

I WAS TOLD

Media literacy and critical thinking development methods for working with
peer education



Methodological publication for peer educators

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Critical thinking and media literacy methodology instructions for peer educators

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Methodology online:

Published by:

National Institute for Social Integration Tauro g. 12, IV a., NGO Avilyš,
Vilnius, Lithuania zmogui@zmogui.lt, 2019

This methodological publication is prepared and published for non-commercial purposes. It is a part of the international project 'Media Literacy and Critical Thinking in Youth Work'. One of the major methods of this project is the 'I was told' campaign, implemented by the National Institute for Social Integration (www.zmogui.lt team) and peer education programme.

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CONTENTS

FOREWORD	5
STARTING THE WORKSHOP	8
The Ball of Names	8
Atoms and Molecules	8
Stand in Line	9
Barometer of Mood	9
METHODS	10
Agree – Disagree	10
Human Rights – What and Why	11
Identity Pie	13
The Spreading of Rumours	15
Where Does Information Go?	17
Labels and Social Inequality	19
Challenge Stereotypes	21
Image Formation	23
Photo Detective	25
Trapped Gender	26
Your Digital Footprint	29
What Do We Sell and Buy?	30
Noticing the Construction of Reality in Headlines	32
Construction of Reality in the Media	37
Unbiased Method	38
Know Me	39
Critical Karaoke	43
Media and Vanilla	44
Product Placement	47
Propaganda Techniques	50
Is That True?	52
Media Literacy	54
Fake News	55
Cry Like a Girl	56
Who Discovered America?	57
Gender Construction in Media	58
Media Manipulation	59
Online Bullying	60
Fork and Knife	61
Bias and Me	63
Letter	65
I'm Not Alone	67
The Origin of Stereotypes	68
Interview	68
Talk Show	70
Work Interview	71

Five Pages	73
Self-Image	74
Human rights	76
FINISHING A WORKSHOP	79
Group drawing	79
Natural objects	79

Dear peer educator,

You are looking at a critical thinking, media and information literacy manual.

We hope that here you will find answers not only to what is peer education, but also what you can discuss with your friends on critical thinking, media and information literacy. Being an organisation for defending human rights, the National Institute for Social Integration looks at the topic of critical thinking and information literacy through from the perspective of human rights. Therefore, in this manual you will find a number of methods, already tested by peer educators, promoting the understanding of human identity and forms of public organisation.

If you're reading this, you're probably curious and responsible and, most importantly, a critical thinker, i.e. raising lots of questions about yourself and others – friends, acquaintances and strangers or public authorities.

Critical thinking first of all refers to thinking about our own thinking. The ability to trace back to where people or I, myself, have found what I know, and checking if what I know (or at least believe to be knowing) is accurate and true. Critical thinking enables us to deconstruct the environment around us and clarify what things we consider as normal, inspiring, fun and so on. Critical thinking includes numerous logical operations, thinking procedures and directions, and as soon as we master it, critical thinking becomes a true source of wisdom and creativity.

Critical thinking requires *information literacy*, which is the ability to find reliable sources of information and the ability to assess their quality.

While *media literacy* is needed, because of the media technology permeating the modern world. We cannot image our daily lives without the media, so it's necessary to understand the effect of technology and the information it provides, also which information about our own lives do they accumulate and how safe can we be on the internet.

Everyone agrees that in the modern age of technology, being an active and conscious person requires critical thinking.

Why manipulating information has become particularly easy?

You'll probably agree that in order to participate in the community and political life, citizens need information to make their decisions.

In the age of analogous technology, information was lacking, because its production was rather expensive – not everyone could afford publishing a newspaper and thus form the public opinion like you can with a blog or a Facebook page these days. Moreover, a rather large share of the population – particularly the poorer one – found accessing information really difficult. If you didn't have that much money, you could afford subscribing to some cheaper yellow press or nothing. The digital age, following the era of analogous technology, brought the wind of change. Digital technology created a

possibility to copy the content without losing the external quality of the content or increasing production costs. While the public was provided with an opportunity to use lots of channels of information through a single point of internet access.

This has determined infinite amounts of information available in the digital age that we live in. Yet it seems that the digital age has not solved the issue of citizen involvement. On the contrary – citizen involvement into community and political lives has been gradually decreasing. What happened? Why larger amounts of information are related to lower citizen involvement and decreasing community spirit?

First of all, it is the outcome of excess information, brought by the digital age. Our brain is unable to accept and process the amounts of information, offered to us every day, and thus they simply block it. Untrained to differentiate between high and low quality information, they usually put everything in the same heap and don't worry much if something was missed – after all, the same or an even bigger dose of information will come tomorrow.

Second, the digital age is also related to the development of information business and commercialisation of content. If you're not using social networks or the public space, it seems that you simply don't exist. The media, which is supposed to take the role of a reliable information provider, verifier and selector in democratic states, has been exposed to competition from other areas of the information business. In order not to lose its competitive advantage, it started publishing lots of commercialised and even ordered information. That is why besides high-quality articles we often encounter unmarked or poorly marked sponsored content.

Commercialisation has a double effect – first of all, instead of encouraging a discussion of civil society, the media promotes consumption. Second, instead of taking the role of an independent intermediation between the authorities and the public, it becomes an interested party, selecting only the information, which is undoubtedly profitable.

Media experts know: the task of the professional media is to collect information on important issues, check it, evaluate it and then critically and creatively provide it to the public using various channels of mass media. The media has been called various names – the public mirror, the watchdog, the last resort, the reflection of political life and so on. Just like any metaphors and stereotypes, these are also only partially true. Despite the fact that we're living under the conditions of a democratic society and can use all freedoms of self-expression, the media is influenced by the marketing and public relations sector. The arrangement of the news in the media does not always meet the criteria of importance and relevance, but is actually determined by the business interests of the third persons or even the media itself.

Living in the reality, intermediated by the media, it is especially important to be able to differentiate between valuable and worthless, as well as reliable and unreliable information.

We hope that these methods will be a good start in the critical understanding and analysis of the media world.

Of course, we do encourage sharing this knowledge with your peers.

As it was already mentioned in the *Positive* methodological manual for peer educators, *peer groups are an intermediary link, connecting you as a young person and the society. You receive a large share of information on things that are important to you, or the issues, relevant to youth or the entire community, from your peer group. Very often your peer group forms your attitude, opinion and behaviour. Peer influence can both lead to a risky or safe behaviour. The purpose of peer education – is the development of public consciousness.*

Thus, being a peer educator, you will have an opportunity to develop the consciousness of your peers on very important issues of critical thinking, the media and information literacy.

More on the activity of peer educators is available in the introduction of this methodological publication: <http://visiskirtingivisilygus.lt/wp-content/uploads/2011/10/Pozityvas.pdf>

STARTING THE WORKSHOP

At the beginning of each seminar take some time for a warm-up or an activity for getting to know each other. These activities are particularly helpful at the beginning of the group – moving forward will be very difficult or impossible, if the group hasn't familiarised with each other yet. These methods are also necessary in order to create a safe space in the group. A fun game/method encourages interaction and getting to know each other, and sometimes relaxes after a long day of work. Here are several methods for getting to know each other, warm-up and mood checking.

Method	The Ball of Names
Objectives	To learn the names of the group members; To ease the atmosphere in the group; To activate the group and help focus.
Length	10 min.
Materials	Soft balls (at least 2)
Process	Everyone stands in a circle and the peer educator explains the task. Task: when you get a ball, throw it to another member of the group and say his or her name out loud. You cannot toss the ball to someone, who already had it during this round (one round is completed, when everyone had a chance to get and throw the ball). The ball returns to the moderator, who started throwing it. At the end of the first round, the moderator explains that this time the ball will be tossed in the same way as the first time, but by saying each other's names in reverse order. Later the task also includes the second ball – the participants toss them both: one in the standard and the other – in reverse order. You can use even more balls, assigned with additional throwing rules. The key is shouting the name of the person, whom you're throwing the ball to.
Other variations	Names can be replaced with compliments. The key is making an eye contact with the person that you're throwing the ball to.

Method	Atoms and Molecules
Objectives	Getting to know each other, activate the group
Length	10 min.
Materials	Music player (unnecessary)
Process	The group members move chaotically according to the music (unnecessary) like atoms. The volume of the music is lowered, the moderator announces a feature and the atoms form molecules – groups, based on the feature announced. The group prepares a short introduction of the feature, while others must guess what they are trying to show.

	For example, create molecules according to... eye colour, zodiac sign, grade number, etc.
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Method	Stand in Line
Objectives	To learn the names of the group members; To ease the atmosphere in the group; To activate the group, help them focus and start communicate with each other.
Related human rights	Personal identity. You can use this before starting to discuss identity and gender. Ask a question: what do our names signify? (Gender)
Length	7 min.
Materials	-
Process	Everyone stands in a circle. The moderator explains the task. Task: stand in line according to height, from the highest (indicate the beginning of the circle) to the shortest (indicate the end of the circle). <i>And now we'll line up in... Alphabetical order of the names. The person, whose name starts with a letter 'A', stands here (indicate the beginning of the circle) and the person, whose name starts with 'Z', stands here (indicate the end of the circle).</i> Then invite the members to line up according to age or other features.

Method	Barometer of Mood
Objectives	To find out, how the group is feeling and if they are ready for work. Listen to the feelings of the participants.
Length	7 min.
Materials	Wide yellow adhesive tape
Process	Use the tape to create as if a thermometer of different emotions with happy, energetic, upbeat and ready on one side, and tired, exhausted, irritated, angry, unhappy, etc. – on the other. In the middle you can use neutral moods: good mood, calm, etc. The participants are invited to stand on the emotion, which meets their current emotional state. When everyone is done, the participants share why they picked their spot.
Other variations	Draw a different tool with its different parts representing each of the participants. This will help to find out how each participants feels in the group – involved, cooperative, or, perhaps, not comfortable yet.

Before you start using these methods, it is also important to create the **group rules/agreements**, which help the participants of the group feel safe, know the general working principles and keep to them. Participants should share suggestions on what they find important and what would help create a safe environment. If the entire group

agrees with a suggestion, the moderator writes it down on a large sheet of paper. Several examples: Taking turns in talking, listening to each other, confidentiality, respect to each other, etc.

METHODS

Method	Agree – Disagree
Objectives	Introduce the concept of stereotypes Recognise one's attitudes towards certain groups Discuss the origins of our stereotypes
Related human rights	Respect to variety
Length	40 min.
Material	Spacious room, where the participants could walk freely; A list of statements (on racism, homophobia, etc.). A computer with a projector (not necessary)
Preparation	Put a card with 'AGREE' on the floor on one side of the room and 'DISAGREE' – on the other. Prepare statements, which reveal certain attitudes towards social groups. It would be great to have them written down on a slide for the participants to be able to re-read them (if impossible, read each statement several times).
Process	Ask each of the participants to stand in the middle of the room and listen to the statement. After reading the statement, give them a minute to think and decide, if they agree with it or not. Each participant should stand on the side, which represents his or her opinion best. Participants can also stand in the middle of the room or closer to 'AGREE' if they agree with the statement more than they disagree, etc. Let the participants, standing on one side, share their opinion, then give the turn to the ones in the middle, and then – the ones on the other side. Let the participants engage in a discussion. The moderator should refrain from expressing one's opinion – simply moderate the activity. The participants can change their position at any time, should they wish to change their opinion. At the end of the discussion, read another statement. STATEMENTS:

	<ul style="list-style-type: none"> ✓ OLDER PEOPLE SHOULD GIVE UP THEIR WORK PLACES FOR THE YOUTH ✓ MEN ARE BETTER LEADERS THAN WOMEN ✓ ROMA PEOPLE ARE LAZY ✓ MUSLIMS CANNOT TRULY INTEGRATE INTO THE EUROPEAN SOCIETY ✓ YOU CAN LIVE WITHOUT DISCLOSING YOUR SEXUAL ORIENTATION ✓ IMMIGRANTS TAKE AWAY OUR HOMES AND WORK ✓ PEOPLE WITH MENTAL DISABILITIES ARE DANGEROUS TO THE SOCIETY ✓ EACH PERSON HAS A RIGHT TO MARRIAGE OR FAMILY
Summary	<p>Summary questions:</p> <ul style="list-style-type: none"> • What made you stand on one side or another? • What stereotypes have you heard? • What do you think, where do our attitudes and opinions come from? • What is prejudice? <p><i>Prejudice is an opinion, formed about another person or people without getting to know them.</i></p> <p><i>Stereotypes come from attitudes or thoughts about a certain group of people. It is an entirety of characteristics, attributable to a certain group of people in terms of behaviour, habits, etc.; using stereotypes, we establish statements, where certain features or expectations are attributed to the entire social group (instead of one person).</i></p>
Further suggestions, additional material	If you have time, you can provide short facts on the said social groups that deny the myths.
Other ways of using the material by peer educators	Continue the topic during the next seminar using the activity 'A tale of intolerance and different people' to go deeper into the concept of stereotypes and how negative prejudice affects people's lives in the community. You will find it in the <i>Positive</i> methodological set.

*Difficulty – 2

**The method is very suitable for the very beginning. It can help the facilitator to understand the prevailing attitudes and how much the participants are informed on the topic of the seminar.

