
→ https://www.unicef.org/media/73296/file/adap-guidelines-for-participation.pdf

Storytelling & Expression Tools
- Empathy Mapping Template – Useful for identifying perspectives of others and framing photo stories
→ https://www.nngroup.com/articles/empathy-mapping/
- Canva Photo Editor (Free, online): Use for captions, visual storytelling
→ https://www.canva.com/photo-editor/
- Adobe Express – Youth-friendly online tool for creating photo collages or quote cards
→ https://express.adobe.com/

Optional transition to video:
- InsightShare's Photovoice-to-Video Approach – https://insightshare.org
- Chapter 4 & 5 of Hate-less Methodological Guidelines for Participatory Actions – Recommends combining photovoice with visual storytelling and video as tools for advocacy and self-representation.

SELF-ASSESSMENT OF ACTIVITY 1B

Reflection Prompts (Journal or Group)

1. Which photo did you choose as your most powerful one? Why?
2. What story or message does your photo tell about your everyday truth?
3. How did collaborating with others shape or shift your perspective?
4. Did you discover something new about your community through others' photos?
5. How could these photo stories inspire action or challenge stereotypes?

ACTIVITY 3

"Voices From the Margins"

**Soundscape Mapping
to Explore PAR**

GOALS

This activity intends to spark awareness of environmental and emotional dimensions of marginalization by having youth co-create a "sound map" of their community that reveals how hate, bias, or exclusion might manifest in everyday life.

DURATION

60–75 minutes (plus outdoor recording time)

STEPS OF ACTIVITY 1C

Step-by-step instructions:

1. Intro & Tool Exploration (10 min):
Briefly introduce soundscapes. Play a few audio samples. Demonstrate how to record short sound clips with mobile voice memo apps or use online tools like Soundtrap.

2. Prompting & Planning (10 min):
Ask youth to think of locations where they experience or witness exclusion, tension, or resilience (e.g., schoolyard, metro station, café). What sounds represent these spaces?

3. Sound Collection (Flexible - 1 day or on-the-spot):
Youth record short ambient sounds (20–40 seconds) at 2–3 different locations. They can also record their own voice narrating what the space represents.

4. Group Sound Map Creation (20–30 min):
Upload clips to a shared platform (Soundtrap, Google Slides with embedded audio, or ThingLink). Place them on a digital map (using Google Maps or Miro) where the sound was captured.

5. Reflection & PAR Connection (20 min): In pairs, discuss:
○ What stories do these sounds tell?
○ Which areas are "silent" or underrepresented?
○ How can these insights guide our research focus?
Summarize as a group and generate preliminary research questions.

**Materials/Tools Needed
to implement the activity:**
● Smartphones with voice memo apps or Soundtrap
● Google Slides, ThingLink, or Soundcloud for upload
● Miro or Google Maps for digital mapping
Recommended resources for youth and facilitators to support audio storytelling, sound mapping, and critical media literacy:

Soundscape & Participatory Audio Methods
● Center for Global Soundscapes – Tools section: offers open tools for managing, analysing and playing back field soundscape

recordings, useful for participatory audio research and community engagement
→ https://centerforglobalsound-scapes.org/tool/

**Free Digital Tools
for Audio Recording and Editing**
- Voice Memos App / Easy Voice Recorder (Android/iOS) – Basic mobile recording tools.
- Audacity – Free, open-source audio editor for Windows/Mac/Linux
→ https://www.audacityteam.org/

- Soundtrap by Spotify for Education – Online collaborative DAW for youth-friendly audio editing
→ https://www.soundtrap.com/edu/

Media Literacy & Critical Listening
- Listen In: A Toolkit for Deep Listening & Audio Storytelling – Center for Story-Based Strategy
→ https://www.storybasedstrategy.org/
- EU Disinformation Literacy Guide (Youth) – Understanding misinformation through media analysis
→ https://ec.europa.eu/info/sites/default/files/disinformation toolkit_youth.pdf

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SELF-ASSESSMENT OF ACTIVITY 1C

A. Reflection Prompts (Journal or Group Sharing)

1. What was the most meaningful sound you recorded? Why?
2. What hidden story or issue does this sound reveal about your community or surroundings?
3. Did this activity change the way you listen to your environ-ment or to others?
4. How can sound be used to fight stereotypes, discrimina-tion, or hate speech?
5. How did collaboration shape your choices during the soundscape process?

B. Personal learning check (1 = Not at all, 5 = Very much)

I learned what a soundscape is and how to create one.					
I actively participated in recording sounds or interviews.					
I reflected on how different sounds represent my or others' realities.					
I contributed to the co-creation of our group's soundscape.					
I listened carefully and respectfully to the sound choices of others.					
I learned to use at least one new audio tool or app.					
I feel more aware of how media and sound can be used for storytelling and social change.					

ACTIVITY 4

Civic Lens: Exploring Our Community Through Photovoice

GOALS

- Foster awareness of local civic issues through visual story-telling
- Encourage critical thinking and democratic dialogue among youth
- Empower participants to identify areas for civic engage-ment
- Promote inclusive expression through digital media

DURATION

2.5 hours total
(30 minutes introduction & planning, 60 minutes photo walk, 30 minutes reflection, 30 minutes gallery share/discussion).

STEPS OF ACTIVITY 2

1. Introduction (30 minutes):
○ Brief participants on the concept of Photovoice as a tool for civic exploration and democratic expression.
○ Discuss examples of civic issues (e.g. accessibility, public space use, representation, injustice).
○ Ask: What does active citizenship look like in your neigh-borhood?
○ Share digital safety, privacy, and consent guidelines.

2. Photo Walk (60 min):
○ Participants go out individually or in pairs to photograph images that represent civic participation or lack there-of in their environment (e.g. voting posters, neglected public spaces, protest signs, cultural events).
○ Encourage use of free mobile photo apps like Snapseed, Canva, or built-in phone cameras.

3. Reflection Circle (30 min):
○ Return and reflect on selected photos in small groups.
○ Guiding questions:
  - *What story does your photo tell?*
  - *What civic issue or opportunity does it highlight?*
  - *How does this connect with democratic participation?*

4. Gallery Share & Dialogue (30 min):
○ Create a virtual gallery using Padlet, Miro, or Jamboard.
○ Each participant uploads and titles 1–2 key images.
○ Facilitate a group dialogue around patterns, surprises, and calls to action.

MATERIALS

Materials needed to implement the activity:
- *Theoretical Section of Toolkit & Selection from Hate-less Methodological Guidelines for Participatory Actions (especially chapters 3-5)*
- *Smartphones with cameras*
- *Free photo editing apps (Snapseed, Canva mobile)*
- *Digital gallery platforms: Padlet / Jamboard / Miro*
- *Optional: printed handout on civic engagement concepts*

SELF-ASSESSMENT OF ACTIVITY 2

- *What civic issues did I recognize in my community?*
- *How did the activity change or reinforce my understanding of active citizenship?*
- *What role can I play in addressing one of the issues I photographed?*

ACTIVITY 5

"Breaking the Frame"

Youth-Led Animated Explainers to Investigate Media Narratives

GOALS

- To deconstruct media narratives and identify techniques used in radical or polarizing content (e.g., scapegoating, emotional appeals).

- To create short, youth-produced animated explainers using free tools to decode and counter misinformation and propaganda.

DURATION

Total: 3 sessions (90–120 minutes each)
- Session 1: Narrative Deconstruction & Storyboarding
- Session 2: Scriptwriting & Animation
- Session 3: Screening & Peer Review

STEPS OF ACTIVITY 3A

Session 1 – Understanding and Deconstructing Narratives
1. Warm-up: Watch a short propaganda-style video (e.g., TikTok with radical framing).
2. Deconstruct using a Media Narrative Map (adapted from Project Look Sharp or Radicalisation Awareness Network tools).
3. Discuss: What framing techniques are used? What emo-tions are triggered? Who is the "enemy"?
4. In small groups, choose a narrative they want to counter and start drafting storyboards.

Session 2 – Scripting and Animating
1. Using free tools like Canva's animation or Animaker, create a 1–2-minute animated explainer.

2. Script is peer-reviewed before animation begins.
3. Groups produce the video, incorporating accurate infor-mation, inclusive language, and narrative techniques of counter-speech.

Session 3 – Screening and Peer Feedback
1. Each group presents their explainer.
2. Use a reflection guide: What worked? What message came across?
3. Discuss possibilities for dissemination: social media, Hate-less advocacy campaigns, etc.

Materials Needed
- Sample radical or polarizing media posts (short videos or news clips)
- Media Narrative Map worksheet
- Canva (free account), Animaker or Powtoon
- Examples of animated explainers (e.g., Kurzgesagt, or Tik-Tok explainers)

**Facilitators can use the handout below to facilitate Session 1:
MEDIA NARRATIVE MAP – HANDOUT**
Use this map to break down and analyze a piece of media – it can be a video, post, meme, or article. This will help your group identify the techniques used in the message and guide your ani-mated explainer creation.

1. What Is the Message?
- What is the main idea or claim of this piece of media?
→ Write the headline or main message in your own words:

2. Who Is the Target Audience?
- Who is this content aimed at?
  - ☐ Young people
  - ☐ Parents
  - ☐ Voters
  - ☐ Marginalized groups
  - ☐ Nationalist groups
  - ☐ Other: _____

- What emotions or fears does the media try to provoke?
  - ☐ Anger
  - ☐ Fear
  - ☐ Pride
  - ☐ Belonging
  - ☐ Guilt
  - ☐ Empathy
  - ☐ Hope

3. Narrative Techniques
Mark any techniques used in the media you're analyzing:
- ☐ Blaming a person/group for a social problem
- ☐ Portraying someone as fundamentally different/inferior
- ☐ Using threats or danger to push a message
- ☐ Over-simplifying a complex issue
- ☐ Showing only selected facts/images
- ☐ Creating clear "good" vs "bad" characters

☐ Dividing people into polarized camps

Write down specific words or images used in the media for 1 or 2 of the techniques above:
_____

4. Who Benefits From This Narrative?
- Who is likely to gain power, attention, or money from this message?
- Who might be harmed, excluded, or misrepresented?

5. What's Missing?
- What voices, facts, or perspectives are left out of this media?
- What questions should a critical viewer ask after seeing this?

6. Counter-Narrative Brainstorm
Now think: How would YOU respond to this narrative?
- What new message do you want to share?
- What format works best?
  - ☐ Animated video
  - ☐ Meme
  - ☐ Sound clip
  - ☐ Story post

- What emotions do you want your audience to feel?
  - ☐ Empowerment
  - ☐ Solidarity
  - ☐ Curiosity
  - ☐ Critical thinking

Final Tip:
Be a decoder, not a sponge.
Media is never neutral. Learn to ask: *Who made this? Why? Who gains? Who's missing?*

This tool is adapted from:
- Project Look Sharp: https://www.projectlooksharp.org – Media decoding strategies for educators.
- RAN (Radicalisation Awareness Network) Communication & Narratives Working Group – "Counter Narratives and Alternative Narratives" guidelines for identifying and challenging radicalisation mechanisms.
- Hate-less Methodological Guidelines for Participatory Actions – Chapters 4 and 5 on media analysis, narrative building, and participatory youth methods.

SELF-ASSESSMENT OF ACTIVITY 3A

Self-assessment can be conducted during Session 3. Faci-litators can use the following guide to support participants' self-assessment.
Part 1: Individual Reflection (15–20 minutes)
Give participants quiet time to reflect and write having this individual journaling format. You may provide printed copies of this or use a digital shared document (e.g., Google Forms or Jamboard).

1. Understanding Media Narratives
- What did I discover about how radical or hate-based me-dia content is constructed?
- Was there anything surprising or new to me?

2. Emotional Reactions
- How did I feel when analyzing the me-dia content? (e.g., angry, confused, empowered, numb, inspired)
- What emotions did the original media try to provoke? Did I fall for it at any point?

3. Creative Choices
- What message did I want my animated explainer to communicate? Why?
- What storytelling choices (voice, tone, visuals, characters) did I make, and how do they challenge or reframe the original narrative?

4. Group Process & Contribution
- What role did I play in my group? (e.g., idea generator, artist, editor, researcher)
- How well did we collaborate, and what did I learn about working with others on sensitive topics?

5. Personal Growth
- What have I learned about my own beliefs or assumptions?
- What skills did I gain or strengthen through this process?
- Critical media thinking
  - ☐ Storytelling
  - ☐ Animation tools
  - ☐ Group facilitation
  - ☐ Research
  - ☐ Empathy
  - ☐ Visual literacy
  - ☐ Speaking up/activism

Part 2: Small Group Sharing (15–20 minutes)
Facilitators lead a debrief circle. Suggested discussion prompts:
1. What was the biggest "aha" moment for you during this project?
2. Was there anything difficult or frustrating about creating the counter-narrative?
3. How do you think your animated explainer can influence others?
4. What advice would you give to others trying to decode media narratives?
5. What does responsible storytelling mean to you now?
Optional: Close the session with a creative ritual (e.g., a group doodle wall, digital collage, or anonymous "reflections dropbox").

ACTIVITY 6

"Echoes Online"

Audio Diaries of Radicalization & Resistance

GOALS

- To map how narratives of hate and division spread through every-day digital encounters.
- To develop critical media literacy and empathy by collecting and editing audio stories or soundscapes that reflect

DURATION

2 sessions (90 minutes each) + optional editing support

STEPS OF ACTIVITY

Session 1 – Collecting Echoes
1. Intro to digital ethnography and autoethnographic me-thods.
2. Youth brainstorm everyday situations where they encounter hate/disinformation (e.g., gaming chats, meme pages, WhatsApp groups).
3. Each participant records a short **audio diary** about a personal experience of encountering or resisting hateful content online (can be anonymized). To support the recording, participants can use the **Reflection Journal for Audio Diaries (Annex)** to support storytelling, ethical reflection, and personal insight.

Between sessions:
- Participants edit their audio (using tools like Audacity or Spotify for Creators) and can add music, ambient sound, or quotes to enrich storytelling.

Session 2 – Listening and Discussion
1. Create a "listening circle" where selected pieces are played (with consent).
2. Group analyzes how hate narratives appear in subtle ways.
3. Discuss: What do these "echoes" tell us about our digital worlds?

MATERIALS AND RESOURCES

Materials Needed to implement the activity:
- Mobile phones or laptops with recording capability
- Audacity, Spotify for Creators, or GarageBand
- Ethical guidelines for digital storytelling and anonymizing data
- Samples of youth-produced audio journals or podcast-style clips

Resources on Digital Ethnography & Autoethnographic Me-thods

These resources will help youth and facilitators deepen their understanding of personal storytelling, **voice as data,** and the ethical use of digital spaces for research and resistance narra-tives.

Resource	Description	Link / Access
Digital Ethnography Research Centre (DERC) – RMIT University	Offers practical guides and case studies on doing digital ethnography, especially relevant for youth online culture, activism, and voice. Covers topics like digital storytelling, social media observation, and ethics in digital spaces.	https://digital-ethnography.net
Autoethnography as Youth Inquiry – by Stacy Holman Jones et al.	A foundational book and set of exercises that frame autoethnography as a method for youth to connect lived experiences with broader social phenomena (such as radicalization, identity, and resistance). Especially useful for educators and youth workers.	Book ISBN: 9780367335353 – Available through libraries or excerpts at https://www.routledge.com

Digital Tools & Resources:
Audio Editing & Storytelling Platforms

These tools are recommended for planning, recording, edi-ting, and sharing youth-led audio diaries and stories:

Tool	Purpose	Access/Notes
Soundtrap by Spotify	Collaborative audio recording and editing (music, podcasts, voice)	Web-based, free tier available for education: https://www.soundtrap.com/edu
Audacity Anchor by Spotify	Free, open-source software for multi-track audio editing Audio diary creation and podcast publishing	Ideal for offline use: https://www.audacityteam.org/ Mobile app/web; easy-to-use; https://creators.spotify. com/
StoryCorps DIY	Oral history/audio storytelling toolkit for communities	Free online guide: https://storycorps.org/participate/storycorps-diy/
SpeakPipe	Online voice recorder for collecting voiwce messages or reflections	Web-based; no download: https://www.speakpipe.com/voice-recorder

Participatory Audio Methods & Inspirations
Use these to guide ethical facilitation, empower diverse voices, and ensure meaningful youth-led research:

- **"Youth-Led Podcasting Guide" – by RadioActive Youth Media**
  Practical guide to empower youth to create narrative podcasts about identity, justice, and voice.
- **"Storytelling and Audio Diaries as Resistance"** – RAN (Radicalisation Awareness Network)
  Concepts for using personal voice and story in counter-narrative work.
- **Ethical Podcasting Toolkit (Transom)**
  Focused on sensitive content, trauma-informed interviewing, and amplifying marginalized perspectives.
  https://transom.org/tools/
- **Youth for Human Rights Audio Series**
  Short podcast-style examples of storytelling and resistance lin-ked to human rights.
  https://www.youthforhumanrights.org

Critical Literacy & Radicalization Awareness
- **Project Look Sharp – Media Literacy Resources**
  Includes case studies, narrative analysis tools, and propaganda deconstruction for youth.
  https://www.projectlooksharp.org
- **"How Propaganda Works" – Youth Toolkit** by MediaSmarts
  Teaches how to detect manipulation and disinformation.
  https://mediasmarts.ca/
- **"Disinformation Diaries" by Tactical Tech**
  Audio & interactive digital stories about the personal impact of disinformation.
  https://ourdataourselves.tacticaltech.org/

Ethics & Consent
- Provide participants with an Audio Release Form tailored to their age and privacy needs.
- Offer the option of pseudonyms or modulated voice recor-dings.
- Review the Hate-Less Methodological Guidelines for Participatory Actions: Chapter 3.2 – Ethics, Facilitation, and Sen-sitive Topics before launching the activity.

