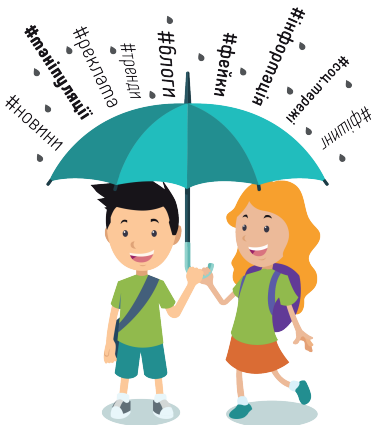


ENGLISH
FOR MEDIA LITERACY



MEDIA LITERACY TOOLKIT IN THE EFL CLASSROOM

**Nataliia Goshylyk, Volodymyr Goshylyk,
Iryna Malyshivska, Tetiana Marchuk,
Diana Sabadash, Uliana Tykha**



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Ivano-Frankivsk
Vasyl Stefanyk Precarpathian National University
2021

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The aim of this manual is to provide the teachers of English with the tools of integrating media literacy in the EFL classroom. It contains the original works of the University Lecturers and the English language school teachers, who participated in the project “Media literacy in the EFL Classroom” and later developed new teaching resources. These tasks are targeted at secondary school and University students with various English levels.

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PREFACE

The rapid and constant development of media industry provides expanded opportunities for the social, political, economic and scientific exchange, as well as global network. Nevertheless, the redundancy of the information available requires obtaining specific information and media literacy skills by its consumers. And in this case the notion of a ‘consumer’ cannot be reduced to a grown up and mature personality. In the world of digitalization children become equitable users and creators of media content. And this fact imposes new requirements on the national system of education. Teachers (teachers of English in particular) should become the communicators and popularizers of media literacy competences.

The aim of this manual is to provide the teachers of English with the tools of integrating media literacy in the EFL classroom. Materials incorporated were developed within project “English for Media Literacy” (the project manager – Diana Sabadash) under the grant program of the “Learn to Discern in Schools” project, implemented by IREX (International Research & Exchanges Board) with the support of the British and U.S. Embassies, in partnership with the Ministry of Education and Science of Ukraine and the Academy of Ukrainian Press and in cooperation with the English Philology Department of Vasyl Stefanyk Precarpathian National University and the NGO “Centre for Communication Research”.

It contains the original works of the University Associate Professors (Diana Sabadash, Iryna Malyshevskaya, Volodymyr Goshylyk, Uliana Tykha, Tetiana Marchuk, Nataliia Goshylyk) and the English language school teachers (Uliana Dulenchuk, Tetiana Kalynuik, Oksana Pasichniak, Anna Kyrpa, Mariia Vintonovych, Iryna Mazur, Lina Melega), who participated in the project “English for Media Literacy” and later developed new teaching resources. These tasks are targeted at secondary school and University students with various English levels.

The activities and tasks offered are designed to simultaneously develop both linguistic and communicative competences in each of four modalities (*listening, writing, reading and speaking*) and information and media literacy competences (*critical thinking, fact checking, social tolerance, digital safety, visual literacy and others*). Fulfilling the tasks students will be encouraged to think critically; learn to become smart consumers of media information and media products; be able to understand the author’s goals, recognize facts and opinions, create their own media responsibly; and be conscious of the role of media in our culture.

CHAPTER 1.

ENGLISH FOR MEDIA LITERACY SESSIONS

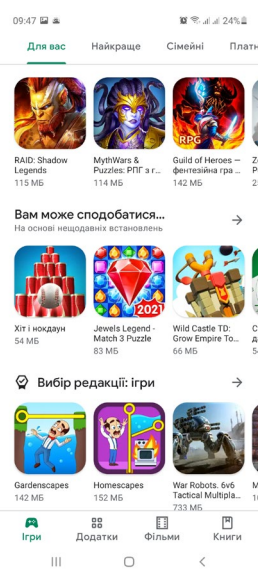
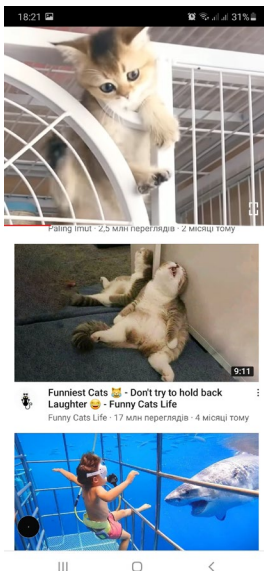
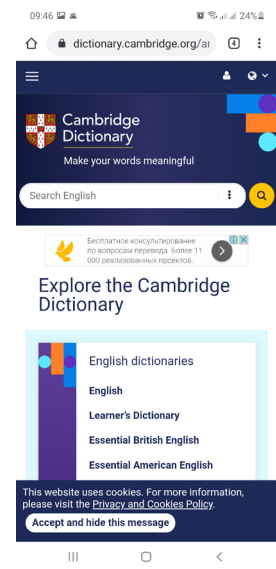
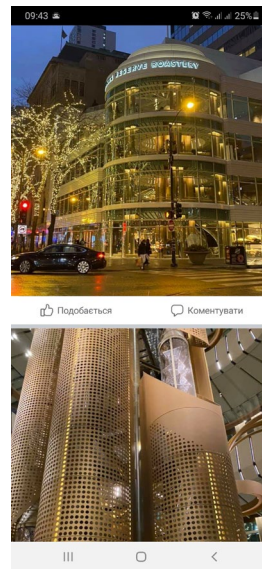
SESSION 1.

MODERN MEDIA LANDSCAPE AND ITS SPECIFICS

(Diana Sabadash, Iryna Malyshivska)

ACTIVITY 1: WARM UP (PERSONALIZATION OF THE MEDIA LANDSCAPE USAGE EXPERIENCE)

Task 1. Divide students into small groups. Ask them to provide the other members of their group with the information about the last internet page each of them has visited on their cell phone. Tell students to decide who will present the information introduced within small group discussion to the rest of the class. **(Time limit: 7 minutes)**



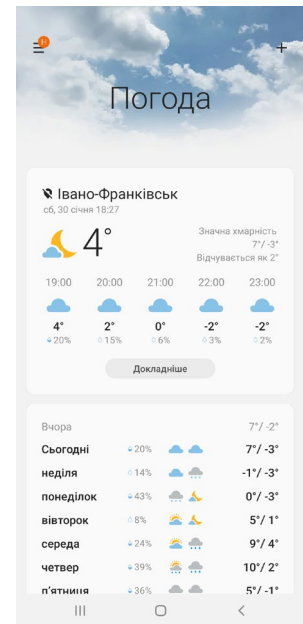
Task 2. Invite the selected representatives of the small groups to introduce the information about the discussed internet pages to the rest of the participants. **(Time limit: 10 minutes)**

Tell students that the last internet page they visited on their cellphones, they will need in the subsequent activities.

OPTIONAL: ACTIVITY 1: WARM UP (PERSONALIZATION OF THE MEDIA LANDSCAPE USAGE EXPERIENCE)

Task 1. Divide students into small groups. Ask them to provide the other members of their group with the following information.

Tell students to decide who will present the members of their group to the rest of the participants. **(Time limit: 7 minutes)**



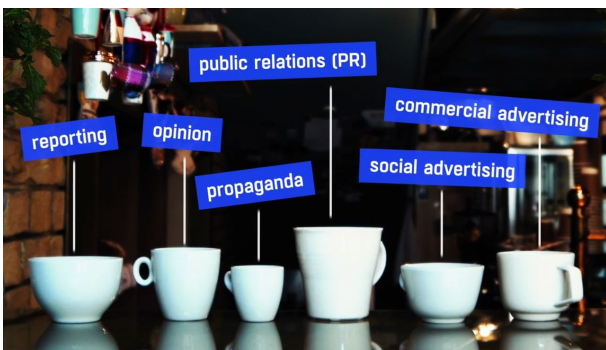
- What is your name?
 - Where are you from?
 - What school (university) do you study at?
 - What was the last internet page you visited on your cell phone?

Task 2. Invite the selected representatives to introduce other members of their small groups to the rest of the participants, providing the requested information. **(Time limit: 10 minutes)**

Tell the students that the last internet page they visited on their cellphones, they will need in the subsequent activities.



ACTIVITY 2. TYPES OF CONTENT IN MEDIA. DIFFERENTIATING FACT AND OPINION



Task 1. Inform students that while presenting the last internet page they had visited on their cellphones, they had a deal with different types of media content. To learn more about the media content types they will watch a video “Six types of content in media” (<https://cutt.ly/SkvUIYc>).

Ask students to pay attention to the difference between the notions “fact” and “opinion”.
(Time limit: 7 minutes)

Task 2. Students work in pairs. Ask them to read the presented sentences (**See Handout 1**) and to decide which of them provide opinion and which provide facts.
(Time limit: 3 minutes)



OPTIONAL: Online work. Students work in pairs in the breakout rooms. Ask them to read the presented sentences and then put a red heart mark near the assertion which provides opinion and a green tick near the one which provides facts.
(Time limit: 3 minutes)

- 1. I am sure that vaccination from COVID-19 will prevent you from getting infected with the virus.*
- 2. The WHO is monitoring data from more than 200 vaccine trials.*
- 3. Of 4,000 people in the UK 54% said they definitely would be vaccinated.*

4. Vaccines work by preparing a person's immune system (the body's natural defences) to recognise and defend itself against a specific disease.

5. COVID-19 vaccines are developed following the same legal requirements for quality, safety and efficacy as for all other vaccines.

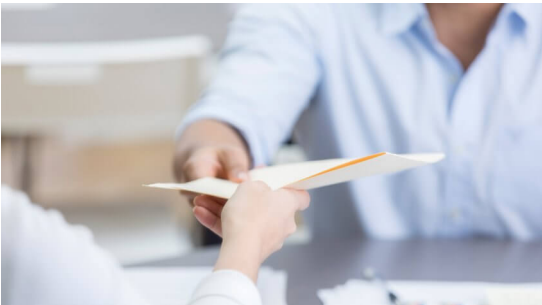
6. Like all vaccines, the effects of COVID-19 vaccines are tested first in the laboratory, including in animals, and then in human volunteers.

7. The best vaccine will be developed by our pharmaceutical company.

8. If you've had COVID-19 already, you probably don't need to get vaccinated.

Sources: <https://cutt.ly/wkvULdu>, <https://cutt.ly/LkvUXqk>

Answer keys: 1. O, 2. F, 3. F, 4. F, 5. F, 6. F, 7. O, 8. O.



Task 3. Ask students to exchange their answer papers with other pairs and check each other's answers, before they get the right ones from the teacher. (**Time limit: 5 minutes**)

OPTIONAL: Online work. Students check and analyze the answers with the teacher. (**Time limit: 5 minutes**)

ACTIVITY 3. DISCUSSION OF THE ROLE OF OPINION IN THE MEDIA CONTENT

Task 1. Ask students to read the question below and answer it.

What is opinion and why is it so dangerous and important in the media landscape?
(**Time limit: 2 minutes**)





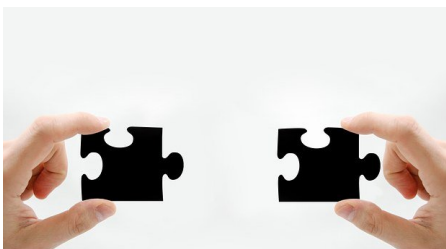
Task 2. To provide deeper understanding of the answer to the given above question, invite students to perform the activity called “Snowflake”. Students need a sheet of paper and optionally scissors. Ask them to follow the given instructions.

Teacher: “*Fold the paper on the short side. Next, fold the paper on the long side. Tear off the bottom left corner. Now unfold the paper. Refold it first on the long side and then on the short side. Next, tear off the top right corner. Now unfold your papers. What have you got? Show it to the rest. Are your snowflakes similar or different? Why?*” (**Time limit: 5 minutes**)

Task 3. Analyzing the results of the activity “Snowflake”, students discuss in what way it exemplifies the answer to the question “What is opinion and why is it so dangerous and important in the media landscape?”. (**Time limit: 3 minutes**)



ACTIVITY 4. THE TYPES OF MEDIA CONTENT AND THEIR PURPOSE



Task 1. Students work individually. Ask them to match the types of content on the left with the content purpose on the right (**See Handout 2**). (**Time limit: 5 minutes**)

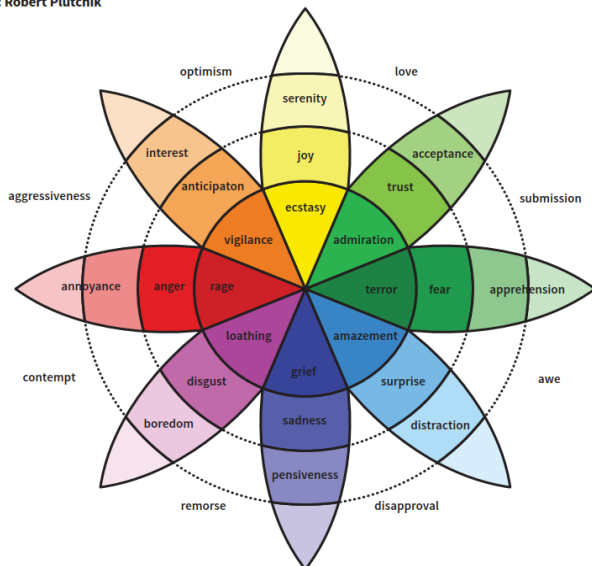
CONTENT TYPE	PURPOSE
1. Advertising	a) to influence (what you believe)
2. Opinion	b) to influence (what you buy)
3. Reporting	c) to influence (how you think about the company)
4. Social Advertising	d) to influence your views (your political views, your political choices, etc.)
5. Propaganda	e) to inform
6. PR	f) to influence (how you behave, for the good of yourself or society)

Answer keys: 1b, 2a, 3e, 4f, 5d, 6c.

Task 2. Invite students to check their answers in pairs before they get the right ones from the teacher. **(Time limit: 5 minutes)**



The wheel of emotions
Creator: Robert Plutchik



Task 3. Ask students to think of the emotions which such types of content as advertising and propaganda are mostly aimed to activate and name them in the brainstorming mode. The Wheel of emotions (**See Handout 3**) can be used to support the activity. **(Time limit: 7 minutes)**

<https://cutt.ly/1kvlee5>

OPTIONAL: A teacher draws two columns on the board (one for advertising, the other for propaganda). Students write the selected emotions on the stickers and place them into the appropriate column. **(Time limit: 7 minutes)**

OPTIONAL: Online work. Ask students to think of the emotions which such types of content as advertising and propaganda are mostly aimed to activate and put a green tick or a red heart correspondingly near the appropriate segment on the “Wheel of emotions” (<https://cutt.ly/hkvliqH>, **See Handout 3**). (**Time limit: 7 minutes**)

Task 4. Invite students to watch a video “Fork pro apple ad” (<https://cutt.ly/xkvIaZV>) and ask them to think of its purpose. (**Time limit: 3 minutes**)



ACTIVITY 5: DISTINGUISHING TYPES OF CONTENT

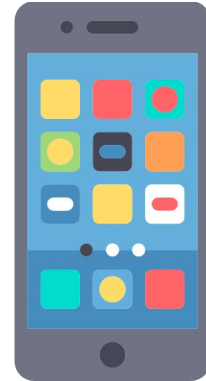


Task 1. Students are asked to look at the set of slides which contain the examples of different types of media content (**See Handouts 4a, 4b, 4c, 4d, 4e, 4f**). They are invited to name the type of content presented on the slide and to give the reasons for their opinion. (**Time limit: 10 minutes**)

Answer keys: HO4a – opinion, HO4b – reporting, HO4c – propaganda, HO4d – PR, HO4e – advertising, HO4f – social advertising.