***It is useful to follow the 'Agree – Disagree' with the method 'Human Rights – What and Why'

Method	Human Rights – What and Why
Objectives	Encourage the understanding of the human rights, values and the major principles of the human rights

Related rights	human	All human rights
Length		35 min.
Material		Large sheets of paper, markers, pens Copies of the Universal Declaration of Human Rights
Preparation		Prepare slides or write down questions on the board/sheets Prepare a large sheet of paper for each group.
Process		<p>The peer educator gets the participants involved in the activity, relating it with the 'Agree – Disagree' method.</p> <p><i>Talking about different groups of the society, we often feel the emergence of all kinds of prejudice. Our prejudice as if shows that some are more valuable than others. But is it really like that?</i></p> <p><i>Let's discuss the concept of HUMAN RIGHTS</i></p> <p>Work in groups:</p> <p>Each group has 15 minutes to give answers to the following three questions:</p> <ol style="list-style-type: none"> 1. What are human rights? 2. Why do we need them? 3. Which rights in the declaration* are the most important? <p>Each group introduces their work. Then the facilitator continues with the discussion:</p> <p><i>What are human rights?</i></p> <p><i>In short, human rights could be defined as the protection and respect to the human dignity. Also, as moral and legal guidelines, encouraging and defending the acknowledged values and behavioural norms, and as the major standards that enable to identify inequality and injustice.</i></p> <p><i>How do we acquire the human rights? They come from our nature, since all of us are humans. Human rights are needed in order to protect and preserve the human dignity of each person, and to ensure a dignified life to everyone.</i></p> <p><i>Human rights stand on three major values: human dignity, freedom and equality.</i></p> <p><i>In order to ensure peace between different people and various communities, we also need other values, arising from the three major ones, such as:</i></p> <p><i>*Respect to others, because lack of respect undervalues their personality and dignity.</i></p> <p><i>*Non-discrimination, because the equality of human dignity means that we cannot judge other people based on different physical (or other) characteristics.</i></p>

	<p><i>*Tolerance, because intolerance means lack of respect, caused by differences.</i></p> <p><i>*Equality does not refer to being the same or uniform.</i></p> <p><i>*Tolerance is a free person's determination to be who they want and the freedom of doing so.</i></p> <p><i>*Justice, because all people are equal in their nature and they should be treated equally.</i></p> <p><i>*Responsibility, because respect to other people means taking responsibility for one's actions and behaviour.</i></p> <p><i>What are the principles of the human rights? When discussing the human rights, it is crucial to understand the three major principles and characteristics of the human rights, which make them different from other rights and privileges. Therefore, in order to refer to something as the human rights, they must comply with the following principles:</i></p> <p><i>1. Human rights are inalienable. This means that they cannot be lost, because they are related to the human existence. Certain rights may be suspended or limited under certain circumstances. For example, should a person be found guilty for a crime, his or her freedom could be limited.</i></p> <p><i>2. Human rights are indivisible and interrelated. This means that different human rights are related to each other and cannot be divided. Having some rights depends on many other rights and none of the rights are more important than others.</i></p> <p><i>3. Human rights are universal. This means that they are equally applicable to all people all over the world. Each person can use their rights despite their race, skin colour, gender, language, religion, political or other beliefs, national or social origin, or other reasons.</i></p> <p><i>4. Human rights are equal – none of them are above or more important than the others.</i></p>
Summary	During the moderation refer to the comments, made by the participants during the introduction.
Further suggestions, additional material	<i>You may ask a question 'What can we do to ensure human rights to all people? (at our school)' and write down all suggestions.</i>
Other ways of using the material by peer educators	Before or after this seminar you can use 'The Circle of Rights' method, which is available in the <i>Positive</i> methodological set.

**Difficulty – 2*


Method	Identity Pie
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Objectives	<p>Get to know the concept of personal identity; Recognize one's personal identity; Encourage the participants to think about the relation of personal identity and division or integration.</p>
Related human rights	Personal identity, integration, discrimination, self-consciousness
Length	30 min.
Materials	Pens or markers for each participant, a prepared sheet of paper with aspects of identity (for the moderator)
Process	<p><i>What does the concept of identity mean? How we understand ourselves and how others understand us. You can give a wider explanation of what includes our identity – our roles in life (son, daughter, student); parts of identity, which can be chosen – clothing style, listening to certain music, being a member of a political party; parts of identity that we did not choose – place of birth and residence, gender, gender orientation, age, religion, belonging to a certain minority.</i></p> <p>Then the moderator invites the participants to draw an identity pie with larger and smaller sections, which refer to our identity traits – some of them are very important to us and others – not so much.</p> <p><i>Think, what aspects of your identity would you like to highlight and write them down. You will not have to show your 'pie' to others.</i></p> <p>When everyone is done 'baking', the peer educator explains further rules.</p> <p><i>I will list various categories. When I read a category, everyone stands up and those, who have a feature, related to these aspects/categories, remain standing. Several seconds later everyone sits down and the moderator reads another category. Do not rush.</i></p> <p>Categories:</p> <ul style="list-style-type: none"> ✓ Family ✓ Personal traits ✓ Nationality/origin ✓ Free time/hobby ✓ Character traits ✓ Ethnicity/race/skin colour ✓ Place of residence ✓ Religion ✓ Music ✓ Clothing style, self-expression ✓ Profession

	<ul style="list-style-type: none"> ✓ Disability (empowerment) ✓ Sexual orientation ✓ Age <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What aspects of self-identity were easier to recognise? • What aspects of self-identity do you accept as natural and do not think too much about them? • What surprised you about yourself? • What surprised you most about others in the group?
Summary	<p>Note: ‘ Sexual orientation’ does not necessarily mean that a person is homosexual – a man/woman can define themselves as a heterosexual person. Standing up with the categories of religion or politics could also mean that the person is an atheist or is completely uninterested in politics, etc.</p> <p>The facilitator continues:</p> <ul style="list-style-type: none"> • What identity aspects were most common and what – particularly rare? • How did you feel standing alone? Or sitting down alone (or being in the minority)? • Where there any aspects of identity that you found uncomfortable sharing? • What aspects of identity would you find uncomfortable sharing? <p>Why do you think it’s like that?</p> <p><i>People in the society are grouped into social categories in terms of their race, ethnicity, economic situation, gender or gender orientation, and some of them end up excluded or stigmatised.</i></p>
Further suggestions, additional material	You can continue the discussion by introducing A and not-A categories, its description is included into the ‘Labels and Social Inequality’ method.
Other ways of using the material by peer educators	In certain groups participants might find it important to share their insights on choosing certain identity aspects. After this method you can start the topics on information literacy, or you can continue the topic with the ‘Labels and Social Inequality’ method.

*Difficulty – 3

Method	The Spreading of Rumours
Objectives	The purpose of the method is to demonstrate that any type of information entering the public space has passed a selection process and the public space has its own formats (radio, TV, articles), thus the audience is provided with only a small share of information, collected by a journalist. This activity also develops public speaking and information selection skills.
Related human rights	Right of self-expression. May be related to all human rights, depending on the content of the picture chosen.
Related media	Entire media
Length	10 min.
Material	Multimedia, a photo with a few notable details, a sheet of paper
Preparation	It is very important to choose a good picture. It's best if the picture is related to an event, but enough time has passed, so that the audience couldn't remember it well.
Process	<p>The facilitator asks for 5 volunteers. 4 of them are asked to leave the room. The remaining are explained the task: they are shown the photo, which has an emotional impact and rather few details. The task for the audience and the remaining volunteer: to memorise as much information about the picture as possible, especially about its emotional expression. Then the photo is removed and one of the volunteers is invited from the other room. The task of the volunteer is to give the best description of the picture for the person, who has not seen it.</p> <p>One of the suggested pictures – a still from the ISIS propaganda video with the journalist James Foley.</p>

	 <p>The audience must watch the change of the information quality in the chain of its distribution. It would be convenient to have 2 more participants as volunteers to record the information that is changed or lost.</p> <p>At the end of the chain, demonstrate the picture discussed.</p>
Summary	<p>The facilitator begins a discussion on the following questions:</p> <ol style="list-style-type: none"> 1. What information was lost and when? Which chains lost most of the information? Which part of the chain would be a journalist responsible for? 2. Which information remained and why? 3. Have you encountered similar situations of information distortion in reality? What do you do upon encountering such information? 4. Do you think people always spread rumours on purpose? How could we use critical thinking here? 5. What should a critical thinker do in order to prevent the spreading of rumours further?
Further suggestions, additional material	<p>Upon discussing these questions, you can also clarify the situation in the picture. Explain that the photo shows the final moments of the freelance U.S. journalist James Foley, tell his story and the origins and course of the Arab Spring. More information on that is available at https://www.jamesfoleyfoundation.org/.</p>

Other ways of using the material by peer educators	You can modify the exercise by changing the picture and adding more questions.
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*Difficulty – 2

Method	Where Does Information Go?
Objectives	The purpose of the method is to demonstrate that any type of information entering the public space has passed a selection process and the public space has its own formats (radio, TV, articles), thus the audience is provided with only a small share of information, collected by a journalist. This activity also develops public speaking and information selection skills.
Related human rights	Right of self-expression
Related media	Broadcasting media
Length	60 min.
Material	Tools: radio reporter, voice recorder or microphone; timer
Preparation	This exercise will be effective only if the peer educator carefully follows the time, given for the presentation.
Process	<p>Work in groups of 2 people. The peer educator introduces the task: Imagine that you are working in radio/television and have your own talk show 'Inspiring People', featuring interesting and exceptional personalities. <i>When choosing and introducing your guest, you need to decide, what makes this person special and, introducing the person on air, pick his/her interesting character trait, discuss it at the very beginning of the introduction thus capturing the audience and showing that your guest is a truly inspiring person. Each of the participants have 5 minutes to take an interview. Use this time to find out as much information on your partner and prepare a presentation.</i></p> <p><i>The presentation must begin like this (you may write it down on the board or on a large sheet of paper):</i> <i>Hello, this is 'Inspiring People' and I'm your host Petras Petrakis. Our guest today is...</i></p> <p>10 minutes later (5 min. x 2 of the interviewing), the peer educator informs the participant group that 5 more minutes are given to prepare the text for the talk show – the introduction of the guest cannot exceed 45 seconds. 5 minutes later, the participants take turns in using the microphone and introduce their guests.</p> <p>The introduction cannot exceed 45 seconds. Should it be longer, the facilitator stops the presenter and gives the microphone to the next participant. Should it be shorter, the additional time needs to be filled.</p>

Summary	<p>The facilitator asks questions and everybody engages in a discussion:</p> <ul style="list-style-type: none"> • What part of preparing the introduction was hardest? • If you needed to introduce yourself, would you do it the same way as you were introduced by the journalist? • What information did you leave out and why? • If the media was your only source of information about people, what information would you risk losing?
Further suggestions, additional material	<p>If you have a radio reporter available during the preparation of the introductions, it would be useful to listen to them and assess each case – perhaps shorten some sentences, adjust the language style, shorten or expand some parts. Discuss if there are any unnecessary words, pauses that are too long or if the introduction is not catchy enough.</p>
Other ways of using the material by peer educators	<p>You may change the title of the show and focus on other aspects of personality, such as ‘I Choose Politics’ or ‘We Are Different’.</p>

**Difficulty – 4*


Method	Labels and Social Inequality
Objectives	<p>To explore the connections between our expected and actual behaviour;</p> <p>To have a better understanding of the influence of our behaviour on others;</p> <p>To start a discussion on the outcome, arising from the division of people based on stereotypes.</p>
Related human rights	Anti-discrimination, social inequality
Length	50 min.
Material	<p>Sticky post-its or yellow adhesive tape, paper, scissors and duct tape, and a pen to prepare the labels.</p> <p>Board and chalk or a large sheet of paper and markers</p>
Preparation	<p>You need to prepare your sticky post-its, featuring characteristics or belonging to a certain social group (irresponsible, fun, smart, lazy, deaf, retired, punk, rapper, metalhead, dork, blonde, gay, feminist, Roma, Jew, lesbian, HIV positive, etc.).</p> <p>The group is given a task, e.g.</p> <ul style="list-style-type: none"> -<i>Reorganise the furniture in the room</i> -<i>Decide, which popular band should be invited to your town</i> <p>Or create a situation:</p> <ul style="list-style-type: none"> -<i>You are at a parents' meeting. You need to decide the seating arrangements for your children at double desks (who sits with whom)</i> <p>Before you begin, the facilitator explains the circumstances: everyone gets a certain quality or an identity trait, which they do not know of (and that they are forbidden to look at them – make sure there are no mirrors or mobile phones in the room and the other participants cannot tell them the content of their 'label').</p> <p>The facilitator must be careful with assigning the characteristics. If a group member is indeed lazy, it would be inappropriate to assign him such a label. The goal of the game is not to reveal people's personal opinion on other group members, but to recognize stereotypes about certain groups. Before the participants are allowed to open their eyes, it would be useful to take another look at the circle and think, who does what in our peer group and change the roles accordingly.</p>
Process	The peer educator asks all participants to sit down in a circle and close their eyes. Then he/she sticks a label on the forehead of each group member and explains the task to

	<p>the group. It is important to emphasize that during the task they should treat each other according to the labels on their foreheads, but not directly. For example, if somebody's 'label' is 'lazy', then everyone should treat him like a lazy person (but never say the actual word out loud). The group members should do their best on this task and also treat everyone according to stereotypes, attributable to the characteristics in the label. At the end each of the players must try to guess, what was written on their label, but that's not the main point of the game.</p>																					
Summary	<p>It is important to leave enough time for each participant to share their thoughts. Questions for discussion:</p> <ul style="list-style-type: none">• How did each of them feel during the exercise?• Was it difficult to treat other people according to 'labels'?• Did anyone's behaviour 'shift' towards the 'label', that is, did anyone, who received a label 'funny' start telling jokes or show very high self-confidence? Did anyone, labelled as 'lazy', stop talking and participated in the exercise?• Which 'labels' do we put on people in real life? How does that affect them and how does that affect our opinion about them? <p>The method can be completed by taking turns in saying what each of the participants realised during the activity, or combined with other forms of use.</p>																					
Further suggestions, additional material	<p>You can also use the 'Take a Step' method, which is available in the Positive methodological set.</p>																					
Other ways of using the material by peer educators	<p>Participants can be introduced to the A and not A theory. <i>We have already discussed that the media, the public space and advertisements contribute to our knowing about 'us', the normal ones, and 'them'.</i></p> <p><i>Sociologist Nancy Jay refers to the culturally-privileged standard as category A – something that the society perceives as pure, true and just. The rest is left with the not A category – everything that is not A.</i></p> <table><tr><th></th><th>A</th><th>Not A</th></tr><tr><td>GENDER</td><td></td><td></td></tr><tr><td>AGE</td><td></td><td></td></tr><tr><td>RELIGION</td><td></td><td></td></tr><tr><td>SEXUAL ORIENTATION</td><td></td><td></td></tr><tr><td>ORIGIN</td><td></td><td></td></tr><tr><td>RACE</td><td></td><td></td></tr></table>		A	Not A	GENDER			AGE			RELIGION			SEXUAL ORIENTATION			ORIGIN			RACE		
	A	Not A																				
GENDER																						
AGE																						
RELIGION																						
SEXUAL ORIENTATION																						
ORIGIN																						
RACE																						

	HEALTH		
	SOCIAL STATUS		
	Based on these aspects, who do you think are most privileged in our society (gender, age, etc.)?		
		A	Not A
	GENDER	MAN	WOMAN
	AGE	MIDDLE-AGED	YOUNG, OLDER
	RELIGION	CATHOLIC	MUSLIM, ATHEIST, ETC.
	SEXUAL ORIENTATION	HETEROSEXUAL	HOMOSEXUAL, BISEXUAL
	ORIGIN	LITHUANIAN	MIGRANTS, POLES, RUSSIANS
	RACE	WHITE	DARK-SKINNED
	HEALTH	HEALTHY	WITH A DISABILITY
	SOCIAL STATUS	RICH	POOR
	<p><i>This theory shows the hierarchical power relation, where some are provided with a right to receive and distribute resources, while others are left out. We should think, which privileges we have and which of our actions deepen this gap. And how often do we, standing on the side A with some aspect, humiliate somebody, who is not on the A side, thus ensuring our 'power', because that's the only way to make us feel powerful.</i></p> <p>The method may be finished by writing down the ideas on what each of us could do to change the situation.</p> <p>An excellent activity to continue the topic, related with information literacy, is 'Challenge Stereotypes'.</p>		


*Difficulty – 2

Method	'Challenge Stereotypes'
Objectives	The purpose of the method is to develop the skills of searching for reliable information, public speaking and discussion. It should be used together with the methods of human rights, identity and power, consciousness development (following them). It is particularly suitable after the 'Living Library' experience.
Related human rights	Freedom of religion, sensitive social groups, freedom of self-expression, discrimination on the basis of ethnicity, etc.
Related media	Entire media
Length	60 min.
Material	Multimedia, internet connection, paper, pens, computers, smart phones or tablets (for the search), books, booklets on sensitive groups of the society and stereotypes about them (put them in the premise of the activities).