SELF-ASSESSMENT OF ACTIVITY 3B

- I explored and described a digital moment that impacted me personally.
- I used sound/audio as a tool for storytelling and reflection.

- I gained a better understanding of how radical messages appear in everyday platforms.
- I collaborated with others to analyze and understand online narratives.

Reflection Journal for Audio Diaries

Contextual Reflection

1. Where did you first encounter the hateful or radicalizing content? (e.g., social media, a forum, a meme, a comment sec-tion)
2. What was your initial reaction-emotionally and mentally-when you came across it?
3. Did it feel targeted at you, someone you know, or a group you identify with?
4. What made you pause or question what you saw or heard?

Critical Awareness

5. How did you recognize this content as hateful or mani-pulative?
6. Was there a moment where you weren't sure how to feel about it? Why?
7. Who or what influenced how you interpreted this content? (e.g., friends, school, online creators, community)

Coping and Resistance

8. What actions did you take in response-did you report, ignore, respond, share, or talk to someone?
9. Did you feel empowered or powerless in that moment? Why?
10. What strategies have helped you critically deal with online hate since then?

Personal Insight

11. How has this experience changed the way you engage with media?
12. What would you say to someone who is exposed to similar content today?
13. If you could reframe this story in one sentence, what would it be?

Connection to Wider Themes

14. Do you see patterns or repetition in this kind of content online?
15. What does this story say about the platform or community it occurred in?
16. In what ways is your personal story part of a larger social issue?

ACTIVITY 7

"Listening Through the Lens"

Youth-Led Participatory Interview Lab

GOALS

In this 3-session experiential lab, youth co-researchers practice conducting trauma-informed, power-aware interviews using participatory video. Starting with story-sharing circles and ethical preparation, they move to roleplay-based interview simulations and then capture short interviews using mobile phones or tablets. The goal is to understand the emotional weight and responsibility of listening, questioning, and sharing stories ethically-especially when addressing hate, exclusion, or online harm.

Learning Outcomes:
- Understand and apply traumainformed principles in interviewing
- Practice informed cosent and ethical questioning
- Recognize and reduce power asymmetries in storytelling
- Gain skills in video interviewng, editing, and reflection

DURATION

3 sessions (90-120 minutes each)

STEPS OF ACTIVITY 4A

**Session 1: Setting the Stage –
Power, Consent & Ethics**
- Duration: 90 min
- Activities:
- Introduce **power dynamics in storytelling** and what it means to be a trauma-informed interviewer
- Explore **informed consent** using a rights-based approach
- Do a **"Consent Lab"**: small group role-plays with written and video consent scenarios
- Co-create group norms and a safety plan for interviewing

**Session 2: Practicing Interviews –
Roleplay & Reflexivity**
- Duration: 120 min
- Activities:
- Warm-up: "Interview Me as…" (roleplay-based practice)

- Youth develop their own set of ethical interview questions using the "3L method" (Listen−Learn−Lean In)
- Each youth conducts a mock interview, practicing verbal and non-verbal cues
- Group reflection: What felt safe, risky, or empowering?

Session 3: Real Stories – Participatory Interviews on Camera
- Duration: 90 min
- Activities:
- Youth pair up and conduct short participatory video inter-views with consent
- Use digital tools to capture, edit, and subtitle a short 1-mi-nute "story moment"
- Each pair reflects: What ethical dilemmas or emotions arose? What did you learn about power and vulnerability?

MATERIALS AND RESOURCES

Supporting Resources:
- StoryCenter's "Ethical Storytelling" guide: https://www.storycenter.org/ethical-practice
- Digital Storytelling for Social Change (InsightShare Toolkit): https://insight-share.org/resources/category/guide/
- RAN YF&C Guidelines for Countering Extremism: [Radicalisation Awareness Network Toolkit]
- Descript (AI transcription and video editing): https://www.descript.com
- KineMaster mobile editing app: https://www.kinemaster.com/

SELF-ASSESSMENT OF ACTIVITY 4A

- How did I navigate moments of discomfort during the in-terviews?
- Did I ensure my interviewee's story was respected and not extracted?
- What techniques helped me maintain a safe and trusting environment?
- What emotions came up while I listened? Why?
- How did my positionality affect the interview process?
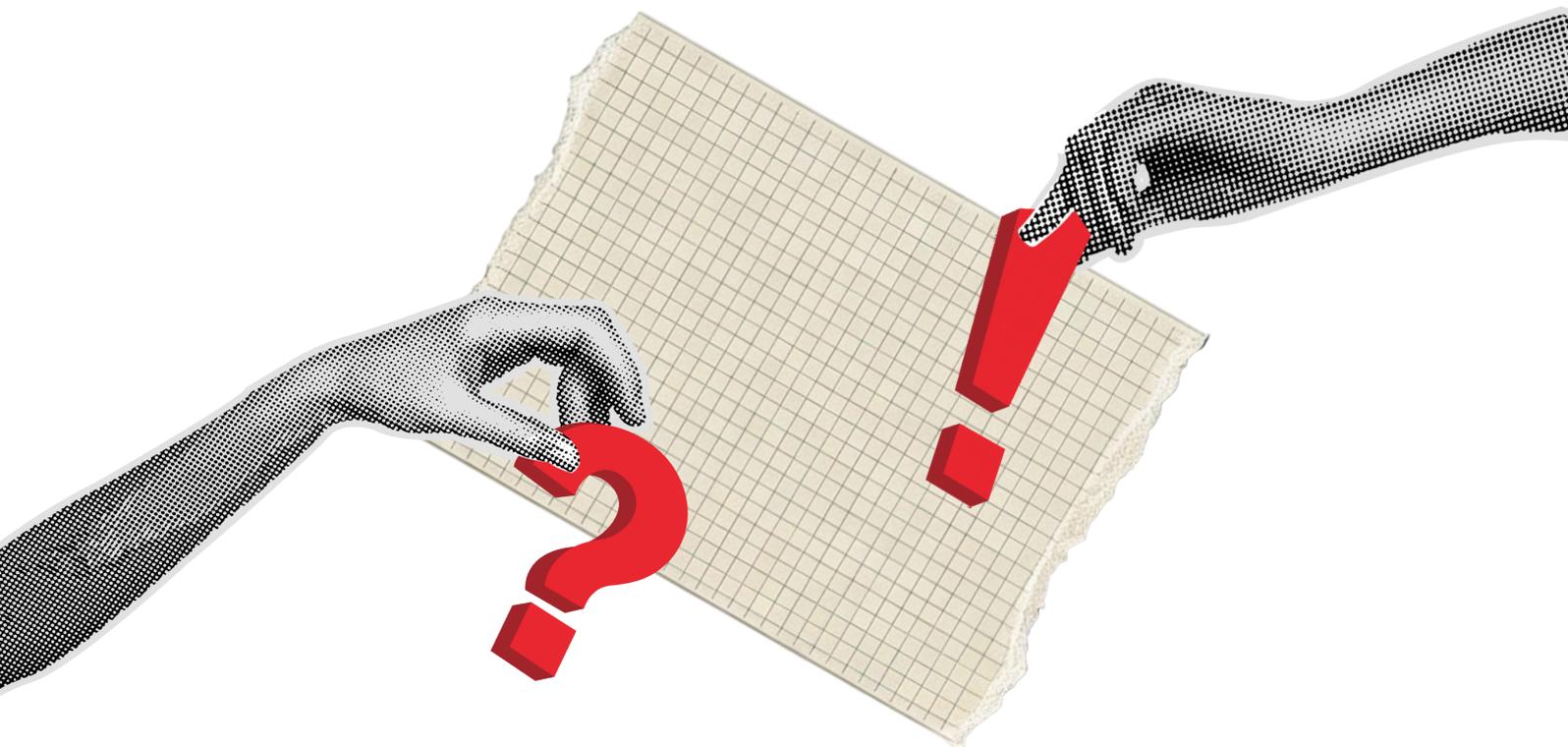
ACTIVITY 8

Decode & Connect:

Exploring Data Through Stories

GOALS

This activity introduces youth to collaborative and ethical data analysis through multimedia annotation and participatory mapping. Using excerpts from their own interviews or media findings (e.g., video clips of online discourse, recordings from soundscapes, or social media screenshots), they learn to compile, code, and reflect on data ethically using a combination of tools such as Kumu, Kialo Edu, or VideoAnt. The method promotes pattern recognition, protection of sensitive data, and co-analysis through interactive storytelling and mapping.

Learning Objectives:
- Understand ethical considerations and anonymization in data handling.
- Apply collaborative coding and pattern recognition in me-dia samples.

- Practice safeguarding data while engaging in group-based analysis.
- Learn how to annotate and interpret multimodal materials in meaningful and respectful ways.

DURATION

120 minutes

STEPS OF ACTIVITY 4B

Steps Summary
(adapted to the activity template):

**Session 1: Introduction
to Ethical Data Handling (30 min)**
- Brief on data protection, anonymization, and youth-cen-tered ethics.
- Discuss examples of sensitive data (e.g., interview clips, hate speech posts).
- Introduce annotation tools and map-ping principles (using Kumu or Miro).

**Session 2: Collaborative
Annotation and Mapping Lab (60 min)**
- Participants form small groups.
- Each group selects a short digital ar-tifact (e.g., soundbite, clip, post).

- Using VideoAnt, they tag parts with ethical reflections (e.g., "trig-gering", "bias", "empowering").
- Map keywords, connections, and stakeholders in Kumu or Miro.

**Session 3: Pattern Analysis
& Reflections (30 min)**
- Groups share their annotat-ed artifacts and maps.
- Guided questions:
- What patterns or clusters emerged?
- Were there any conflicting interpretations?
- How was data protection respected?

MATERIALS AND RESOURCES

Digital Tools/Platforms Suggested:

- Kumu – for systems mapping and exploring stakeholder relationships, including tagging sensitive elements for privacy.
- VideoAnt – for annotating video/audio files collaboratively and ethically.

- Kialo Edu – to collaboratively examine arguments, detect misinformation, or trace patterns in media discourse.
- Miro or Padlet – for protected, visual synthesis of collabora-tive notes and digital tagging.

SELF-ASSESSMENT OF ACTIVITY 4B

1. Did I anonymize or protect sensitive information while col-lecting or sharing?
2. Did I listen respectfully and take into account multiple interpretations?
3. Can I identify at least one ethical dilemma and how I re-solved it?

4. Did I apply a digital annotation or mapping tool effectively?
5. What did I learn about the power of co-analysis and peer feedback?

How does this map change the way we see our community?

Why did we mark this place?

MODULE 4

Foundations of Participatory Action

GENERAL GOALS

Navigating algorithmic bias, digital ethics and new forms of participation. Media analysis.

EXPECTED OUTCOMES

Knowledge

- Participants understand basic features of AI-generated content
- Increased confidence in spotting manipulated or inauthentic media
- Collaborative creation of a checklist or set of tips for AI detection
- Greater awareness of how AI can be used both positively and harmfully online
- How emotional appeals and biases are used in hate speech and disinformation
- Common types of emotional manipulation and their effects on audiences
- Recognise common logical fallacies and how they distort reasoning

Skills

- Recognise and analyse emotional appeals in messages.
- Critically discuss and evaluate manipulative or biased statements
- Apply strategies to respond thoughtfully to misleading or harmful content
- Identify fallacies, evaluate arguments critically, and res-pond logically

STRUCTURE OF THE MODULE

Activity 1: Real or Robot? Spot the Bot!
Activity 2: Chatterpix Counter-Speech "If Pictures Could Talk... Speak Up Against Hate!"
Activity 3: PromptCraft.
Activity 4: Look Who's Talking.
Activity 5: CheckGPT.
Activity 6: Emotional appeals quiz: recognizing bias in hate speech and disinformation
Activity 7: Decoding persuasion: recognise bias and mani-pulation

ACTIVITY 1
Real or Robot? Spot the Bot!

GOALS

A Game of AI vs. Human Content Detection
AI Detection activity designed as a participatory game or workshop, where participants explore how to distinguish bet-ween real and AI-generated content – a key skill in combating misinfor-mation and hate speech online.

- Build awareness of how AI-generat-ed texts, images, or videos can be used to spread misinformation or hate
- Strengthen digital literacy and critical thinking in evaluating online content

- Equip participants with practical strate-gies for identifying AI-generated material
- Encourage dialogue about ethics, trust, and media respon-sibility in the age of AI

DURATION

60–90 minutes

STEPS OF ACTIVITY 1

1. Introduction & Context (10–15 min)
Method: Group discussion or short quiz
- Ask: Have you seen a deepfake, an AI-gen-erated article, or fake quote online?
- Show brief examples (e.g., fake celeb-rity quote, AI image of protest, chat-bot-generated social media post)
- Explain how AI tools can generate realis-tic but false content - and how this can feed hate, disinformation, and division

2. Game: "Real or Robot?" (30–40 min)
Method: Quiz-style team game (analog or digital)
Set-up:

- Prepare 6–10 slides, cards, or printouts with pairs of con-tent: one real, one AI-generated
- Types of content:
- ○ Short social media posts (real vs. AI-generated)
- ○ Portraits or images (photo vs. AI art)
- ○ Short news headlines (real vs. GPT-style)
- ○ Hate speech examples (real troll post vs. bot-generated rhetoric)

How to Play:
- Divide into small teams (2–5 people)
- For each round, teams guess: Which one is real? Which is AI-generated?
- Bonus: Explain your reason-ing – what signs gave it away?

Scoring:
- 1 point per correct guess
- Bonus points for insightful justifications

3. Strategy Station –
Build Your Detection Toolkit (15–20 min)
Method: Group brainstorm
- Based on the game, create a group checklist for spotting AI content:
○ Unnatural grammar or repetition?
○ Too generic or vague?
○ Inconsistent lighting or hands/faces (images)?
○ No credible source or author?
○ Emotionally manipulative tone?
Write it up on a flipchart or
    shared digital doc.

4. Mini-Challenge
(Optional Extension, 10–15 min)
Participants create their own tricky AI or real content (text or image) using:
- AI tools (e.g. ChatGPT, Bing Image Creator, etc. if available)
- Their imagination (for fake quotes or photoshopped images)
Then play a "fool-the-group"
    guessing round.

LEARNING MATERIALS AND RESOURCES

- Projector/printouts with sample content (text, images, vi-deos)
- Optional access to AI tools for content generation (ChatGPT, AI image generator

- Flipchart or board for the detection checklist
Game scoreboard or tally sheet
Optional: Tablets or computers for group research

SELF-ASSESSMENT OF ACTIVITY 1

1. Self-Reflection Prompts
- How confident do I feel now in spotting AI-generated content?
- Which types of content were hardest to judge?
- How might fake AI content be used to spread hate? How can I respond?

2. Exit Ticket: "One Clue I'll Remember…"
Each participant completes the sentence: "Next time I see something suspicious online, I'll look out for…"

3. Optional Peer Voting
Participants vote for:
- Most convincing fake
- Best AI detective
- Best teamwork or explanation

ACTIVITY 2

Chatterpix Counter-Speech

"If Pictures Could Talk...

Speak Up Against Hate!"