ACTIVITY 6: ANALYZING THE CONTENT WE DEAL WITH

Task 1. Invite students to analyze the internet page on their cell phone, which they have presented to the group in Activity 1, and to determine which purpose it follows (**See Handout 5**). The answers are released in the brainstorming mode with the follow up discussion of the results. (**Time limit: 5 minutes**)



OPTIONAL: Online work. Invite students to analyze the internet page on their cell phone, which they have presented to the group in Activity 1, and to determine which purpose it follows. Ask them to put a tick near the appropriate statement. Discuss the results. (**Time limit: 5 minutes**)

PURPOSE

- a) to inform
- b) to influence (what you believe)
- c) to influence (how you behave, for the good of yourself or society)
- d) to influence your views (your political views, your political choices, etc.)
- e) to influence (how you think about the company)
- f) to influence (what you buy)

ACTIVITY 7: FEEDBACK



Task 1. Encourage students to provide their feedback on the session. (**Time limit: 5 minutes**)

OPTIONAL: Ask them to write five notions they have learned in class on a sheet of paper and throw it into the box. A teacher can read some of the notes out loud at the end of this session and at the beginning of the next one, aiming at the repetition of the key notions. (**Time limit: 5 minutes**)

OPTIONAL: Online work. Ask them to type five notions they have learned in class in the chat box or on the slide, using the technical capabilities of the online teaching platform. (**Time limit: 5 minutes**)

SESSION 2.

“TRADITIONAL MEDIA” OR “WHAT YOU SHOULD KNOW?” (Diana Sabadash, Iryna Malyshivska)

ACTIVITY 1. WARM UP. ACTIVATION OF THE BACKGROUND KNOWLEDGE

Task 1. Students are divided into small groups. Encourage them to discuss the questions: *What media resources do you use? What are their advantages and disadvantages?* **(Time limit: 5 minutes)**



ACTIVITY 2. LEARNING TYPES OF MEDIA RESOURCES AND THEIR CHARACTERISTICS



Figure 1.

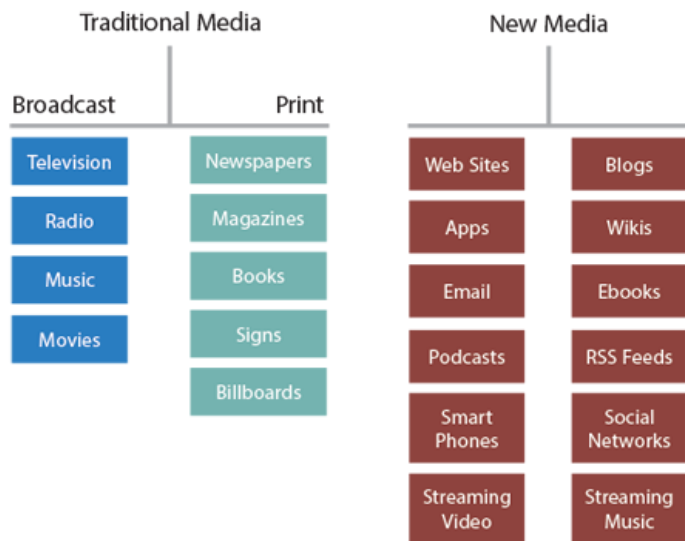
Media resources

<https://cutt.ly/3kv5S6I>

Task 1. A teacher draws schematically a “road sign” like in **Figure 1** on the board (in case the interactive white board is not available). The arrows of the “road sign” represent different media resources. Each media resource is linked to the definite colour: newspapers – blue, internet – orange, television – yellow, radio – green, magazines – red, not mentioned – purple. A box with stickers of six different colours (blue, orange, yellow, green, red and purple) is placed in front of the students. They are asked to select the stickers of the definite colours and place them near the appropriate arrow on the board, while answering the question which type of media resources they most frequently use.

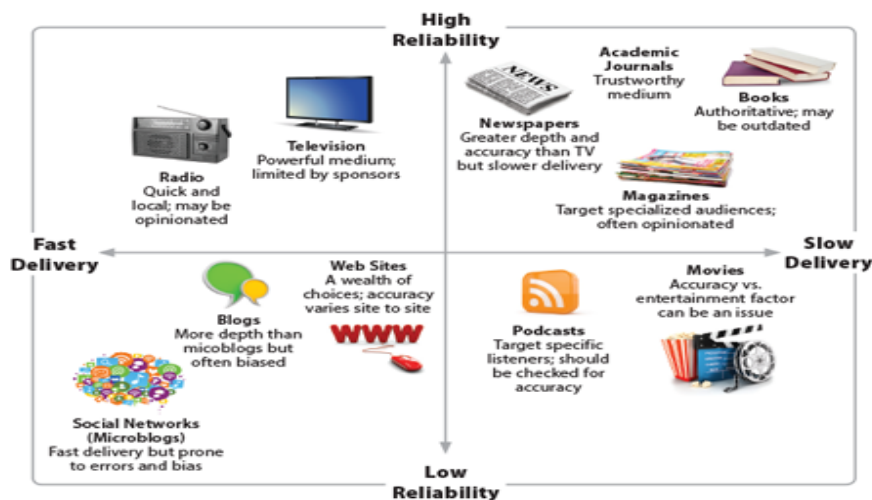
OPTIONAL: Online work. Ask students to think of the type of media resources they most frequently use and put a green tick near the appropriate arrow on the picture (**See Handout 1**). (**Time limit: 5 minutes**)

Task 2. Ask students to look at the scheme (**See Handout 2**) and explain to them that media resources can be divided into two types (traditional and new) with further subdivision. Invite them to analyze to which type of media (traditional and new) belongs the media resource that was determined to be most frequently used by them in the previous task. (**Time limit: 3 minutes**)



<https://cutt.ly/hkv585v>

Task 3. Invite students to analyze the information presented in Figure 2 (**See Handout 3**) and to determine which advantages and disadvantages of different media resources were not mentioned by them in the group discussion in Activity 1. (**Time limit: 5 minutes**)



<https://cutt.ly/Okv55UF>

ACTIVITY 3. INVESTIGATING THE ASPECTS INFLUENCING MEDIA RESOURCES

Task 1. Using the technical capabilities of Mentimeter

(www.mentimeter.com), a teacher develops a questionnaire in which students should select three Ukrainian TV channels which they watch most often.

When the task is completed, the statistics can be analysed through determining the most and the least popular TV channels among the responders. The example results can be seen in the picture. **(Time limit: 7 minutes)**



as of June 2019

 Rinat Akhmetov TV channel TRK Ukraina daily newspaper Segodnya* news website Segodnya.ua	 Ihor Kolomoyskiy TV channel 1+1 news platform TSU.ua news agency UNIAN	 Serhiy Kurchenko newspaper KP v Ukraini Argumenty i facyt Ukraini weekly journal Korrespondent	 Petro Poroshenko TV channel 5 kanal	 Victor Pinchuk TV channels STB, Novyi kanal, ICTV	 Dmytro Firtash TV channel Inter news website podrobnosti.ua news agency Ukrayinski Novyny
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<p>5 most popular TV channels</p> <ol style="list-style-type: none"> 1. 1+1 2. G 3. УКРАЇНА 4. H 5. ICTV 	<p>5 most popular news websites</p> <ol style="list-style-type: none"> 1. СЬОГОДНІ 2. 24 3. ТСН 4. obzrevatel.com 5. rbc.ua 	<p>5 most popular print outlets</p> <ol style="list-style-type: none"> 1. СЬОГОДНІ 2. ФАКТИ 3. VESTI 4. Экспрес 5. КМІ в УКРАЇНІ
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*From 27th September 2019, the newspaper "Segodnya" will discontinue its print version and only publish online.

<https://cutt.ly/Ykv6jsx>

Task 2. In the brainstorming mode ask students to discuss the questions: *Who owns the TV channels in Ukraine? How does it influence the presented content?*

Having obtained their answers, show students **Handout 4. (Time limit: 5 minutes)**

Task 3. Inquire whether students are familiar with the notion “censorship”. Provide them with the definition:

Censorship, the changing or the suppression or prohibition of speech or writing that is deemed subversive of the common good. It occurs in all manifestations of authority to some degree, but in modern times it has been of special importance in its relation to government and the rule of law (Available on: <https://cutt.ly/gkv6cHd>).

CENSORED

(Time limit: 3 minutes)



Task 4. Encourage students to think on the questions: *Is the existence of censorship in the media positive or negative? Which Ukrainian media can we trust?* **(Time limit: 5 minutes)**

Task 5. Invite students to watch a video “Public Broadcasting” (<https://cutt.ly/4kbaJsB>).

Ask them to think whether they mentioned the media resources enumerated in it and whether they can be trusted. **(Time limit: 6 minutes)**





Task 6. Offer students to watch three video clips and try to determine what attitudes towards the discussed events the announcers stick to.

Video 1:

<https://cutt.ly/Dkv6XhL>

(Time: 0:00 - 0:34) **(Suggested answer: Negative attitude to the lockdown);**

Video 2:

<https://cutt.ly/Qkv6C5z>

(Time: 1:18 - 2:10; 3:58-5:40) **(Suggested answer: Positive attitude to the lockdown);**

Video 3:

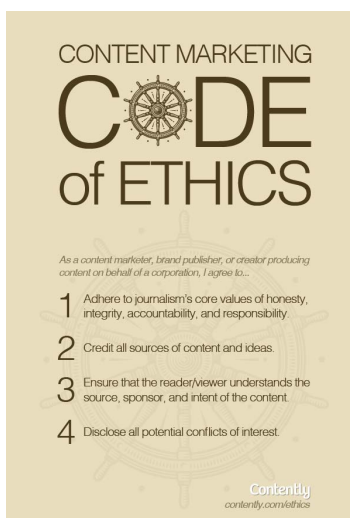
<https://cutt.ly/Ckv6Bsy>

(Suggested answer: Neutral attitude to the lockdown).

(Time limit: 10 minutes)



ACTIVITY 4. JOURNALISTIC STANDARDS: WHAT ARE THEY?



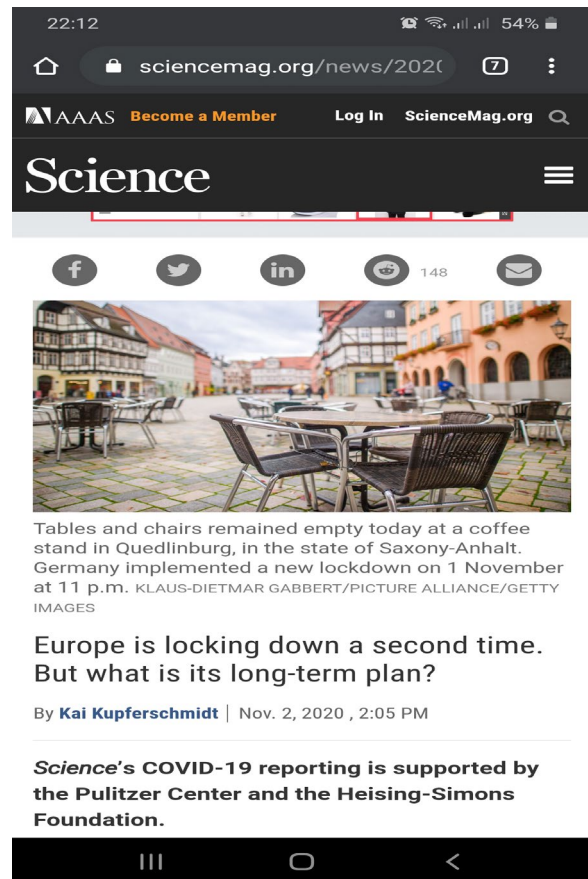
Task 1. Ask students to discuss the notion “journalistic standards” in the brainstorming mode. Then familiarize them with some examples of the journalistic standards presented below.

- ✓ *Accuracy of materials presented*
- ✓ *Reliability of resources*
- ✓ *Balance of opinions and points of view*
- ✓ *Completeness of the facts and information*
- ✓ *Separation of facts from opinion*

(Time limit: 5 minutes)

OPTIONAL: Give students the text (**See Handout 5**) and encourage them to find the examples of journalistic standards in it. Check the results in the brainstorming mode. Make sure they name such journalistic standards as: accuracy of materials presented, reliability of resources, balance of opinions and points of view, completeness of the facts and information, separation of facts from opinion. To get more information go to: <https://cutt.ly/IkbqkN3> (**Time limit: 7 minutes**)

Task 2. Students work in small groups. Ask them to scan the provided article (Kupferschmidt K. Europe is locking down a second time. But what is its long-term plan? – Nov. 2, 2020, 2:05 PM. – Available on: <https://cutt.ly/7kbqxZo>) (**See Handout 6**) and discuss with the other members of the group which journalistic standards were preserved and which violated. After completing the task they are invited to share the results with the rest of the participants. (**Time limit: 12 minutes**)



EUROPE IS LOCKING DOWN A SECOND TIME. BUT WHAT IS ITS LONG-TERM PLAN?

By Kai Kupferschmidt

Nov. 2, 2020 , 2:05 PM

BERLIN—Shortly before 11 p.m. yesterday, a waitress passed out paper cups to the customers crowded around the tables outside Luzia, a bar in the lively Kreuzberg district here. “I’m sorry, but you all have to leave,” she said. “God, in 2 minutes it’s going to

be lockdown,” a woman at one table said, as guests poured the remainder of their cocktails into the cups. The fun was over: For the second time this year, Luzia had to close on the German government’s orders.

All restaurants, bars, gyms, and theaters in Europe’s largest economy will remain shut until at least the end of the month in a new bid to halt the spread of COVID-19. Hotels are no longer allowed to host tourists. Residents have been asked to meet people from only one other household. Florent, the manager at Luzia, took some hope from the fact that Germany was locking down while cases were still lower than in neighboring countries. “Hopefully we’ll reopen in a month,” he said.

With COVID-19 cases mounting and threatening to overwhelm health care capacity, much of Europe has taken similar measures to curb human contacts. Two months ago, as numbers began to creep up after a blissful summer lull, countries still held out hope that more limited, targeted measures could prevent a second wave. Now, that wave is here, with the force of a tsunami. Europe has surpassed the United States in cases per capita; last week, it accounted for half of the more than 3 million cases reported to the World Health Organization (WHO). “Europe is at the epicenter of this pandemic once again,” WHO’s regional director for Europe, Hans Kluge, said on 29 October.

Most countries are reacting without a long-term plan, simply trying to avoid the worst. Officials differ about the best way to bring the numbers down again, and how low a level they should strive for. And no one knows what comes next. Short of vaccines to save the day, countries may face an exhausting series of lockdowns – a sawtooth pattern, “up and down and up and down,” that could wreck the economy, says Albert Osterhaus, a virologist at the University of Veterinary Medicine, Hanover. “There is no strategy in Europe,” he concludes.

The lockdown seemed an almost shockingly blunt tool when China first applied it in Hubei province on 23 January. But it also proved remarkably effective, and countries around the world took the same approach in the spring, although with varying degrees of intensity.

Europe has had a more science-driven pandemic response than the United States, but unlike many Asian countries, it was

unable to avert a resurgence. Instead of using the summer to drive cases down to practically zero, Europe celebrated the holiday season. People seemed to lose their fear of the virus, says Michael Meyer-Hermann, a modeler at the Helmholtz Centre for Infection Research who was involved in drawing up Germany's lockdown plans. They increasingly flouted rules on physical distancing, mask wearing, and avoiding large gatherings.

“The infectious seeds in the community have always remained above a certain threshold, where if you relax the physical distancing, it's all going to come back,” says University of Hong Kong epidemiologist Gabriel Leung. Numbers crept up and overwhelmed the other pillar of virus control, which some countries never managed well to begin with: testing, isolating cases, and tracing and quarantining their contacts.

The fact that life has largely moved indoors in recent weeks likely aided the resurgence, and cooler air may also favor the virus. “I think winter does make things much harder,” says Adam Kucharski, a modeler at the London School of Hygiene & Tropical Medicine. “Countries have probably been doing control on ‘easy’ setting over the summer.”