Preparation	The peer educator must be well-prepared for the facilitation of this activity – read a lot about the construction of stereotypes, be able to react to the audience’s opinions.
Process	<p>During the first 10 minutes the peer educator reminds the audience what critical thinking means, i.e. that it is thinking about one’s own thinking, a systematic effort to disclose imposed generalisations and stereotypes on who are ‘we’ and who are ‘they’, what is ‘normal’, what is ‘abnormal’, what makes ‘them’ what ‘they’ are and why ‘they’ are the way ‘they’ are. The peer educator emphasizes that our understanding of what is ‘normal’ or ‘abnormal’ is shaped, supported and preserved by the media. You may show an example of media construction (a photo and a headline actively constructs the ‘other’ (‘us’ and ‘them’).</p>  <p>Study: The World Is Worried that the Number of Immigrants is Too High (25)</p> <p>This construction is particularly stigmatising with regards to the sensitive groups of the society, decreasing their possibilities of participating in the society’s life as equals. In order to resist stereotype construction, it is necessary to deconstruct them. How do we do that? Divide the participants into 4 groups. Each of the group is given a task – to search reliable sources online to deny stereotypes about</p> <ul style="list-style-type: none"> THE ROMA PEOPLE HOMOSEXUALS PEOPLE WITH MENTAL DISABILITIES MUSLIMS <p>The participants are given 20 min for this exercise. In the remaining 30 minutes, the participants must introduce the stereotypes and debunk them using reliable resources.</p>

Summary	<p>The facilitator, commenting the task is given a responsible role to highlight important stereotypes and help deconstruct them. Sometimes participants replace negative stereotypes with positives ones (e.g. 'Gay people are creative', 'Roma people are singers and dancers', 'Jewish children are exceptionally talented'), so it is necessary to be ready to talk about stereotypes as a whole, explaining that stereotypes simplify the reality, making it not as comprehensive and rich, which may bring negative outcome.</p> <p>Appropriate questions:</p> <ul style="list-style-type: none"> • What sources have you used to search for information to disprove stereotypes? • Have you encountered these stereotypes before?
Further suggestions, additional material	It may be useful to include stereotypes about other groups of the society, such as REFUGEES, JEWS, PEOPLE OF DARKER COMPLEXION, etc.
Other ways of using the material by peer educators	This task can be continued by searching for the construction of the 'other', 'alien', 'not us' social groups in the media headlines.


*Difficulty – 3

Method	Image Formation
Objectives	<p>The purpose of the method is to understand the ways of public image formation and using manipulations to improve the reputation of public figures that have lost the trust of the society. Knowing the ways trodden by experts of propaganda makes it easier to recognize propaganda. This activity encourages team work, creativity, also develops public speaking and argumentation skills.</p>
Related human rights	Right of self-expression
Length	90 min.
Material	Tools: colourful markers, pens, A4 sheets of paper, flip chart
Preparation	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>1) The task can be done in groups of 4-5 people.</p> <p>2) Pick a picture of an aggressive-looking wolf, which must be illustrated during the task.</p> </div> </div>
Process	The peer educator starts with making several theoretical statements: i.e. 'Image is crucial for public communication or public relations. Image formation consists of numerous

	<p>stages and giving the audience grounds to believe in what they need to believe in is one of the keys. One of them is good deeds, or at least an intention to do them.'</p> <p>Following this introduction, the peer educator hangs a picture of an aggressive wolf for everyone to see and says: <i>What you see is the Ferocious Wolf of the Dire Forest. The Dire forest received its name from the animals, living in the neighbouring forests – there were rumours and scary stories about the horrors taking place in that forest and thus the animals of the neighbouring forests never dared to step into that territory. For years and years, the Ferocious Wolf ruled the Dire Forest using brutal force and terrorising the animals of the forest, especially the weaker ones. Years passed and the animal population grew old and thin in the Dire Forest. Yet one day, young and brave Hares decided to rise against the Ferocious Wolf and united to overthrow the dictator. The Ferocious Wolf was getting old and found it increasingly difficult to resist the pressure of the young hares, so he decided to use methods of the soft power, i.e. persuasion, rather than violence, to attract the animals of the forest to their side.</i></p> <p><i>What means of soft power could the Ferocious Wolf use to form a better image of himself? – that is a question for the team-public relations strategists. Who can suggest a better image formation plan for the Ferocious Wolf?</i></p> <p>The peer educator can suggest several structural parts for the public relations plan, such as:</p> <ul style="list-style-type: none"> - Changing the looks of the Ferocious Wolf, perhaps even his name (dress-code) - Communication with the media (press releases – on what topics?) - Showing in public with celebrities of the Dire forest (which ones and why?) - Investing into education (perhaps the Wolf could organise a seminar, what would be its topic and the wording of the invitation?) - Helping the poor (which ones and how?) - Compromise and divide the hare community, which aims for his overthrow. To win some of the hare population over. - To create a rational story to justify the Ferocious Wolf's previous cruelty and his change.
Summary	Summary questions:

	<ul style="list-style-type: none"> ● If you wanted to implement your public relations strategies, what would you need to make them effective? ● Have you ever encountered similar image control campaigns in the public space? Could you give some examples? ● What makes image important? Why is reputation and image important to the authorities?
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*Difficulty – 3

Method	Photo Detective
Objectives	The purpose of this method is to develop perception, be able to identify manipulation of visual measures, develop the ability to check information
Related human rights	Right of self-expression
Related media	Press, online media
Length	45 min.
Material	Multimedia, internet connection, smart phones with internet connection.
Preparation	<p>Register at www.menti.com (audience feedback in real time system) to create a survey window according to the following questions: Where was this picture taken? (Enter the country); Where was this picture taken? (Enter the city). You can use photos for recognition from this information testing game: https://firstdraftnews.com/resource/test-your-verification-skills-with-our-observation-challenge/</p> <p>The game (in English language) asks to indicate an exact location, where the photos were taken and the algorithm allows 3 guesses.</p> 
Process	The peer educator gives a short explanation, saying that in the modern digital world changing the reality by manipulating various visuals and photos or providing them as proof is very easy. Therefore, in order not to end up trapped in manipulations, you need to be particularly careful. The peer educator says that activities, introduced during this seminar are excellent for developing perception skills.

	<p>The peer educator invites the peers to join the menti.com voting account by entering the code, generated by the website. Menti.com is used to submit a guess, which country (city) a photo is made in. 3 most popular guesses are included into the Firstdraftnews results. You can advise, which details should be noticed by the audience, to use Google Image Search, etc.</p> <p>If the audience wants to take another vote, it can be done on menti.com after clearing the question results.</p>
Summary	The peer educator summarises the seminar by saying that today we encounter information overflow and, at the same time, lots of distorted information, while photos are used as one of the manipulation forms.
Further suggestions, additional material	You can collect examples of manipulation images from the war in Ukraine, e.g. fakenews.org
Other ways of using the material by peer educators	During the seminar you can also introduce the Google Image Search function.

*Difficulty – 2

Method	Trapped Gender
Objectives	<p>To introduce the concepts of biological gender, social gender and gender identity;</p> <p>To analyse gender construction and the outcome of gender roles through personal experience;</p> <p>To encourage discussion on the influence the media, advertising and other expectations of the normative society has on the sense of self-worth;</p> <p>To develop critical thinking.</p>
Related human rights	Equal opportunities, gender equality
Length	50 min.
Material	Colourful sticky notes, large (flip chart) sheets, markers, pens (for all participants)
Preparation	The moderator puts two large sheets of paper, sticky notes and pens in the middle of the circle. One sheet features a word 'WOMAN' and the other – 'MAN'.
Process	<p>Peer educator gets the participants involved in the discussion:</p> <p><i>What is the first question to a woman upon getting pregnant or giving birth?</i></p> <p><i>'Is it a boy or a girl?' And from that moment on something happens – parents start furnishing the room and we tend to buy certain presents, which would fit a boy or a girl.</i></p>

	<p><i>This happens throughout our lives and that's why I would like to invite you to take several sticky notes and a pen, and write down all the messages that you received as a child, in your family, at school and, later, in your adolescent years or school only because you were born a boy or a girl. Write down everything that you hear being told to girls, young women, boys, or young men just because they are girls, young women, boys or young men. What were the expectations of you?</i></p> <p>You can also ask the participants to think, where these rules, expectations and demands come from – did they come from friends and family, kindergarten, school, home, studies, work, television, etc.?</p> <p>The participants read and stick their sticky notes on the sheets with 'MAN' or 'WOMAN'.</p> <p><i>What feelings and thoughts do you have upon listening to personal stories/experiences?</i></p> <p>The participants share their impressions. The moderator continues.</p> <p><i>What qualities are attributable to men and women?</i></p> <p>The moderator makes a list of expectations of women and their characteristics on one side and the same of men – on the other. It is important to emphasize that it does not mean that we think that men and women are or should be like that, this only shows the messages that we receive/hear.</p> <p><i>Where do we get these messages from? From traditional fairy tales, textbooks, the media, advertisements. Select examples.</i></p> <p><i>Although there are exceptions, in general, given a short time to define a man and a woman, very different groups of people usually create lists of very similar characteristics. This happens, because we learn what men and women should be like from common sources. These common sources are referred to as 'gender roles'. These roles are usually presented like standard boxes, where we should fit in. These boxes are also referred to as social gender – social standards and roles that the society expects us to take, telling us how a man and a woman should behave, look and feel.</i></p> <p><i>But what is a gender?</i></p> <p><i>A biological gender can be determined according to external and internal genitalia, the set of chromosomes and hormones. Anatomy defines people as biological men, biological women and intersex people.</i></p> <p>More on how to explain these concepts is available here: http://isgirsti.lt/jaunimui/lytis-biologine-ir-socialine/</p>
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	<p><i>Meanwhile gender identity is a part of the self-consciousness – how we perceive ourselves and how we are perceived by others. Gender identity is what I am. What gender identities do you know? Men, women, intersex, transsexual people.</i></p> <p>More on how to explain these concepts is available here: http://isgirsti.lt/jaunimui/lyties-tapatyb/</p> <p>The peer educator continues:</p> <p><i>Can the gender boxes pose danger? And how?</i></p> <p>The facilitator can offer to discuss this question in pairs or small groups.</p> <p><i>Bullying at school, because you don't fit a certain standard (e.g. men's long hair), when you can't achieve self-fulfilment and do what you want, because it's not appropriate for women/men, anorexia, low self-esteem, suicides, depression, etc.</i></p> <p>These boxes establish heteronormativity (the notion that there are only two, usually opposing, genders and the only sexual orientation is heterosexual).</p> <p><i>Should we reject these boxes? How could we do it? What could help?</i></p> <p><i>In groups, the participants write down what could be done by us or others.</i></p>
Summary	<p><i>Refusing the box does not mean refusing to bake the pie altogether – i.e. if we refuse all of those boxes, it may seem that there's nothing left. But, in truth, we still can define ourselves and be, who we want to be, i.e. to bake our own type of pie, which includes vanilla, cloves, a drop of rum, or, perhaps, blue cheese or pieces of real chocolate, or fresh strawberries – however we like, making it our own personal, unique pie of identity. To be the unique selves.</i></p>
Further suggestions, additional material	<p>You can prepare examples, which establish gender stereotypes – from the media, advertising, training measures, etc.</p>
Other ways of using the material by peer educators	<p>After the exercise you can give 'homework' to watch for adverts or comments, which feature gender role stereotypes, recognize sexist adverts and comments.</p>

*Difficulty – 3

Method	Your Digital Footprint
Objectives	<p>To inform peers that our behaviour online maybe easy to trace and use for unknown purposes;</p> <p>To introduce the Facebook Graph Search system;</p> <p>To convey the message of how important it is to pay attention and carefully assess your privacy settings.</p>
Related human rights	Freedom of self-expression

Length	60 min.
Material	Laptops, fast internet, projector.
Preparation	<p>Prepare to demonstrate and tell the audience how to find the unique code of your Facebook account.</p> <p>Each account has its own unique profile ID, assigned to each user. Let's say we'd like to know what Rimvydas Valatka, the famous political analyst, is up to. We go to his account, move the mouse cursor to the right side of the window, click the right key of the mouse and choose 'View Page Source'.</p> <p>Upon opening the code window, we find the user's unique profile identification number (the most convenient method is to press Ctrl+F and enter 'profile_id' into the opened window). The profile ID is the number after the colon. For example, the profile ID of the political analyst Rimvydas Valatka is 100009407084810. If you're wondering, the profile ID of the Facebook founder Mark Zuckerberg is 4.</p> <p>You can find your own Facebook profile ID in the same way.</p>
Process	<p>Peer educator begins by saying that it may seem that our posts on social media change and get old so fast that everything is quickly forgotten. Yet the reality is a little different. Those, who know how, can find information about us or other people very easy.</p> <p>The peer educator uses a projector to demonstrate how to find 'profile_id' and all peers find their own together. Then go to the Facebook Graph search pages (depending on the time available)</p> <p>www.graph.tips (shorter version) or https://inteltechniques.com/menu.html (longer version)</p> <p>Everyone searches for information about themselves using the search keywords.</p>
Summary	<p>Peer educator moderates the method by asking the following questions:</p> <ol style="list-style-type: none"> 1) What opinion would you create about yourself if you were someone else, finding such information? 2) Would you like others to know everything that you found about yourself? Which of your posts are, perhaps, a bit too much? 3) What should you do differently in order to control the information about yourself, publicly available to your friends or other people?
Further suggestions, additional material	You can look for information not about yourself, but about a friend that you trust. Then discuss the results in pairs.