GOALS

- Empower participants to recognize and re-spond to online hate speech and discrimination
- Foster empathy by giving voice to positive, inclusive mes-sages through storytelling
- Introduce creative tools for coun-ter-speech and narrative intervention
- Support media literacy and criti-cal thinking in digital en-vironments

DURATION

90 minutes

STEPS OF ACTIVITY 2

1. Introduction to Counter-Speech (15–20 min)
Method: Short group discussion or examples
- Ask: What is hate speech? Where have you seen or heard it?
- Introduce the concept of counter-speech: using your voice to respond with empathy, facts, or creativity instead of silence or hate
- Show 1–2 youth-friendly examples of coun-ter-speech cam-paigns or digital interven-tions (e.g., Love Speech, #CreateRes-pect)

2. Warm-Up: Who Would Speak Up? (10–15 min)
Method: Imagination & role-play
- Show images of ordinary or symbol-ic objects (e.g., sneakers, tree, pen-cil, dog, book, superhero mask)
- Ask: If this object could talk, what would it say to someone spread-ing hate or exclusion online?
- Brainstorm funny, bold, or kind sentences together

3. Production with ChatterPix (30–40 min)
Method: Hands-on media crea-tion in small groups or pairs
- Participants choose or take a photo (ob-ject, drawing, or symbolic character)
- Use ChatterPix Kids app to:
  - Draw a mouth
  - Record a counter-speech mes-sage (max 30 seconds)
  - Add stickers or text (if desired)
- Ideas for prompts:
  - "Stop the hate, speak with heart!"
  - "There's power in kindness."
  - "We don't need to agree, but we must respect."
  - "Words can heal – not harm."

4. Sharing & Debrief (10–15 min)
- Watch the finished videos in a group viewing
- Clap and reflect: Which ones were sur-prising, strong, or funny to you?
- Optional: Create a "Wall of Resist-ance" (physical or digital) where you collect all the ChatterPix clips

LEARNING MATERIALS AND RESOURCES

- Tablets or smartphones with ChatterPix Kids installed (iOS only)
- Internet access (optional, for examples or uploads)
- Printed or physical objects/images for inspiration
- Headphones (optional, for quieter recording)
- Projector or monitor to share the videos (optional)

SELF-ASSESSMENT OF ACTIVITY 2

1. Quick Reflection Prompts
Use after the activity in writing, drawing, or small groups.
- What did I learn about hate speech today?
- What message did I want to share with my video?
- How did it feel to speak up, even through an object?
- Would I feel more ready to respond to hate online now?

2. Emoji Evaluation (for younger groups)
Each participant picks an emoji (drawn or printed) that shows how they felt:
- ☺ = I had fun and learned a lot
- 😐 = It was okay, but I'm still unsure
- ☹ = I didn't really get it or feel comfortable

3. "Message Match" Activity (Optional Wrap-Up Game)
Print the messages from the videos (or write them on cards) Shuffle and redistribute – participants try to match them to the correct image or object
→ Reinforces memory, message clarity, and appreciation of each other's work.

ACTIVITY 3

PromptCraft

GOALS

Familiarise participants with the basic principles of building effective prompts (prompt engineering) for working with AI. Young people who seek to influence the digital space need to understand how to formulate questions for AI correctly to receive relevant information. This is a fundamental skill for the responsible use of AI tools.

Develop skills in formulating clear, contextually relevant queries. To counter hate speech, it is important to convey meanings precisely, work with sensitive topics, and avoid ambiguities. Skillful prompt formulation allows for better communication modeling, content analysis, and generation of relevant responses.

Teach participants to adapt prompts for different purposes: informing, analysis, content generation, moderation, etc. This expands young people's opportunities to use AI as a tool: from creating educational or awareness-raising content to detecting biases in texts or preparing for online campaigns against discri-mination.

DURATION

90 minutes

STEPS OF ACTIVITY 3

1. INTRODUCTION
Suggested opening discussion: "What is a prompt?"

At the beginning of the session, invite participants to reflect on a simple but crucial question: *How do we communicate with artificial intelligence so that it understands us and provides useful, relevant answers?*

The key lies in **prompts**. A **prompt** is an instruction or query given to AI so that it can generate a response, produce text, analyze data, or complete another task.

Trainer's note: *Emphasize that the quality of the outcome directly depends on the way a query is formulated. The same AI system may provide either highly valuable or completely irrelevant results - and the decisive factor is the wording of the prompt.*

Engagement question for participants:
In your view, what makes a prompt "*effective*"?

Encourage participants to suggest possible elements such as: clarity, specificity, logical structure, ethical considerations, topical relevance, and ease of interpretation for the system.

Demonstration: One query - different results
Present live examples on the screen to highlight the difference between poorly formulated and improved prompts.

Example 1: General vs. refined query

- **Ineffective prompt:**

Tell me about hate speech.
(Display AI's response on screen)

- **Improved prompt:**

In 100 words, explain how hate speech spreads on social media and provide two real-life examples from recent years (2020–2024).
(Display AI's response on screen)

Example 2: Insufficient context vs. clear instruction

- **Ineffective prompt:**
Write a post.
- **Improved prompt:**
Write a short Instagram post (max. 100 words) for a youth campaign that encourages reporting hate speech online. Use an empowering tone.

Key takeaways from the introduction

By the end of the introductory segment, emphasize that during this course participants will learn to create effective prompts that support specific objectives - such as producing inclusive content, detecting hate speech, or evaluating bias in texts.

Remind participants that prompts function as a **language for communication with AI**. The clearer and more intentional the formulation, the more accurate and meaningful the outputs will be.

Trainer's tip for group engagement:

Invite 2–3 participants to suggest their own improved versions of one of the "ineffective" prompts. This encourages immediate invol-vement and active reflection on how wording shapes AI responses.

2. RULES FOR EFFECTIVE PROMPTING

There are several simple but practical rules that can help you "speak the language of AI" - clearly, structurally, and with purposeful results. When designing a prompt, trainers should encourage participants to keep in mind the following principles:

Clarity and Specificity

The clearer and more precise the prompt, the more accurate the response will be. Avoid vague or overly general queries.

Comparison:

- Less effective: "What do you know about discrimination?"

- More effective: "Provide a brief description of 3 types of discrimination that are commonly seen on social media, and give one example for each."

Context

AI is not telepathic; it cannot infer unspoken assumptions. Without sufficient context, it will default to generic responses, "guess" at the user's intention, or produce shallow content. The more context provided, the less likely the system is to invent or misinterpret answers.

Trainer's note: When assigning a task, explain that context is any additional information that helps AI better understand what is required.

Context can include:

- **Target audience** (students, professionals, children, etc.)
- **Purpose** (to inform, to entertain, to persuade)
- **Style and tone** (formal, friendly, humorous, etc.)
- **Format** (article, presentation, guide, etc.)
- **Additional conditions** (word count, terminology, topics to avoid)

Example prompt:

"Based on this text about hate speech, create three thought-provoking but accessible discussion questions for a university youth debate. Ensure they are relevant to current events and encourage critical thinking.

- *Target audience: students aged 18–22*
- *Purpose: to stimulate reflection and debate*
- *Style: friendly but intellectual*
- *Format: 3 discussion questions"*

Role and Tone

A powerful technique is to instruct AI to respond in a specific role. This can radically shift the style and perspective of the answer.

Examples:

- *Explain the Bermuda Triangle as a scientist.*
- *Explain the Bermuda Triangle as a person who believes in mysticism.*
- *Summarize this text from the perspective of a human rights activist.*
- *Imagine you are a digital rights trainer. How would you explain to students why it is important to report online hate speech?*

In addition, specify the tone you expect: formal, friendly, inspirational, critical, etc.

Expected Response Format

AI performs more effectively when it knows the output format in advance.

Possible formats:

- Lists
- Tables
- Short articles or posts
- Social media content
- Video scripts
- Guides or step-by-step instructions

Example prompt:
"Create a list of 5 practical steps for responding to hate speech in group chats, written as tips for a Telegram channel."

Chain-of-Thought Prompting
For complex topics, encourage participants to design prompts that break reasoning into stages. This approach helps AI build a logical progression rather than producing a superficial response.

Approach:
1. "Identify the main causes of X."
2. "Explain how each cause affects Y."
3. "Suggest strategies to address these issues."

Example prompt:
"First, list 3 reasons why hate speech spreads among young people. Then, suggest strategies for countering it on social media."

3. PRACTICAL EXERCISE: "POOR VS. IMPROVED PROMPT"

Activity format:
Participants work in pairs. Each pair receives three "poor" prompts and is tasked with improving them. After refinement, they compare the AI's responses to the original and the improved ver-sions.

Trainer's note:
This exercise demonstrates in practice how small adjustments in clarity, context, audience, or format can radically change the quality of AI outputs. It also encourages collaboration and critical thinking.

Sample prompts to improve:

1 Poor prompt: *What is hate speech?*
Too general, lacks purpose, format, and audience.
Improved prompt: What is hate speech? Provide a 100-word explanation suitable for a youth workshop handout, including one real-life example.

2 Poor prompt: *Write something about online bullying.*
Unclear topic, no format or target audience.
Improved prompt: Write a short, informative paragraph (max 80 words) about online bullying for a school awareness campaign aimed at 16–18-year-olds.

3 Poor prompt: *Tell me why discrimination is bad.*
Lacks structure, sounds judgmental, no clear purpose.
Improved prompt: List 3 key negative impacts of racial discrimination on mental health, with brief explanations for each.

4 Poor prompt: *Write a post.*
No topic, format, purpose, or tone specified.

Improved prompt: Write an Instagram post (max 100 words) in an empowering tone that encourages young people to stand up against hate speech online.

5 Poor prompt: *Give me an idea for a campaign.*
Too abstract. About what? For whom? In what format?
Improved prompt: Suggest 3 creative campaign ideas to raise awareness about gender-based online hate among university students, including a slogan and type of content.

6 Poor prompt: *How can AI help?*
Too general. In which field? For whom?
Improved prompt: Describe two ways AI can support content moderators in detecting hate speech on social media platforms, with examples.

7 Poor prompt: *Talk about rights.*
No topic, no context, no response type.
Improved prompt: Summarize in 5 bullet points the basic digital rights young people should know when using social media, based on international human rights principles.

8 Poor prompt: *Say something motivational.*
No purpose, tone, context, or audience.
Improved prompt: Write a short motivational message (max 3 sentences) for a youth-led anti-hate campaign, using inclusive and uplifting language.

9 Poor prompt: *What do you know about trolls?*
Unclear goal, undefined term, unstructured.
Improved prompt: Briefly explain who internet trolls are, how they operate in hate campaigns, and how to respond to them safely.

10 Poor prompt: *Help with anti-hate.*
Too short, no format, action, audience, or theme.
Improved prompt: Generate 5 ideas for interactive activities in a university workshop on countering hate speech online.

11 Poor prompt: *Do you know about hate groups?*
Not framed as a task, lacks goal, format, and tone.
Improved prompt: List and briefly describe 3 characteristics of online hate groups, including how they recruit and communicate.

12 Poor prompt: *What is digital safety?*
No context or specificity. For whom? With what purpose?
Improved prompt: Explain the concept of digital safety in simple terms suitable for high school students (ages 14–17), using one example from social media.

13 Poor prompt: *Explain cancel culture.*
General, lacks perspective, tone, or context.
Improved prompt: Explain what cancel culture is in a neutral tone, providing one positive and one negative example related to online activism.

14 Poor prompt: *Create something cool for social media.*
Unclear task. What to create? About what? For whom?
Improved prompt: Create a sample tweet (max 280 characters) for a youth-led campaign that challenges stereotypes about re-fugees, using a friendly tone.

15 Poor prompt: *What is your opinion on hate?*
No clear purpose, no task, overly abstract.
Improved prompt: As an AI trained on human rights data, share a neutral analysis of how hate speech can affect social cohesion in multicultural societies.

16 Poor prompt: *Talk about freedom.*
Ambiguous - which freedom, for whom, in what context?
Improved prompt: In 100 words, describe the balance between freedom of speech and hate speech regulation on social media.

17 Poor prompt: *What do you suggest?*
No topic, context, or clear task.
Improved prompt: Suggest 3 simple actions students can take to support their peers facing online hate, with one example per action.

18 Poor prompt: *Write something creative.*
Too abstract. About what? In what style?
Improved prompt: Write a short, creative dialogue (5–6 lines) between two characters discussing how they reported a hate com-ment on Instagram.

19 Poor prompt: *Is bias bad?*
Unclear, provocative, lacks a goal and structure.
Improved prompt: Explain in 3–4 sentences how algorithmic bias can lead to unequal content moderation outcomes on social media.

20 Poor prompt: *Make a list.*
About what? For whom? In what context?
Improved prompt: Make a list of 5 tips for recognizing coded hate speech in online memes, aimed at digital youth activists.

Trainer's suggestion: After the activity, invite participants to reflect on which prompt refinements made the biggest difference (e.g., specifying audience, tone, or format). This reinforces learning by making the "rules of effective prompting" visible in practice.

4. PRACTICAL EXERCISE: "DESIGNING TASK-SPECIFIC PROMPTS"

Activity format:
Participants are divided into groups of three.
- As a warm-up, each group uses AI to generate a creative name for their team and prepares to explain which prompts they used to achieve it.

- Next, each group receives a theme and is tasked with designing an effective prompt that could help solve the problem with AI support. They then test their prompt and review the results.

Trainer's note:
This activity develops both technical and reflective skills: participants practice prompt creation while also analyzing the reasoning behind their choices. Encourage groups to share not only their final prompts but also the process of refining them.

Example themes for group prompt creation:
1. Your team is preparing materials for an online campaign that aims to motivate young people to report instances of hate speech on social media.
2. You are working on media content analysis and want to check whether a news article contains signs of bias against a particular community.
3. A group of beginner users asks for advice on what to do when they see a hateful comment on TikTok. You want to create a simple step-by-step guide for them.
4. You will moderate a youth discussion on hate speech in online games and need engaging starter questions to spark conversation.
5. Your group is preparing for a debate and needs to gather arguments for and against restricting freedom of expression in the context of countering online hate speech.
6. The team is creating a short video for TikTok or Reels that illustrates real-life situations where young people encounter hate speech in chatrooms.
7. You need to review a campaign post to identify problematic or non-inclusive wording and make the text more inclusive.
8. Your group is developing educational visual content for social media to help young people recognize hidden forms of hate speech in comments.
9. You are consulting a young influencer who wants to know how to respond ethically and constructively to hate in the comments section.
10. You are researching how different countries approach online hate speech regulation and want to prepare a short overview for a blog or presentation.

Trainer's suggestion:
After testing their prompts, ask each group to reflect on:
- What details (audience, format, tone, context) made their prompt more effective?
- How the AI's output changed after refining their instructions.
This reflection reinforces the rules of effective prompting by linking theory to practice.

5. GROUP PRESENTATIONS

Each group presents:
- their prompt,
- the AI-generated result,
- and their impressions of the process.

Discussion point:

Which prompts were the most successful, and why? Encourage participants to highlight what elements (clarity, context, tone, audience, format) made the difference.

6. WRAP-UP AND REFLECTION

Conclude the session with guided reflection. **Suggested ques-tions:**
- What new insights did you gain?
- What common mistakes became visible?
- How can prompt design skills be applied in your own work or activities?

Trainer's tip:

Use the "one word / one sentence around the circle" method to collect quick reflections from all participants. This allows everyone to share a concise take-

LEARNING MATERIALS AND RESOURCES

- Devices with access to ChatGPT or a similar tool (free versions on participants' smartphones are acceptable)
- Flipchart and presentation slides outlining the rules of effective prompt design

- Printed handouts with examples of "poor" prompts
- Sticky notes / markers (to facilitate group work)
- Projector
- Wi-Fi access

SELF-ASSESSMENT OF ACTIVITY 3

Formative Assessment (during activities)
- Quality of formulated prompts (specificity, structure, effect-tiveness)
- Level of engagement in group work
- Oral reflection

Guiding (Rhetorical) Questions Throughout the Training
- Was my prompt specific enough?
- Did I / we provide sufficient context?
- Did the AI's response align with the intended goal?
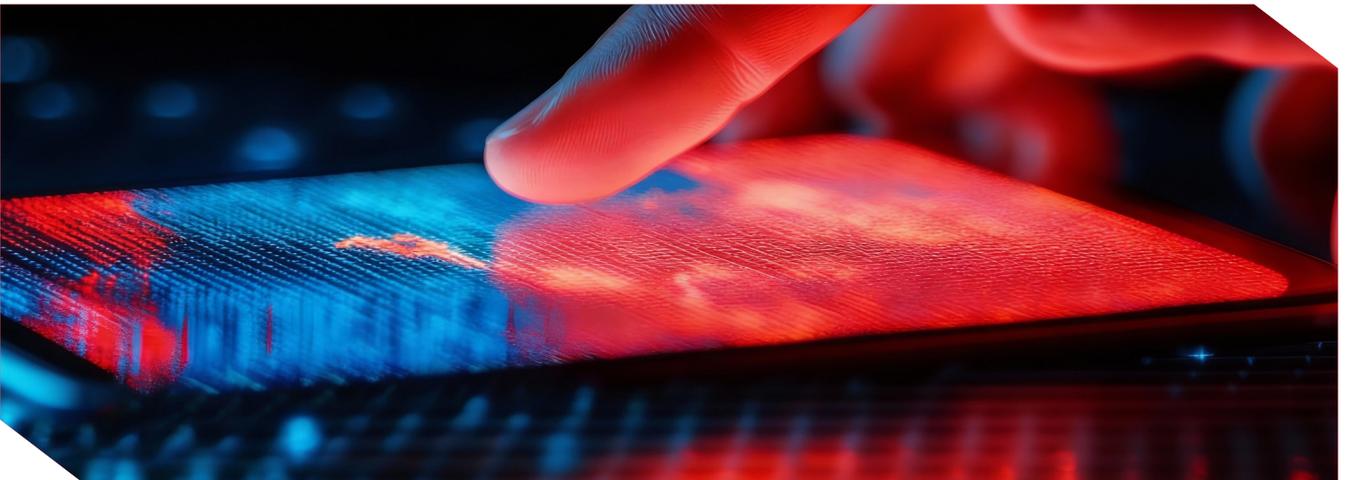
ACTIVITY 4

Look Who's Talking

GOALS

Familiarize participants with the use of generative AI in simulation scenarios. In today's context, AI-driven simulations provide opportunities to practice decision-making, communication, and information-handling skills without risk to real people. This allows participants to safely explore complex or conflict situations and learn how to respond effectively.