Not everyone is convinced lockdowns are the answer. On 28 October, the day Chancellor Angela Merkel announced the new measures, Germany's National Association of Statutory Health Insurance Physicians presented a strategy paper arguing against a lockdown. “We cannot put the entire country, or even a continent, into an induced coma for weeks or months,” said Andreas Gassen, head of the association. Another co-author, virologist Jonas Schmidt-Chanasit of the Bernhard Nocht Institute for Tropical Medicine, is convinced Germany's prelockdown restrictions would be enough to keep the virus from resurging—if they were strictly followed. Instead of closing millions of public places and spending billions to keep them afloat, Germany should spend money on communicating the need to better follow the rules, enforcing them strictly, and even creating some opportunities for people to safely enjoy riskier things such as parties, he says.

But most scientists say lockdowns are inevitable if Europe wants to avoid health care systems collapsing, although they need not be as draconian as in the spring, Kucharski says. Back then,

“Countries were just doing absolutely everything at the same time,” he says. Now, they can skip measures that severely restrict people’s lives but don’t contribute much to virus control. “There’s no reason we need to lock people in their home,” for instance, as long as they keep their distance outside, says Devi Sridhar, chair of global public health at the University of Edinburgh.

The biggest difference from the spring may be that schools remain open in most countries. Karl Lauterbach, a health policy expert and member of the Bundestag for the Social-Democratic Party who helped design Germany’s “lockdown light,” says there is no question that schools contribute to the spread of the virus. “Merkel asked: ‘Am I sure we can do this without closing schools?’ I said no, but probably yes,” Lauterbach says. Ultimately, the harm of school shutdowns outweighed the risks, he says.

Calculations suggest Germany needs to reduce contacts between people by roughly 75% from the current level, Lauterbach says. “That is incredibly hard if you want to keep schools and most businesses open.” But bars and restaurants account for many contacts while providing only about 1% of Germany’s gross domestic product, making them “kind of the perfect target for pandemic measures.”

The first wave of lockdowns provided other lessons. For one, framing the debate as a choice between public health and the economy is wrong, Sridhar says. “In the longer term, having uncontrolled spread is much worse for the economy,” she says. “That’s what we’ve seen across the world.” Also, locking down later means locking down longer. “If you wait until your infection level is quite high, probably your 2-week lockdown is going to become a 3-month lockdown,” Sridhar says.

Europe’s bigger question, however, is what comes next. Osterhaus says the strategy should be to get cases to zero using a hard and long lockdown, combined with strict border controls and quarantines to keep the virus out. That strategy, applied successfully by China, Australia, and New Zealand, may be politically unpalatable, however, and would require intense coordination between countries, which is lacking. “I can understand why that didn’t happen,” Leung says. “But the virus

couldn't care less whether there are good or not so good reasons." Others are urging governments to follow South Korea's example: Drive cases to low numbers while improving the system of testing, tracing, and case isolation enough to keep the virus from resurging.

For now, Europe appears to be stuck in a third scenario: locking down to prevent the health system from buckling. "These circuit breakers are almost kicking the problem down the road," Kucharski says. "The hope is that vaccines and treatments and better options will be available in the new year." Lauterbach says he favored a longer lockdown in summer to go for elimination. But that would be too difficult in winter, he says. "All we can do now is break the wave," he says. "But the water level will remain high."

Posted in: **Europe Health Coronavirus**

doi:10.1126/science.abf5429

The link to the article: <https://cutt.ly/jkbqYcJ>



Task 3. Encourage students to analyze the content they typically receive from the media resources. Ask them to discuss in pairs which journalistic standard is violated most often. The results of the discussion are revealed to the rest of the group in the brainstorming mode. (**Time limit: 4 minutes**)

ACTIVITY 5. FEEDBACK ON THE SESSION



Task 1. Encourage students to give their feedback on the session, while analyzing in what way the information and skills obtained can be helpful in everyday life (can be done in the brainstorming mode or with the help of jamboard stickers). (**Time limit: 5 minutes**)

SESSION 3.

SOCIAL MEDIA IN THE LIFE OF A MODERN PERSON

(Iryna Malyshivska, Diana Sabadash)

ACTIVITY 1: ME AND SOCIAL MEDIA

Task 1. Show students the picture (**Handout 1**), ask them to study it attentively and tell what popular social media are not depicted in it. (**Time limit: 2 minutes**)



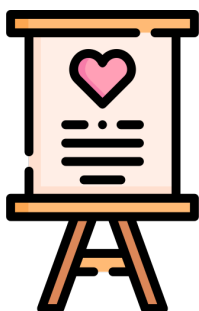
Answer keys: TikTok, Snapchat



Task 2. Read out the following questions one at a time and elicit answers from various students: *What social media do you use most often? What social media do your friends and relatives use (parents, grandparents etc.)? How often do you post on social media? What was the last thing you posted online?* (**Time limit: 5 minutes**)

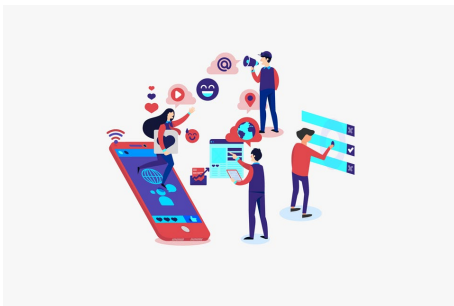
OPTIONAL: ACTIVITY 1: MAKE A PRESENTATION

Task 1. Provide students with the general statistics on social media using the information from www.statista.com. (**Time limit: 2 minutes**)



Task 2. Ask students to make a short presentation (multimodal or poster) under the title “**The most popular social media in Ukraine**”. Explain that their presentations should cover such points as: users’ age, gender, occupation. Students can work in pairs or small groups. (**Use it as a homework assignment**)

Task 3. Divide students into 2 groups. One group writes down the pluses of social media and the other one jolts the minuses. The number of advantages and disadvantages depends on the number of students in a group. Each member of the group should give his/her own idea. Then ask the students to present the information to the class. **Tip:** you can ask students to write down the pros and cons of the social media they use most often. **(Time limit: 10 minutes)**

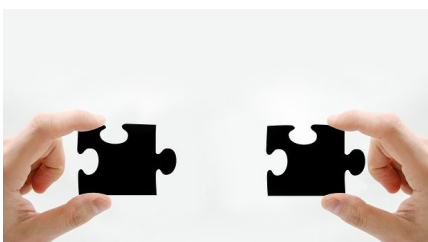


Task 4. Divide students into small groups. Ask each group to make up their own list of social media safety tips and after completing the task elicit their ideas to the rest of the class. **(Time limit: 10 minutes)**

Task 5. Ask students to read the list of tips on social media safety given in **Handout 1**. Encourage them to compare their lists of safety tips to the presented one. **(Time limit: 5 minutes)**

WARNING!

OPTIONAL: ACTIVITY 2: VOCABULARY WORK



Task 1. Before reading the text, to make sure that the students understand the meanings of the words written in bold, ask them to complete the matching task in **Handout 1**. **(Time limit: 5 minutes)**

TIPS ON SOCIAL MEDIA SAFETY

1. Be cautious of predators:

Don't post revealing photos, updates, or content that would make you a target of sexual predators and other criminals. And never share information that could endanger yourself or your possessions – such as details of your physical locations, your daily schedule, dates when you'll be going on holiday, and what security precautions you are taking.

2. Know who your friends are:

It is unwise to make friends with complete strangers on social media sites like Facebook as you can never be sure what their motives are.

3. Always beware of posting your location:

Twitter and Facebook all have location settings (these can be turned off on Facebook and Twitter). These location settings can show your exact location to within a few metres. Especially don't check in on social media when you're by yourself and/or in a remote location.

4. Beware of what you share:

Sharing your cellphone number and address online are risky things to do – you can control who sees what on your profile, and you should limit who sees your information.

5. Know how to use the security settings on all the sites you have accounts on:

It may seem like a drag, but it could save your life. Make sure strangers can't harvest your details and use them against you.

6. Assume the world is watching you:

If you don't want something widely broadcast, don't post it. Regardless of your privacy settings, some people may still be able to access content you've restricted.

7. Everything that gets on the web stays on the web.

Be it in caches, cookies or saved as a screenshot to someone else's computer, once you post something, consider it permanently published, even if you delete it.

8. Protect personal information.

Never reveal sensitive personal information like your bank details. Also never share the passwords you use, or information that could give clues to your passwords – such as your pet’s name or date of birth. Never betray the confidentiality of others who have shared information with you.

9. Assume your mother and your boss (teacher) are reading what you post:

Things you write or show can come back to haunt you, so be careful of what you say. Don’t share photographs of yourself in compromising positions, and never post extreme views related to race, religion, or politics. Also, don’t publically air complaints or extreme views relating to your academic or professional career – such as your institution, job tasks, employer, employees, colleagues, rivals, or anyone in your professional life. If you’re particularly emotional, first take some time to settle down, and then post only if you’re sure that there won’t be negative repercussions later on.

10. Beware of clickjacking on social media:

Clickjacking is the practice of sending an enticing email or tweet that contains a hyperlinked URL which when clicked on takes you to a site that either prompts you to log in or dumps a virus as you land on it. Often Twitter accounts that have been hijacked (hacked) start sending out the clickjacking messages to their followers. The best thing to do if you fall prey to clickjacking is to change your password and make sure it is a strong one.

Source: <https://cutt.ly/xkbxIH3>

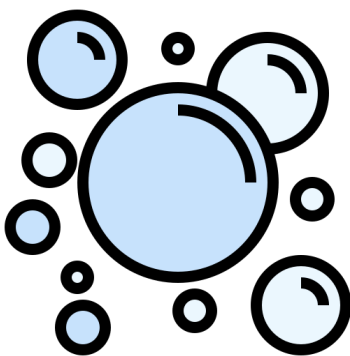
1. a target	A. one who injures or exploits others for personal gain or profit
2. a predator	B. to bring into danger or peril
3. to endanger	C. a measure taken beforehand to prevent harm or secure good
4. precaution	D. separated by an interval or space greater than usual
5. remote	E. something or someone that is boring

6. a drag	F. to collect plants, animals, or other things that can be eaten or used
7. to harvest	G. something or someone to be affected by an action
8. to broadcast	H. an area or type of computer memory in which information that is often in use can be stored temporarily, so that you can get to it quickly
9. to restrict	I. to limit or control the size, amounts, or range of something
10. cache	J. to tell something to a lot of people
11. cookie	K. to make someone feel worried and upset for a long time
12. to haunt	L. the dishonest practice of taking control of an internet user's computer by making them click on hidden links on a website
13. repercussion	M. a bad effect that something has, usually lasting for a long time
14. clickjacking	N. a small file that a website automatically sends to your computer when you connect to the website, containing information about your use of the internet

Source: www.macmillandictionary.com

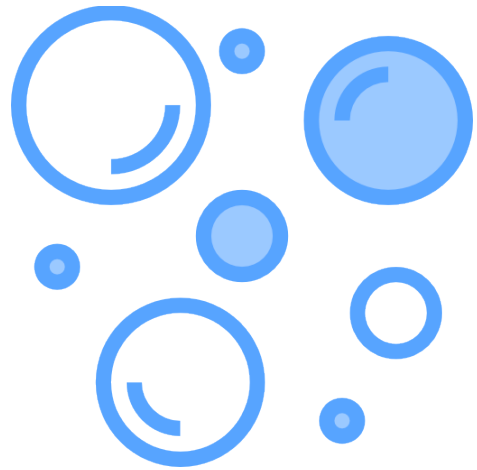
Answer keys: 1G, 2A, 3B, 4C, 5D, 6E, 7F, 8J, 9I, 10H, 11N, 12K, 13M, 14L

ACTIVITY 2. "AM I IN A FILTER BUBBLE?"



Task 1. Ask students whether they are familiar with the concept “filter bubble”. Elicit their ideas. Provide them with the definition: “**filter bubble** is an environment and especially an online environment in which people are exposed only to opinions and information that conform to their existing beliefs” (<https://cutt.ly/Fkbcdu>).
(**Time limit: 2 minutes**)

Task 2. Let students watch: **Eli Pariser: Beware Online “Filter Bubbles”** (<https://cutt.ly/9kbcgK1>) and answer some questions in **Handout 2**. **Tip:** the task can be done individually, collected and checked as a writing assignment or performed as group work; students can compare their answers in small groups. (**Time limit: 15 minutes**)



QUESTIONS

1. What made Eli Pariser first notice filter bubbles?

SUGGESTED ANSWER KEY: the disappearance of his conservative friends’ posts from his social media feed.

2. What information did he get from the engineer?

SUGGESTED ANSWER KEY: even if the person is logged out, there are still 57 signals that Google looks at: a kind of computer, browser, and location.

3. Why did Eli’s friends get different search results when they googled “Egypt”?

SUGGESTED ANSWER KEY: his friends’ results depended on their personal search interests.

4. What is the main idea of personalization?

SUGGESTED ANSWER KEY: different people get different things

5. How does Eli define a filter bubble?

SUGGESTED ANSWER KEY: filter bubble is someone’s personal unique universe of information that a person lives online.

6. What is the main trick about a filter bubble?

SUGGESTED ANSWER KEY: a person doesn’t decide what gets in and doesn’t see what gets edited out.

7. Pariser uses such word combinations as “information vegetables”, “information dessert”, “information junk food”, “balanced diet of information”, what does he mean?

SUGGESTED ANSWER KEY: Pariser compares information to food. As food can be unhealthy, so can the information. “Information dessert” is the information related to entertainment and fun (“Ace Ventura” movie), “information vegetables” is the information which refers to news and other important things in the world.

8. What is the main danger of algorithms?

SUGGESTED ANSWER KEY: they don’t allow a person to see the whole variety of information, especially challenging and important. Without a free flow of ideas, a democratic society cannot function properly.



Task 3. Divide students into pairs and ask them to share their ideas on bursting filter bubbles. Provide students with the list of tips and ask them to name the unfamiliar ones. **(Time limit: 5 minutes)**

TIPS ON BURSTING YOUR FILTER BUBBLE

- **Beat the algorithms** – algorithms cover your feed with posts based on the people and pages you already follow. Try to follow accounts that you disagree with – that way you’ll start to see different takes on the story than the one you’re used to.
- **Widen your sources** – Don’t always stick with your go-to socials or websites. Visit a broad range of places online to get a bigger picture, but make sure these sources can be trusted.
- **Go offline** – It’s always good to chat to friends, family and people at school in real life, rather than just getting stories from your filter bubble. Don’t trust everything on your feed and remember that other people might think differently.

Source: <https://cutt.ly/lkbcmtj>

ACTIVITY 3. CLICKBAIT: CLICK OR NOT TO CLICK THAT IS THE QUESTION

Task 1. Present students with some information on clickbait.

Clickbait is a sensationalized headline that encourages you to click a link to an article, image, or video. Instead of presenting objective facts, clickbait headlines often appeal to your **emotions and curiosity**. Once you click, the website hosting the link earns revenue from advertisers, but the actual content is usually of questionable quality and accuracy. Websites use clickbait to draw in as many clicks as possible, thus increasing their ad revenue.

Source: <https://cutt.ly/TkbcWlf>

(Time limit: 2 minutes)



Task 2. Divide students into small groups and ask each group to study the most common factors of a clickbait title given in **Handout 3. (Time limit: 3 minutes)**

Task 3. Divide students into groups and ask them to find out what clickbait factors are used in the headlines presented in **Handout 3. (Time limit: 2 minutes)**



Answer Keys: 1. News/recent media, unknown concept, 2. Element of shock, 3. Element of shock, 4. Personal story, a list, 5. Element of shock, pop-culture (celebrity)



Task 4. Divide students into 3 groups. Two groups will represent journalists from two rival newspapers. Students can make up names for their newspapers. The third group will represent potential readers of these newspapers (there should be an odd number of participants in this group).

Give students from the “newspaper” groups a sample of any simple sentence. For example: Cats catch mice. Make sure that the “readers” group don’t see or hear the initial sentence.

Ask “newspaper” groups to make up clickbait headlines (1 per group) out of the given sentence. Then let the students present their titles to the third group.