Other ways of using the material by peer educators	You could modify the task, making it journalistic: use the search engine with a profile ID of a famous person and write an article on the celebrity's favourite food, restaurants, travels, friends, favourite free time, political attitudes and so on.
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**Difficulty – 2*

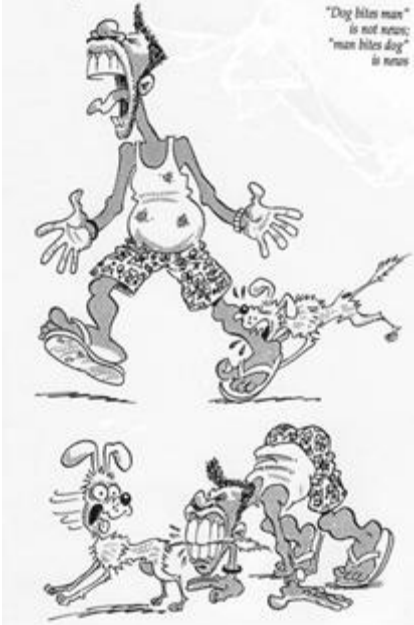
Method	What Do We Sell and Buy?
Objectives	Encourage visual literacy, train to recognize attempts to manipulate using visual cues, develop critical thinking and social criticism skills.
Related human rights	If you pick thematic examples, the method is particularly suitable for using together with the methods for improving the knowledge on gender construction and gender roles.
Length	30 min.
Material	Computer, projector.
Preparation	To prepare photos for discussion (see Appendix No. 1).
Process	<p>The peer educator begins by asking the peers what could be the single word to define the purpose of advertising. Many of the options listed (to inform, to entertain, etc.) will be close to reality. However, you should emphasize that the main point of advertising is TO SELL a product or service.</p> <p>In order to sell goods or products in the age of excess information, you have to create a need. That is why what an advertisement tries to sell could be very far from what people actually buy.</p> <p><u>What advertisements sell are specific services or products.</u></p> <p><u>What people buy is sensations, fantasies, wishes, aims and dreams, a certain vision of life that they want for themselves or someone else.</u></p> <p>Advertisements usually express a vision or a feeling using visual means, rather than words or slogans. The first step is to be able to verbalise visuals, i.e. to turn images into words. Doing so can make it very easy to notice, how advertising contributes to the creation of stereotypes, their processing and support.</p>
Summary	<p>The screen shows a sequence of advertisements and the peer educator indicates what is bought and what is sold together with the peers. It is necessary to demand for accuracy – however improper the verbalisation may sound – because namely that is the purpose of the visuals, which are subtler than words and a strict narrative.</p> <p>During the discussion, encourage the peers to notice the construction of attitudes and stereotypes.</p>

	A question, suitable for discussion: what should we do to eliminate such phenomena from the public space? The answer should be directed towards the necessity of forming social criticism in order to criticise established phenomena that many perceive as natural.
Further suggestions, additional material	Then give 45 min. for group work – find examples of advertisements on the internet and clearly identify, what is bought and what is sold, introduce a wider concept of the social impact that advertising has, and prepare a short speech to criticise it (1-2 min.).
Other ways of using the material by peer educators	You can choose not only static advertisements, but also videos.

**Difficulty – 3*

*** Before this method the facilitator must find examples of advertising and prepare*

Method	Noticing the Construction of Reality in Headlines
Objectives	To explain the process of the construction of reality in the media (especially in terms of constructing the 'other'); Introduce the criteria, used by the journalists, to select information, conveyed to the readers; Demonstrate, how the events, shown in the news, differ from reality; Show that the criteria of the news value may be interpreted in a narrow or wide sense, depending on how specific and detailed is the picture of the reality, shown by the media, and what impact will it make on the public opinion.
Related human rights	Equal opportunities, gender equality, anti-discrimination regarding social status, sexual orientation, ethnic origin, religious beliefs, race, etc.
Length	50 min.
Material	Computer, projector
Preparation	To prepare the theoretical presentation – the criteria of the value of news, be able to explain them, also pick relevant headline examples, prepare to interpret them together with peers.

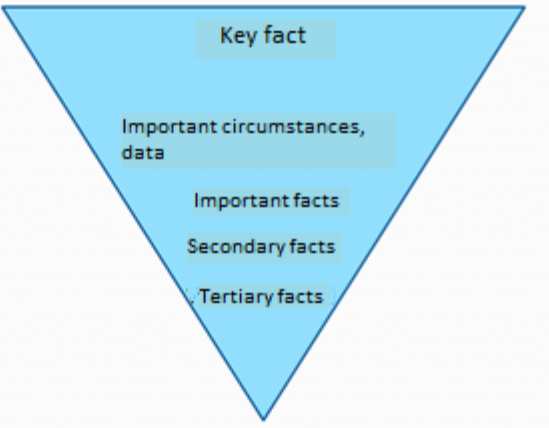
	<p>Criteria of the news value</p> <ul style="list-style-type: none"> Novelty Proximity Significance/effect Fame Conflicts Being unusual Continuity Being related to the current topic 
<p>Process</p>	<p>Peer educator introduces the criteria of the value of the news, explaining the following:</p> <p><i>Not all information from our environment ends up and can get into the news on the media – journalists and editors selecting information follow the criteria of the value of the media news.</i></p> <p><i>The first criterion is novelty – the audience will receive the news only about events, which are new, taking place here and now. Events that took place earlier can also be regarded as new if the society has not been informed about them earlier even if they were significant.</i></p> <p><i>Another important criterion is proximity, which could be interpreted in various ways. First of all, the <u>geographic proximity</u> – our audience will be more likely to be informed on events taking place in our own country, rather than in Burma or Australia. Second, civic or cultural proximity – we are very likely to be informed about a citizen of our country injured or acknowledged in some part of the world, or some person/initiative that is culturally relevant. The issue of proximity is that narrow interpretation ('my audience is interested only in what happens around it') may create a taste of provincialism, which means inability to see a wider perspective in the increasingly global world.</i></p> <p><i>The criterion of significance/effect helps to highlight events, which touch a large share of the audience, making a significant impact on people's lives. Narrow interpretation creates a danger of focusing only on emotions or events that appeal to horror (catastrophes, which involve hundreds of victims), but in truth this criterion of the value of the news should help select</i></p>

	<p><i>important news on political or business decisions, which influence or even change people's daily lives.</i></p> <p><i>The criterion of fame encourages journalists to follow cultural, public, political and business figures that are interesting to the society and form the societal development trends.</i></p> <p><i>Conflicts are important, because the entire civilisation history is made of conflicts, and often the outcome of these conflicts influence the public progress or regress (e.g. women's fighting for a right to vote and non-discrimination, workers' strikes for an 8-hour workday, etc.). Conflict interpretation could be narrow, picking only the negative news that have no development opportunities.</i></p> <p><i>The criterion of being unusual is necessary to draw attention to what stands out from the general context of our lives. This stimulates curiosity, analysis and perception skills. Under narrow interpretation, the criterion of being unusual could turn into creating sensations and fake news in commercialised media.</i></p> <p><i>The criterion of continuity obliges journalists to follow the processes that are significant to the society, informing the public on any changes.</i></p> <p><i>The criterion of being related to the current topic obliges journalists to provide a wider context of an event, featuring its pre-history and predictions for further development.</i></p> <p><i>Hitting more of the criteria of the value of the news means that journalists will be more likely to report the event to the public. The news value usually can be seen in the headline.</i></p> <p>Now the participants must be invited to assess the news headlines and see what criteria of the value of the news could be recognised.</p> <p>Possible examples (you can pick others):</p> <p>Dark-skinned Men Left a Suspicious Suitcase in Jonava Underaged Mulatto Engaged in a Chain of Robberies in Kaunas The Decision Regarding Joachimas Lelevelis School, defended by the Poles, Is Planned for November A Gay Man Did Not Attend the Baltic Pride: We Don't Need Any Special Rights Gay Parade in Riga Centre Hottest Moments from the Homosexual Parade in Vilnius – DELFI.TV Video Teaching a Lesson to the Lazy and Drunkards with Public Works</p>
Summary	<p><i>To sum up the activity, you can discuss the following questions:</i></p> <p><i>1) Does the media reflect or construct the reality? Why?</i></p>

	<p><i>2) How could a narrow understanding of the criterion of the value of the news affect headlines and the public opinion?</i></p> <p><i>3) How often does the media construct the 'other'? Why? What criteria of the value of the news are used?</i></p> <p><i>4) What is the 'us' and 'not us' in the headlines? What impact does it have on the society in understanding the issues of the sensitive social groups?</i></p>
Further suggestions, additional material	You can narrow down the discussion and talk about a single aspect of the media construction (examples of only gender construction, only race construction or only ethnicity construction on headlines).
Other ways of using the material by peer educators	<p>You can discuss only the effect of the media and analyse only the construction of the 'other' on the headlines.</p> <p>You can create an exercise by asking your peers to find examples of narrow and wide interpretation of the criteria.</p>

**Difficulty – 2*

Method	Construction of Reality in the Media
Objectives	To demonstrate the process of selecting information and that the construction of reality in the media is inevitable; To create a possibility for the audience to experience the construction of the news for themselves.
Related human rights	A right to a correct and reliable information
Length	90 min.
Material	To print and hand out the tale of <i>Eglė, the Queen of Grass-Snakes</i> to the peers. You can find it here: http://www.pasakorius.lt/lietuviu-liaudies-pasakos/egle-zalciu-karaliene/ (you should use a well-known fairy tale of your own culture). You will also need a computer and a projector for a short presentation of the theory – an inverted pyramid.
Preparation	You should be well-prepared to explain the inverted pyramid and why the media news are composed using the principle of the upside-down pyramid.

<p>Process</p>	<p>The peer educator must be ready to explain that, differently from the course of events in real life, journalists talk about events in reverse, i.e. they don't follow the chronology of the events. Why do they do that? First of all, to save people's time. If the news showed events like they are, news reports would take the entire day. Since we don't have the whole day for watching television, reading newspapers or listening to the radio, our knowledge of the society, politics and other relevant events would be very limited. That is the role of journalists – putting highlights on the key events, their most important aspects and, of course, ensuring that they are precise and correct. How do they do that? They use not only the criteria of the value of news, which were discussed in the previous exercise, but also compose texts using the principle of an inverted pyramid.</p> <div data-bbox="563 779 1345 1227"> <div data-bbox="563 779 786 981"> <p>What? Whom? Where? When? How? Why? (+witness comments and explanations)</p> </div>  </div> <p>Based on the principle of an inverted pyramid, we write about the outcome of the event at the very beginning (although, chronologically, the outcome is always received at the end). Thus, we begin with the major fact – the result – and then continue to give details according to their importance in descending order. When announcing the news, we usually focus on the following questions: Who? What? Where? When? How? and Why?</p> <p>Writing according to this principle is not easy and requires professional preparation, attention to detail, the ability to assess the importance of information.</p> <p>After explaining this, the peer educator invites the peers to write a text, based on the principle of an inverter pyramid – to read <i>Eglė, the Queen of Grass-Snakes (Lithuanian fairy tale)</i> and write a news story, based on it.</p> <p>The writing task should take at least 30 minutes.</p>
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Summary	<p>To sum up, the peer educator invites everyone to read their texts. When everyone's done, you can ask the following questions:</p> <p>1) What have you highlighted as the main piece of news? Where was this fact placed in the original text?</p> <p>2) How is the construction of the news according to the principle of the inverted pyramid useful/not useful to the reader?</p> <p>3) Do journalists distort the reality consciously and with a purpose to do so? What are the other reasons?</p>
Further suggestions, additional material	You may analyse this topic together with critical thinking on gender role construction by raising a question of who is suggested as guilty for the event and if it's right; also, does it reflect the situation objectively.

**Difficulty – 3*

Method	Unbiased Method
Objectives	<p>To develop the ability to assess the objectivity of the media and the objectivity of presenting the topic;</p> <p>To develop social criticism skills</p>
Related human rights	The right of self-expression, the right of the criticized person to provide a public response to the discontent, accusations, criticism, discrimination of sensitive social groups in the media.
Length	45 min.
Material	Internet, projector, sound.
Preparation	The peer educator should prepare several news video reports, analyse and discuss them with the audience in terms of journalistic objectivity and impartiality.
Process	<p>The peer educator begins by saying that journalists, being professionals of their field, must follow strict rules of their work – reveal as many sides of a conflict as possible, refrain from demonstrating sympathy, dislike or support to any of the sides, or distorting the material collected in favour or to the detriment of any of the sides.</p> <p>It is very important to ensure that journalists wouldn't distort the reality, because, in cases of conflict, one side may be more right than the other. In other words, differently from the proverb, justice does not necessarily 'stand somewhere in the middle'. However, journalists should not ignore any of the sides – he (she) must collect the opinions from as many sources as possible and, if there is no possibility to contact someone, if the sources refuse to talk, it is also necessary to indicate that in the news report.</p>

	<p>Professional journalists usually keep to these principles. However, exceptions are always possible. In many cases journalists talk about the sensitive groups of the society, such as the refugees or ethnic minorities, but never interview them. Sometimes the 'other side' or a representative of a perceived representative of a sensitive group is interviewed just for the sake of doing it, but the questions are inadequate or they have no competence to talk on the subject. This is also a sign of lack of professional attitude – a good journalist will know how to use the resources and select them, presenting the different opinions and positions without degrading or emphasizing them.</p> <p>Examples of case analysis, which could be demonstrated during the seminars (in Lithuanian media):</p> <p>The Townspeople of Rukla are Discontent with Refugees Taking Too Much Time to Pick Their Goods at Shops</p> <p>http://tv.lrytas.lt/?id=14778360761475618549</p> <p>The Poles Feel Discriminated by the Educational System</p> <p>http://tv.lrytas.lt/?id=14412015661440569619</p>
Summary	<p>After each of the news reports, the peer educator asks the following discussion questions:</p> <ol style="list-style-type: none"> 1) What is the essence of the issue in question? How many conflict sides are there in each of the conflicts and how does the journalist present them? What impression may it create to the audience? 2) How many and what kind of sources were interviewed by the journalist? 3) Is this news report objective? Why? Were the sources appropriately chosen and sufficient to create the picture of the issue? What do you think about the headline used? 4) What sources were lacking? Give suggestions on how could they be reached. 5) What could be done differently in this news report?
Further suggestions, additional material	<p>You can continue with an exercise, which helps to differentiate between a press release and a journalistic report.</p>
Other ways of using the material by peer educators	<p>You can also analyse texts or radio reports, not only TV reports.</p>

*Difficulty – 3

Method	Know Me
Objectives	<p>To introduce the phenomena of prejudice formation; To highlight the influence of the media on prejudice formation; To examine the process of how we create an opinion about a certain person; To understand that the details and quality of the information in the public space may influence our political opinions and attitudes towards one of the major human rights – a right to life.</p>
Related human rights	The right to information and freedom of opinion, the right to be free of discrimination, the right to life, freedom and personal immunity.
Length	35-40 min.
Material	Paper and pens for the participants to write down their thoughts, texts from the Appendix No. 1 and Attachment No. 2 for the peer educator.
Preparation	The exercise will be effective only if the peer educator keeps a close eye on the group work, maintaining everyone's attention and ensuring order.
Process	<p>Ask all participants to sit in a circle. Explain that you will read an extract from the text and everyone has to listen carefully. Then, when everyone is ready, read the first part of the text.</p> <p>Ask everyone to think about the following questions:</p> <ul style="list-style-type: none"> • Who is the speaker in this story? • What happened? What is the story about? • Who is Dwight? • What kind of a person is he? • Does he have a family? • Does he have friends? • Is he religious? • What are his character traits? • What are his hobbies? • What does he do on his free time? • Where does he work? <p>Give about 7 minutes for everyone to think about these things on their own and write down their thoughts. When the time is up, allow everyone to discuss their answers to these questions in groups. Try not to make your own suggestions for the answers, your goal is to let everyone share their thoughts.</p> <p>Part II</p> <p>Explain that you will read an extract from the text and everyone has to listen carefully. Then, when everyone is</p>

	<p>ready, read the second part of the text and a newspaper cutting.</p> <p>They should bring new thoughts to the participants. Ask the group, what they think now:</p> <ul style="list-style-type: none"> • Who is the speaker in this story? • What happened? What is the story about? • Who is Dwight? • Did their opinion about Dwight and Nanon change? Why? • Did they find the opinion changed upon knowing that they were on the death row for murder? • What do they think Dwight meant by saying: 'If you judged others how this system has judged you, it will make you no better than those who have condemned you to death!'
Summary	<p>After the exercise, ask the participants:</p> <p>What was the point of this activity? What is the connection between this situation and the news media? Don't we start judging people too early, having only pieces of information on people's lives and actions from the media?</p> <p>Ask the group, if this exercise has revealed anything about themselves. Perhaps it made them rethink their opinion and beliefs? What is their opinion about death sentence? Does the capital punishment violate the human rights? Remind the group that each person receives an entire set of human rights upon their birth and that nobody can take them away. A right to life is one of the basic human rights.</p>
Further suggestions, additional material	<p>Before this exercise you can do a 'warm-up', i.e. play an energising game. After this exercise you may use other methods, such as 'Where Does Information Go?' or 'Labels and Social Inequality'.</p>
Other ways of using the material by peer educators	<p>You can also introduce the group participants to the European Union's attitude to the capital punishment. Such sentences are forbidden in the European Union.</p>

**Difficulty – 4*

Appendix No. I

Nanon Williams

When Tomorrow Comes

Part I

It was a day after Dwight* died, when I truly looked at life completely differently than what it was, or shall I say, what I wished it to be. This was the beginning of winter, and as I lay still thinking of a friend that always presented a smile when the days seemed so redundant, I felt

tormented. As I gently moved, picking up the newspaper under the door, the paper told his story.