Develop critical thinking towards AI-generated outputs (including biased or toxic content). AI may reproduce or even amplify existing biases. The ability to recognize such cases helps users consciously distinguish between fact and interpretation, as well as adjust or question the information received. This improves decision quality and reduces the risk of spreading misinformation.

Develop critical thinking towards media content (especially sensational reports or those with anonymous sources). In the era of fast news and social media, participants must learn to analyze sources, verify facts, and detect manipulative messaging. This is particularly important for countering panic, polarization, and disinformation.

Enhance media literacy and digital ethics. Media literacy and ethical conduct in the digital environment are essential skills for responsible users. A mindful approach to content, respect for copyright, and protection of privacy contribute to a safer and more inclusive online space.

Practice interpersonal communication in challenging social situations involving elements of conflict or discrimination. Engaging with such scenarios develops skills in dialogue, empathy, and constructive problem-solving. This helps reduce tensions within communities and supports the creation of a culture of mutual respect.

DURATION

60 minutes

1. INTRODUCTION AND TASK EXPLANATION

Purpose of the exercise:
Participants will conduct an interview with a well-known figure using AI.

The "interviewee" may be:
- a historical figure (e.g., Martin Luther King, Stepan Bandera, Virginia Woolf),
- a contemporary thought leader,
- a controversial personality,
- a cultural icon, activist, or scientist,
- or another well-known person chosen by the participants.

AI will take on the role of this figure, while participants will act as journalists preparing a publication for a responsible media outlet.

Task:
Explore the figure's views on complex social topics such as:
- freedom of expression,
- hate speech,
- censorship,
- artificial intelligence,
- intercultural dialogue,
- or another relevant social issue chosen by participants.

2. GROUP FORMATION AND SELECTION OF FIGURE

Participants form groups of three. Each group selects a figure from a pre-prepared list of historical/well-known personalities or proposes their own idea for an interviewee.

3. PREPARATION FOR THE INTERVIEW

- Each group formulates 5–6 interview questions.
- At least 2–3 of these questions should address socially significant issues related to hate speech (e.g., its detection, consequences, or strategies for counteraction).
- AI tools may be used to help generate questions, but without revealing the identity of the chosen interviewee.

AI will act in the role of the selected figure, while participants play the role of journalists preparing material for a responsible media outlet.

Sample starting prompt:
"Please act as Bruce Willis in 1988 afteer the release of Die Hard. I am a journalist interviewing you in 2025 and want to know your expertise in some important issue."

4. CONDUCTING THE INTERVIEW

- The group holds a live voice chat with AI, asking their prepared questions in real time. !Important. Do not use the same chat, where you are forming the questions. Create a new one!
- AI responds in the role of the selected figure.
- Participants note down interesting formulations, controversial statements, potential biases, clear fabrications, or "distortions of fact."
- (The transcript of the dialogue is automatically saved as text in the chat.)

## 5. ANALYSIS AND SHORT "EDITORIAL BRIEF"

The group discusses:
- How closely did the AI's answers match the real-life figure?
- Were there distortions of history or shifts in values?
- How did AI articulate opinions on important social or societal conflicts?
- Did stereotypes, clichés, or overly soft / neutral formulations appear?
- Were factual statements included?
- How believable would such an interview be to a reader?

6. PRESENTATION OF FINDINGS

Each group shares a short (up to 2 minutes) presentation covering:
- Who they interviewed,
- What was surprising about AI's responses,
- What they learned about working with AI as a source,
- What responsibility does a journalist carry when using this type of AI-generated interview?
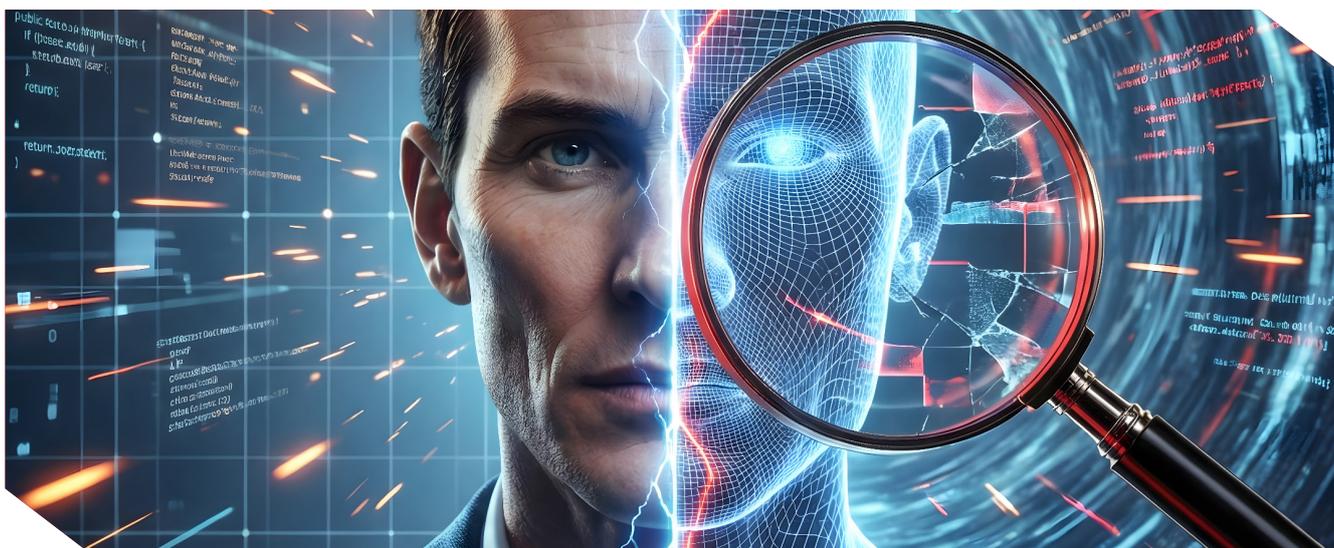
LEARNING MATERIALS AND RESOURCES

- Smartphones or laptops with access to ChatGPT (or another platform) and equipped with a microphone and speaker for conducting voice interactions.
- List of well-known persons (cards or slides).
- Sheets or templates for note-taking and summarizing.
- Projector for demonstrating a sample interview and the recommended starting prompt.

SELF-ASSESSMENT OF ACTIVITY 4

- Ability to critically analyze media materials
- Group reflection on the risks of "blind" trust in sensitive information shared online (especially on social media)
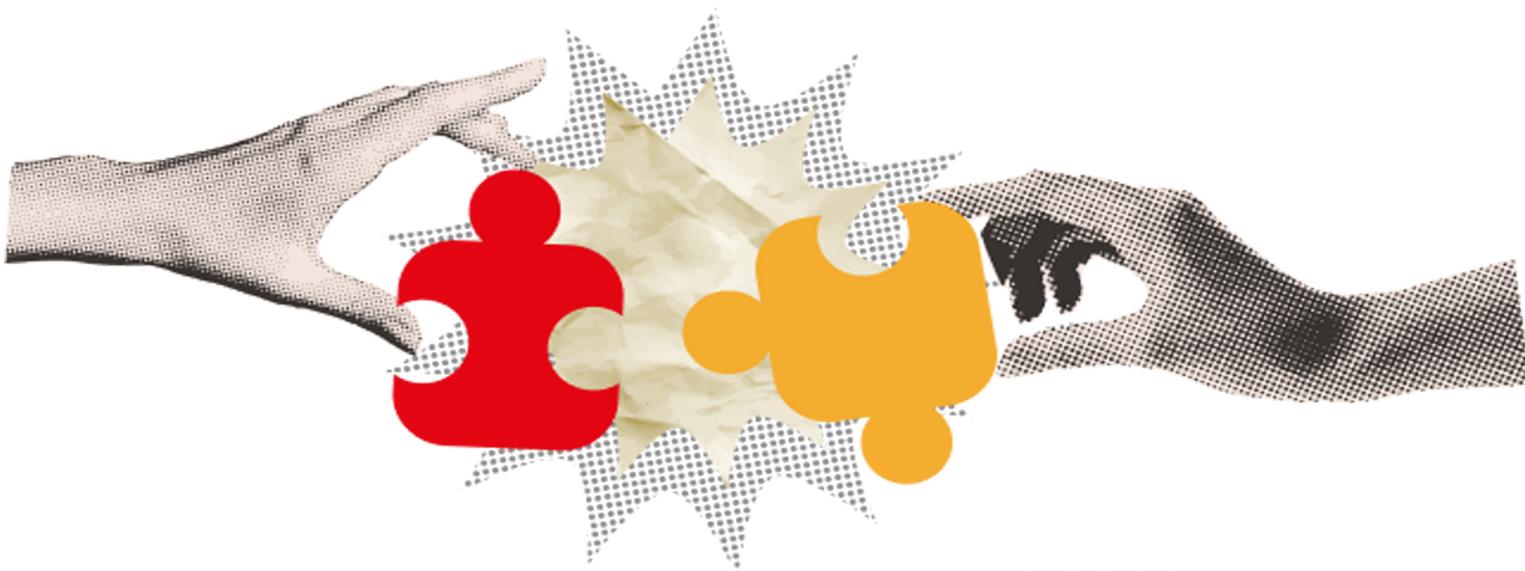
ACTIVITY 5

CheckGPT

GOALS

Develop skills for critically evaluating AI-generated informa-tion. AI can produce both accurate and misleading or biased con-tent. The ability to critically assess responses helps identify inaccuracies, recognize manipulation, and maintain objectivity in decision-making.

Strengthen fact-checking skills using reliable sources. Verifi-cation of information is a key tool in combating disinformation. Relying on trusted sources improves content quality, prevents the spread of falsehoods, and fosters a culture of responsible data sharing.

Increase awareness of the risks of disinformation, particularly in topics related to hate speech. Disinformation combined with hostile rhetoric can escalate social tensions and provoke conflicts. Understanding these risks supports more responsible consumption of information and more active resistance to hate speech.

Train participants to analyze AI responses. Analysis goes beyond simple fact-checking; it involves identifying context, tone, potential biases, and hidden meanings. These skills enable participants to use AI more effectively and make well-informed decisions.

DURATION

60 minutes

STEPS OF ACTIVITY 5

1. INTRODUCTION

Today, artificial intelligence is no longer a futuristic toy but a daily assistant that has already transformed the way we work, learn, and create. It can find information faster than any search engine, write texts and poems, generate images and music, analyze legal documents, and even support doctors in diagnostics.

Yet, despite all this "magic," AI is still just a tool. The extent to which it becomes a source of innovation - or a channel for errors, bias, and manipulation - depends on how critically and responsibly we use it.

Engagement question for participants

The trainer displays the question on a slide:
"Can we trust AI's answers?"

Participants briefly share their thoughts (1–2 sentences each). The trainer records answers on a flipchart, summarizes, and comments. Example:

"It's great that we have diverse opinions. Today we'll learn how to check the information AI provides and why this is so important, especially when it comes to topics where hate speech or stereotypes spread easily."

Introduction to disinformation and AI "hallucinations"

The trainer explains in simple terms:

"We are used to thinking of AI as smart and all-knowing, but in fact it does not 'know' facts. It only generates likely answers based on patterns in the data it was trained on. Sometimes this works flawlessly. Other times, it may simply 'invent' facts, names, dates, or quotes that never existed. This is called AI hallucination. Why does this happen? Large language models (LLMs) generate responses by analyzing word associations and building the most statistically probable connections, based on their training data."

Illustrative example:

Prompt: *"Who invented the internet?"*

AI's answer: *"It was invented by Elon Musk."*

This is not just an error but a convincingly delivered fabrication. The answer is connected with well-known person in IT sphere, creator and owner of important and popular services in IT. So, the most probable answer is…

Trainer's emphasis:

"When discussing hate speech or other socially important topics, such errors can be even more dangerous - because they may reinforce stereotypes or spread falsehoods."

Conclusion of the introduction:

"Today, we will practice thinking critically and fact-checking so we can avoid - or at least minimize - becoming victims of AI hallu-cinations or disinformation."

2. DEMONSTRATION: REAL EXAMPLES AND RULES FOR FACT-CHECKING AI ANSWERS

The trainer presents several pre-prepared AI responses contai-ning hallucinations or errors (one per slide). Together with participants, the trainer analyzes each response using the following criteria:

1. **Break the response into verifiable claims:** identify facts such as dates, names, numbers, quotes, statistics, or historical events. Check whether the response contains actual facts.
2. **Use reliable sources for verification:** official websites (govern-ment institutions, international organizations such as UN, WHO, UNESCO), reputable media (BBC, The Guardian, Deutsche Welle, Reuters), academic resources (Google Scholar, JSTOR, Research-Gate), and trusted encyclopedias (Britannica).
3. **Use fact-checking tools:** fact-checking platforms (Snopes, PolitiFact, FactCheck.org, StopFake, VoxCheck), reverse image search (Google Images, TinEye, CircleTo-Search on smartphones), and archives (Wayback Machine) to check whether a page/source existed at the relevant time.
4. **Cross-check with multiple sources:** do not stop at the first match. Find at least two independent authoritative confirmations. If sources simply repeat each other without original verification, this is a "chain without origin" - look further or dismiss the claim.
5. **Identify "red flags":** overly confident or persuasive claims without sources, vague phrasing ("experts say," "research shows") without citations, or a mix of true facts with fabricated details, which makes fact-checking more difficult.

3. GROUP WORK

Participants form groups of three. Each group receives several pre-prepared AI responses to different prompts (covering history, social issues, human rights, hate speech, etc.), along with instruct-tions on how to verify the reliability of the information.

Group task:
- Read the AI response.
- Identify the facts that need verification.
- Check the information using reliable sources.

Trainer's note: Distribute tasks and instructions via Padlet for easier access.

After completing the task, each group presents its findings (2−3 minutes per group). The trainer supplements, clarifies, and provides feedback.

4. REFLECTION AND WRAP-UP

The trainer facilitates a group discussion and records responses on a flipchart:
- What was surprising?
- What was difficult?
- How does this change your perception of AI?

Closing advice from the trainer:
- What to pay attention to when working with AI?
- Which sources can be considered reliable?
- How to avoid spreading misinformation, especially regarding vulnerable groups?

LEARNING MATERIALS AND RESOURCES

- Computers or smartphones with Wi-Fi access for all participants
- Pre-prepared AI responses to various prompts
- Pre-prepared Padlet board with instructions, AI responses for analysis, and group assignments
- Presentation slide with an example of a fake AI response (for demonstration)
- Flipchart and markers

SELF-ASSESSMENT OF ACTIVITY 5

- Ability to critically and convincingly identify false or unreliable information
- Reflection on how participants' understanding of AI use has changed after the exercise

ACTIVITY 6

Emotional appeals quiz:

recognizing bias in hate speech

& disinformation

GOALS

The goal of this activity is to help participants recognise and analyse emotional appeals, biases, and manipulative tactics in hate speech and disinformation. By identifying how messages use fear, guilt, anger, or other emotions to influence opinions, participants develop critical thinking skills, media literacy, and a better understanding of how language can shape beliefs and behaviors. The activity encourages reflection on personal reactions to persuasive messages and promotes informed, responsible respon-ses to misleading or harmful content.

DURATION

A suitable duration for this activity would be 45–60 minutes. This allows enough time for participants to read and analyse each statement, discuss their answers in pairs or groups, and reflect on the emotional techniques used, while keeping the session engaging and interactive.

STEPS OF ACTIVITY 6

Tips for the facilitator or trainer Steps:

1. Introduction (5–10 min)
- Explain the goal: recognising emotional appeals and bias in hate speech and disinformation.
- Briefly define key terms: emotional appeals, bias, disinfor-mation.