The members of the third group individually vote for the newspaper which headline they liked best. The winner is the group that has got more points.

(Time limit: 15 minutes)

ACTIVITY 4. HOW TO SPOT FAKES

Task 1. Divide students into pairs. Ask them to study the information in **Handout 4** carefully and tell if there are any things that look suspicious to them. Students elicit their answers in the brainstorming mode. **(Time limit: 5 minutes)**





Task 2. Provide them with some tips on how to spot unreliable information online. Ask students to study the handout again for any suspicious signs. Have the results changed? If yes, encourage them to compare the previous answers with new ones. Tell them the right answers. (**Time limit: 7 minutes**)

TIPS ON SPOTTING FAKES

The story – what are they trying to say? Is it an ad or a joke? Look to see if you can find the same story somewhere else

The author – is it someone’s opinion or a fact? Real news will most likely have a link to the writer’s details, but if there’s no author, dig deeper

The website – are there spelling or grammar mistakes? What’s the URL? Check the address bar at the top – most trusted URLs end with “.com”, “.co.uk”, “.net”, “.gov”, “.org”, “.mil” and “.edu”

The date – is the story recent or old? It could be outdated or a copy of something that happened years ago. Computer programs called bots post anytime and often, so be wary of this.

Source: <https://cutt.ly/mkbcI8U>

Answer Key: 1. Ending of the URL address “co”; 2. The name of the website Bytesize imitates the real one Bitesize; 3. Too emotional language: THE EASIEST (written in capital letters), good old days; 4. Date is incorrect (31 February); 5. Spelling mistakes (sceintific, twetny); 6. Brand new report by top experts (What report? what experts? there is no backup information)

Task 3. Read out the following statements one at a time and let students decide whether it is fake or not. Choose pieces in any order you like. Provide explanations if needed. Use **Handout 4** to sum up the information about fakes. (**Time limit: 3 minutes**)



FAKE

Disinformation for profit: hoax sites engineer fake news to reap digital advertising revenue)

Viral pranks: Even without nefarious motives or illegal tactics, individuals or group can spread hoaxes for fun

Uncritically reporting a hoax as fact: If a well-crafted hoax spreads widely enough, credible news outlets can boost the hoax's credibility if they report it without checking the facts or including the usual caveats that it might be only rumours)

Disinformation for political gain: Rulers from Julius Caesar to Joseph Stalin have used biased state media to charm their allies and confuse their enemies. Until recently, we'd just call that propaganda, but in the current context, "fake news" often means something more specific: state-funded fraudulent websites set up by one country to sow confusion in another

Disinformation for crime: Hackers can sometimes gain access to the websites or social media accounts of reputable news outlets and disseminate fake stories.

Stories from satire sites: Websites like The Beaverton are intentional news parodies, and different sites have different standards for labelling their content as such. But readers who don't know it's satire may mistake it for fact, even if it's clearly labelled as satire (especially if that labelling isn't as clear when stories get shared on Twitter or RSS feeds).

NOT FAKE

Satirical stories from regular news sites: Opinion and feature writers in mainstream media will sometimes use satire or fanciful hypothetical examples to make a point. Check to see if it's labeled as satire or opinion.

Honest reporting mistakes: Even the best reporters sometimes get things wrong, report things as fact before they're confirmed or get spun by sources who aren't telling the whole truth. But if there's no intention to fool anyone, it's not fake news.

Critical reporting to determine if something is a hoax or not: If a viral story seems too good to be true, news organizations can still report on what the public knows so far with skepticism and caveats as they try to figure out what's really going on.

Journalism you don't like: The fact that you don't like the information doesn't make it fake.

Source: <https://cutt.ly/jkbcSky>

OPTIONAL: Online work.

Divide students into pairs and invite them to work with the articles: 1) "NJ woman who gave a fake address and disappeared after testing positive for corona virus is found" (<https://cutt.ly/YkbcD1j>); 2) "Massive US Depopulation Predicted - As the world grapples to contain the Covid-19 Pandemic, Alarming Data Predicts the US will lose 227 Million population by year 2025" (<https://cutt.ly/vkbcHdy>). Encourage them to give their opinions if these articles are true or false.

Answer Key: 1. True. 2. False (spelling mistakes, emotional language). **(Time limit: 15 minutes)**

ACTIVITY 5: CYBERBULLYING



Task 1. Ask students to share their views on bullying and how it is different from cyberbullying. **(Time limit: 5 minutes)**

“**Bullying** is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time”.

Source: <https://cutt.ly/jkbcKDD>

“**Cyberbullying** is defined as the sending or posting of damaging or cruel text or images using the Internet or other digital communication devices”

Source: <https://cutt.ly/0kbcZ8A>

DIFFERENCE BETWEEN BULLYING AND CYBERBULLYING

Anonymity

(The Internet gives the offender an extra degree of protection)

Cyber Bullying Can Happen Anywhere, Anytime

As long as someone has access to the Internet, a bully can harass someone and a victim can find an offensive comment about them)

Cyber Bullying Incidents Can Go Viral (nasty things can be shared easily)

There Is a Lot Less Remorse in the Online World

(Generally, solving a problem that happens online is very different from what happens in the real world. The Internet is still a relatively new phenomenon for most people, and it is constantly changing based on how we react to it.

Nowadays, people seem to believe that there are worse repercussions for cyber bullying compared to traditional bullying. Victims are less likely to tell their parents or teachers about a cyberbullying incident because they may fear that they'll receive a worse punishment, like having their computer or phone taken away.

Furthermore, because cyber bullies don't have face-to-face encounters with their victim, they are also less likely to feel guilty for what they do. In other words, they do not know how their words or actions actually affect someone else online. This leads to bullies being more aggressive and victims being more vulnerable).

Source: <https://cutt.ly/0kbc1JX>

Task 2. Divide students into pairs and let them match the type of cyberbullying with its definition. Use **Handout 5. (Time limit: 5 minutes)**



1. Flaming	A. Repeatedly sending cruel, vicious and/or threatening messages
2. Harassment and stalking	B. Online fights using electronic messages with angry and vulgar language
3. Denigration	C. Breaking into someone's email account and using it to send vicious or embarrassing material to others
4. Impersonation	D. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships
5. Outing and trickery	E. Intentionally excluding someone from an online group
6. Exclusion	F. Engaging someone in instant messaging, tricking him or her into revealing sensitive information, and forwarding that information to others
7. Cyberstalking	G. Repeated, intense harassment and denigration that includes threats or creates significant fear

Source: <https://cutt.ly/ekbvwfN>

Answer Key: 1.B, 2.A, 3.D, 4.C, 5.F, 6.E, 7.G

For more information on cyberbullying visit:
www.puresight.com, www.childnet.com, www.stopbullying.gov

ACTIVITY 6: FEEDBACK



Task 1. Invite students to give their feedback on the session in the brainstorming mode, while recollecting the most interesting tips which they have learned. **(Time limit: 2 minutes)**

SESSION 4.

METHODS AND MEANS TO INFLUENCE THE RECIPIENT

(Iryna Malyshivska, Diana Sabadash)

ACTIVITY 1: “POWER OF MANIPULATION”

Task 1. Let students watch “The Monkey Business Illusion” (<https://cutt.ly/hkbvCoC>). Tell them to be attentive as video is meant to check their attention level. While watching ask them to count how many times people wearing white pass the ball. It is important to watch only the first 40 seconds of the video. Then the video should be stopped. Ask students whether they have noticed anything unusual. Let them watch the video up to the end. Discuss the results.

Explain to the students that this is the way manipulation works. When we are too concentrated on one thing, especially when we are told to do it, it is very easy to miss other aspects and not get the true picture of events.

(Time limit: 10 minutes)



Task 2. Read out the pieces of information some of which are true and some are false. Ask students to draw a circle in their notebooks if they **believe** it and a square if they **don't believe** it. Then count the number of circles and squares. Provide students with the correct information. **Time limit: 10 minutes)**

Task 3. Write on the blackboard 3 words: Disinformation, Misinformation, Malinformation.

Read aloud the definitions and let students come up to the black board and put a tick near the word which they think corresponds to the definition.

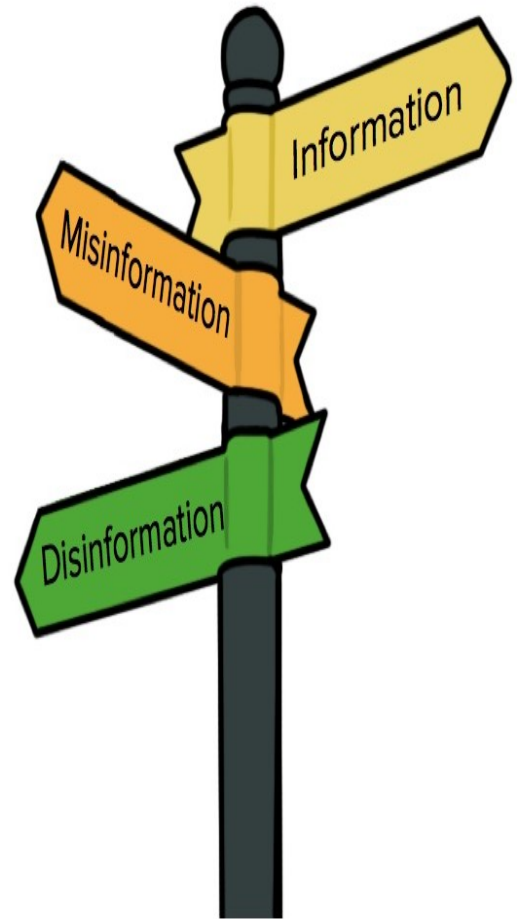
Disinformation. Information that is false and deliberately created to harm a person, social group, organization or country.

Misinformation. Information that is false, but not created with the intention of causing harm.

Malinformation. Information that is based on reality, used to inflict harm on a person, organization or country.

Source: <https://cutt.ly/dkbv8zA>

Emphasize that disinformation and malinformation are aimed at harming or intimidating.



Task 4. Provide students with the list of various pieces of media content and ask to sort them out into 3 different columns under the appropriate titles (misinformation, disinformation, malinformation). Use **Handout 1. (Time limit: 10 minutes)**

LIST

Deliberately doctored photo of a famous politician which shows him in negative light, inaccurate statistics on ice-cream lovers, wrong date of the historical event, fabricated voting poll statistics, misprint in a student's book, private photos shared on social media platforms without permission, satirical information taken

seriously, fabricated voice mails, famous person's private emails shared online, unintentional translation mistakes

Answer Keys:

misinformation (inaccurate statistics on ice-cream lovers, wrong date of the historical event, misprint in a student's book, satirical information taken seriously, unintentional translation mistakes)

disinformation (deliberately doctored photo of a famous politician which shows him in negative light, fabricated voting poll statistics, fabricated voice mails)

malinformation (private photos shared on social media platforms without permission, famous person's private emails shared online)

ACTIVITY 2. "STEREOTYPES"



Task 1. Ask students whether they are familiar with the concept "stereotype". Elicit their ideas. Provide them with the definition "stereotype is a very firm and simple idea about what a particular type of person or thing is". (**Time limit: 10 minutes**)

Source: <https://cutt.ly/EkbbbrpL>

Task 2. Divide students into two groups. Each group gets one question to work with.

QUESTIONS

Group 1. How would you describe an internet blogger?

Group 2. How would you describe a preschool teacher?

Their descriptions shouldn't contain more than 5 positions. Let the groups present their works. Encourage the discussion to find out whether members of the groups share each



other's points of view.

Direct students' attention to **Handout 2**. Let them comment on the pictures and analyze to what extent their views differ from the depicted images.

Emphasize that we should be aware of stereotypes and shouldn't let them influence our important life decisions. As they are simplified, schematic, stable, and long-term ideas which are not absolute. They are formed by society and must be analyzed and approached individually.

(Time limit: 10 minutes)

OPTIONAL: After the task you can give students some information about David Attenborough. And recommend them to get familiar with the content from <https://cutt.ly/gkbbiLT>. Naturalist and TV host **David Attenborough** (94) has claimed the record for shortest time to reach 1 million followers on Instagram, racking up the numbers just hours after joining the social media platform <https://cutt.ly/Qkbbpfi>. **(Time limit: 5 minutes)**



Task 2. Tell students they are supposed to work in pairs. Let them watch: **Boys and Girls on Stereotypes** (<https://cutt.ly/tkbbd3o>). There are several speakers in the video. Students should choose one and comment on the points the person shares. **(Time limit: 10 minutes)**

Task 3. Direct students' attention to **Handout 2**. Ask them to choose any two objects or words and comment on their stereotypical meaning. **(Time limit: 15 minutes)**



ACTIVITY 3: FEEDBACK



Task 1. Invite students to give their feedback on the session by drawing the picture on a sheet of paper to illustrate the stereotype they are ready to break. Students exchange the papers and try to guess what their group mates meant by the picture. **(Time limit: 5 minutes)**

OPTIONAL ACTIVITY: FOLLOW-UP TASK

Students can work individually or in pairs. They are supposed to make a presentation (poster or PowerPoint) or write an essay on one of the topics:

- “**Stereotypes about Ukraine which I hate most of all**”,
- “**From stereotypes to prejudices and discrimination**”,
- “**Prejudices can kill**”,
- “**Funny stereotypes about students**”.

Topics may vary depending on students' ability and desire to deal with research work. Remind them to use reliable resources.

For further information on prejudices, you can visit <https://cutt.ly/jkbbzVh>.

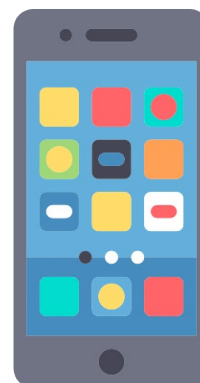
SESSION 5.
MODERN MEDIA AND HOW IT WORKS
(Tetiana Marchuk, Uliana Tykha)

ACTIVITY 1: WARM UP: WHAT IS MEDIA?

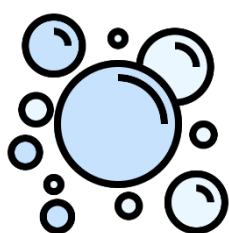
Task 1. A teacher shows some pictures of different kinds of media on the slide and asks students to answer the question. *What is mass media?*

Tell students not to consult the dictionary but explain the meaning in their own words.

A teacher may start with his/her own explanation. **(Time limit: 5 minutes)**



OPTIONAL: Online work. Task 1. Invite students to write the definition in the chat or on the white board using the technical capabilities of the online teaching platform. **(Time limit: 10 minutes)**



Task 2. Introduce students to the definitions of the notion of mass media. A teacher can read the definitions out loud to make sure that students understand them. Then try to comment in what way the given definitions coincide with those students provided in task 1. **(Time limit: 10 minutes)**

Media: the means of communication that reach large numbers of people in a short time, such as television, newspapers, magazines, and radio.

Media: the different methods of giving information to lots of people, for example, through newspapers, television, and radio.

Media: mass media – in American English – those means of communication that reach and influence large numbers of

people, esp. newspapers, popular magazines, radio, and television.

Sources: <https://cutt.ly/ikbrcFX>, <https://cutt.ly/bkbrbhs>

ACTIVITY 2. MEDIA CHANGES: BRAINSTORMING.