Reading about it and knowing I would never see him again felt like someone was sticking pincushions in my heart over and over again. Sometimes he would come swinging into the yard yelling: 'What's up youngster?' And I would look around me, stare back, and say: 'Man, who you calling a youngster?', and we would both start laughing, because I was the youngest person on our block. And when I think of those moments now, it deeply saddens me, because I'll never look forward to being in the yard without Dwight being around to break the creases that riddled my face with anger.

As the years have gone by, my methods of passing time have changed, but I like to think these new methods will hopefully make me become a better man one day like Dwight became. During my moments of weakness, I always find myself wondering what Dwight would have done.

'Remember', he would say. 'The system can only get to you if you let them. Make your peace with whoever your God is and start to live the best you can and appreciate it.' Then he would continue, 'Youngster, I don't know why you're here, but I know you don't belong here...'

Appendix No. II

Nanon Williams

When Tomorrow Comes

Part II

'...In fact, no one belongs here, not on death row. You have rapists, kidnappers, robbers, child molesters and sadistic people, who don't give a damn about you. However, you also have caring and compassionate people, who have done those very same things, but have found a way to change and I want you to always remember that,' he said to me weeks before he was executed. 'Remember this if nothing else. If you judged others how this system has judged you, it will make you no better than those who have condemned you to death!' And as those words ring in my ears now, I wonder why it has taken me so long to understand what he meant. Of course I heard what he said and it made sense, but making sense and fully grasping the meaning of those words was something totally different. I guess then I was the youngster he called me, but the truth hurts when you finally take the time to see it.

I know the confinement is all a psychological weapon of torture that builds frustration until depression sets in, but somehow the spirit and the will to continue remains in a few. Dwight, he had that spirit no matter what he did that placed him on death row and with that spirit he changed the lives of others, who rot like living corpses in the system's graveyard. 'I know it's not easy Youngster,' he would say. 'But nobody said life was easy. Take each day for what it's worth and as long as you can see a light at the end of the road, let that be the strength that guides you,' were the last words he ever said to me tearfully as he said his final good-byes. I dare not to explain what that means to me, as I guess he said it to me so I can find my own strength that sustains me through the years that have passed and probably the years to come. I have never forsaken my principles or the things that I value most in life – like my family, so more than likely that love and one day entering heaven's gates, is what tomorrow really is when it comes.'

Nanon Williams was sentenced by the State of Texas when he was 17 years old for a crime that is punishable with death. He denies the charge and has been waiting for his punishment for nine years. Source: www.ccadp.org

Newspaper cutting

Huntsville, 2 October 1997

A convicted robber Dwight Adanandus, 41, was executed by shooting Wednesday night for murdering a San Antonio business man Vernon Hannan. Nine years ago, the convict shot the businessman, who tried to stop him from fleeing a bank robbery, in the chest. Hanan immediately died in the foyer of a bank of San Antonio's north side.

Extracts from the letters borrowed from Compass Manual for Human Rights Education

Method	Critical Karaoke
Objectives	To promote social criticism skills; To develop the ability to recognize the construction of social stereotypes in the popular culture; To develop a creative reaction to the reproduction of repressive stereotypes, gender or other social roles
Related human rights	Equal opportunities for men and women, principles of non-discrimination
Length	60 min.
Material	Computer, projector, speakers, microphone
Preparation	The participants could be offered several song lyrics to choose from to save time. The method is particularly suitable to use after methods on deepening the understanding on gender roles.
Process	<p>The peer educator explains the group that commercial popular culture is a type of communication media, which strengthens and preserves gender stereotypes the most. Stereotypes, men's and women's oppression, or discrimination are particularly common in popular song lyrics.</p> <p>Divide the participants into groups. Their task is to pick a song, which features discrimination, objectification, stereotypes and prejudice, and rewrite it in a way that it remains as catchy as the original version.</p> <p>When you have rewritten the songs, find a karaoke version on the internet (e.g. on Youtube) and sing it using the new lyrics.</p> <p>Songs, suggested for rewriting/resinging:</p> <p><i>One more time</i>, Britney Spears https://www.youtube.com/watch?v=OBq3Cjpt2YM</p> <p><i>Tai Uždaryk Mane, Tėveli</i>, Aleksandras Makejevas (Lithuanian song) https://www.youtube.com/watch?v=ZdeeNPEs51s</p> <p><i>Barbie Girl</i>, Aqua https://www.youtube.com/watch?v=v35fWf1CWfQ</p> <p><i>God Made Girls</i>, Raelynn https://www.youtube.com/watch?v=80uEOHRYHl4</p> <p><i>Ant Kalno Mūrai</i>, Lithuanian folk song, etc.</p>

Summary	<p>Questions for discussion:</p> <ol style="list-style-type: none"> 1. How did you pick the lyrics for rewriting? Why was this your choice? 2. What did you change and why? 3. What makes the new lyrics different? What is its effect?
Further suggestions, additional material	If you have more time, you can ask the peers to find lyrics that could be rewritten on their own.
Other ways of using the material by peer educators	Instead of using the popular commercial songs, you could organise an afternoon of rewriting folk songs, where groups would rewrite and re-sing folk songs. This method is suitable for talking about violence in the nearest environment – folk songs feature numerous cases of violence, which is portrayed as normal.

*Difficulty – 3

Method	Media and vanilla
Objectives	<p>To develop skills to recognise the origins of the content, published in the media</p> <p>To develop attention to details in the text, which help to attribute the text to a certain type of the media content</p>
Related human rights	Right to information
Length	60 min.
Material	Case examples, board, means of writing
Preparation	Print the cases – media texts – that will be studied during the seminars.
Process	<p>The peer educator begins from providing the theory.</p> <p><i>In the space of today's digital media, the audience is provided with texts although very similar to, but not actually products of journalism. What makes them different is the motives of their creation.</i></p> <p><i>The purpose of journalism is to INFORM the audience.</i></p> <p><i>The purpose of public relations and press releases is to FORM the audience's opinion.</i></p> <p><i>The purpose of content marketing is to SELL a specific product or service to the target audience.</i></p> <p><i>Why is this method called 'Media and VANILLA'? VANILLA, used for the majority of baking goods, is one of the most universal types of spice, liked by the majority of people. VANILLA texts are usually created in a way to be similar to journalistic products (allegedly satisfying the need or create a sense of usefulness), but are also entertaining, helping the audience to relax. VANILLA texts are also popular in the commercialised online media – the client pays for their publishing, moreover, being an integral part of the media</i></p>

	<p><i>business, they generate clicks and lengthen the time spent reading, which is very important for advertising clients, deciding, if they should buy their advertising space in a certain type of the media.</i></p> <p>Then the peer educator says: <i>I would like to show you several examples. Your task is to work in groups, reading two texts each and tell, which of them is a product of journalism, which – content marketing, and which – public relations, and also support your opinion.</i></p> <p>Upon handing out the texts, give 20-30 minutes to read and discuss them in groups.</p>
Summary	<p>To sum up the seminar, the peer educator draws a two-column table on the board. One of them features the characteristics of a journalistic text and the other – that of a commercial text, or a text, which is supposed to shape an opinion.</p> <p><u>Case No. 1. (from Lithuanian media) Awards to the Best in Kaunas Region</u> (Public relations text) http://www.15min.lt/verslas/naujiena/geronomika/apdova-noti-geriausieji-kauno-regione-129-473258</p> <p>Similarities to a journalistic text: presented as any other journalistic text on 15min.lt daily online (the same font, quotes), the editorial office is indicated as the source Similarities to a text for forming an opinion: a part of a wider campaign, because 15min.lt publishes more similar texts from different cities, the value of the news is low, Geronomika features texts, ordered by interested persons, photos feature the logo of the event and client, the client is also mentioned in the first sentence of the introduction of the article. The photos are among of the major indications – they are not documentary or journalistic. The text does not sell anything, but shapes the impression that the Ministry of Economy and EU structural funds focus a lot of attention on the promotion of entrepreneurship.</p> <p><u>Case No. 2. (from Lithuanian media) Labour Party: Pre-Elections Politics of the Radio and Television Commission of Lithuania – Attempts to Ban the Advertising of the Labour Party</u> (public relations product) http://sc.bns.lt/view/item/210745</p> <p>Similarities to a journalistic product: The title features a visible conflict, the text is brief and clear, features political</p>

	<p>news and is also published on the website of the BNS news agency.</p> <p>Similarities to a text for forming an opinion: provides only one opinion, which sympathizes with the Labour Party, the text also features the adverts of the Labour Party, the name of the party is indicated in the most-visible places of the text, the text is published on the BNS press centre, which is a place for press releases, the author, who published the text, is indicated as well.</p> <p><u>Case No. 3 (from Lithuanian media) Investments into Eco-Innovations Will Definitely Grow</u> (public relations product) http://www.15min.lt/verslas/naujiena/geronomika/investiciju-i-ekoinovacijas-svarba-ateityje-tik-augs-129-549341</p> <p>Similarities to a journalistic text: presented as any other journalistic text on 15min.lt daily online (the same font, quotes), neutral photo, which does not feature the logo of the client.</p> <p>Similarities to a public relations text: the source indicates that this content is supported by the project partner; there are client logos at the bottom; the purpose of the text – to raise expectations and encourage the business to think about projects, related to eco-innovations – the areas, which would receive support from the funds and the Ministry of Economy in the future.</p> <p><u>Case No. 4 (from Lithuanian media) Tips for Making an Excellent Recreation Area in the Yard</u> (content marketing) http://www.delfi.lt/projektai/archive/patare-kaip-lengvai-isirengti-puikia-poilsio-zona-kieme.d?id=67919674</p> <p>Similarities to a journalistic product: features the author and the type of the media; the text is unmarked, provided in the same font or style as any other independent journalistic text.</p> <p>Similarities to content marketing: written from a single source, which is also the client, put in the 'Projects' column, the text discusses a specific product, creating a demand for the product by talking about its benefits.</p> <p><u>Case No. 5. (from Lithuanian media) Radio and Television Commission of Lithuania: Anti-Refugee Adverts of the Labour Party Incites Hate</u> (Journalistic text) http://www.15min.lt/naujiena/aktualu/lietuva/lietuvos-radijo-ir-televizijos-komisija-pries-pabegelius-nukreiptos-darbo-partijos-reklamos-kursto-neapykanta-56-690009</p> <p>Similarities to a journalistic product: reveals/cites several sides of the conflict, the author is a <i>15min</i> journalist and she does not take sides, the article is published in the 'News' column and discusses relevant news.</p>
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	Similarities to a public relations text: the headline shows only one position, mentions the Radio and Television Commission of Lithuania.
Further suggestions, additional material	Text examples could include adverts from advert pages, presented in a way to make them visually similar to the news of the independent media.
Other ways of using the material by peer educators	You can also use other examples, but it's important to remember that picking examples requires specific knowledge and skills – not all journalistic texts are ordered and not everything, which looks like a journalistic text actually is one. Otherwise, the discussion could turn into a wrong direction.

**Difficulty – 2*

Method	Product Placement
Objectives	<p>To give knowledge on how social media is used for hidden advertising of goods;</p> <p>To develop perception skills in terms of the content of the social media, and critical thinking regarding brand recommendations;</p> <p>To introduce the technique of hidden advertising – product placement.</p>
Related human rights	Right to information
Length	30 - 35 min.
Material	Smart phones with cameras, internet connection, projector, board, a chosen brand or product with a brand (e.g. a box of tea or similar);
Preparation	<p>The peer educator could prepare and demonstrate several examples of social media advertising (a couple of cases are available in the appendix after the exercises, but you can find more on the social media accounts of various public figures).</p> <p>The peer educator could also create a FB group (or a Snapchat chat) for publishing social media adverts.</p>
Process	The peer educator explains that famous people or those, who have lots of followers on their social media accounts occasionally publish hidden adverts. The author of a social media account takes up to promote a brand or a product based on prior arrangements that his/her followers could only guess of. In these adverts they usually try to show the brand in daily situations, without highlighting the fact that the recommendation to use it is actually an advert, appealing to the experience, the ability to guaranty the

	<p>quality, benefit, environmentally-friendly characteristics of the product, etc. These adverts, usually presented in pictures, are popular on Facebook and Instagram. For example, thin and sporty people with a nice figure (e.g. Monika Šalčiūtė) promote a drink with high sugar content thus trying to conceal the possible negative effect.</p> <p>This technique is called product placement and is used in lots of places, such as movies, popular books, magazines, TV shows and social media. Independent journalists and principled media will not use product placement in their work, because the purpose of this technique is to manipulate the audience.</p> <p>How do the social media celebrities try to catch their follower's attention? First of all, it's important to focus the advert on the owner of the social media account, his/her sensations, feelings, wishes, dreams and experience, shared with the followers, rather than the product advertised. A good photo is presented with a short caption, explaining the photo's content and hashtags, which make it easier to notice advertising in the social networks.</p> <p>Nothing helps to understand the technique better than trying to use it, so the peer educator divides the participants into groups of 2-3 people and gives them a task to create a hidden advertising photo for a social network. You can choose to advertise anything around you – a phone, a tea brand, etc. It's important to use the brand itself in the photo. The photo must be accompanied with a catchy caption and 2-3 hashtags.</p> <p>When the task is done, upload all photos to your FB group (Snapchat chat) for discussion.</p>
Summary	<p>As the creative groups introduce their work, the peer educator moderates the discussion by giving the following questions:</p> <ul style="list-style-type: none"> -What did you try to emphasize in this photo? Why? -What is your expected effect on your social media followers? Why? -Would it be possible to avoid manipulating your followers using this type of advertising products? How?