2. Individual work or group work (15–20 min)
- Participants read the statements and select the type of emotional appeal or bias. Participants are required to select one correct answer from four possible choices.

3. Pair/small group discussion (10–15 min)
- Compare answers, explain choices, and discuss alternative interpretations.

4. Debrief & correct answers (10–15 min)
- Review answers together, read explanations, and discuss how messages manipulate emotions.

5. Reflection & wrap-Up (5–10 min)
- Reflect on personal reactions and strategies to critically evalu-ate similar messages in real life.

LEARNING MATERIALS AND RESOURCES

QUIZ

1. They're all the same; violent, dangerous, and unwilling to change. Just look at the news every day.
A) Appeal to logic
B) Appeal to fear
C) Appeal to authority
D) Appeal to unity

2. We need to protect our children from their influence; they're trying to take over our schools and minds!
A) Appeal to guilt
B) Appeal to tradition
C) Appeal to fear
D) Appeal to compassion

3. Real patriots would never trust outsiders. If you love your country, you'll stand against them.
A) Appeal to nationalism
B) Appeal to reason
C) Appeal to pity
D) Appeal to authority

4. How can they complain about racism? Look how much help they already get!
A) Appeal to fairness
B) Appeal to jealousy
C) Appeal to anger
D) Appeal to compassion

5. Only ignorant people would fall for that. You're smarter than that, right?
A) Appeal to vanity
B) Appeal to authority
C) Appeal to compassion
D) Appeal to fear

6. We've always done it this way, why change now because of them?
A) Appeal to novelty
B) Appeal to fear
C) Appeal to tradition
D) Appeal to unity

SELF-ASSESSMENT OF ACTIVITY 6

Answers and explanation

1. Correct: B) Appeal to fear
Explanation: This statement generalizes and dehumanizes a group while referencing the news to trigger fear of violence and danger. It's meant to scare the audience into believing or supporting a certain position.

2. Correct: C) Appeal to fear
Explanation: This message instills fear by suggesting a threat to children and education. It paints "them" as dangerous invaders, manipulating emotions rather than offering facts.

3. Correct: A) Appeal to nationalism
Explanation: This is a nationalist emotional appeal. It connects loyalty to one's country with distrust of outsiders, urging action based on patriotism rather than logic.

4. Correct: B) Appeal to jealousy
Explanation: This statement implies resentment toward the support a group receives, suggesting they don't deserve more. It plays on jealousy rather than engaging the issue seriously.

5. Correct: A) Appeal to vanity
Explanation: This manipulates the listener's ego or pride, suggesting that being smart means agreeing. It flatters the audience to push them toward a certain view.

6. Correct: C) Appeal to tradition
Explanation: This argument relies on the idea that the old way is better just because it's traditional. It's resisting change by invoking historical consistency.

7. You don't want your family to be unsafe, do you? Then support this policy.
A) Appeal to compassion
B) Appeal to fear
C) Appeal to reason
D) Appeal to diversity

8. They don't belong here! They'll never be one of us, no matter what they say.
A) Appeal to unity
B) Appeal to fear
C) Appeal to othering
D) Appeal to logic

9. These people are flooding in, taking your jobs, your homes, your future!
A) Appeal to progress
B) Appeal to scarcity
C) Appeal to empathy
D) Appeal to anger

10. Imagine how your ancestors would feel seeing you side with them.
A) Appeal to tradition
B) Appeal to guilt
C) Appeal to pity
D) Appeal to hope

11. That politician is always smiling - clearly, they're hiding something.
A) Appeal to fear
B) Appeal to suspicion
C) Appeal to logic
D) Appeal to authority

12. Think of the future generations - don't you want your children to grow up in a better world?
A) Appeal to fear
B) Appeal to compassion
C) Appeal to tradition
D) Appeal to authority

13. Why are you defending them? Are you one of them now?
A) Appeal to tribalism
B) Appeal to logic
C) Appeal to pity
D) Appeal to guilt

7. Correct: B) Appeal to fear
Explanation: This is a clear fear-based tactic, warning of danger (to your family) if the policy isn't supported. It's meant to force people into compliance using threats.

8. Correct: C) Appeal to othering
Explanation: This uses othering, a dehumanizing emotional appeal that separates "us" from "them." It reinforces exclusion and division based on identity or origin.

9. Correct: B) Appeal to scarcity
Explanation: This is an appeal to scarcity, suggesting there aren't enough resources to go around. It triggers fear and competition over limited jobs, homes, etc.

10. Correct: B) Appeal to guilt
Explanation: This tries to guilt the listener by referencing their ancestors and implying betrayal. It's designed to emotionally manipulate through shame or regret.

11. Correct: B) Appeal to suspicion
Explanation: This stirs distrust without evidence, manipulating emotions rather than presenting proof.

12. Correct: B) Appeal to compassion
Explanation: This appeal pulls on empathy and responsibility for children, guiding people through emotional concern rather than facts.

13. Correct: A) Appeal to tribalism
Explanation: This plays on us-vs-them thinking. It pressures people to conform to the in-group and distrust outsiders, often using guilt or suspicion.

14. If we let them stay, next thing you know, they'll be in charge.
A) Appeal to hope
B) Appeal to fear
C) Appeal to novelty
D) Appeal to unity

15. They cry discrimination, but they're just lazy and entitled.
A) Appeal to justice
B) Appeal to fairness
C) Appeal to anger
D) Appeal to truth

16. You should feel ashamed of siding with terrorists.
A) Appeal to guilt
B) Appeal to truth
C) Appeal to courage
D) Appeal to logic

17. They don't even try to fit in, just look at how they dress.
A) Appeal to style
B) Appeal to normalcy
C) Appeal to vanity
D) Appeal to fear

18. Only real citizens have the right to speak on this; the rest should be silent.
A) Appeal to authority
B) Appeal to unity
C) Appeal to exclusion
D) Appeal to fear

19. If we don't act now, some of our traditions could be lost over time.
A) Appeal to fear
B) Appeal to hope
C) Appeal to tradition
D) Appeal to unity

20. Don't let them guilt-trip you into silence. This is our country, not theirs.
A) Appeal to pride
B) Appeal to guilt
C) Appeal to fear
D) Appeal to status

21. They're taking advantage of your kindness, don't be a fool!
A) Appeal to logic
B) Appeal to greed
C) Appeal to fear
D) Appeal to distrust

14. Correct: B) Appeal to fear
Explanation: This implies a slippery slope where inclusion leads to loss of control. It stirs fear of being dominated or replaced.

15. Correct: C) Appeal to anger
Explanation: This shift blames and provokes resentment or hostility, encouraging the audience to feel angry rather than empathetic or thoughtful.

16. Correct: A) Appeal to guilt
Explanation: This statement is meant to manipulate through shame, suggesting that supporting a group is morally disgraceful, a literal guilt-based emotional appeal.

17. Correct: B) Appeal to normalcy
Explanation: This pressures conformity by implying that being different is wrong. It's an appeal to what's seen as "normal", encouraging rejection of those who don't conform.

18. Correct: C) Appeal to exclusion
Explanation: This draws a line between "real" and "other" people, denying others a voice. It's a clear exclusionary tactic aimed at marginalization.

19. Correct: A) Appeal to fear
Explanation: This plays on people's fear of cultural extinction, urging immediate action by exaggerating the threat.

20. Correct: A) Appeal to pride
Explanation: This taps into national or group pride, reinforcing ownership and loyalty to one's country while dismissing outsiders. It's a subtle push to feel superior and protective.

21. Correct: D) Appeal to distrust
Explanation: This statement stirs suspicion and warns against being naive. It tries to persuade by promoting distrust toward a group, rather than offering evidence.

22. They always play the victim, it's how they get what they want.
A) Appeal to truth
B) Appeal to anger
C) Appeal to pity
D) Appeal to logic

23. If you're not with us, you're against us. Choose a side.
A) Appeal to loyalty
B) Appeal to compassion
C) Appeal to unity
D) Appeal to shame

24. They worship differently, eat strange food, and speak in tongues, how can we trust them?
A) Appeal to novelty
B) Appeal to exoticism
C) Appeal to othering
D) Appeal to admiration

25. It's not racism. I'm just saying facts, look at their crime rates.
A) Appeal to logic
B) Appeal to false objectivity
C) Appeal to anger
D) Appeal to emotion

26. We are the chosen people. Our values are superior, and theirs are barbaric.
A) Appeal to guilt
B) Appeal to tradition
C) Appeal to superiority
D) Appeal to fear

27. They get special treatment, and we're the ones suffering. When will it be fair for us?
A) Appeal to compassion
B) Appeal to victimhood
C) Appeal to unity
D) Appeal to novelty

28. Our society was clean and good until they came, and now everything is changing for the worse.
A) Appeal to purity
B) Appeal to humor
C) Appeal to progress
D) Appeal to authority

22. Correct: B) Appeal to anger
Explanation: This is designed to make the audience angry or resentful, suggesting manipulation by another group. It's a classic anger-based emotional trigger.

23. Correct: A) Appeal to loyalty
Explanation: This is a loyalty test, pressuring people to pick a side or be seen as traitors. It's commonly used to enforce group conformity and emotional allegiance.

24. Correct: C) Appeal to othering
Explanation: This emphasizes differences to alienate and exclude others, reinforcing an "us vs them" mindset. It's a textbook appeal to othering.

25. Correct: B) Appeal to false objectivity
Explanation: This disguises a biased or racist statement as if it's neutral or factual. It's an emotional appeal pretending to be objective – a false objectivity.

26. Correct: C) Appeal to superiority
Explanation: This statement draws on ethnocentric pride and portrays another group as inferior. It's a superiority-based emotional appeal, promoting exclusion through perceived moral or cultural dominance.

27. Correct: B) Appeal to victimhood
Explanation: This uses the language of resentment, positioning "us" as oppressed. It appeals to a sense of unfair victimization, even if no real injustice is proven.

28. Correct: A) Appeal to purity
Explanation: This implies that the society was pure, ideal, or uncorrupted until "they" arrived. It's an emotional appeal that blames outsiders for perceived decline, a classic purity or cultural contamination argument.

29. They hurt us in the past; it's time we return the favor.
A) Appeal to tradition
B) Appeal to forgiveness
C) Appeal to revenge
D) Appeal to unity

30. Standing against them isn't just political, it's what God wants.
A) Appeal to fear
B) Appeal to religious authority
C) Appeal to loyalty
D) Appeal to logic

29. Correct: C) Appeal to revenge
Explanation: This directly encourages retaliation based on historical grievances. It appeals to emotions like anger, vengeance, and justice.

30. Correct: B) Appeal to religious authority
Explanation: This justifies a political or mora l stance by invoking God's will, a powerful emotional and religious appeal that bypasses debate by claiming divine or religious authority.

ACTIVITY 7

Decoding persuasion: recognise bias and manipulation

GOALS

To help participants develop critical thinking skills by recog-nising and understanding common logical fallacies and bias-es, so they can evaluate arguments more objectively and res-pond to manipulative or prejudiced reasoning effectively.

DURATION

A suitable duration for this activity would be 60-90 minutes. This allows enough time for participants to read and analyse each statement, discuss their answers in pairs or groups, and reflect on the emotional techniques used, while keeping the session enga-ging and interactive.

STEPS OF ACTIVITY 7

1. Introduction (5 minutes)
- Briefly explain what logical fallacies are and why recognising them matters.
- Give a few simple examples to illustrate.

2. Distribute Statements (5 minutes)
- Provide participants with the list of statements (or display them).
- Explain that each statement con-tains a type of fallacy.

3. Individual or pair work, group work (30 minutes)
- Participants read each statement and choose the type of fallacy it represents.
- Encourage them to think about why it is a fallacy, not just memorize answers.

4. Group discussion / review (10 minutes)
- Go through each statement together.
- Ask participants to explain their reasoning before giving the correct answer.
- Clarify misconceptions and high-light key features of each fallacy.

5. Reflection (5 -15 minutes)
- Discuss how these fallacies appear in everyday life, media, or politics.
- Ask participants how they can respond log-ically when encoun-tering such arguments.

LEARNING MATERIALS AND RESOURCES

QUIZ

1. You can't trust her views on freedom; she wears a hijab!
A) Straw man
B) Genetic fallacy
C) Ad hominem
D) Ethnocentrism

2. If we let this people speak now, next they'll take over our entire education system.
A) Circular reasoning
B) Straw man
C) False cause
D) Slippery slope

3. The majority agrees that immigrants are dangerous, so it must be true.
A) Appeal to ignorance
B) Red herring
C) Ad populum
D) Either-or

4. How can he talk about equality when his own company doesn't even hire minorities as well.
A) Red herring
B) Ad hominem
C) Straw man
D) False cause

5. If you don't agree with the ban, you must hate your country.
A) Slippery slope
B) Middle ground
C) Either-or
D) Straw man

6. Our traditions have always excluded them, why change now?
A) Appeal to tradition
B) Genetic fallacy
C) Ad populum
D) Naturalistic fallacy

7. Look at what they did 100 years ago! They've always been very violent.
A) False cause
B) Straw man
C) Genetic fallacy
D) Ad populum

SELF-ASSESSMENT OF ACTIVITY 7

Correct answers and explanations

1. Correct: C) Ad hominem
This attacks the person's appearance or identity rather than addressing her argument. It's a personal attack that avoids engaging with the content of her views.

2. Correct: D) Slippery slope
This is a slippery slope fallacy, where a relatively small first step is claimed to inevitably lead to extremely negative outcomes without proof of such a chain reaction.

3. Correct: C) Ad populum
Ad populum is also called "appeal to the majority" or "bandwagon fallacy". It assumes that if many believe it, it must be true, which is not logical evidence.

4. Correct: B) Ad hominem
This attacks the speaker's character or actions instead of addressing his argument. It's a hypocrisy-based ad hominem also known as tu quoque ("you too").

5. Correct: C) Either-or
This presents a false dilemma by giving only two extreme options (support the ban or hate your country) when there are clearly more options or positions possible.

6. Correct: A) Appeal to tradition
This assumes that something is right or better just because it's always been that way, regardless of current reasoning or ethics.

7. Correct: C) Genetic fallacy
This argument judges people or ideas based on their origin/history instead of evaluating them now. It uses past association to discredit the present.

8. That group is bad, they eat strange food, dress weird, and don't even speak English.
A) Ethnocentrism
B) Red herring
C) Appeal to emotion
D) Either-or

9. I feel so disgusted by their culture. It just can't be right.
A) Straw man
B) Appeal to ignorance
C) Circular reasoning
D) Appeal to emotion

10. We must ban this religion, remember what happened on 9/11!
A) Slippery slope
B) Overextended outrage
C) Genetic fallacy
D) False cause

11. These people don't belong here, take a look at how they act in movies.
A) Argument from false authority
B) False cause
C) Straw man
D) Red herring

12. Every time they show up, crime rises. Coincidence? I don't think so.
A) False cause
B) Appeal to emotion
C) Genetic fallacy
D) Appeal to ignorance

13. No evidence has proven they're not planning something, so they probably are.
A) Red herring
B) Appeal to ignorance
C) Ad populum
D) Straw man

14. That professor supports refugees, but he once lied to his wife. How can we believe him?
A) False cause
B) Ad hominem
C) Appeal to tradition
D) Circular reasoning

15. If we allow one headscarf, tomorrow everyone will be wearing religious symbols everywhere!
A) Slippery slope
B) Either-or
C) Red herring
D) Appeal to emotion

8. Correct: A) Ethnocentrism
This is classic ethnocentrism, judging another culture as inferior based on your own cultural standards or norms (food, clothing, language).

9. Correct: D) Appeal to emotion
This uses personal disgust or feeling (emotion) as the only basis for judgment, with no logical or factual support. It is a strong example of an emotional fallacy.

10. Correct: D) False cause
This falsely connects an entire religion with a specific tragic event, implying causation without direct evidence.

11. Correct: A) Argument from false authority
This relies on movies (a form of entertainment, not factual sources) to judge real people. That's a false authority, trusting a fictional source as evidence.

12. Correct: A) False cause
This assumes causation just because two things happen together, without proving a direct link.

13. Correct: B) Appeal to ignorance
This argues that something must be true because it hasn't been proven false, which is a logical fallacy based on lack of evidence.

14. Correct B) Ad hominem
This attacks the professor's personal character (his past dishonesty) instead of addressing his argument or expertise.

15.Correct A) Slippery slope
This fallacy assumes a minor action will lead to an extreme chain of events, without evidence. It's using fear of escalation to avoid reasonable discussion.