Task 1. Questionnaire (**See Handout 1**). Invite students to fill in the questionnaire concerning their media preferences. Mention that they may choose more than one answer. **(Time limit: 3 minutes)**



1. What kinds of media do you use to get the news?

newspapers / radio / blogs / podcasts / websites /
magazines / television / smart phones

2. What kinds of media do your parents use to get the news?

newspapers / radio / blogs / podcasts / websites /
magazines / television / smart phones

OPTIONAL: Online work. Create a multiple choice quiz on SOCRATIVE. Invite your students to fill it in. Mention that more than one answer is possible. When students are ready a teacher may share the screen and show the results of the questionnaire to the whole class. Tell the students that the results of the survey are very important for the subsequent activities. **(Time limit: 10 minutes)**

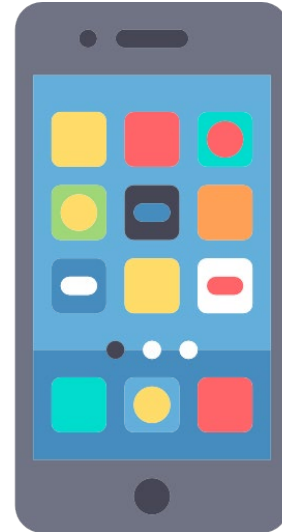


Task 2. Divide students into groups of 4 or 5. Ask students to brainstorm the question *How has media changed and what has happened?*

Tell students to decide who will present the information discussed within small group brainstorming to the rest of the class. **(Time limit: 10 minutes)**

Task 3. Invite the selected representatives of the small groups to introduce the information about the discussed internet pages to the rest of the participants.

NOTE: After the discussion it is important to emphasize that over the last 20 years all types of media have changed. **(Time limit: 10 minutes)**



OPTIONAL: Students are introduced to the old and new media. A teacher can read the information out aloud **(See Handout 2)**.

Old media such as newspapers, magazines, radio, television are communication delivery systems. These are relatively independent, static, historical. Today, old media are almost always paired with new media – newspapers and magazines have online versions, as well as their own blogs, television networks produce a great deal of online content related to their programming, etc. The so-called new media technologies encompass a wide variety of web-related communication technologies, such as blogs, wikis, online social networking, virtual worlds and other social media forms.

Editor in chief of Nordjyske Media in Denmark shows how the key to survival in the Internet age is by adapting. He had to change the way of thinking at a newspaper that dates back to 1767. By the time readers see the newspaper, much of the news is old. Everyone knows about the latest crisis and has seen photographs on the web and read the story. The role of a newspaper has changed thanks to the new media. A newspaper that is going to survive has to take advantage of the new media. Haagerup makes the point that Darwin did not say that the strongest survive – where are the dinosaurs today? – the species that are superior at adapting to change, those are the ones that will carry on.

Source: <https://cutt.ly/ykbrXvI> **(Time limit: 10 minutes)**

ACTIVITY 3. INFORMATION NOISE



Task 1. Ask your students to look at the photo and answer the question *Do you start your day by scrolling the news feed?*

NOTE: It is important to lead up to the point that many people often start their morning by scrolling their news feed. **(Time limit: 5 minutes)**

OPTIONAL: Online work. Ask your students to look at the photo and answer the question *Do you start your day by scrolling the news feed?* A teacher may ask students to put pluses and minuses in the chat using the technical capabilities of the online teaching platform. **(Time limit: 5 minutes)**

Task 2. Introduce your students to the new term. A teacher can read the definition out aloud. Make sure students understand it. **(Time limit: 5 minutes)**



Information noise is an unfiltered stream of information, in which the usefulness of the data obtained is reduced directly

proportional to the number of the data. It means that every day we get a lot of information which may be irrelevant or just simply useless. That's why it is really difficult to find the needed data to identify and to remember it.



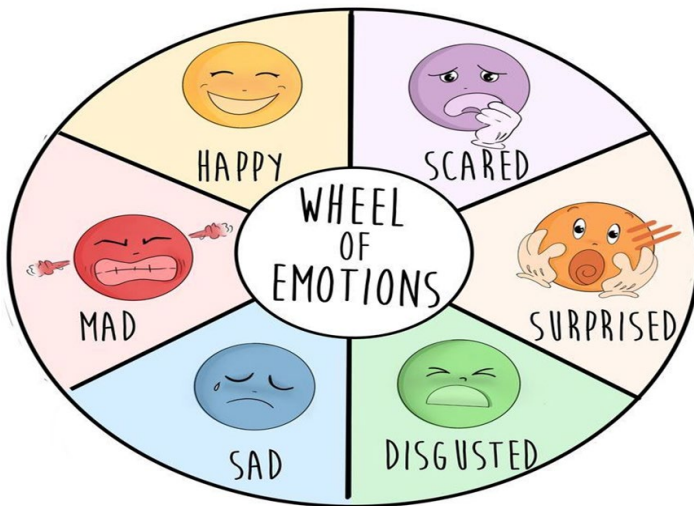
Task 3. Ask students to read the questions below and to give the answers to them. *Do you agree that modern people suffer from information noise? Does the information we get from social media have negative or positive influence on us?* (**Time limit: 10 minutes**)

ACTIVITY 4. WHEEL OF EMOTION

Task 1. Students are asked to read the information.

News and media can make us feel a certain way. For example, we can be surprised, angry, confused, sad, furious, irritated, optimistic, satisfied, helpless. Taking a minute to identify your emotional reaction, and to take a pause (and a bit of distance) from it can help you better understand the news and media you are seeing, better understand your own views towards a topic, and help you avoid falling for content that might not be true. (**Time limit: 3 minutes**)





[CREATED BY AINA RIVAS]

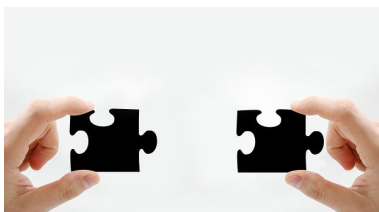
Task 2. Show the picture of a wheel of emotions on the slide (**See Handout 3**). Ask students if they are familiar with the wheel of emotion or they have come across it in some textbooks. (**Time limit: 3 minutes**)

Task 3. Invite students to look carefully at the set of slides which contain the examples of different types of headlines taken from the Internet and say: *What emotions do they evoke? Which of the headlines make you want to share the news with others? Why? Why not?* (**Time limit: 10 minutes**)



OPTIONAL: Ask students to take their cellphones and find a headline that caught their attention. Encourage them to try to explain their choice. What emotion does it evoke? (**Time limit: 10 minutes**)

ACTIVITY 5: FEEDBACK



Task 1. Encourage students to provide their feedback on the session. (**Time limit: 5 minutes**)

OPTIONAL: Online work. Ask them to type five notions they have learned in class in the chat box or on the slide, using the technical capabilities of the online teaching platform. **(Time limit: 5 minutes)**

SESSION 6.
FACT VS FAKE
(Tetiana Marchuk, Uliana Tykha)

ACTIVITY 1:
MEDIA CHALLENGES IN THE 21st CENTURY

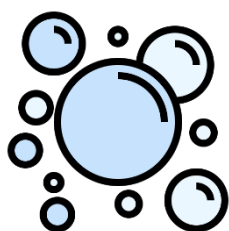
Task 1. Divide students into groups of 4 or 5 each. Encourage them to dwell on the problem: *Media Challenges in the 21st century*. Set the time limit for the discussion. Tell students to decide who will present the information introduced within small group discussion to the rest of the class. **(Time limit: 10 minutes)**



Task 2. Invite the selected representatives of the small groups to introduce the information about the discussed media challenges to the rest of the participants. **(Time limit: 5 minutes)**

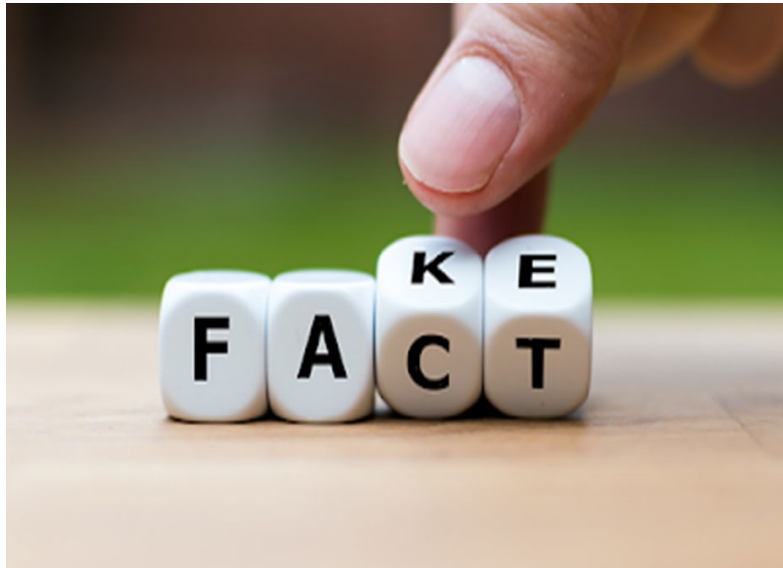
OPTIONAL. Online work. If the number of the participants is small you may ask them to join Jamboard. Encourage students to attach the stickers with the important media challenges and to comment on their ideas. **(Time limit: 15 minutes)**

ACTIVITY 2. MEDIA RELATED VOCABULARY



Task 1. Encourage students to answer the questions: *How do you keep up with the news? Do you trust the information you get? Do you think that most people are able to spot if news is real or fake? Why/why not? Do you think that experts are right to be worried about the power of fake news? Why/why not?* **(Time limit: 8 minutes)**

Task 2. Students are introduced to the new information. A teacher can read the text out aloud and pay special attention to the new terms. (**See Handout 1**)
(**Time limit: 5 minutes**)



FALSE STORIES TRAVEL FASTER THAN TRUE ONES

It's very hard to correct misinformation. We saw that misinformation often gets more traction than the corrective information that comes after. This means it's all the more important for us to carefully judge what we read and view, and avoid sharing something if it might be misinformation. It's important to realize that all of us are working against our natural instincts when we try to disengage from sensational information. Sensationalism works because human beings are drawn to it.

That is why false stories travel faster than true ones. False, sensational stories work because they touch upon something we value and at the same time, create fear. Fear turns off our ability to think critically. This is why it is important to coach yourself to recognize these emotions when they are triggered.

Misinformation: incorrect or misleading information;

Disinformation: information that is false and deliberately created to harm a person, social group, organization or country;

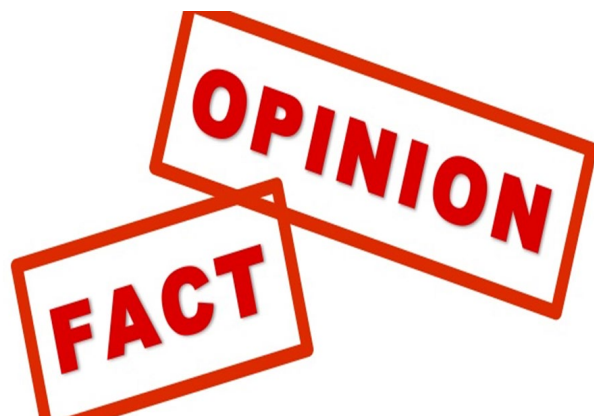
Mal-information: genuine information that is shared to cause harm, often by moving information designed to stay private into the public sphere.

Sources:

1. Learn to Discern Media Literacy Trainer's Manual.
2. <https://cutt.ly/ikbuchY>

ACTIVITY 3. FACT VS OPINION

Task 1. Tell students to read the following statements carefully and decide whether they are facts or opinions (See **Handout 2**). (**Time limit: 6 minutes**)



1. Every year, thousands of school graduates choose to become teachers.
2. Many of them state they want to make a difference in other people's lives.
3. Not working in the summer is the best thing of being a teacher.
4. Several colleges around the country offer programs in teaching training.
5. The best college for training teachers is at the university of Northern Iowa.
6. It was founded as "normal" school, meaning its focus was on teacher education.

Answers: 1. Fact 2. Fact 3. Opinion 4. Fact 5. Opinion 6. Fact

OPTIONAL: Online work. Students work in pairs in the breakout rooms. Ask them to read the presented statements and to put a red heart mark near the assertion which provides opinion and a green tick near the one which provides facts. (**Time limit: 6 minutes**)

1. Every year, thousands of school graduates choose to become teachers.
2. Many of them state they want to make a difference in other people's lives.
3. Not working in the summer is the best thing of being a teacher.
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5. The best college for training teachers is at the university of Northern Iowa.
6. It was founded as "normal" school, meaning its focus was on teacher education.

Answers: 1. Fact 2. Fact 3. Opinion 4. Fact 5. Opinion 6. Fact



Task 2. Ask students to exchange their answer papers with others and check each other's answers, before they get the right ones from the teacher. (**Time limit: 3 minutes**)

Task 3. Introduce students to the notions of fact and opinion (**See Handout 3**). (**Time limit: 5 minutes**)



A fact is something that can be proven. For example, consider this statement: "Franklin Delano Roosevelt was the president of the United States from 1933-1945". This is a historical fact and can be proven to be true. However, the statement, "Franklin Delano Roosevelt was the most successful president of the United States," is an opinion.

An opinion shows bias and cannot be proven to be true.

You can usually identify fact and opinion by looking at the language a writer uses. Subjective language is wording that shows someone's feelings. For example, words such as feel, believe, and think are obvious signs that a writer is being subjective.

Sources: <https://cutt.ly/qkbuVcO>

ACTIVITY 4. SPOTTING FAKE NEWS



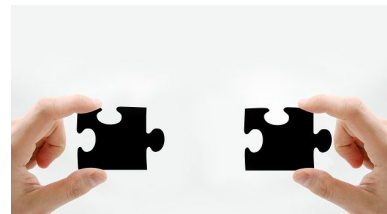
Task 1. Encourage the students to predict if the following statements might be true or false (**See Handout 4**). (**Time limit: 6 minutes**)

1. Pupils are creating their own fake news.
2. 20 percent of teachers said that their pupils used fake news as fact in schoolwork.
3. Teachers will need to teach children how to tell the difference between real and fake news.
4. Pupils still believe that false news is true, even when their teachers tell them it is fake.
5. Websites could get a 50 million euro fine if they don't remove fake news posts.
6. Most fake news posts will need to be removed quickly from websites.

OPTIONAL: Online work. Students work in pairs in the breakout rooms. Ask them to read the presented statements and to put a green mark near the assertion which might be true and a red tick near the one which might be wrong. (**Time limit: 6 minutes**)

1. Pupils are creating their own fake news.
2. 20 percent of teachers said that their pupils used fake news as fact in schoolwork.
3. Teachers will need to teach children how to tell the difference between real and fake news.
4. Pupils still believe that false news is true, even when their teachers tell them it is fake.
5. Websites could get a 50 million euro fine if they don't remove fake news posts.
6. Most fake news posts will need to be removed quickly from websites.

Task 2. Ask students to read the article and check their predictions (See Handout 5). (Time limit: 10 minutes)



STUDENTS THINK FAKE NEWS IS FACT AND ARE USING IT IN THEIR SCHOOLWORK, SAY TEACHERS

Teachers are frustrated that students can't accept that some stories on social networks are false, while experts suggest that students need better education about online dangers. Students believe that fake news is a fact, and are repeating it in lessons and using it in written work, teachers have warned. More than a third of teachers say their students have used false information that they found online, according to a survey by a teacher's union.

The union's general secretary Chris Keates said that the information was "worrying" and it showed that internet companies have a lot of power to influence people's opinions, especially young people. International education experts are becoming more worried about the situation and say that teachers will need to teach children how to spot fake news. Others were frustrated that students didn't believe that news they had seen on Facebook and other social media sites was not true, even when the problem was explained to them. One teacher said that

students often thought that fake news sites were real, and also that anything that President Donald Trump said was a fact. Last week, German officials said they would give fines of up to 50 million euro to social networks if they didn't take down illegal fake news posts. The new law would give social networks 24 hours to delete or block the content and seven days to concentrate on more complicated cases. Commenting on the results of the survey, Ms. Keates said that she was worried about the trend, particularly because many young people have never known a world without internet, and are less able to judge whether information that they read online is real or fake. She added that: "It is important for children and young people to be made aware that not everything they see and read online is real." She said that teachers are trying to help educate students about using false information, but added that it was important for internet providers and websites to take responsibility for any material that is available, and also to deal with people who misuse their services. Last month, Andreas Schleicher, the director of education and skills at OECD (The Organization of Economic co-operation and Development) said that in the modern age, being able to tell the difference between what is real and what is fake is a critical skill. He added that: "This is something that we believe schools can do something about."