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*Difficulty – 3

Method	Propaganda Techniques
Objectives	<p>To introduce propaganda techniques in order to be able to identify them later;</p> <p>To show the ways to form a propaganda narrative;</p> <p>To demonstrate manipulation techniques, used in propaganda.</p>
Related human rights	Right to information
Length	60 min.
Material	Computer, projector
Preparation	<p>The peer educator should prepare a presentation, which introduces the theory of the key propaganda techniques.</p> <p>Name calling: opponents are subject to sarcasm or mockery, using negative symbols or images that are easy to remember. E.g. Russian state media often refers to the Baltic States as the 'angry Baltic dwarves'.</p> <p>Glittering generality: individuals or their actions are described using general statements, unsupported with proof and rational arguments. E.g. not all Muslims are terrorists, but all terrorists are Muslims.</p> <p>Transfer: comparing positive or negative phenomena or qualities without reasoning. E.g. Russian ethnic minority – nostalgic to the Soviet times, disloyal; the left is pro-Russian.</p> <p>Testimonial: referring to an authority and using a true or alleged expert to strengthen the impression. E.g. 'According to experts...'</p> <p>Plain folks: trying to present oneself as a simple representative of one's nation, who is just like the others, and present an event like the goal of the entire nation.</p> <p>Bang wagon: appealing to the human desire to act like everyone, to follow a trend. E.g. 'Uproar in Lithuania: The New Banking Cards Will Cause a Banking Revolution'.</p> <p><i>Source: The translation and description of the techniques is based on the information, provided in the monograph of N. Maliukevičius The Potential and Dissemination of the Russian Information Geopolitics in Lithuania.</i></p>

Process	<p>The participants of the seminar are divided into groups (3-5 people in each).</p> <p>Each group is given a well-known fairy-tale (e.g. <i>Cinderella</i>, <i>Cat in Boots</i>, etc.).</p> <p>The groups must complete a task: to remake the fairy-tales using propaganda techniques, but without changing their storyline in a way to make the good characters look bad and the negative characters – look good. Propaganda techniques may show the negative characters in a positive light (e.g. the stepmother in <i>Cinderella</i> can be shown as a caring person, while her strict character presented as a virtue), while the good characters – slandered (e.g. Cinderella portrayed as a disobedient teenager (went to a ball, although was told not to), etc.).</p> <p>After the group work (15-20), each group introduces their fairy-tale remake.</p> <p>The presentation is followed by a discussion of the remakes.</p>
Summary	<p>To sum up the activity, you can discuss the following questions:</p> <ol style="list-style-type: none"> 1. <i>How propaganda can be used to remake the reality?</i> 2. <i>What is the relation of the elements of truth and lies in propaganda?</i> 3. <i>What other phenomena is propaganda related to (slander, conspiracy theories, etc.)?</i> 4. <i>How does propaganda change the perception of the world?</i>
Further suggestions, additional material	<p>You can remake not only fairy tales, but any other popular stories.</p> <p>You can try to analyse actual proven cases of using propaganda by identifying propaganda techniques.</p>

*Difficulty – 3

Method	Is That True?
Objectives	<p>To master the essence, meaning and value of information literacy;</p> <p>To learn to assess the reliability of information before making decisions;</p> <p>To get to know the concept of misleading advertising;</p> <p>To understand the differences between communication in advertising and journalism.</p>

Related human rights	A right to an objective and correct information
Length	35-40 min.
Material	Internet connection, computers or smart phones
Preparation	<p>Print several examples of advertising, which will be used as handouts.</p>  <p>Source – <i>Laima</i> magazine.</p>
Process	<p>Ask all peers to read a paragraph from the ‘Imperial Stick of Germanium’ (name of the paragraph from the given article). Introduce it by saying that it is an advert, provided in a popular women’s magazine <i>Laima</i>. The editorial office does not take any responsibility for the contents of the adverts, so you should know that journalists do not double-check this information. In the age of information excess, readers do not always have time to check the information and sometimes take faulty decisions, based solely on misleading data, provided by unethical sellers.</p> <p>The control of misleading advertising in Lithuania is performed by the Competition Council. However, numerous products can be sold before the advertiser eventually gets a fine, so consumers should be careful.</p> <p>Misleading advertising is a type of advertising, which contains faulty or incorrect information, does not reveal the key information, which is necessary for the consumer in order to make an informed decision.</p> <p>Then invite the peers to check the information, used in the following text, using the internet and other means of</p>

	communication. Use different search engines, translate titles into foreign languages, assess the reliability of the information resources that you found.
Summary	1) What information have you found on germanium? 2) What did you find out about the Japanese scientist Saburo Ishiguro? 3) What is a Nobel Prize? Who presents it? 4) Has CANET ever received a Nobel Prize? 5) In what sources of information was the Imperial Stick of Germanium mentioned? 6) What is your assessment of the reliability of these resources? 7) What should the consumers do upon encountering cases of misleading advertising?
Further suggestions, additional material	You can discuss the use of propaganda techniques in the text.
Other ways of using the material by peer educators	You could search for more examples of misleading adverts.

**Difficulty – 3*

Method	Media Literacy
Objectives	To understand and be able to explain the main definitions and meanings of the concepts of media literacy
Length	30 min.
Materials	Print and cut the concept definitions, provided below.
Process	<p>Part 1: The participants are divided into smaller groups and provided with concepts. Then they are asked to write a description of the given concept on a large sheet of paper.</p> <p>Part 2: The participants are given the cut definitions (in pieces, smaller than a sentence – a few words) of the previously given concepts. They are asked to put the definitions as they seem fit and also assign an appropriate concept from the given words. If there are more groups, you could give them different words, which could be presented later.</p> <p><u>Hoax</u>: actions, behaviour or words to mislead or deceive somebody on purpose.</p> <p><u>Perception</u>: processing, interpretation, selection and organisation of information.</p>

	<p><u>Medium/media</u>: means of communication for transferring information.</p> <p><u>Propaganda</u>: a form of communication, the purpose of which is to influence the community's attitude or position using biased statements.</p> <p><u>Manipulation</u>: using certain circumstances in order to secretly control somebody for one's own benefit; engaging in machinations, fraud.</p> <p><u>Fake news</u>: an attempt to control the public mind using fake stories and news.</p> <p><u>Serious news</u>: news, based on objective and reliable sources.</p> <p><u>Receiver</u>: someone consuming or otherwise receiving the information.</p> <p><u>Sender</u>: presents information or any other source.</p> <p><u>Producer</u>: creates various sources of information.</p> <p>Later, when the participants complete the task, you may ask them to make a presentation of all the definitions to each other and supplement the given definitions by finding examples.</p>
Summary	<p>Summary questions:</p> <ul style="list-style-type: none"> • Which definition was the hardest to find? Why? • How often do we encounter each of these actions in our daily lives? In what circumstances? • Why is it important to know the definitions for the given words?

**Difficulty – 2*

Method	Fake News
Objectives	To encourage critical thinking in checking the news
Length	2 h
Materials	Video camera
Process	Participants are divided into smaller groups, depending on their digital competencies. The first group is responsible for creating the video and writing the script. The second group – for moderating and coordinating the event. The third group – for describing and presenting fake news to the consumers. Their task is to create a piece of fake news (different groups may be given different topics or methods, e.g. targeting different senses. It is important to make sure

	<p>that all participants do a research online and find actual facts that could be related to the fake news and support the actual fake news.</p> <p>Then, when the fake news is created, the participants must go to the city/location to do a study by involving local people. The participants should be encouraged to ask for the people's opinion about the event/activity, which took place one or several days ago (i.e. the fake news, created by the participants but the people interviewed should have not heard of it). The participants can film or record and thus discuss the news presented with the locals. After convincing that the news is true, the participants must reveal that the news were actually fake, the event has never happened, and emphasize how important it is to check the news using reliable resources.</p>
Summary	<ul style="list-style-type: none"> • Is it easy to create fake news? Why? • Why people believe or don't believe in the information received? • How and when do you check information? • Why is it important to check information? • Which types of the media produce the most fake information? What target groups do they reach? • What should you do in order not to get lost in information?

**Difficulty – 4*

Method	Cry Like a Girl
Objectives	To activate the group, prepare to talk about gender stereotypes in the media.
Length	10 - 15 min.
Materials	-
Process	<p>Play the music. The participants walk and dance around. When the music is paused, the participants are told an action, which they must interpret and act on the spot.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Cry like a girl; • Walk like a man; • Eat like a woman; • Fix a car like a man; • Walk like a woman; • Cry like a boy; • Cook like a woman; • Eat like a man; • Dance like a woman; • Drink like a man; • Dance like a man;

	<ul style="list-style-type: none"> • Cook like a man; • Drink like a woman; • Run like a man; • Run like a woman; • Fix a car like a woman; •
Summary	<ul style="list-style-type: none"> • Did the participants perform the same actions in the same way? Why? • Does the indication of a gender often make you think in stereotypes? Why? • Which gender stereotypes do we usually notice in the media? • What is the effect of gender stereotypes on the readers? Why?

**Difficulty – 1*

Method	Who Discovered America?
Objectives	<ul style="list-style-type: none"> • To understand that we all (journalists included) have certain life experiences, which influence our attitudes and perception of the reality; • To realise that different experiences have an effect on selecting and understanding information; • To explain how different mechanisms may influence the media content; • To identify the factors, which influence the stories and content, created by the media.
Length	45 min.
Materials	Computer, projector, speakers, video: One Word – Episode 25: Christopher Columbus (http://internationalstudiesandsociology.blogspot.com/2015/11/one-word-episode-25-christopher.html)
Process	<p>Begin with showing the participants a video on how the indigenous Americans – the Indians – received Columbus and his invasion to America. If you don't want to use the video due to a possible language barrier (the video is in English), you can immediately jump to the discussion.</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • Who discovered America? Was America discovered? • Has somebody already been living in America before Columbus discovered it? If so, then why do we speak of its discovery? • Had someone else visited America before Columbus? (Vikings – Leif Erikson) • Did anyone live in America before the vikings went there? Who?

	<ul style="list-style-type: none"> • What did you learn at school during history lessons, or what information did you get from the media on the discovery of America? • Who was Christopher Columbus? • Why did he name the local Americans as Indians? • What could a media message on an anniversary of the discovery of America look like, written by European journalists? What would it look like, written by indigenous Americans? You can divide the participants into smaller groups and ask them to write short press releases.
Summary	Summarise your discussion – the factor of power, which influences our attitude towards reality and its effect in the content, produced by the media. The participants should be encouraged to think and answer how the factor of power influences their personal attitude towards reality and how various facts reflect in their attitude or the content of the media messages.

*Difficulty – 2

Method	Gender Construction in the Media
Objectives	<p>To analyse and discuss the role of the media in promoting gender stereotypes, the roles of men and women in different communities and realities;</p> <p>To discuss the images of men and women, provided by the media.</p>
Length	45 min.
Materials	One flip chart page for each group, scissors, glue, markers, men's and women's magazines. The entire activity is strongly dependent on the chosen magazines. Magazines, targeting namely the female or male readers – <i>Cosmopolitan</i> , <i>Panelè</i> , <i>Glamour</i> , <i>Moteris</i> , <i>Tik Vyrams</i> , etc. – raise the most discussions.
Process	<p>Divide the participants into groups of men and women. One group should not contain more than 7 participants.</p> <p>Then ask the participants to create an image of a woman and a man, using only different magazines (make a collage). It is important to emphasize that they can use only the images, quotes or photos from the magazines. They cannot use their personal opinions or additional measures.</p> <p>When the collages are complete, the participants are asked to introduce their work and tell why they chose namely those images.</p>
Summary	The major goal of the discussion and the summary is to encourage the participants to recognize men's and women's images, suggested by the media and be able to assess them using critical thinking. Also,

	<p>to notice gender stereotypes, which are usually used by the media (e.g. macho type men, or obedient women).</p> <p>Possible summary questions:</p> <ul style="list-style-type: none"> • Do you agree with the images of men and women provided? Why? • Can you recognize yourself or someone from your nearest environment in the images of men and women provided? • In your opinion, why the media uses namely those images (photos, words)? • What do these collages say about the 'roles' of men and women in the society?
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**Difficulty – 3*

Method	Media Manipulation
Objectives	<p>To help the participants understand, which stereotypes on various topics are created by the media and what is their effect;</p> <p>To understand why and how the media manipulates their users;</p> <p>To create recommendations on recognizing and avoiding media manipulations.</p>
Length	45 min.
Materials	Paper for notes, pens, notes with roles and the task for the 'journalists' (prepared in advance)
Process	<p>Divide the participants into two groups – journalists and interviewees. Then both groups are taken to different premises.</p> <p>Each member of the interviewees receives a different role - a banker, a politician, a migrant, a prostitute, etc. and some time to think of the story and get into their character.</p> <p>The 'journalists' also get different tasks to define various positions – to show that the interviewee is corrupt, to convince that the interviewee is innocent, to show that the interviewee is a criminal, poor, that he/she needs help, etc. Give some time for the journalists to prepare their interview strategy and questions.</p> <p>When both groups are ready, then all journalists get their interviewees and begin their interview. It is important to emphasize that the participants cannot reveal their roles or tasks.</p> <p>After the interviews, the journalists are given some time to prepare their articles, which would demonstrate their tasks (e.g. to portray their interviewee as a criminal). When everything is done, read the articles to everyone and begin a discussion.</p>

Summary	<ul style="list-style-type: none"> • How did you divide the roles/tasks? • Was it difficult to get into your role? Why (for the interviewees)? • Was it difficult to manipulate the situation, information and feelings of the interviewees? Why? • How did you feel after hearing your story in an article? Why (for the interviewees)? • How often and in what types of media do you encounter stories, which seem to be biased from the first glance? • How and where is it best to check the information and make sure that the story is real?
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**Difficulty – 4*

Method	Online Bullying
Objectives	<p>To understand different types of online bullying and the connection between online and real-life bullying;</p> <p>To identify possible actions against online bullying;</p> <p>To show how important it is to report online and real-life bullying.</p>
Length	45 min.
Materials	Before you begin, make four different signs: 1. Nothing 2. React 3. Report 4. Other. Hang all four of the signs in different corners of the room.
Process	<p>Begin the activity by asking the participants what they know about bullying in general, the ways of spreading and types of bullying, and why people bully each other overall.</p> <p>Then show the participants different signs in the corners of the room and tell them that you would read about different situations and the participants should think what would they do and then stand in appropriate corners of the room. After each of the stories, when the participants pick their favourite corner, ask several of them to support their choice, what would be their reaction, whom would they address, or if they wouldn't take any action.</p> <p>Stories:</p> <ol style="list-style-type: none"> 1. You received several offensive e-mails and messages from an address or number that you don't know. Some of the messages were threatening. It looks like the sender knows you. What would you do? 2. Several pupils from your school edited some of your photos and uploaded them online with obscene comments. You think you know, who did it. What would you do?