16. They're criminals! You just don't want to admit it.
A) Circular reasoning
B) Appeal to ignorance
C) Ad populum
D) Overextended outrage

17. If you want to question the ban, then you must be supporting those terrorists.
A) Appeal to emotion
B) Either-or
C) Straw man
D) Genetic fallacy

18. They're clearly violent, haven't you watched the news lately?
A) Red herring
B) False cause
C) Ad populum
D) Straw man

19. Let's not talk about their discrimination, what about our taxes?
A) Appeal to tradition
B) Red herring
C) Overextended outrage
D) Slippery slope

20. I don't trust her opinion; she wasn't born here.
A) Genetic fallacy
B) Appeal to tradition
C) False cause
D) Red herring

21. This activist claim he supports equal rights, but he has divorced three times.
A) Straw man
B) Ad hominem
C) Slippery slope
D) Appeal to ignorance

22. Every time I see a hijab, I feel uncomfortable, so it must be a threat.
A) Ad populum
B) Appeal to emotion
C) Either-or
D) False cause

23. If we give them rights, next thing you know, they'll be running the country.
A) Red herring
B) Slippery slope
C) Straw man
D) Appeal to tradition

16. Correct A) Circular reasoning
The statement assumes what it's trying to prove: they're criminals because... they're criminals. It offers no evidence and simply repeats the claim as justification.

17. Correct B) Either-or
This sets up a false dilemma: you're either with the ban or with terrorists, ignoring all other possible positions. That's a literal either-or fallacy.

18. Correct C) Ad populum
This appeals to popular media perception as if it's fact, assuming that widespread portrayal equals truth. It is a form of appeal to popular opinion (ad populum).

19. Correct B) Red herring
This shifts the conversation away from the topic at hand (discrimination) to something unrelated (taxes), which is a classic red herring tactic.

20. Correct A) Genetic fallacy
This statement discredits someone's argument based on where they were born (the origin of the person), not the merits of what they're saying.

21. Correct B) Ad hominem
This attacks the activist's personal life (his divorces) to discredit his views on equality.

22. Correct B) Appeal to emotion
This uses personal discomfort as justification for labeling something a threat.

23. Correct B) Slippery slope
This assumes a small change (giving rights) will lead to extreme consequences, with no proof of such escalation.

24. Our culture has always been superior to theirs, just look at our history.
A) Ethnocentrism
B) Circular reasoning
C) Appeal to tradition
D) False cause

25. We should listen to the rapper; he said the Jews control everything.
A) Ad populum
B) Genetic fallacy
C) Argument from false authority
D) Red herring

26. If we give them equal rights, that means we're losing ours!
A) Either-or
B) Ad populum
C) Red herring
D) Straw man

27. We've always excluded that group from leadership, and it's better that way.
A) Appeal to tradition
B) Slippery slope
C) Genetic fallacy
D) Circular reasoning

28. You don't believe that conspiracy? You must be brainwashed.
A) Ad hominem
B) Appeal to ignorance
C) Red herring
D) Overextended outrage

29. They're untrustworthy, judging from where they come from.
A) Genetic fallacy
B) Ad populum
C) Straw man
D) Red herring

30. We don't need to consider their views; they believe in weird things.
A) Argument from false authority
B) Ethnocentrism
C) Appeal to ignorance
D) Ad hominem

24.Correct A) Ethnocentrism
This judges another culture as inferior using one's own culture as the standard.

25.Correct C) Argument from false authority.
This relies on a non-expert (a rapper) making a broad and harmful claim. Trusting an unqualified source is a false authority fallacy.

26.Correct A) Either-or
This is a false dilemma, assuming it's either "us" or "them", as if rights are a limited resource.

27.Correct A) Appeal to tradition
This claims something is right just because it's always been done that way, ignoring current context or fairness.

28.Correct A) Ad hominem
This attacks the person's mental capacity instead of addressing their argument or doubt.

29.Correct A) Genetic fallacy
This dismisses someone's trustworthiness based solely on origin, not their actions or character.

30.Correct D) Ad hominem
This attacks the person's beliefs to discredit their argument, rather than engaging with the argument itself.

MODULE 5

Technical Guide for the Creation of a Participatory Video

GENERAL GOALS

This module aims to equip the participants with the fundamental technical knowledge and practical skills required to create a participatory video. The participants will learn how to transform ideas into compelling visual narratives, utilizing various media tools and platforms, and understand the ethical considerations involved in video production.

EXPECTED OUTCOMES

Knowledge

By completing of this module, the participants will know:
- The basic principles of visual composition and how they apply to photography and videography.
- Effective story-building techniques for creating engaging narratives.
- Key technical principles for sound recording and filming.
- The importance and proper use of consent forms in video production.
- Commonly used video editing applications and their core functionalities.
- Strategies for sharing video content on social media and tracking engagement.

Skills

By completing this module, the participants will be able to:
- Compose visually appealing photographs and short video clips.
- Develop creative storylines for video projects.
- Conduct interviews effectively, applying sound and filming principles.
- Operate basic video editing software to create a coherent narrative.
- Share and promote their video content on social media platforms.

INSTRUCTION FOR PARTICIPANTS

This module is designed to be practical and interactive. The participants will be actively creating and experimenting with various video production techniques. The facilitator doesn't expect the participants to know all these concepts already - the activities are structured to guide the participants through each step. Embrace the learning process, be creative, and don't hesitate to ask questions!

STRUCTURE OF THE MODULE

Here's an overview of the activities the participants will complete in this module:

Activity 1: Make a Photo-Story. The participants will create a visual story using a series of photographs. Focus on applying the rules of composition and integrating creative story-building techniques to convey a clear idea or message.

Activity 2: Interview a Friend. The participants will practice their sound recording and filming skills by interviewing a friend. Remember to apply the technical principles discussed and, most importantly, use a consent form to ensure ethical practices.

Activity 3: Make a 1-Minute Film. This is the participants' opportunity to combine everything they've learned! Create a short, 1-minute film that includes a clear beginning, middle, and end, along with a conflict and its resolution. The participants will use readily available editing apps to bring their story to life.

Activity 4: Sharing Your Video. Learn how to effectively share the participants' completed 1-minute film on social media. The participants will also practice tracking their performance by monitoring shares, reactions, and view numbers.

EVALUATION OF THE MODULE

The participants' learning and progress in this module will be evaluated based on the successful completion and quality of their practical assignments:

Photo-Story (Activity 1): Assessed on adherence to composition rules and effectiveness of storytelling.

Interview Video (Activity 2): Evaluated on the application of sound and filming principles, as well as the correct use of the consent form.

1-Minute Film (Activity 3): Graded on narrative structure (beginning, middle, end, conflict, resolution), editing proficiency, and overall coherence.

Social Media Sharing (Activity 4): Assessed on successful sharing of the video and accurate tracking of engagement metrics.

ACTIVITY 1

Visual Storytelling with Photo-Stories

GOALS

- To introduce participants to the fundamental principles of visual composition in photography.

- To enable participants to apply creative story-building techniques to convey a clear message or idea through a sequence of images.
- To encourage observation and critical thinking about how images communicate.

DURATION

Preparation/Introduction: 15 minutes
Photo Capture: 60-90 minutes (depending on location and participant pace)
Selection & Sequencing: 30 minutes
Presentation & Discussion: 30-45 minutes (approx. 5 minutes per group/individual)
Total: Approximately 2.5 - 3 hours

STEPS OF ACTIVITY 1

STEPS OF ACTIVITY 1

1. Introduction to Visual Storytelling & Composition (Facilitator-led):
- Facilitator will briefly explain the concept of visual storytelling – how a series of images can tell a narrative.
- Facilitator will introduce basic rules of composition (e.g., Rule of Thirds, leading lines, framing, symmetry, depth of field, perspective). Use visual examples to illustrate each principle.
- Facilitator will discuss creative story-building techniques suitable for photo-stories (e.g., establishing shot, close-up details, character introduction, progression of action, conveying emotion, resolution). Provide simple scenarios or themes as inspiration.

- Facilitator will explain the task: The participants are to create a photo-story (a sequence of 5-10 photos) that tells a short narrative or conveys a specific idea/emotion, applying at least three composition rules and demonstrating a clear story arc.

2. Brainstorming & Planning (Individual/Small Groups):
- The participants will brainstorm ideas for their photo-story. Encourage them to think about a simple everyday process, a short emotional journey, or a specific message they want to convey.
- The participants will briefly plan their shots, considering how each photo will contribute to

the overall narrative and which composition rules they intend to use. A simple storyboard sketch (even stick figures) can be helpful here.

3. Photo Capture (Individual/Pairs):
○ The participants will use their smartphones or available cameras to capture their photos based on their plan.
○ The facilitator will circulate, offering guidance and feedback on composition and shot ideas. Encourage the participants to take more photos than they need, allowing for better selection later.

4. Photo Selection & Sequencing:
○ The participants will review their captured photos and select the best 5-10 images that effectively tell their story.
○ The participants will arrange these selected photos in a logical sequence that creates

a coherent narrative (beginning, middle, end, or a clear progression of an idea).
○ The participants can use simple collage apps or presentation software (like Google Slides or PowerPoint) to arrange their photos, adding a title if desired.

5. Presentation & Peer Feedback:
○ Each participant or small group will present their photo-story to the larger group.
○ After each presentation, the facilitator will lead a brief discussion, asking the participants to identify the story, the composition rules used, and what worked well.
○ The facilitator will provide constructive feedback, highlighting strong points and suggesting areas for improvement.

LEARNING MATERIALS AND RESOURCES

Smartphones or Digital Cameras: For photo capture.
Whiteboard or Flipchart & Markers: For brainstorming and illustrating concepts.
Projector and Screen: To display presentation slides with examples of composition rules and effective photo-stories.

Handout/Digital Resource: A quick reference guide on basic composition rules (e.g., Rule of Thirds, leading lines, framing) and story-building tips.
Optional: Simple photo collage or presentation app (e.g., Google Photos, InShot, Canva, Google Slides, PowerPoint. Mirot) on participants' devices for sequencing.

SELF-ASSESSMENT OF ACTIVITY 1

Participants are asked to reflect on their experience with Activity 1 by considering the following questions:
1. Story Clarity: Was I able to convey a clear story or idea through my sequence of photos? (Yes/Partially/No)
○ *What was my intended story/idea?*
○ *Do I think others understood it?*
2. Composition Application: Did I successfully apply at least three composition rules in my photos? (Yes/Partially/No)
○ Which rules did I try to use (e.g., Rule of Thirds, leading lines, framing)?
○ *In which photos do I see them most clearly?*
3. Creative Story-Building: How effectively did I use creative story-building techniques (e.g., establishing shot, close-up,

progression) to make my photo-story engaging? (Very Effective/Moderately Effective/Needs Improvement)
○ *What was the "beginning," "middle," and "end" of my story?*
○ *Did I try to evoke any specific emotions?*
4. Technical Execution: How satisfied am I with the technical quality of my photos (e.g., focus, lighting)? (Very Satisfied/Satisfied/Needs Improvement)
○ *What challenges did I face with lighting or focus?*
5. Learning & Improvement: What was the most important thing I learned about visual storytelling or composition from this activity? What is one area I would like to improve upon in the next activity?

ACTIVITY 2

The Art of the Interview:

Sound, Vision, and Consent

GOALS

- To introduce **the participants** to the fundamental technical principles of **sound recording** for video.
- To enable **the participants** to apply basic **filming techniques** for capturing an interview.
- To emphasize the critical importance and proper procedure for obtaining **informed consent** in video production.
- To provide practical experience in conducting a short, struc-tured interview.

DURATION

Introduction & Theory (Facilitator-led): 30 minutes
Planning & Practice: 45 minutes
Interview Capture: 60-90 minutes (allowing for multiple takes and setup)
Review & Discussion: 30 minutes
Total: Approximately 2.75 - 3.5 hours

STEPS OF ACTIVITY 2

Introduction to Interviewing, Sound, and Filming Principles (Facilitator-led):
The facilitator will explain the purpose of interviews in video and discuss different interview styles (e.g., seated, walking, sound bites).
- **The facilitator** will introduce key sound recording principles:
  - **Microphone** types and placement (e.g., built-in phone mics, external mics if available, proximity to source).
  - **Minimizing background noise** (e.g., choosing quiet locations, turning off fans).
  - **Monitoring audio** (e.g., using headphones if possible).

- **The facilitator** will introduce essential **filming principles for interviews:**
  - **Framing** (e.g., head-and-shoulders, rule of thirds for subject placement).
  - **Lighting** (e.g., avoiding backlighting, using natural light effectively).
  - **Stability** (e.g., using tripods or leaning against surfaces).
  - **Eye-line** (e.g., looking slightly off-camera vs. directly at camera).
- **The facilitator** will conduct a thorough discussion on **informed consent:**
  - Explain why consent is crucial (ethical, legal, building trust).

○ Introduce the **consent form:** go through each section, explaining its purpose (e.g., what the video will be used for, data privacy, right to withdraw).
○ Emphasize that consent must be **voluntary, informed,** and **explicit.**

**Interview Planning
and Practice (Individual/Pairs):**
- **The participants** will form pairs (one interviewer, one interviewee/subject).
- **The participants** will brainstorm simple, open-ended interview questions (e.g., "What's your favorite hobby?", "Tell me about a memorable childhood experience?"). The goal is to get the interviewee talking, not to extract sensitive information.
- **The participants** will decide on their interview location, keeping sound and lighting in mind.
- **The participants** will practice asking questions and listening actively.

Interview Capture with Consent (Pairs):
- Before filming, the "interviewer" **must present the consent form to their "friend" (interviewee).** They will explain it clearly, answer any questions, and ensure the "friend" understands and signs it willingly. **This step is mandatory.**

- **The participants** (interviewer and interviewee) will then film their short interview (3-5 minutes). They should focus on applying the discussed sound and filming principles.
- **The facilitator** will circulate, observing setups, offering real-time feedback on sound quality, framing, and interview technique.
- **The participants** will switch roles and repeat the process so everyone experiences both sides.

Review and Discussion:
- **The participants** will briefly review their captured interview footage (at least a segment) in their pairs.
- **The facilitator** will lead a group discussion focusing on:
  ○ Challenges faced with sound or lighting.
  ○ Effectiveness of interview questions.
  ○ The experience of obtaining and giving consent.
  ○ Key takeaways regarding interview setup and ethics.

LEARNING MATERIALS AND RESOURCES

Smartphones or Digital Cameras: With video recording capabilities.
External Microphones (Optional but Recommended if Available): Lavalier mics, shotgun mics, or even dedicated audio recorders, to demonstrate better sound quality.
Headphones: For monitoring audio during recording.
Tripods/Stabilizers (Optional but Recommended): For stable shots.

"Consent Form" Handout: A pre-designed, clear, and concise consent form template for participants to use.
Whiteboard or Flip Chart & Markers: For illustrating sound and framing concepts.
Examples: Short video clips demonstrating good and bad sound/visuals in interviews.

SELF-ASSESSMENT OF ACTIVITY 2

Participants are asked to reflect on their performance and learning during Activity 2:

1. **Sound Quality:** How would I rate the sound quality of my interview? (Excellent/Good/Fair/Poor)
   - *What specific challenges did I face with sound (e.g., background noise, volume)?*
   - *What strategies did I use to improve the sound?*
2. **Filming Technique:** How well did I apply the filming principles (framing, lighting, stability) during the interview? (Excellent/Good/Fair/Poor)
   - *Which framing or lighting choices did I make, and why?*
   - *Was my camera stable throughout the interview?*
3. **Informed Consent:** Did I successfully explain the consent form to my friend, ensure their understanding, and obtain their voluntary signature before filming? (Yes/Partially/No)
   - *What was the most challenging part about discussing consent?*
   - *Why do I think consent is so important for this type of activity?*
4. **Interviewing Skills:** How comfortable and effective was I in asking questions and eliciting responses from my friend? (Very Comfortable/Moderately Comfortable/Needs Improvement)
   - *Were my questions open-ended enough?*
   - *Did I listen actively to their answers?*
5. **Overall Learning:** What was the most significant new skill or piece of knowledge I gained from this activity? What is one specific area I want to focus on improving in my next video project?

ACTIVITY 3

Crafting Your Story:
The 1-Minute Film Challenge

GOALS

- To enable **the participants** to understand and implement a basic narrative structure (beginning, middle, ending, conflict, and resolution) in a short film.
- To introduce **the participants** to the fundamental functionalities of mobile video editing applications.

- To provide **the participants** with practical experience in editing raw footage into a coherent and engaging short film.
- To encourage creative problem-solving in translating a story idea into a visual and auditory experience.

DURATION

Introduction to Narrative & Editing Concepts (Facilitator-led): 30 minutes
Story Planning & Shot Listing: 45 minutes
Filming/Gathering Footage: 90 minutes
Editing: 120-180 minutes (depending on app familiarity and complexity of story)
Screening & Feedback: 45-60 minutes
Total: Approximately 6-7.5 hours
(This activity may be split across sessions or include homework time for editing).