Adapted from the Independent by Rachel Pells, April 12th, 2017

Source: <https://cutt.ly/WkbiiDn>



Task 3. Encourage students to discuss the article answering the questions: *Have you ever used some information that turned out to be fake? Do you think that teachers are right to be “worried”? What fact mentioned in the article surprised you most? Do you think that paying such a huge fine might help to stop spreading fake news?* (**Time limit: 5 minutes**)

ACTIVITY 5: DISTINGUISHING MISINFORMATION



Task 1. Students are watching the video and answering the questions (<https://cutt.ly/rkRFfES>) (**See Handout 6**). (**Time limit: 10 minutes**)

1. Public faith in official narratives was destroyed by
 - A a public assassination
 - B political corruption
 - C misleading information
 - D wars
2. How do we call people who used to determine what news was fit to print or play?
 - A peacekeepers
 - B watchdogs
 - C gatekeepers
 - D producers
3. Which isn't a word that shows the outlet isn't completely sure about a particular statement?
 - A likely
 - B certainly
 - C expected
 - D possibly
4. When are the best times to check in on ongoing breaking news?
 - A every five minutes
 - B as quickly as your browser can refresh
 - C the first five minutes, then in wider gaps to allow more details to develop
 - D don't check in at all

5. How reliable are anonymous sources?

- A you never know
- B very reliable
- C not reliable at all
- D depends on the story

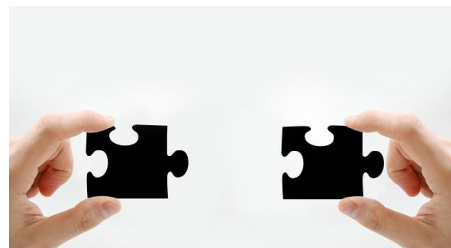
6. How can you verify a story before you share it on social media?

- A there's no way to verify – just share the story anyway
- B see how many times other people online have shared the story
- C check to see if your friends are saying the same thing
- D do a search to see if multiple outlets you trust are also covering the same story

Answers: 1B 2C 3B 4C 5A 6D

Source <https://cutt.ly/pkbiYKi>

Task 2. Invite students to check their answers in pairs before they get the right ones from the teacher. **(Time limit: 2 minutes)**



OPTIONAL: Online work.

Task 1. Invite students to join the breakout rooms. Ask them to discuss all the questions. **(Time limit: 10 minutes)**



1. Have you ever heard about the so-called “citizen journalism”? Have you ever tried to report some on-going event?
2. What are some of the positive and negative aspects of citizen journalism?
3. Which mainstream media do you go first when you want to get some information on breaking news? Which outlets do you trust the least?
4. Do you trust alternative news outlets like a reliable social media post or a satirical news program? Why or why not?
5. Do you think the media creates reality? Or does the media talk about what's going on? Or both?



Task 2. Tell students to present the information discussed within small groups to the rest of the class. **(Time limit: 10 minutes)**

ACTIVITY 6: FEEDBACK

Task 1. Encourage students to provide their feedback on the session. **(Time limit: 5 minutes)**



OPTIONAL: Online work. Ask them to type five notions they have learned in class in the chat box or on the slide, using the technical capabilities of the online teaching platform. **(Time limit: 5 minutes)**

SESSION 7.

HOW FAKE NEWS SPREAD

(Uliana Tykha, Tetiana Marchuk)

ACTIVITY 1: FAKE NEWS.

Task 1. Students are discussing the following brainstorming questions: (1) *What do you think about this sentence? 'It must be true because I read it on the Internet.'* (2) *What do you understand by 'fake news'?* Brainstorm some keywords you associate with it. (3) *"A lie can travel half way around the world while the truth is putting on its shoes."* Mark Twain (**Time limit: 7 minutes**)



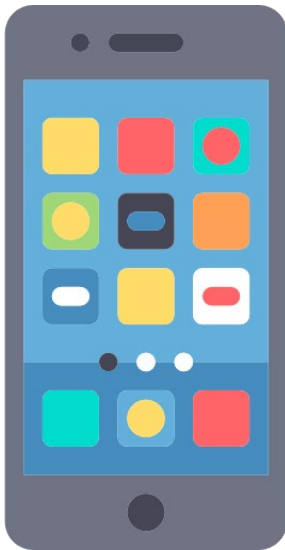
Task 2. Students are asked to read the sentences, pay attention to the underlined words, then match the words with the definitions (**See Handout 1**). (**Time limit: 10 minutes**)

1. We should not tolerate this biased media coverage.
2. The newspaper has been accused of publishing sensationalist stories of the murders.
3. The report presented fabricated evidence which was really ridiculous.
4. There are so many pseudoscientific beliefs, for example astrology.
5. Judges need to be impartial to make objective decisions.
 - a) _____ : falsely or mistakenly claimed or regarded as being based on scientific method;
 - b) _____ : something false which is invented or produced in order to deceive someone;

- c) _____ : preferring one person, thing, or idea to another in a way that is unfair;
- d) _____ : not connected to or influenced by one particular person or group;
- e) _____ : presenting events in a way that makes them seem as exciting or shocking as possible.

Answers: 1c, 2e, 3b, 4a, 5d

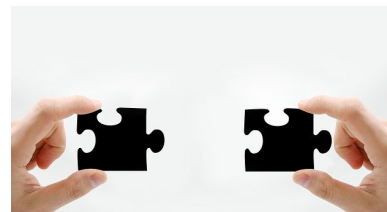
ACTIVITY 2. CIRCULAR REPORTING.



Task 1. Students are introduced to the notion of circular reporting.

Circular reporting can occur when: " (...) publication A publishes misinformation, publication B reprints it, and publication C then cites B as the source for the information. It's also considered a form of circular reporting when multiple publications report on the same initial piece of false information, which then appears to another author as having been verified by multiple sources."
(Time limit: 3 minutes)

Task 2. Students are asked to watch a video (<https://cutt.ly/3kbdb0B>) and answer the questions. **(Time limit: 20 minutes)**



1. What examples of circular reporting does the speaker mention?
2. How do wikis contribute to circular reporting?

3. What should we do to avoid circular reporting according to the video?
4. Have you seen people sharing fake news on social media pages? What types of behaviors did you notice when it happened?
5. What impact have fake news had on you, or on people in your life?
6. What impact do fake news sites have on elections?

ACTIVITY 3. 5Ws TO SPOT FAKE INFORMATION

Task 1. Students are introduced to 5 tips to spot fake information. (**Time limit: 10 minutes**)



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

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

TIPS

Websites with these URLs are usually legitimate: .com, .org, .net, .edu, .gov

Fake websites often have URLs that end with: lo,.com.co. Alternatively, fake URLs are incomplete.

Fake websites have similar names to authentic sites, e.g. Sky Newz (instead of Sky News).

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

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

TIP

Fake news is often posted on dates which don't exist (e.g. 30 February) or on 1 April (April Fool's Day).

Always check the date. Sometimes the news was posted years ago but is still being circulated as 'news'.

3. **WHO** created the information?

Who wrote the article? Who took the photo?

TIPS

Real photos should always give the name of the person who took them (or explain where they come from).

Look at photos carefully. Could they have been Photoshopped? Check suspicious photos by doing a reverse Google image search. Other websites may have used the same photo for different news.

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

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

Look at the headline. Is it sensational?

Is the spelling and grammar correct?

TIPS

Genuine websites usually look professional. They usually contain an 'About Us' section, contact information, sources and links to more information.

5. **HOW** do you know for certain that it's true?

Check the content again. Does any information seem unlikely? Too good (or too amazing) to be true?

TIPS

Real news stories should appear in several news outlets, not just the one you're looking at. Cross-check the information with a credible website to see if you can find the same story.

If you're still not sure, check a site that lists hoaxes and fake news. Is the story listed as fake news?

Try: <https://cutt.ly/fkbdUon>, <https://cutt.ly/UkbdOgl>



Task 2. Students are asked to check the following headlines and decide whether they are real news or fake news. (**Time limit: 15 minutes**)

Headline 1. Sharks found in New York basement

Headline 2. Polar bears found on Scottish Island

Headline 3. Blue dogs spotted in India

Headline 4. Pizza company makes heated letter box to keep your delivery hot

Headline 5. 100-year-old fruit cake discovered near the South Pole – and it's almost edible.

Answers: 1 real, 2 fake, 3 real, 4 fake, 5 real

Task 3. Students present their findings and discuss them with their classmates and teacher. (**Time limit: 10 minutes**)



Task 4. Reflections and feedback. Students reflect on what they have learnt and give their feedback. (**Time limit: 5 minutes**)

Sources: <https://cutt.ly/EkbdH1z>, <https://cutt.ly/ckbdKAp>

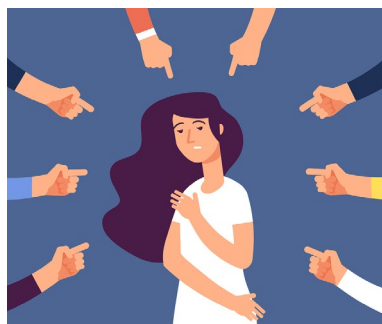
SESSION 8.

DISINFORMATION AND MANIPULATION: CYBER BULLYING

(Uliana Tykha, Tetiana Marchuk)

ACTIVITY 1: BULLYING VS CYBER BULLYING

Task 1. Students are invited to join Jamboard to brainstorm the issues of “bullying” vs “cyber bullying” (**Time limit: 10 minutes**)



Task 2. Students are introduced to the following piece on Bullying vs Cyberbullying. Then they are asked to match the underlined words with the correct explanations (**See Handout 1**). (**Time limit: 10 minutes**)

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours or threatening somebody. It can happen anywhere – at school, at home or online. Cyberbullying is bullying that takes place through electronic technologies such as mobile phones, apps, social network websites or online forums.

Cyber bullying is hurtful because it makes victims feel hopeless, helpless, powerless, and alone all at the same time. Children and teens who are cyber bullied often feel ashamed and guilty too, as they are made to believe that it's their fault they're being bullied (i.e., that they "deserve it" for some reason). There are many reasons why kids and teens become cyber bullies. Usually however, cyber bullies have some sort of insecurity. To protect their egos and feel superior, they make others feel bad about themselves. Some cyber bullies see it as a means to gain popularity and others do it to feel powerful or escape their own

problems. At times, cyber bullies themselves may be bullying victims so they “prey” on other people to feel better about themselves.

- a) someone who has been harmed, injured, or killed as the result of a crime;
- b) to harm someone who is weak or cannot defend themselves;
- c) the act of insulting someone by calling them rude names;
- d) better or more important than other people;
- e) saying unofficial information that may or may not be true.

ANSWERS: a) victim, b) prey, c) name calling d) superior, e) spreading rumours

ACTIVITY 2. CYBER BULLYING: WE CAN PREVENT IT



Task 1. Students are asked to watch a video (<https://cutt.ly/Wkbd74C>) and then answer the questions: *When you were at school, how frequently did bullying happen? In your own words, what is cyberbullying? Can you name any examples of cyberbullying? Why do people cyber bully? What can we do to prevent it?* (**Time limit: 15 minutes**)

Task 2. Students are asked to read an article (<https://cutt.ly/lkbfr4C>) and answer the questions: *Why cyberbullying is considered to be public health issue? What are the main cyberbullying features? What is the connection between cyberbullying and the Internet addiction? What are some ways to prevent cyberbullying?* (**Time limit: 20 minutes**)





Task 3. Students watch a video (<https://cutt.ly/Xkbfjiu>) and answer the questions: *What emotions does the video evoke? What does this video teach us? Why can it be an example of cyberbullying?* (**Time limit: 10 minutes**)

Task 4. Reflections and feedback. Students reflect on what they have learnt and give their feedback. (**Time limit: 5 minutes**)



SOURCES: <https://cutt.ly/Akbfv4k>, <https://cutt.ly/nkbfmfh>

SESSION 9. ADVERTISING (Nataliia Goshylyk, Volodymyr Goshylyk)

ACTIVITY 1: BASICS OF ADVERTISING

Task 1. Ask the student how many advertisements they see every day. Where do they spot them? Talk about different types of advertising methods. **(Time limit: 20 minutes)**

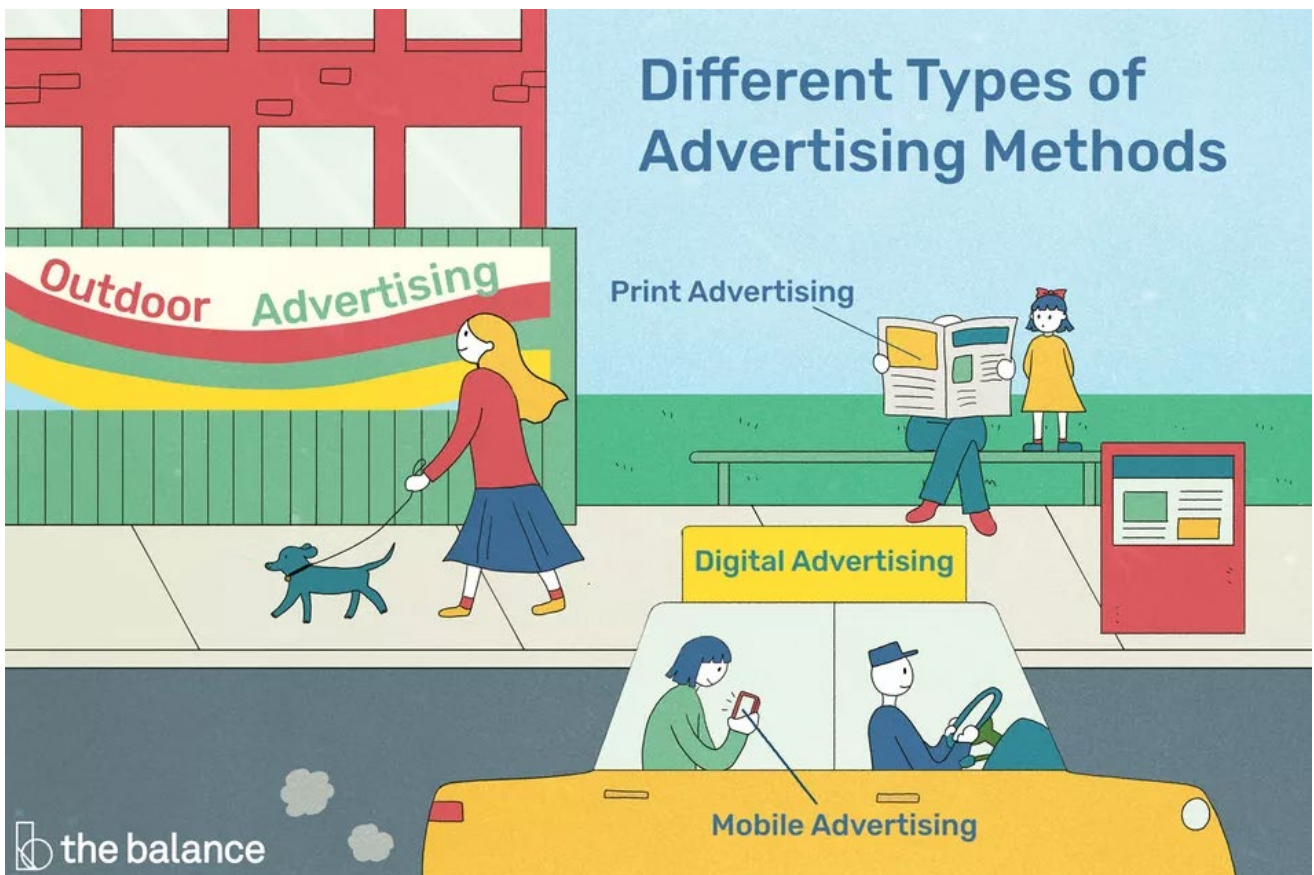
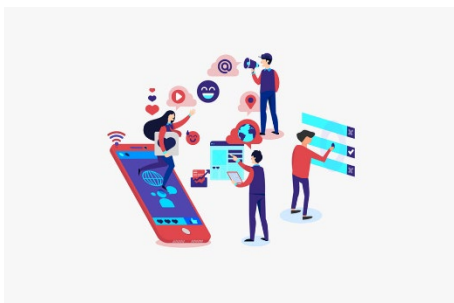


Illustration by Catherine Song – <https://cutt.ly/ukmwEDq>



Task 2. Talk about the AIDA formula. Explain that AIDA relates to the marketing strategy. Write AIDA on the board or print it out and ask the students to guess what it might stand for. **(Time limit: 25 minutes)**

Advertisements are usually following the AIDA formula:

- **A**ttention – The consumer learns about the product or services (usually through advertising) – *I am seeing it.*
- **I**nterest – The consumer becomes interested – *I am curios.*
- **D**esire – The consumer wants to get the products or service. – *I want to have it.*
- **A**ction – The consumer forms a purchase intention, shops around or makes a purchase. – *I am going to buy it.*



Task 3. Divide the students into groups of consumers (3-4 students in each group). Ask them to write a short story, following the stages of AIDA formula, about their positive experience of watching the advertisement. Students will present and compare their stories afterwards. **(Time limit: 25 minutes)**

Give students the scheme they might use:

I am watching the television/ mobile ad about chocolate. I came across it accidentally, but it is very captivating/ interesting/ mesmerizing/ attention-grabbing. I have never seen this type of chocolate before. I want to buy that right now. On my way to school I am dropping in at the nearest shop to buy this chocolate.