	<p>3. A boy from another country came to study in your class. Your friends make fun of the newcomer and share racist comments online. Your friends keep asking to share their comments with others. What would you do?</p> <p>4. Some of your classmates started sharing information about you that is incorrect on the social media. Upon seeing those posts, other pupils started avoiding you. Even your friends started to think that the information shared could be true. What would you do?</p> <p>5. Your teacher said that several pupils were suffering from terrible bullying and one of them was even attacked on the way home. He is asking everyone to share what they know about the incident. You think that you know, who's the bully, but you're afraid to tell anything, because you also received offensive messages, telling you not to tell anything. What would you do?</p> <p>6. You notice a child, crying in the playground. You know that other children bully this girl and call her names due to her learning difficulties. Your friends bully her most and often make fun of the girl, when you're together. What would you do?</p>
Summary	<ul style="list-style-type: none"> • What stories are the most difficult to react to? Why? • Do you think that all stories are related to bullying alone? • Have you ever encountered online bullying in person (as an object of bullying, a bully or a witness)? • Are there any and what connections can you draw between online and real-life bullying? What are the differences? • Will your reaction to bullying be different in the future? How and why? • What could each of us do against online bullying? • Who should join the battle against online bullying? In your opinion, what reactions should come from the media, police, parents, teachers and others?

**Difficulty – 2*

Method	Fork and Knife
Objectives	<p>To discuss the necessity to check information;</p> <p>To understand that support depends on sharing and transparency;</p> <p>To get a personal experience of a situation, when participation and understanding can be limited by certain factors?</p>
Length	50 min.
Materials	Fork, knife, flip chart paper, paper, markers
Process	1. The participants sit in a circle. The moderator says that the rules of the game will be told only once, which is why it's important to

	<p>listen carefully. It is also very important to emphasize that the participants should focus on their feelings during the game.</p> <p>The participants must send the fork and the knife either crossed or not (by saying and showing) to the participant, sitting nearby. As soon as the fork and the knife are given to another person by loudly saying if they are crossed, or not, then the facilitator says if the participant was right. It is important not to explain anything more (no matter if there are more questions or not). The facilitator begins the sending. The secret of the game is not the sending of the knife and the fork, but the position of the sender's legs – if he/she is sitting with their legs crossed or not. Thus, the knife and the fork can be sent in any way. It is important to make sure that what the senders say matches their sitting position.</p> <p>2. About 10 minutes later, stop the game. The majority of the players usually get the secret and experience various emotions.</p> <p>3. Ask those, who did not understand the essence of the game, how they feel. Write down your answers on the flip chart page using one colour. Then ask those, who got the game, the same question. Write down their emotions on the same page using another colour. Also, ask one of those, who got the game, to explain it to the rest of the participants.</p> <p>4. Ask the participants, what connections and differences they see between the experience and emotions of both of the groups, and the information, provided by the media (especially keeping in mind the questionable information).</p> <p>5. Divide the participants into two or more groups (it's best if the number of the groups is even). Each group should discuss the questions given to them.</p> <p>Group A:</p> <ul style="list-style-type: none"> a. When I don't understand something, I feel... b. My reaction to those, who understand that I don't is... c. What usually makes it difficult to check the information is... d. What would help me understand is... <p>Group B:</p> <ul style="list-style-type: none"> a. When I understand something, I feel... b. My reaction to those, who don't understand is... c. What helps me check and understand the information is... d. I could help others understand... <p>If there are more than two groups, then several groups could work on the same questions. Ask all participants to write down their ideas</p>
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	on a large sheet of paper and later introduce the results to the entire class.
Summary	<ul style="list-style-type: none"> • Why haven't you shared the essence of the game as soon as you got it (for those, who understood the secret of the game)? • Why is it important to check information, instead of blindly believing it? • What is the advantage of the people, who check information, versus those, who simply accept it? <p>It is important to make sure that the participants understand the importance of checking, instead of accepting the received information. A part of the reflection could be focused on the importance of sharing information, facts and agreements, which help people to navigate through the flows of information and select the information that is true.</p>

**Difficulty – 3*

Method	Bias and Me
Objectives	To understand what is bias and how it works; To understand the connection between bias and manipulation opportunities;
Length	About 45 min.
Materials	Pre-printed bias cards (20 per group), flip chart page, markers.
Process	<p>First of all, the peer educator must explain the basics of the cognitive psychology theory, which explains the relation between human thoughts, emotions and behaviour, also what is the influence of the above-mentioned actions on their decisions.</p> <p>Divide the participants into smaller groups (up to 5 people in one group). Hand out the pre-printed cards and ask the participants to get to know their content. All of the 20 statements have a certain influence on the decision-making, understanding and cognition. If the number of the participants is smaller, you can discuss it as a single group. Ask the participants to discuss the following:</p> <ul style="list-style-type: none"> • In what situations/topics do these statements work? Make a list of topics and assign statements. • What would help get rid of bias and make independent decisions? • Is bias always negative? In what situations could it be positive and help? • How can bias help manipulate our decisions, available information, attitudes?

	<ul style="list-style-type: none"> • Think of situations, where bias could be used in a negative/positive way? <p>Bias effects:</p> <ol style="list-style-type: none"> 1. <i>Anchoring bias</i>. People rely too much on the first information they receive and reject the information, received later. E.g. people at auctions tend to perceive the first person making a bid as the worthiest of winning the auction. 2. <i>Availability heuristic</i>. People tend to overvalue the importance of the information, presented to them. E.g. someone could keep arguing that smoking is not bad for you, because he/she knew somebody, who smoked and lived for a 100 years. 3. <i>Bandwagon effect</i>. A probability of forming an opinion based on the amount of people supporting it. The more people join a certain position, the easier it is to convince others. This is a very powerful form of group thinking, which is often the result of low productivity of larger gatherings. 4. <i>Blind-spot effect</i>. The inability or refusal to get to know one's attitudes. People are inclined to notice and recognize others' bias before their own. 5. <i>Choice-supportive bias</i>. Upon making a choice, you hope to feel comfortable and positive about your position. Even if the choice also has negative aspects. E.g. someone has a good opinion about their dog, even if the dog bites everyone. 6. <i>Clustering illusion</i>. A tendency to notice various models in different activities/events/cases and group them according to one's experience. Thus we pick individual elements. E.g. if you're playing a roulette and several of the previous results were red, you may be inclined to think that the next one will be red too. 7. <i>Confirmation bias</i>. We are inclined to listen to information, which supports our own opinion. That is why people find it very difficult to discuss with someone, who has an opposite opinion. 8. <i>Conservatism bias</i>. When people tend to prioritise the proof, received earlier than new. E.g. it took long for people to accept the idea that the Earth is, in fact, round, because they found it difficult to reject the previous prevailing opinion that it was flat. 9. <i>Information bias</i>. A tendency to search for information, when it has no influence. More information does not always mean better or higher quality. Sometimes less information helps people make more accurate conclusions or guesses. 10. <i>Ostrich effect</i>. The decision to ignore negative or dangerous information by 'hiding one's head in the sand' like an ostrich.
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	<p>11. <i>Outcome bias</i>. Underestimating the decision based on the results, without considering the decision-making procedure.</p> <p>12. <i>Overconfidence</i>. Some people have too much confidence in their abilities and this makes them take increasing risks every day.</p> <p>13. <i>Placebo effect</i>. Believing that simple faith, object, action or person – any factor – will have the expected effect. E.g. in medicine a doctor prescribes simple vitamins instead of antibiotics and they make the patient feel better, because the patient expected that.</p> <p>14. <i>Pro-innovation bias</i>. When advocates of innovation tend to overestimate the effect and reject the limitations of innovation.</p> <p>15. <i>Recency</i>. A tendency to weigh the latest information more carefully than the previous one.</p> <p>16. <i>Salience</i>. A tendency to focus on functions/characteristics that are the easiest to understand.</p> <p>17. <i>Selective perception</i>. Allowing our expectations to influence our attitude to the world.</p> <p>18. <i>Stereotyping</i>. Hoping that a group, a person or a certain factor will meet the picture that you have created earlier. This allows us to quickly identify unfamiliar things as friendly or hostile. Unfortunately, people tend to abuse this.</p> <p>19. <i>Survivorship bias</i>. A mistake, caused by focusing only on examples of survival situations. This creates a mistaken picture of the situation. E.g. we may think that being a businessman is very easy, but we only think so, because we never hear stories of negative experiences or failure.</p> <p>20. <i>Zero-risk bias</i>. Sociologists have found that people like to be reassured. This happens even, when we're completely unproductive. Complete elimination of risk refers to safety and no damage.</p>
Summary	<p>All people use their bias, created or acquired in advance. It is important to recognize, when the bias crosses certain boundaries, becoming an obstacle instead of helping. Manipulation of information or the goal of spreading propaganda often uses namely the experience already acquired by the consumers. That is why it is very important to recognise things that happen instead of immediately rejecting them. Try to answer the following questions together with the participants:</p> <ul style="list-style-type: none"> • How should we fight each of the above-mentioned biases in order to avoid their negative outcome? (Write this part down on a large flip chart page and use it as recommendations)

*Difficulty – 3

Method	Letter
Objectives	To understand the importance of secrets and find out what happens, when they become known to other people.
Length	About 90 minutes.
Materials	A4 sheets of paper. If possible, also envelopes.
Process	<p>Introduction: everyone has secrets. They often keep them to themselves and don't share them with many people. And if they do, they hope that the secret would remain between them. Unfortunately, amounts of material, which compromises or diminishes some person, are increasingly more available on various types of media. Even secrets of other people made public. This violates personal privacy and dignity.</p> <p>Each participant gets a sheet of paper. They are given a task of writing down a secret. Immediately inform that this is strictly for themselves and no one else. Give some time to complete the task. Then the sheet of paper is folded (and enveloped, if possible). Then everyone sits on their secret. Ask how they feel, when the secret is safe. Then ask to stand up and leave the envelopes, where they are. Then ask again how they feel, when their secret is a bit further away. Then ask to switch seats, leaving the sheets, where they are. Then ask again, how they feel about their secret on that sheet of paper. Then ask everyone to sit down on the envelopes closest to them. Ask how they feel again. Then ask to take the other person's sheet of paper from under one's bottom. Ask how they feel again. Then ask to return to their sheet of paper. You can suggest sharing their secrets with others. But this is not mandatory. Leave space for individual decisions.</p>
Summary	<p>Summary questions:</p> <ol style="list-style-type: none"> 1. How did you feel writing down your secret on a piece of paper? 2. Was it difficult to trust another person, holding your sheet of paper? 3. Did you feel tempted to read someone else's secret? 4. How do you feel sharing your secret? 5. How do you feel upon hearing other secrets?

	<p>We often hear other people's secrets, but cannot always appreciate them. We are not always aware of how difficult the other person finds it to share and how many barriers they have to cross to share it. If someone has entrusted you with their secret, save it and appreciate the trust shown to you. Having secrets does not always bring positive outcome. Sometimes sharing is much easier than carrying it with you, because it may weigh you down. Here the media is often detrimental, because we could notice other people's intimate secrets being made public in order to humiliate them. That is particularly common on Facebook with photos or videos of other people, doing something that they wouldn't want others to see.</p> <p>It's important for the group to understand that secrets, even the smallest, are a person's private business. If they share them with others, they hope that these secrets will stay with them alone. Perhaps the group can share their own life experience on certain secrets going public and the negative outcome this had on certain people. Or you could look for such examples on the media.</p>
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*Difficulty – 4

**Advisable to use after 'The Image of Me' exercise.

***This method requires a group, which has already bonded. It is unsuitable to be used on the first day of working with the group. Best used as of 5th or 6th seminar when the atmosphere in the group is safe enough.

Method	I'm Not Alone
Objectives	To show how many things relate us.
Length	About 15 minutes.
Materials	A large room.
Process	<p>All participants stand in a group. One of them leaves the group and shares something that they like (It could be movies, books, theatre, some food or deeper things. It also could be certain fears, such as being afraid of spiders).</p> <p>Then everyone, who agrees, comes to that person. Then another person walks a few steps away and makes a statement. Everyone, who agrees, comes to that person. Some people may be left standing until they hear some statement that applies to them. Thus the group keeps walking until each of the participants has</p>

	made 2-3 statements. The number of statements may change depending on the group size.
Summary	<p>Summary questions:</p> <ol style="list-style-type: none"> 1. How did you feel with many people standing around you? 2. How did you feel with only a few people standing around you? 3. How did you feel standing alone (if applicable)? 4. Have you found many similarities with others? <p>Life will be full of people, who are similar to you, sharing the same likes, hobbies, fears or values. People are related and united by many things. Finding the points of connection, i.e. being able to share your likes, thoughts and ideas, is the key. However different the other person may be, you can find at least something in common.</p>

**Difficulty – 2*

Method	The Origin of Stereotypes
Objectives	To understand the origins of stereotypes.
Length	About 60 min.
Materials	Sheets of paper, writing tools, means of internet access.
Process	<p>Discuss that stereotypes do not come out of nowhere, that they are acquired, rather than innate. Give a task to investigate, where they come from and how. Divide the participants into several groups. Each group is given a different topic. For example, LGBT, Muslims, Roma, Jews, etc. Give 15 minutes to remember the formation of an opinion about a specific group. When the time is up, each group introduce their stories.</p>
Summary	<p>Summary questions:</p> <ol style="list-style-type: none"> 1. Was it difficult to find the source of the stereotypes? 2. Did the identification of the origin of the stereotypes change the opinion about that group of people? If yes/no, why? 3. Can education on the origins of these stereotypes help eliminate or reduce them? Support your opinion.