STEPS OF ACTIVITY 3

Introduction to Film Narrative & Basic Editing (Facilitator-led):

- **The facilitator** will explain core narrative elements: **beginning (setup), middle (rising action, conflict), and ending (climax, resolution).** Use simple examples from popular stories or short films.

- **The facilitator** will introduce the concept of a **"conflict"** (internal, external, person vs. self, person vs. person, person vs. nature/society) and its **"resolution."** Emphasize that even a 1-minute film needs these elements.

- **The facilitator** will provide an overview of common mobile video editing apps (e.g., CapCut, InShot, KineMaster, DaVinci Resolve Mobile, VN Video Editor) and demonstrate their basic functions:
  - Importing clips
  - Trimming/cutting clips
  - Arranging clips on the timeline
  - Adding basic transitions
  - Adjusting audio levels
  - Adding simple text/titles
  - Exporting the final video
- **The facilitator** will set the challenge: **The participants** will create a 1-minute film incorporating a clear beginning, middle, ending, conflict, and resolution.

Story Planning & Shot Listing (Individual/Small Groups):
- **The participants** will brainstorm ideas for their 1-minute film. Encourage them to keep it simple and achievable within the time limit. Ideas could involve a character overcoming a small obstacle, a simple task that goes wrong, or a visual narrative about an object's journey.
- **The participants** will develop a very brief storyboard or shot list, outlining the key scenes needed to tell their story and achieve the narrative arc. This helps ensure they capture all necessary footage.

Filming/Gathering Footage (Individual/Small Groups):
- Based on their story plan, **the participants** will capture all necessary video clips.
- **The facilitator** will remind **the participants** of previous lessons on composition, lighting, and sound, encouraging them to get varied shots (wide, medium, close-up) to aid editing.

- Emphasize the importance of capturing *more* footage than needed for flexibility in editing.

Editing the 1-Minute Film (Individual):
- **The participants** will import their footage into their chosen editing app.
- **The participants** will then begin the editing process, focusing on:
  - Assembling clips in story order.
  - Trimming clips to create flow and meet the 1-minute time limit.
  - Ensuring the beginning, middle, and end, as well as the conflict and resolution, are clear.
  - Adjusting audio and adding simple music/sound effects if appropriate (from royalty-free sources).
  - Adding a title and end credit (optional, but good practice).
- **The facilitator** will provide one-on-one support and troubleshooting as **the participants** work through the editing process.

Screening & Constructive Feedback:
- Once completed, the participants will screen their 1-minute films for the group.
- After each film, **the facilitator** will lead a session of **constructive feedback,** focusing on:
  - Clarity of the narrative arc (beginning, middle, end, conflict, resolution).
  - Effectiveness of editing in conveying the story.
  - Technical quality (visuals, sound).
  - Overall impact and engagement.
- Encourage **the participants** to give specific, actionable feedback to their peers.

LEARNING MATERIALS AND RESOURCES

Smartphones or Tablets: With sufficient storage and battery life.
Chosen Video Editing App: Pre-installed on participants' devices (e.g., CapCut, InShot, KineMaster, VN Video Editor). The facilitator should suggest one or two free, user-friendly options.
Optional: External microphones, small tripods/stabilizers (from Activity 2 if available).

Whiteboard or Flipchart & Markers: For mapping out narrative structures and demonstrating editing concepts.
Projector and Screen: To demonstrate editing software and screen participant films.
Handout/Digital Resource: Cheat sheet for narrative structure and basic editing commands within the chosen app(s).
Optional: Access to royalty-free music and sound effects libraries.

SELF-ASSESSMENT OF ACTIVITY 3

Participants are asked to reflect on their 1-Minute Film Challenge:

1. **Narrative Structure:** Was my 1-minute film clearly structured with a discernible beginning, middle, ending, a conflict, and its resolution? (Yes/Partially/No)
   ○ *Can I briefly describe my film's conflict and how it was resolved?*

2. **Editing Proficiency:** How comfortable did I feel using the editing app? What specific editing functions did I use most effectively? (Very Comfortable/Moderately Comfortable/Needs Improvement)
   ○ *What was the most challenging part of the editing process for me?*
   ○ *What is one new editing technique I learned or want to master?*

3. **Story Cohesion:** Do all the elements of my film (visuals, sound, pacing) work together to tell a cohesive story within the 1-minute limit? (Yes/Mostly/Needs Work)
   ○ *If someone watched my film without sound, would they still understand the main idea?*

4. **Technical Quality:** How would I rate the overall technical quality of my final film (e.g., clear visuals, understandable audio)? (Excellent/Good/Fair/Poor)
   ○ *Are there any specific technical aspects (e.g., shaky camera, low audio) I still need to improve?*

5. **Overall Learning & Next Steps:** What was the most valuable lesson I learned about filmmaking or storytelling during this activity? What is one specific area I will focus on improving in my next video project?

ACTIVITY 4

Sharing Your Story:

Social Media & Impact Tracking

GOALS

- To familiarize **the participants** with the process of uploading and sharing video content on popular social media platforms.
- To introduce **the participants** to the concept of **tracking engagement metrics** (shares, reactions, views) on social media.

- To foster an understanding of how participatory videos can reach a wider audience and potentially inspire action or awareness.
- To encourage safe and responsible online sharing practices.

DURATION

Introduction & Discussion (Facilitator-led): 30 minutes
Uploading & Sharing: 45-60 minutes
Tracking & Analysis: 30 minutes (initial tracking) + ongoing homework
Group Discussion & Reflection: 30 minutes
Total: Approximately 2.25 - 2.75 hours (plus ongoing obser-vation as homework)

STEPS OF ACTIVITY 4

**Introduction
to Social Media Sharing & Impact
(Facilitator-led):**

- **The facilitator** will discuss the power of social media as a platform for sharing participatory videos and reaching a broad audience.
- **The facilitator** will briefly cover popular platforms relevant to the participants (e.g., Facebook, Instagram, YouTube, TikTok) and their unique features for video sharing.
- **The facilitator** will explain key engagement metrics:

- ○ **Views:** How many times the video has been watched.
- ○ **Reactions/Likes:** Positive feedback.
- ○ **Comments:** Direct audience interaction and feedback.
- ○ **Shares:** How widely the video is being disseminated by others.
- **The facilitator** will emphasize **responsible sharing:** privacy settings, copyright awareness (especially regarding music), and not sharing sensitive personal information without explicit consent. Reiterate the importance of the consent forms from Activity 2

Preparing Video for Sharing:
- The participants will ensure their 1-minute film (from Activity 3) is exported in a compatible format and is easily accessible on their device.
- The **participants** will briefly brainstorm a **short, engaging caption** for their video. This caption should include a title, a brief description of the video's message or story, and perhaps a relevant hashtag.

**Uploading and
Sharing the Video:**
- The participants will choose one social media platform where they have an account (or create a new, temporary account if comfortable and necessary for the activity, ideally with **the facilitator's** guidance on privacy).
- The participants will follow the steps to **upload their 1-minute film.**
- The participants will add their prepared caption and any relevant hashtags.
- **The participants** will review privacy settings to ensure they align with their comfort level (e.g., public, friends only, unlisted). For this activity, the facilitator might recommend sharing with a limited audience or as unlisted to focus on the tracking aspect without broad public exposure unless participants are fully comfortable.
- **The participants** will publish their video.

Initial Tracking and Observation:
- Immediately after sharing, **the participants** will navigate to their video post.
- **The participants** will identify where the platform displays views, likes/reactions, and comments.
- **The participants** will note down the initial numbers for each metric.
- **The facilitator** will encourage **the participants** to check their video's engagement periodically over the next 24-48 hours (as homework) and record any changes.

Group Discussion & Reflection on Impact:
- **The facilitator** will lead a discussion where **the participants** share their experiences:
  - What platform did they use?
  - How easy or difficult was the sharing process?
  - What initial engagement did their video receive?
  - What surprised them about the process or the results?
  - How do they think this process empowers communities to share their stories?
  - What ethical considerations came to mind during sharing (e.g., who can see it, comments)?
- **The facilitator** will summarize the potential impact of participatory video shared online and discuss the next steps for ongoing learning.

LEARNING MATERIALS AND RESOURCES

Smartphones/Tablets/Computers with Internet Access: For accessing social media platforms.
Completed 1-Minute Film (from Activity 3): Ready for upload.
Existing Social Media Accounts: Participants' own accounts, or guidance on creating temporary, private ones if preferred for this exercise.

Projector and Screen: To demonstrate the sharing process on a platform and show examples of engagement metrics.
Handout/Digital Resource: A simple guide on privacy settings for common platforms and tips for writing effective video captions.
Tracking Sheet: A simple template (digital or physical) for participants to record views, reactions, and shares over time.

**Participants are asked to reflect
on their experience with Activity 4:**

1. **Sharing Proficiency:** How comfortable do I feel with the process of uploading and sharing a video on a social media platform now? (Very Comfortable/Moderately Comfortable/Needs More Practice)
   ○ *What was the easiest part of sharing? What was the most challenging?*

2. **Understanding Metrics:** Do I understand what "views," "reactions," and "shares" signify as engagement metrics? (Yes, clearly/Somewhat/Not yet)
   ○ Why do these metrics matter when sharing a video?

3. **Responsible Sharing:** Am I more aware of the ethical con-siderations and privacy settings when sharing video content online? (Yes/Partially/No)
   ○ *What is one important ethical consideration I will remember when sharing videos in the future?*

4. **Observation & Reflection:** What did I observe about my video's initial performance after sharing it? (e.g., immediate views, comments)
   ○ *Did my video receive any comments or shares? If so, what was the nature of the interaction?*

5. **Overall Learning:** What was the most important takeaway from learning how to share and track a video online? How might this skill be useful for future participatory video projects?

ACTIVITY 5
Filming to Know Each Other

GOALS

- To strengthen group bonding through co-creation and shared reflection.
- To encourage self-expression through cinematic and non-verbal language.
- To foster collaboration by requiring participants to work with others instead of filming alone.
- To introduce participants to the basics of creative idea genera-tion, visual storytelling, and simple filming/editing techniques.

DURATION

Preparatory presentation: 30 minutes
Idea generation: 15 minutes
Finding a filming partner: 10 minutes
Filming own video: 20 minutes
Filming someone else's video: 20 minutes
Editing own video: 25 minutes
Helping to edit someone else's video: 20 minutes
Sharing & collective viewing (if time): 20 minutes
Total: 160 minutes

STEPS OF ACTIVITY 5

Introduction and Presentation (20 minutes)
- The facilitator presents three idea generation techniques:
  ○ **Storyboarding (visual sketches of key moments).**
  ○ **S.C.A.M.P.E.R. (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse).**
  ○ **"What if" brainstorming (creative speculation).**
- Facilitator introduces basic filming rules: shot composition, lighting, stabilization, framing (landscape/portrait), and sound recording with phones or microphones.
- Short overview of the 3-act structure for storytelling.

Idea Development (5 minutes)
- Participants individually brainstorm a short video (1–5 shots) answering the question:
"What other people can't see about myself?"
- Expression should avoid direct talking; instead, use cine-matic language, body movement, poetic text, or visual metaphors.

Partner Selection (5 minutes)
● Each participant finds another person to film their idea. They are not allowed to use their own phone.

Filming Own Video (10 minutes)
● Participants direct their filming partner to record their video idea (7–20 seconds long).

Filming for Others (10 minutes)
● Each participant then helps their partner by filming their video idea.

Editing Own Video (10 minutes)
● Participants edit their recorded video using simple editing apps or phone editing tools.

Editing for Others (10 minutes)
● Participants support their partner in editing their video (fostering collaboration and new skills).

Sharing & Collective Viewing (10 minutes, if time allows)
● Participants upload their final videos to the project Whats-App group.
● If time permits, the group watches all videos together to reflect on creativity, expression, and collaboration.

LEARNING MATERIALS AND RESOURCES

Smartphones with filming and editing apps.
Tripods, small stabilizers, or handheld supports (if available).
Optional clip-on microphones or spare phones for audio recording.

Presentation slides or handouts on idea generation, filming basics and editing tools (the presentation content can be taken and adapted from the Methodological Guidelines for Participatory Actions).
Project WhatsApp group for video sharing.
Space with good lighting and varied shooting options.

SELF-ASSESSMENT OF ACTIVITY 5

Participants reflect on the following questions:
Creative Expression: Did I find a meaningful way to express something unseen about myself through images, gestures, or symbols?
Collaboration: How well did I communicate my idea to my filming partner? How did it feel to film and edit someone else's idea?
Technical Learning: Do I feel more confident with basic filming and editing techniques? (Yes/Somewhat/Not yet)

Inclusion Awareness: How did working without personal devices (using someone else's phone) influence the sense of equality and teamwork?
Reflection: What was the most surprising or inspiring thing I discovered about myself or others through this activity?
Future Application: How could I use similar creative filming methods in my work with young people?
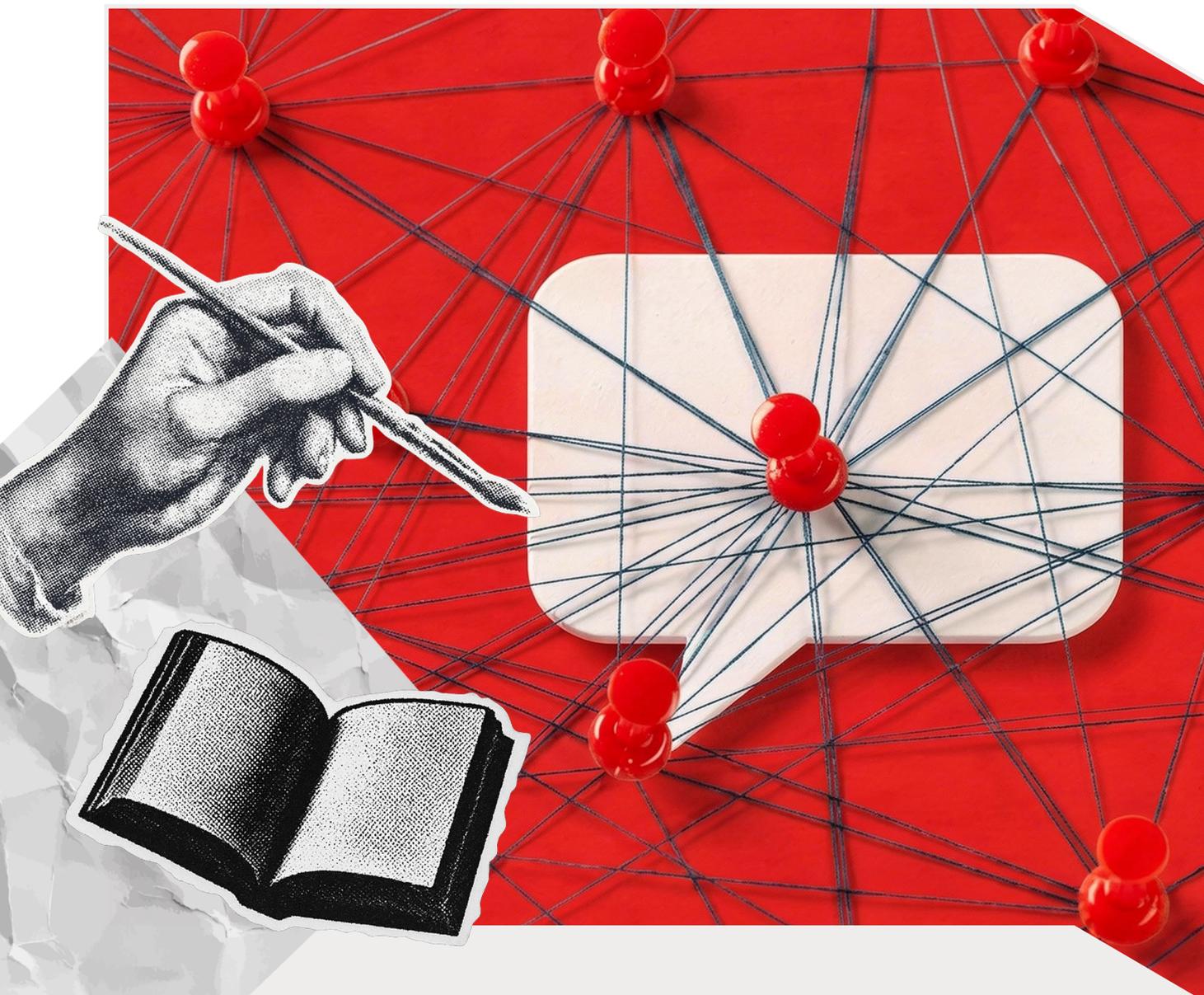
MODULE 6

Learning from reflection

GENERAL GOALS

To learn more about hate speech and emotional intelligence, how to express own feelings and how to react to hate speech.