ACTIVITY 2: WORKING WITH COLOURS AND EMOTIONS IN ADVERTISEMENTS



Task 1. Ask the students what the dominant colours in these ads are (you might just as well use any other ads you have got). Why do these colours predominate? Are colours used to convey the meaning? **(Time limit: 25 minutes)**

BRAND
Cosmetic
NATURAL
PRODUCT

NEW FORMULA

Perfectus extract
Lifting moisturizing
Green cosmetics

**GREEN
TEA
EXTRACT**

Lifting moisturizing
NEW formula extract
Lorem ipsum lifting moisturizing

VectorStock® VectorStock.com

**YOUR
HYGIENE
HELPER**

ECO Balance is
your solution for:

- ✓ Maintaining a clean, healthy and happy mouth
- ✓ Reducing dental plaque and preventing decay
- ✓ Soothing puffy or irritated gums
- ✓ Resolving swelling associated with orthodontic treatment
- ✓ Lasting fresh breath
- ✓ Whiter teeth

*when used as part of your complete oral care regimen that includes regular use of a fluoride toothpaste and flossing

Classic Coffee

DRINK GOOD COFFEE - GET MORE ENERGY

Coffee is always a good idea!

Orange Juice

100% Natural ingredients

FIND OUT MORE

**BOTH SMOOTH
AND CRISP
AND CRISP AND SMOOTH**

Quality Milk

RAINY DAYZ

REFRESH YOURSELF WITH A DELICIOUS

Coca-Cola
Original

THE ORIGINAL COKE FLAVOR

Coca-Cola

Task 2. Connotations. Ask the students to name basic colours they know and to tell what connotations, associations these colours have. **(Time limit: 20 minutes)**



Here is the table of general connotations in the Western culture you might use.

white	innocence, purity, goodness
black	evil, sinfulness, impurity, guilt, immorality
grey	obscurity, mystery, dullness, ambiguity
yellow	sunshine, happiness, peacefulness, liveliness
red	passion, sensuality, love, anger
blue	tranquillity, sky, paradise, mysticism
green	hope, life, insecurity, trust, candour
brown	naturalness, constancy

OPTIONAL: Online work.

Create the survey with Menti service, asking the questions about the basic colours and associations with some of them. Ask the students to go to [menti.com](https://www.menti.com) and answer the questions about colours and connotations. Use the word cloud for presenting the results.



Task 3. Divide the students into groups (3-4 students in a group) and ask them to create an advertisement of a product or service (e.g. a book, an English textbook, a school, a drink, etc.). Ask them to use the colours for conveying the message of the ad. Students should present their works at the “Advertisement Festival”. **(Time limit: 30 minutes)**

OPTIONAL: Online work.

Ask the students to go to online boards (<https://jamboard.google.com>, <https://padlet.com>) and use them to create the ads.

SESSION 10. STEREOTYPES (Nataliia Goshylyk, Volodymyr Goshylyk)

ACTIVITY 1: WORKING WITH HEADLINES

Task 1. Brainstorming. Ask the students to think about American and British schools and name any associations connected with them. (**Time limit: 20 minutes**)



Students should verbalize their stereotypical vision of these educational institutions. Ask them to tell why they think so, where they got this information. Speak on the sources of stereotypes (family, society, limited personal experience).



Task 2. Making up headlines. Based on the previous ideas ask the students to make up a few headlines they think one might come across in American and British newspapers. Let students be as imaginative as possible. Students might work in small groups or individually. Read all the headlines in a class. (**Time limit: 10 minutes**)

Task 3. Reading the headlines. Ask the students to read the headlines from the “The Guardian” and “The Washington Post” newspapers. Are they surprising? Are they different from the ones they have made? (**Time limit: 20 minutes**)



1. *A Virginia high school begins football season with snow on the ground and a QB 900 miles away.*
2. *New rules make N.C. schools discuss racism. Some officials opposed the ‘anti-American’ change.*
3. *Traditional school isn’t always the way to go, and I wish my parents had seen that earlier.*
4. *Pressure builds on schools to reopen during pandemic.*
5. *Teachers want to teach. But schools are a danger zone.*
6. *More students than ever got F’s in first term of 2020-21 school year — but are A-F grades fair in a pandemic?*
7. *‘Schools are killing curiosity’: why we need to stop telling children to shut up and learn.*
8. *Three ways for UK schools to improve their race relations now.*
9. *How Finland starts its fight against fake news in primary schools.*
10. *Laptop allocation for England's schools slashed by 80%.*



Task 4. Articles writing. Pick up a title from the previous task. Divide the students into groups (3-4 students in a group) and ask them to write an article to it and present it in a class. Alternatively, students might use different headlines for writing articles. **(Time limit: 20 minutes)**

OPTIONAL: Online work.

Ask the students to go to online boards (<https://jamboard.google.com/>, <https://padlet.com/>) and use them to write articles and illustrate them with photos.

CHAPTER 2.

LESSON PLANS AND ACTIVITIES ON INTEGRATION OF MEDIA LITERACY IN THE EFL CLASSROOM

LESSON PLAN 1. (Uliana Dulenchuk)

ACTIVITY 1: WARM UP (TASTE OF CHOCOLATE)



Task 1. Answer the questions:

- 1. Read the headline of the article and describe the feeling it evokes. Does the article seem interesting for you?*
- 2. Do you like eating chocolate? If yes, what kind of chocolate is your favourite one?*
- 3. Is chocolate useful or harmful to our health?*
- 4. Can you name any interesting facts about chocolate?*



Task 2. Read the article and decide if it provides facts or opinions concerning benefits of eating chocolate. Prove your ideas. Underline the sentences or word-combinations that make you think so.

Doctor says CHOCOLATE is the best cure for coughs

A new study has revealed that chocolate is better at soothing coughs than syrup. **A professor from the University of Hull says chocolate is better at calming coughs than traditional cough medicine**

It might sound too good to be true but a new study has revealed that chocolate is actually better at soothing coughs than traditional cough syrup.

Professor Alyn Morice, Head of Cardiovascular and Respiratory Studies at the University of Hull and founding member of the International Society for the Study of Cough, says that having a bar of milk chocolate is more effective than shop-bought medicine.

Revealing the results of the largest study of an over-the-counter cough remedy ever undertaken in Europe, he said: "Chocolate can calm coughs. I know that might sound like something out of Mary Poppins, but as an independent clinician who has spent years researching the mechanism of cough, I can assure you the evidence is actually as solid as a bar of Fruit and Nut."

So how does it work?

According to the Professor, it's down to chocolate's "demulcent properties" – its stickiness. The consistency of the sweet treat works by forming a coating on the throat's nerve endings, suppressing the urge to cough.

"This demulcent effect explains why honey and lemon and other sugary syrups can help, but I think there is something more going on with chocolate.

"I'm sure it has a pharmacological activity, some sort of inhibitory effect on the nerve endings themselves," he added.

The trial, titled ROCOCO, studied 163 people and found that those who took the cocoa-based medicine instead of the regular medicine saw significant improvements in just two days.

Researchers at Imperial College in London previously found that theobromine - an alkaloid component in cocoa - is 'better at suppressing the urge to cough than codeine'.

So next time you start to feel that irritating tickle at the back of your throat, reach for a slab of Dairy Milk and give it a try! You won't regret it, we promise.

Source: <https://cutt.ly/DkmiTko>

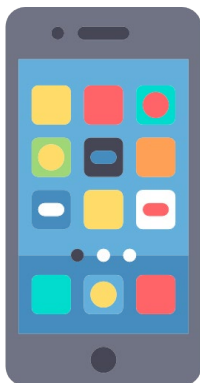
Task 3. Students are asked to fill in the sentence with their own ideas, and then answer the following questions.



I believe / I don't believe the information provided in the article above because...

1. *Does the article above provide facts or opinions?*
2. *What age group of people is this article directed at?*
3. *What is the aim of people who write articles like these ones?*

ACTIVITY 2. SPEAKING: THE TASTE OF CHOCOLATE



Task 1. Surf the Internet and find the information to complete the statement: "100 gr of chocolate contains ___ml of caffeine". Make sure the resources you use provide true facts. Compare your answers with your classmates, then analyse the information you found according to the following criteria:

- 1) *When was it posted?*
- 2) *What kind of website is it: official or unofficial?*
- 3) *Are there any grammar mistakes in the headline or the article itself?*

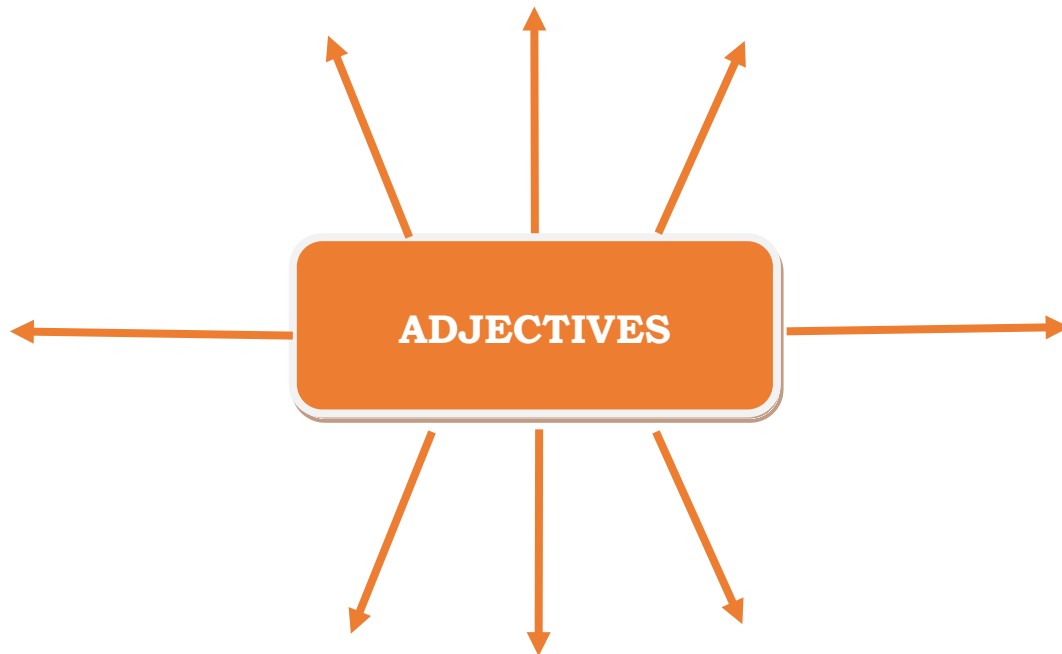
Decide who appeared to be media literate and give some tips to each other.

Task 2. Make a list of top three chocolate factories you like. Are they national or foreign companies?



Task 3. Watch the commercials following the links below. Complete the Scheme 1 with the adjectives that describe the products.

1. My Dad / Hersheys – <https://cutt.ly/IkmiGjV>
2. New 2020 Hershey's Kisses Holiday Bells (Cookie Baking Version) Commercial – <https://cutt.ly/EkmiX9g>
3. Hershey I'll Melt With You – <https://cutt.ly/Nkmi13L>
4. Hershey's Kiss Commercial – <https://cutt.ly/wkmi82L>



Scheme 1. Adjectives used in the commercials

1. Analyse the adjectives you've written out. Are they positive or negative? What other adjectives would you add to advertise chocolate?

2. Did you enjoy the commercials? What impression have you got after watching them? Would you buy the products they advertise? Why? Do you always buy everything that is advertised? Do all the things that are nicely advertised justify your trust?

ACTIVITY 3. WRITING: DICACTIC CINQUAIN

Task 1.

Make up a cinquain to the word "the media" following the rules of cinquain composing:



Line 1 – a noun

Line 2 – two adjectives associated with the noun in line 1

Line 3 – three verbs associated with the noun in line 1

Line 4 – a sentence consisting of four words

Line 5 – a noun that relates to the noun in line 1.

Example 1:

The media

Digital, dishonest

Report, believe, deceive

The media sometimes cheat you.

Disbelief

Example 2:

The media

National, international

Entertain, inform, support

The media are sources of information.

Diligence

LESSON PLAN 2. (Tetiana Kalynuik)

In this passage, students practice speaking, listening, writing skills. Also, they get to know about social media, news resources, Ukrainian channels, fake information and TikTok.

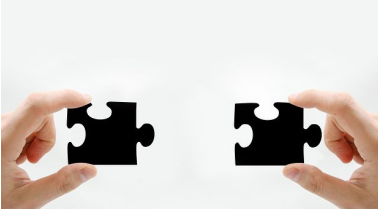
ACTIVITY 1: WARM-UP. QUESTIONS.

Task 1. This task consists of 12 questions. The teacher should divide the class into 3 groups. Each group will have 4 questions to discuss. Set a time limit of about 15 minutes. Go around the class and give help as needed.



1. Do you read a newspaper or follow the news online? Why?
2. What social media do you use and why?
3. Do you enjoy using social media to see what people are talking about and to give your opinion?
4. What news resource do you trust more: Facebook or TSN?
5. Do you ever wonder who owned the Ukrainian channels and radio stations? Why is this so important?
6. How do you think has fake news influence on you?
7. How much time do you spend on social media?
8. In your opinion, on which social media site do users tend to present their perfect lives?
9. How can you understand the following quote “Care Before You Share!”?
10. Do you think we can divide up social media sites according to the age of their users?
11. Is it a big challenge to differentiate between real facts and someone’s opinion?
12. Have you heard of TikTok? Have you ever used it?

ACTIVITY 2. VOCABULARY PREVIEW.



Task 1. Students do the matching individually. Then they compare answers in pairs. Go over answers with the class. Mind, if you come up with funny sentences, it will be easier to memorize active vocabulary.

Here there is a link to an online dictionary that can be used to do this exercise: <https://cutt.ly/skmt44t>.

Match the words with their meaning.

a) app	1. immediately effective in getting people's attention or communicating an idea
b) memes	2. not sincere
c) install	3. to spend time doing nothing important or behaving in a silly way
d) artificial	4. it means that something belongs to or was developed in one's own country
e) instantaneous	5. happening immediately, without any delay
f) best	6. users of TikTok
g) TikTokers	7. a computer program or piece of software designed for a particular purpose that you can download onto a mobile phone or other mobile device
h) homegrown	8. to put a computer program onto a computer so that the computer can use it
i) goof around	9. an idea, image, video, etc. that is spread very quickly on the internet
j) snappy	10. to gain an advantage over or defeat an opponent

Answer Keys: a) 7; b) 9; c) 8; d) 2; e) 5; f) 10; g) 6; h) 4; i) 3.