	As we can see from this exercise, stereotypes don't come out of nowhere. People are not born with them. All stereotypes are usually formed by listening to other people or, in very many cases – the media. We encounter them every day and can hardly avoid them. Thus, we should be very careful and constructive in assessing the information we receive from there, using an internal filter to avoid negative information from the environment.
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*Difficulty – 1

**It is advisable to use before the 'Five Pages in the Media' exercise.

Method	Interview
Objectives	To understand how prejudice can influence a conversation with a person.
Length	About 90 minutes.
Materials	Sheets of paper, pens.
Process	First if all, think of a situation, such as a murder in the station surroundings. Then pick one volunteer as a witness in the situation. The rest of the participants are journalists. Then the group is divided into two. The first group leaves the room. The other group must take an interview from the volunteer. Just before the interview, the volunteer is given a role. In this case, an example could be a prostitute, named Augustè. Then announce that, e.g., there was a murder and that Augustè is the witness of the murder. The first group is not aware of the volunteer's activity, which, in this case, is prostitution. They only know her name. Then the interview begins and all journalists try to find out as much as they can about the entire situation. The other part of the group, which has left the room, does not hear the interview. They are introduced to the situation and told that the job of the volunteer is prostitution. Then, when the first group finishes their interview, the second group returns and does the same interview, watched by the first group. But the first group cannot comment or ask anything. It is recommended to give a certain number of questions, for example, say that the journalists cannot exceed 8 questions.

	<p>Example: there was a murder in the station area. The victim is a man. The police came. There is only one witness. Her name is Augusté. Augusté is a prostitute. (The last fact is mentioned only to the second group).</p>
Summary	<p>After both of the interviews, engage in a joint discussion. First of all, ask the volunteer, who was interviewed by the journalists.</p> <p>Summary questions:</p> <ol style="list-style-type: none"> 1. How did the first group feel, taking the interview? 2. How did the volunteer feel? Did they sense/notice different emotions during both of the interviews? 3. How did the information about the role, assigned to the volunteer, influence the interview questions? 4. Can prejudice affect the communication with other people? 5. Can prejudice affect the information, received from a person? <p>Influenced by prejudice, people can misinterpret the information they receive. People often already 'have' their answers even before starting to talk to the other person simply because of the prejudice. That is why it's very important to have no prejudice, because otherwise the other person may simply feel humiliated. We often come to that person simply to confirm what we already 'know'. Prejudice may even turn the topic of the conversation to a wrong direction solely because of prejudice.</p>

*Difficulty – 3

**Advisable to be used after the 'Job Interview' exercise.

Method	Talk Show
Objectives	To develop the understanding that each person can have different, but not necessarily faulty, ideas on the same things.
Length	About 90 minutes.
Materials	Two chairs, a vessel, pieces of paper, pens.
Process	<p>You can do this exercise in order to deepen your knowledge on a certain topic. Also, to strengthen the team's trust in each other. Nevertheless, it is important to make sure that everyone has a chance to share and have their thoughts</p>

	<p>supplemented, instead of criticized. This is an environment for everyone to get involved and learn equally.</p> <p>Choose topics, such as bullying, critical thinking, stereotypes and so on. Then write down those topics on the pieces of paper and put them into the vessel. Pick two volunteers, who will come and sit on the chairs. Then draw the first piece of paper with a topic and the volunteers start talking. The audience cannot say or comment anything, but can come, pat a speaker on the shoulder and then the speaker leaves the chair to sit among the audience, while the newcomer sits down on the chair and becomes the talker, developing the topic further. Someone from the audience may come, when they want to add something or express their disagreement with the information discussed. If the speakers have nothing much to say on the topic, they must continue their conversation, based on what they know. The audience can keep changing the speakers. A discussion on a single topic may take about 8 minutes.</p>
Summary	<p>Summary questions after all discussions are done:</p> <ol style="list-style-type: none"> 1. How were the discussions? 2. Were there any moments, when you wanted to interrupt, but didn't dare to? 3. Did you notice cases of the speakers discussing the topics in a completely different way than you would, but completely agreed with them? 4. Could you learn some understanding on certain topics from other people? 5. Was it difficult to accept a different position? <p>We can often notice people talking on the same things, but engaging in conflicts nevertheless. Everyone has their own understanding of each topic, developed by certain experiences in their lives. And those people could see certain things completely differently than you, but it doesn't mean that they're wrong. Each person thinks different and you need to learn to listen to them and accept their opinion. Constructive answers may not only help people grow and improve in various areas of life, but also take the good example and continue to use it in life, such as adding to someone's thoughts, instead of merely criticizing them.</p>

*Difficulty – 2

**Advisable to use after 4 seminars to deepen the knowledge on certain topics.

Method	Work Interview
Objectives	To notice and assess how a person's status could help or prevent him/her from getting a job.
Length	About 90 min.
Materials	Chairs, a vessel for roles, pens.
Process	<p>Ask for two volunteers, who would stand as a job interview commission and then invite someone, who has to chose and act out a role. Choose a role by drawing a random piece of paper. Roles:</p> <p><i>A pregnant 18-year-old from an orphanage.</i></p> <p><i>Someone, who has just graduated from school.</i></p> <p><i>Someone, who has just graduated with a BA.</i></p> <p><i>A Roma school drop-out.</i></p> <p><i>A son/daughter from a rich family.</i></p> <p><i>A middle-aged man without a left hand.</i></p> <p><i>A 30-year-old woman with no university education or any job experience.</i></p> <p><i>An emigrant from Italy, who doesn't speak Lithuanian.</i></p> <p><i>An 11th grade pupil.</i></p> <p><i>A 22-year-old convict, released on probation.</i></p> <p>Read the role aloud for all participants, not only the job interview commission. Then draw a piece of paper to pick the job position. The piece of paper is drawn by one of the job interview commission volunteers. Job positions:</p> <p><i>Cashier at a shoe store.</i></p> <p><i>Sales assistant at a clothes store.</i></p> <p><i>Cleaner at a pharmaceutical factory.</i></p> <p><i>Night watchman at the bank.</i></p> <p><i>Kindergarten teacher.</i></p> <p><i>Baker at a bakery shop.</i></p> <p><i>Client service employee at a hardware store.</i></p> <p><i>Librarian.</i></p>

	<p><i>Waiter at one of the fanciest restaurants in the city.</i></p> <p><i>Dormitory watchman.</i></p> <p>The commission reads the job position, targeted by the applicant, and starts the interview. The main task of the interview commission is to make sure that the person, who will be employed for a specific job, would be fully able to do it. There should not be any internal prejudice. The working environment should be safe, orderly and the clients serviced – satisfied with the service. The main task of the volunteer, who came for the job interview, is to get the job. The audience watches the entire interview. At the end the commission has 1 minute to decide regarding the potential employee and introduce him/her to the audience. Then the audience gives questions to the commission. Suggested number of interviews – 4-6.</p>
Summary	<p>Engage in an open discussion after all of the interviews.</p> <ol style="list-style-type: none"> 1. How do the volunteers, who applied for the jobs, feel? 2. How does the commission feel? 3. What stereotypes and prejudice have you noticed during the interview. 4. Could have any of the interviews been done in a different way? Which one and why? What did you need to achieve a different result? 5. As you watched the interviews, did you want to exchange the roles with the commission or the applicant for the job? Why? 6. Could the persons, who were unable to get the job, be hired for some of the other positions? Support your opinion. 7. Could the persons that did not get the job, actually get the job? Why? Support your opinion. <p>Sometimes, despite our opinions, other people's prejudice determines our position in the society. Let's say, in these situations we can notice that the success of these people, no matter how bad they wanted the job, is already determined by prejudice due to their looks or position in the society. People are often underestimated even before they start to speak and these examples are many in our daily lives. According to an old proverb, 'don't judge a book of its cover'.</p>

*Difficulty – 3

**Advisable to be used before the 'Interview' exercise.

Method	Five Pages in the Media
Objectives	To find out the participants' attitude to stereotypes and deepen their knowledge.
Length	About 90 min.
Materials	Large sheets of paper, markers, tables, chairs.
Process	<p>Prepare the room: put five tables with a sheet of paper and writing tools on each of them. The sheets should feature the following questions:</p> <p>What are stereotypes?</p> <p>What is the influence of stereotypes on the society?</p> <p>How does the media create stereotypes?</p> <p>How can the media influence our own attitudes?</p> <p>Does the media define certain societal standards?</p> <p>When the room is ready, divide the group into five teams. Each team sits at the table and has 5 minutes to discuss and answer the question, which is on their table. This is a brainstorming of short answers. 5 minutes later, the teams switch tables. After the fifth rotation, the team returns to the first sheet of paper. Then all groups present their sheets to the rest of the participants.</p>
Summary	<p>Summary after the presentations:</p> <ol style="list-style-type: none"> 1. Did you find new ideas? Give examples. 2. Perhaps some question raised a heated discussion in the team, with the team members finding it difficult to come to a common answer? If so, what happened?

	<p>3. Were there any ideas in the presentations that you wouldn't agree with?</p> <p>4. Which question was the most difficult? Why?</p> <p>5. Did your attitude towards stereotypes change?</p> <p>The media is one of the major sources of information, which can shape our world-view. This also includes stereotypes, which form due to misleading information, spread by the media. The media often dictates the rules on how all of us should live and what we should be interested in, although, of course, there are all kinds of media. Many of them also help us grow as personalities. Yet, it's always very important to define what we expect from a certain media channel in order to avoid collecting all of the negative information.</p>
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*Difficulty – 1

**Advisable to be used after 'The Origin of Stereotypes' exercise.

Method	Self-Image
Objectives	To create a self-image, understand how it changes and why.
Length	About 90-120 min.
Materials	Sheets of paper, writing tools.
Process	<p>Discuss the concept of a self-image with the participants. It is the entirety of knowledge and attitudes towards oneself. The impression we create about ourselves, based on our personal experience and self-observation. Thus we find out about our abilities, competencies and individuality.</p> <p>After clarifying what self-image is, each of the participants get a sheet of paper and have to create an image of their identity. Sentences that may help to create the image of oneself:</p> <p>I can...</p> <p>I know a lot about...</p> <p>I know how to...</p> <p>I'm good at... etc.</p>

	Then give some time for everyone to create their own self-images. When everyone is done, they introduce their self-images to others.
Summary	<p>After the presentations, engage in a discussion. Make sure that everyone contributes. Discussion questions:</p> <ol style="list-style-type: none"> 1. How did you do at creating your self-image? Was it hard? 2. How many different self-images do we have here? What makes self-images different? 3. How long does it take to develop a self-image? What shapes it? 4. How could somebody's self-image be influenced by other people's prejudice and stereotypes? 5. Is it hard to accept a self-image that is different? <p>Each negative or positive comment has a strong effect on the formation of people's self-image. Even adult comments on a child's improper behaviour in his young age could have a significant outcome in the future, making the child doubt his abilities. While positive encouragement, especially from someone looked up to, could encourage to improve. Societal stereotypes or actual prejudice have a negative effect on the self-image and presuppose certain standards of behaviour and understanding of oneself. The self-image is usually affected by the media. It is very important to be able to filter information, to understand the the self-image in a younger age is very easy to influence, which shapes the personality later in life. We may accept information, which influences our self-image, even without noticing. That is why the understanding of what I already have and what I want for my future will help to filter information and shape the self-image further.</p>

*Difficulty – 2

**Advisable to be used before the 'Letter' exercise.

Method	Human Rights
Objectives	To introduce the participants to the human rights.

Length	About 90 min.
Materials	Sheets of paper, writing tools.
Process	<p>Introduce the human rights. (You may start by asking the group, what they think human rights are, or how would they define the human rights in one sentence, using their own words.) You can also show a Youtube video on human rights: https://www.youtube.com/watch?v=VQYSV520Ra0 ((LTH) ECHR - European Convention of Human Rights (Lithuanian Version)) or the moderator can read the preamble:</p> <p>“Preamble</p> <p><i>Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world;</i></p> <p><i>Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people;</i></p> <p><i>Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law;</i></p> <p><i>Whereas it is essential to promote the development of friendly relations between nations;</i></p> <p>Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom;</p> <p><i>Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms;</i></p> <p><i>Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge;</i></p>

Now, Therefore the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction."

Divide the participants into 8 groups. Each group draws a piece of paper, which contains one of the human rights. Here is the entire list:

1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. Everyone has the right to life, liberty and security of person.
3. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
4. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
5. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.
6. Everyone has the right to freedom of movement and residence within the borders of each state.
7. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
8. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

	<p>When the groups pick their papers, they have to create two living models, featuring the group members and objects around them. The first model must illustrate a specific right. When the model is created, the audience must guess, which right is it. Then the group demonstrates the second model, which shows a violation of the right, illustrated previously. The audience must name the type of the violation.</p> <p>Then all groups must create a social add on the rights illustrated. It could be a slogan, a logo, an audio or video material.</p>
Discussion	<p>Discussion:</p> <ol style="list-style-type: none"> 1. What human rights were the easiest to recognize? Which ones were harder? Why? 2. Are human rights often violated? Have you noticed such violations? Could you specify? 3. What is the role of the human rights in the world? How do they help individual people, nations and the world? <p>The human rights have been written and introduced to the world in order to ensure the freedom and rights of each person. We can still notice violations of the human rights to this day. Sometimes people just ignore them. It usually happens, because people do not always know their rights. That's why it's important for each person to be introduced to their rights individually, to understand them and allow others to enjoy their rights without violating them. Each person is free as far as their freedom does not restrict other people's freedom.</p>

*Difficulty – 1

**Advisable for beginning of the seminar cycle.

FINISHING A WORKSHOP

It's important to give time for reflection at the end of each workshop. Reflection means thinking, learning from experience and using that knowledge in the future. In other words, reflection is needed to discuss the workshop itself, the participants' feelings, perceptions, acquired knowledge and skills. It's important to give enough time for discussion, because that

is the major part of the method, which ensures the success of learning from experience. That is particularly critical, when a seminar includes several methods and when the reflection includes all of the experiences.

During reflection you need to ask the question 'How are you feeling?'. Then listen to the participants. Refrain from making clarifications or stating your disagreement – that is the other person's experience and none of the group members have a right to approve, disapprove or comment it. Encourage the participants to speak in their name (rather than the entire group's), be empathic, step into others' shoes and really listen to other participants. The moderator could also reflect on his/her own feelings and experiences, as well as to sum up the discussion.

Method	Group drawing
Objectives	To find out how the group feels after the seminar, to listen to them sharing their feelings, to find out about the interaction of the group members.
Related human rights	
Length	20 min.
Materials	Several large sheets of paper, adhesive tape, markers, crayons
Process	<p>The group members try to depict their feelings, thoughts and other experience on a large sheet of paper (you can join several of them) without talking. Later discuss the drawing in group:</p> <ul style="list-style-type: none"> • What is the general impression? What does the drawing tell us? • What did we draw? • What was important? • What was difficult? • Where are the group members in the picture?

Method	Natural objects
Objectives	To find out how the group feels after the seminar, to listen to them sharing their feelings, experiences, realisations.
Related human rights	
Length	20 min.
Materials	A possibility to go outside
Process	Ask each group member to choose an object from the nature, which reflects their personal state at the moment best. It could be a plant, a stone, a natural phenomenon, etc. They don't have to bring the object to the discussion, it's important to explain what it symbolises. When everyone has chosen their objects,

	begin a discussion in group. It's important to ask: 'Why did you choose this object? What does it symbolise? How do you feel now?'
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