EXPECTED OUTCOMES

Knowledge

- Participant would know:
- What is hate speech.
- What is emotional intelligence.
- How to react to hate speech.
- Develop critical thinking and empathy in communication.

Skills

- How to express themselves.
- How to make short story.
- How to improve listening skills.
- Reflect on the power and impact of language.
- Explore how to express opinions responsibly and respectfully.

INSTRUCTION FOR PARTICIPANTS

Participants should be ready to share their own or others' stories about hate speech, suggest ideas for reducing hate and make it hate-less.

STRUCTURE OF THE MODULE

Activity 1: Board game
Activity 2: Reflection on the world of social media
Activity 3: Evaluation photos

EVALUATION OF THE MODULE

There will be discussions after the board game and walking-talking activity to share feelings of participation, ask questions about topics and make solutions for hate-less actions.

ACTIVITY 1
"Play and learn" board game

GOALS

To involve participants in storytelling process, to improve knowledge about hate speech, free speech and emotional intelligence.

DURATION

About 1 hour

STEPS OF ACTIVITY 1

The trainer explains the rules of the board game.

Participants take turns rolling a dice and moving forward on the board according to the number they roll. The board has spaces in 8 different colors, and each color corresponds to a different type of card:

- **Yellow:** The participant picks a yellow card and reads a statement or quote related to hate speech aloud to the group.
- **Green:** The participant draws a green card and tells a short story related to the topic on the card, not personal.
- **Silver:** The participant draws a silver card and shares a personal story related to the topic on the card.
- **Blue:** The participant picks a blue card and asks one of the other players the question written on it.

- **Orange:** The participant picks an orange card and answer to the question written on it.
- **Turquoise:** The participant picks a turquoise card with one of the competencies of emotional intelligence and reflects on it.
- **Purple:** The participant picks a purple card, read the statement how to react to hate speech and comment it.
- **Red:** The participant picks a red card, read the statement how to change hate speech to hate-less speech and comment it.
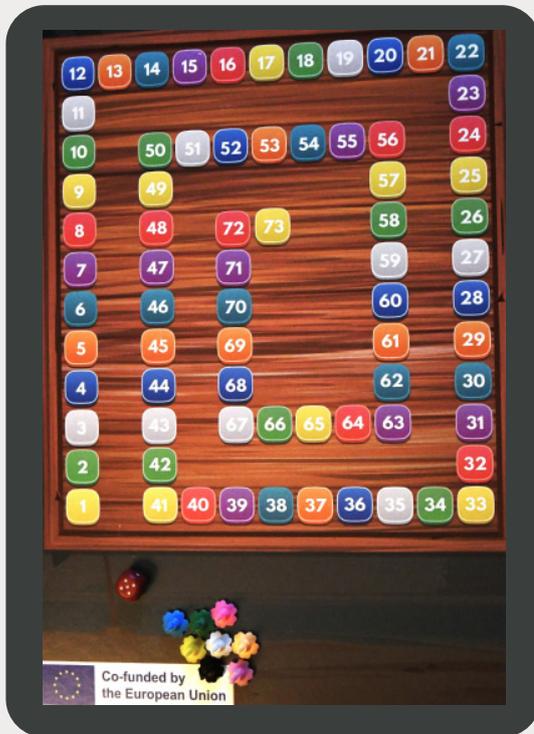
The game includes a board, a dice, and sets of colored cards featuring texts, tasks, and questions.

YELLOW CARDS
(statements and quote related to hate speech):

"Hate speech isn't just words - it's harm that spreads through society."
"How we speak about others shows who we are and what we value."
"Everyone deserves to feel safe - both online and offline."
"Freedom of speech comes with the responsibility to respect others."
"Words can be powerful tools for inclusion or weapons of division."
"Standing up against hate speech helps create a safer community for all."
"We can disagree without disrespecting."
"Think before you post - your words can either hurt or heal."
"Hate speech starts small but can lead to real-world violence."
"Respecting differences is the first step toward real dialogue."
"It takes courage to call out hate - but silence allows it to grow."
"Diversity makes us stronger; hate speech weakens our unity."
"When you use kind language, you build a space where everyone belongs."
"The internet never forgets - choose words you can be proud of."
"Education is not only about knowledge, but also about empathy and respect."

GREEN CARDS
(topics of stories to tell about hate speech and free speech):

Speaking Up or Staying Silent
- A time when you witnessed hateful or harmful language - how did you respond, and what did you learn about courage or silence?

Online Words, Real Consequences
- An experience where something said on social media caused conflict, misunderstanding, or harm - and how it was resolved.

Schoolyard Speech
- A story from school where someone's words crossed a line - and how teachers, friends, or you handled it.

Learning Respect Through Dialogue
- A time you disagreed strongly with someone but managed to keep the conversation respectful.

When Words Hurt
- A personal moment when someone's words made you feel excluded, judged, or unsafe.

When Words Healed
- A time someone's kindness or apology helped repair the damage done by hateful or careless speech.

The Power of Posting
- A post, meme, or comment you made or saw that taught you how quickly words can spread - for good or bad.

Freedom vs. Responsibility
- A situation where free speech was used to justify offensive or harmful behavior - how should we balance rights and respect?

The Listener's Role
- A time you overheard hate speech and had to decide whether or how to respond.

SILVER CARDS
(topics for personal story):

Changing Your Mind
- A story about unlearning a stereotype or prejudice after listening to someone's experience.

Belonging and Exclusion
- A moment when language made you (or someone else) feel like an outsider - or part of a community.

Standing Up Online
- An experience where you or someone you know spoke up against hate or bullying in digital spaces.

Words That Inspire Peace
- A quote, speech, or message that changed how you think about empathy and communication.

Witnessing Hate in Public
- A story of seeing hate speech or discrimination in a public space - what you felt and what you did.

Learning from Mistakes
- A time you said something that unintentionally hurt someone, and how you learned from it.

Voices That Matter
- How someone you admire (a teacher, artist, activist, or peer) uses their voice to promote respect and understanding.

Language and Identity
- A personal reflection on how your background, accent, or culture affects how others speak to or about you.

Hope and Change
- A story showing that people can change - how understanding, education, or dialogue reduced hate in your environment.

BLUE CARDS
(the questions for other participants):

How does hate speech affect individuals, especially those from minority groups?
What impact does hate speech have on society as a whole?
Can hate speech lead to real-world violence or discrimination? Give examples.
How does online hate speech differ from hate speech in real life?
What role do media and social networks play in spreading or preventing hate speech?
How can young people respond when they witness hate speech online or in person?
What are some respectful ways to express disagreement without using hate or insults?
Have you ever seen someone stand up against hate speech? What made it effective?
What can schools or communities do to promote freedom of expression and respect for others?

ORANGE CARDS
(the questions for the participant who took this card):

Is banning hate speech a threat to free speech, or a protection of human dignity?
How can we protect both the right to speak freely and the right to feel safe?
What kind of world do we create when we use words to include rather than exclude?
Should there be limits to free speech? If yes, where should we draw the line?
How can we tell when a statement is simply offensive versus when it becomes hate speech?
Who should decide what counts as hate speech - governments, communities, or individuals?
How can empathy and education help reduce hate speech?
Why is freedom of speech considered an important human right?
Should hate speech be limited by law?

TURQUOISE CARDS
(words/ competences of the emotional intelligence):

Self-awareness
Self-management
Self-regulation
Empathy
Controlling reactions

Intrinic motivation
Social abilities
Relationship management
Motivating teams

PURPLE CARDS
(how to react to hate speech):

Stay Calm
- Don't respond with anger or more hate - it can make the situation worse.
- Take a breath and think before you act.

Don't Be Silent
- Silence can be seen as agreement.
- If you can, speak up calmly and clearly to show that hate is not acceptable.

Use Facts and Respect
- Correct misinformation with facts, but do it without insults.
- Example: "That's not true - here's what I've learned…"

Support the Target
- Show kindness and solidarity to the person being attacked.
- Even a simple message like "You're not alone" can make a big difference.

Report or Flag It
- Most social media platforms, schools, and communities have ways to report hate speech.
- Reporting helps stop harmful behavior and protect others.

Educate, Don't Humiliate
- Sometimes hate speech comes from ignorance.
- Ask questions or share experiences that encourage understanding rather than shame.

Talk About It
- Discuss what happened with friends, teachers, or youth leaders.
- Talking helps process emotions and find better ways to respond next time.

Be a Role Model
- Use your own speech to promote respect, empathy, and inclusion.
- Positive voices can be louder than hateful ones.

RED CARDS
(how to change hate speech to hate-less speech):

Think Before You Speak or Post
Ask yourself: "Would I say this to someone's face?"
If the answer is no, rewrite it. Pause before pressing "send."

Focus on Ideas, Not Identities
Criticize actions or opinions, not people or groups.
Example: say "I disagree with that idea" instead of "People like you are wrong."

Replace Labels with Listening
Avoid stereotypes like "they all…" or "people like that…"
Listen to individual stories - every person has their own experience.

Use Empathy Language
Try using "I" statements - they show emotion without attack.
Example: "I feel uncomfortable when…" instead of "You're disgusting because…"

Turn Anger into Curiosity
When you feel upset, ask questions instead of reacting with hate.
Example: "Can you explain why you think that?" opens dialogue instead of shutting it down.

Replace Insults with Facts
Use evidence and examples to explain your point of view.
Truth builds credibility - hate destroys it.

Choose Respectful Humor
Jokes can connect people - or divide them.
Avoid humor that targets someone's race, gender, or identity. Laugh with people, not at them.

Promote Positive Language
Use words that include and unite.
Example: say "everyone," "our community," or "we" instead of "us vs. them."

Be a Voice for Respect
When you see hate speech, model a better way to communicate.
Respond calmly, show empathy, and inspire others to do the same.

Personal learning check (1 = Not at all, 5 = Very much)

Statement	1	2	3	4	5
I learned about the storytelling process and how to create own short story.					
I actively participated in the game.					
I learned about hate speech.					
I learned about emotional intelligence.					
I listened carefully and respectfully to others.					
I improved my communication skills.					
I feel more aware of how a board game can be used for storytelling in youth work.					

Hate-Less game

ACTIVITY 2

Reflections on the world of social media

GOALS

To reflect on visual content from social media and understand that not all posts should be shared on social media with others.

To develop a responsible attitude and apply critical thinking when receiving and sharing content on social media.

DURATION

Approximately 1 hour, depending on the size of the group.
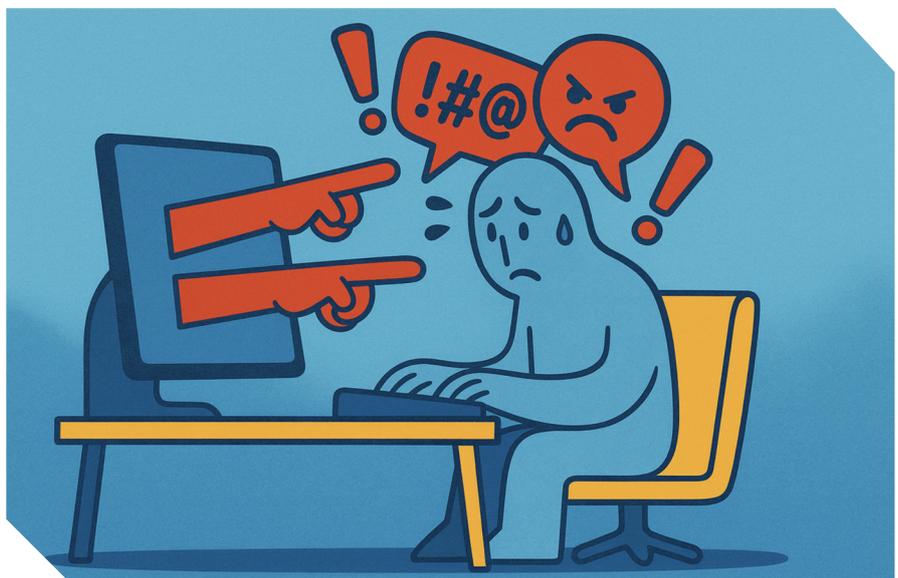
STEPS OF ACTIVITY 2

The trainer explains the rules of the activity and presents a set of digital or printed illustrations taken from the social media. Each participant chooses 1–2 images/posters they would be willing to share with their friends on Facebook or another social media platform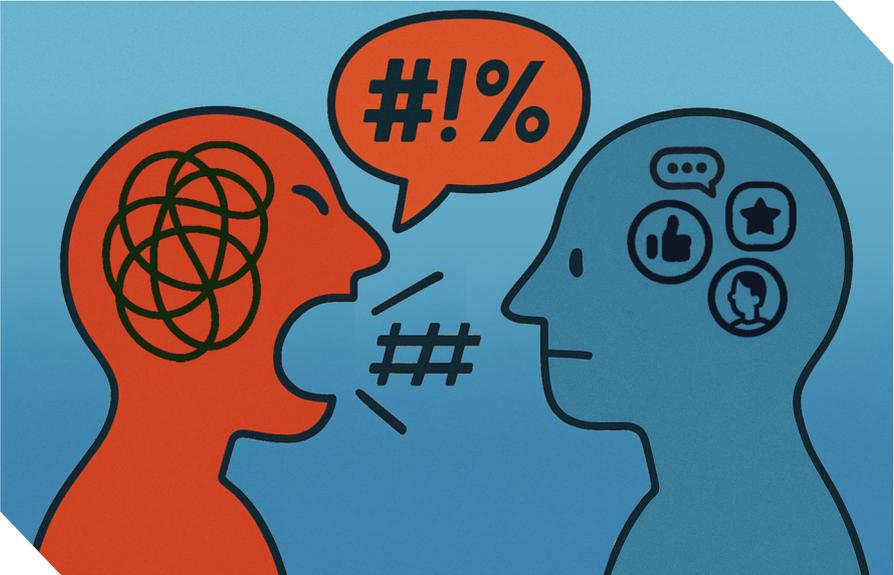. During the sharing session in small groups of 4-5 people or in the whole group, participants explain why they chose a particular image/poster. The activity ends with a group discussion about hate-less speech, facts and feelings, emotional intelligence, responsible use of social media and the importance of critical thinking for young people.

LEARNING MATERIALS AND RESOURCES

Generative AI tools. The trainer can take similar pictures from social media for the activity (can be digital or printed options).

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**Personal learning check
(1 = Not at all, 5 = Very much)**

Statement	1	2	3	4	5
I learned about the storytelling process and how to create own short story.					
I actively participated in the game.					
I learned about hate speech.					
I learned about emotional intelligence.					
I listened carefully and respectfully to others.					
I improved my communication skills.					
I feel more aware of how a board game can be used for storytelling in youth work.					

ACTIVITY 3
Evaluation photos

GOALS

To let participants choose a photo that shows how they felt or what they thought after the activity.

DURATION

Around 30 minutes, depending on how big your group is.
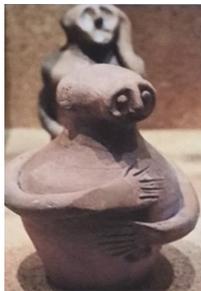
STEPS OF ACTIVITY 3

The trainer explains the activity instructions. Photos are spread out on the tables. Participants walk around, observe the photos for 5–7 minutes, and select 1–2 that resonate with their thoughts and feelings. Then, everyone sits in a circle to share why they chose those photos and how they relate to the project. This also provides an opportunity to offer recommendations and practical solutions

LEARNING MATERIALS AND RESOURCES

Set of 30-50 photos. Evaluation photos (samples):

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Photos: Leonid Smulskiy

SELF-ASSESSMENT OF ACTIVITY 3

**Personal learning check
(1 = Not at all, 5 = Very much)**

| Statement	1	2	3	4	5
I learned how to reflect on the project activities and share my personal story.					
I listened respectfully and learned from others.					
I now understand more clearly why feelings matter when we talk about hate speech.					
I like visual tools for reflection.					
Having a picture makes it easier to tell a story.					
I became more aware of myself and learned more about my own feelings.					
I got better at communicating with the group and understanding how others feel.					

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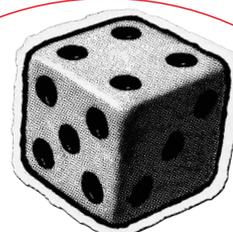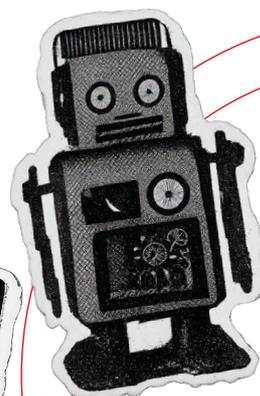
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