Task 2. For this task, it is important that students do not see the meaning of words in bold. The teacher reads the sentence aloud. Students have to say ‘**True**’ or ‘**False**’. There are no right or wrong answers here. Students express their **OWN** opinion.



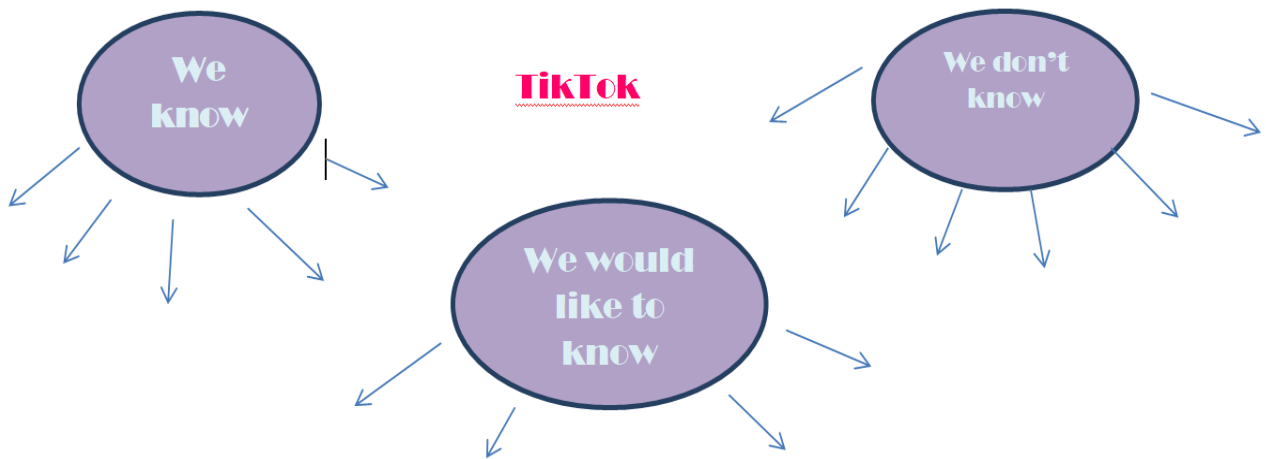
Which of them are True (T) and which are False (F) in your opinion?

1. TikTok will never **best** the competition that is Instagram, Facebook and Snapchat, in terms of app downloads.
2. A lot of TikTok users **goof around**, dance or lip-sync to music.
3. TikTok is owned by a **homegrown** US company.
4. TikTok has about 1 billion monthly active users creating these **snappy** clips.
5. TikTok’s **instantaneous** nature makes the content that users create go viral quickly.
6. On average, **TikTokers** are definitely younger than Instagram users.

ACTIVITY 3. WATCH THE VIDEO

Task 1. Before watching the video, draw the diagrams presented below on the board. Students brainstorm in groups. The teacher divides the class into three groups. The first group discusses the first diagram “We know about TikTok”, the second group discusses the second diagram “We do not know about TikTok”, and the third group discusses the diagram “We’d like to know about TikTok”.





Task 2. Watch the video “What’s going on with TikTok?” (<https://cutt.ly/kkmyQyY>) once or twice (it depends on the students’ level). After watching students discuss the following questions together with the teacher.

- 1) *Why does TikTok require users to verify their age?*
- 2) *What is the name of the app that was turned into TikTok?*
- 3) *Why do some people believe that TikTok might succumb to some pressure by the Chinese government?*
- 4) *Do we know if and what content TikTok censors on their platform?*
- 5) *What financial concerns over TikTok’s revenue are there?*

The answers may vary:

1. Because of a large number of young users.
2. Vine.
3. TikTok is owned by a parent company called Byte Dance which is from China (+ example about Apple). Also, the US-China trade war can affect TikTok.

4. It is talking about political content, free speech.
5. TikTok hasn't developed a strong source of revenue. TikTok has a lot of venture-capital backing, but it will have to generate a profit eventually, which could mean ads or pay walled features.

Task 3. The teacher turns on the video again. Students watch the first minute of video and fill in the gaps. Students work individually. To check this task, they read sentence by sentence one by one.



Watch the 1st minute of video and fill in the gaps with the words from the list.

copyright; massive; parent company; memes; homegrown; backdrop; safety; threat; privacy; apps.

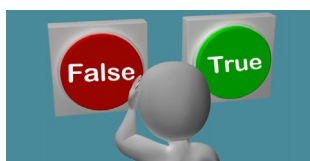
TikTok is one of the most popular 1) _____ in the world. It's been downloaded over a billion times in the two years that it's been around. And it has produced countless 2) _____.

Even Mark Zuckerberg sees TikTok as a 3) _____. But its rise hasn't been seamless. US senators have criticized TikTok for 4) _____, 5) _____, and child 6) _____.

So, what's going on with TikTok?

TikTok has a bit of a complicated history. It's owned by a 7) _____ called Byte Dance, which is from China. Byte Dance is one of the most valuable startups in the world. It's thought to be worth about \$75 billion, which is 8) _____. There are definitely concerns in the US about TikTok being a Chinese app that has become hugely popular in America, and, frankly, that's probably a mix of Americans being worried that their own 9) _____ companies, like Facebook, Google, etc., being outdone by a Chinese firm, but secondarily, you know, this concern feeds into the wider 10) _____ of the US-China trade war.

Answer keys: 1) apps; 2) memes; 3) threat; 4) censorship; 5) privacy; 6) safety; 7) parent company; 8) massive; 9) homegrown; 10) backdrop.



Task 4. Teacher reads the sentences and students should answer true or false. If sentence is false, students explain why.

Mark the sentences as True (T) or False (F). Correct the false statements.

1. Tik Tok is an app where all videos have an artificial content.
2. Tik Tok has the same fame as Instagram.
3. You can post your dancing, singing and lip-synching here.
4. For Tik Tok users` age is not important thing.
5. Tik Tok is a totally Chinese app.

Answer keys: 1) False; 2) False; 3) True; 4) False; 5) True.

ACTIVITY 4. DISCUSSION

Task 1. Teacher divides class into 2 groups. Each group should discuss the following five questions. Teacher goes around the class listens to students' conversations, joins them and corrects students' mistakes.

1. *Are you worried about your data privacy when using social media? Do you ever read terms and conditions of such apps?*
2. *Do you think that any social media site could violate our privacy and hand over data to governments?*
3. *In your opinion, should the content on TikTok be moderated and censored? If yes, then what kind of content?*
4. *What threats might such apps pose to children and teenagers?*
5. *In general, would you ever stop using social media because of privacy issues? How would you feel if your country banned any social media sites?*

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ASSIGNMENT 1. (Oksana Pasichniak)

ACTIVITY 1: SPEAKING. ADVERTISING.

Task 1. Famous Ukrainian tale “Round Rolling Bun” **(Time limit: 20 minutes)**



Once upon a time there lived a Grandpa and a Granny in the forest hut. They were very poor and had nothing to eat. One day the old lady decided to cook something for dinner. She found some flour, an egg and some water to bake a bun. Later on, the bun which had been left for cooling down decided to wander the forest looking for the adventures. The end you know... Everyone knows this story.

Group-work: 1st group – promoters, 2nd group – a family of 4 members eager to spend lots of money for fun

Place	House, forest, any part of the world
Characters	Granny, Grandpa, Bun, Bear, Wolf, Hare, Fox (any others can be added)
Sponsorship	Tour agency, estate and rental agency, dentist's, flour mill, florist's, baker's, forecast, Reebok, famous politician, famous singer, hairdresser's, electric goods, funeral service, Green Peace Organization, ...
Advertising contents	Reporting, opinion, propaganda, public relation (PR), social advertising, bias

Situation (1st group): you are going to advertise something and this story is the only one which is sponsored.

Assignment (1st group): Choose the agent and find the ways to promote the goods and services via the tale-telling. Use as many ads as you can to persuade the family to order something.

Situation (2nd group): you are going to waste money

Assignment (2nd group) : listen to promoters, ask questions to clear the situation, discuss pros and cons of each advert, and choose the only one item for yourselves.

Let's start! Once upon a time there lived an old man and an old woman (**Beauty Therapist:** No old women anymore! Stay young forever! Less wrinkles in only 60 minutes! Try it today! "Dermitage" is just for you!) in a small hut

ACTIVITY 2: READING. HEALTHY EATING HABITS

Task 1. Look at the stereotypical suggestions 1-10. Find the proper authorized explanation a – j (BHF, 2019). Do you agree with all of them? **(Time limit: 10 minutes)**

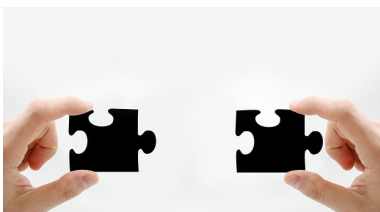


1. *'Calories in, calories out' is all that matters when it comes to weight loss*
2. *High fat foods are unhealthy*
3. *Breakfast is the most important meal of the day*
4. *You need to eat small, frequent meals for optimal health*
5. *Non-nutritive sweeteners are healthy*
6. *White potatoes are unhealthy*
7. *Low fat and diet foods are healthy alternatives*
8. *Following a very low calorie diet is the best way to lose weight*
9. *All smoothies and juices are healthy*
10. *Weight loss is easy*

- a. It's a quite difficult process for most people and requires consistency, self-love, hard work, and patience. Many factors may influence how easy it is for you to keep fit.
- b. These kinds of food are typically high in sugar and salt. Unaltered higher fat alternatives are often a healthier choice.
- c. It's a quite difficult process for most people and requires consistency, self-love, hard work, and patience. Many factors may influence how easy it is for you to keep fit.
- d. Many of them are extremely nutritious and can help you maintain a healthy weight.
- e. This theory doesn't account for several variables that may prevent someone from losing weight. Many factors, such as genetics, medical conditions, and metabolic adaptations, make weight loss much harder for some.
- f. These vegetables are a nutritious carb choice — just be sure to enjoy them in more healthful ways, such as roasted or baked.
- g. This kind of diet leads to metabolic adaptations that make long-term weight maintenance difficult.
- h. These substitutions may cause the adverse health outcomes, such as an increased risk of type 2 diabetes and negative changes to gut bacteria.
- i. Many store-bought beverages are packed with added sugar and calories.
- j. Eating this meal is not necessary for everyone. Health benefits are associated with both eating it and skipping it.

Keys: 1-e, 2-d, 3-j, 4-c, 5-h, 6-f, 7-b, 8-g, 9-I, 10-a

ACTIVITY 3: SPEAKING + WRITING. ADVERTISING



Task 1. Match the effect with the most appropriate definition (**Time limit: 10 minutes**)

Effects	Definition
1. the snob effect	a)The name of the product is repeated over and over again, put into a rhyme and sung several times. In the hope that you want forget it. The sung rhyme is called the “jingle”
2. the scientific effect	b)You are told that the product is the most exclusive and of course rather expensive. Only the very best people use it.
3. the go-go effect	c)Well-known people (stars, football players, actors) are shown using this product
4. the word and music effect	d)A serious-looking man with glasses and a white coat, possibly a doctor or a professor, tells you about the advantages of the product.
5. the super modern effect	e)The advertiser tries to make you laugh by showing people or cartoon figures in funny situations.
6. the ha-ha effect	f)This is suitable for teen market. It shows young people having a party, singing, laughing, having a wonderful time and, of course, using this product
7. the VIP effect	g)The advertiser tries to persuade you that this product is a sensation or something really new
8. the way out effect	h) The advert of the item is focused on global problems
9. the encouraging effect	i) You can try this item and it will be the best choice for you in any circumstances
10. the social issues effect	j) You are depressed and you are looking for help and support. Just try! Do it!

Keys: 1b, 2d, 3f, 4a, 5g, 6e, 7c, 8i, 9j, 10h



Task 2. Watch some ads and fill in the table below. **(Time limit: 10 minutes)**

https://cutt.ly/KkmctFs	https://cutt.ly/WkmcRbt
https://cutt.ly/Dkmcu6v	https://cutt.ly/6kmcMrj
https://cutt.ly/akmcpkm	https://cutt.ly/ykmc7RC
https://cutt.ly/WkmcSXq	https://cutt.ly/ukmc6ri
https://cutt.ly/skmcgww	https://cutt.ly/zkmvwkL
https://cutt.ly/qkmchXr	https://cutt.ly/CkmvrzI

Item	Reasons for attraction	Target audience	Effect
“Persil”	Environmental protection (deforestation, water and earth pollution, recycling)	Walks of life	Social issues effect
“Heineken”			
“Cerelac”			
“Tesco”			
“Nike”			
“The girl”			
“Sprite”			
“Kia”			
“Bosch”			
“Coca-Cola”			
“Mercedes”			
“iPhone “			



Task 3. Among the advertisements you watched choose only one and write a short opinion essay/report. (**Time limit: 30 minutes**)

Include the options:

- You liked/disliked the ad (why).
- How (what) did you feel ?
- Did the advert encourage you to pay attention to the promoted item?
- Recommend this object to your friends and relatives.

Expressing an opinion expressions:

I think / suppose, to my mind / on my opinion, it's a well-known fact that, I like / dislike / prefer / adore / hate, I'm crazy about / I'm a fan of / I keen on...

Sample:

Hi! My name is Ann and I'm 15. The fact is that, I'm not crazy about tidying around. Sometimes my room is just a mess! My mum always says: "You're a girl! You should! You must!"

I've just watched a new "Bosch" vacuum cleaner advertisement. I was impressed! They took a tiger lying in the middle of room for attraction! That's my dream to have a pet! I'm not allowed to have anyone! It's a chance!

Have you seen the cleaner? Small in size! Soundless! My mum will never hear what I'm doing and who is in my room!

I might save some money to buy such "friends"! I mean "puppy" and the cleaner, of course! Mum is happy! Room is clean! Tiger is still sleeping...) Perfect advert!

Oh, if you are going to calm your parents down and live a peaceful life, just do it!

"Bosch" cleaner will solve all your problems!

ASSIGNMENT 2. (Anna Kyrpa)

ACTIVITY 1: ADVERTISING

Task 1. Bring some examples of magazines/magazine adverts to class and ask students to identify the product in each one OR write some well-known slogans that students will be familiar with on the board and ask them what products they advertise: *Just do it (Nike)*, *I'm lovin' it (McDonald's)*, *Open happiness (Coca-Cola)*, *Think different (Apple)*, *Melts in your mouth, not in your hands (M&Ms)*, etc. **(Time limit: 5 minutes)**



Task 2. Elicit some examples of advertising slogans that students know in their country. Make sure students understand brand / logo / slogan by eliciting examples that they will be familiar with. **(Time limit: 5 minutes)**

Task 3. Put students into groups and give them printed posters of ads. They should decide and present in front of the class: *A brief description of the picture.* * *What is being advertised in their point of view? Why?* * *What catches an eye? * Is it a memorable advertisement? Why? Why not? (Identify slogan, brand, logo etc.) * Would you buy the product/service? Why? Why not? (Time limit: 10 minutes)*



Task 4. Divide the students into groups of four and have them think of at least three advantages and three disadvantages of advertising. Ask them to decide if advertising has a positive or negative impact on society. **(Time limit: 20-25 minutes)**

Some examples of the posters



<https://cutt.ly/TkQxEzY>



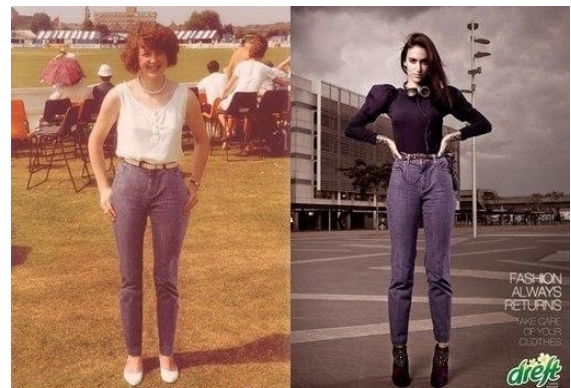
<https://cutt.ly/rkQxOjk>



<https://cutt.ly/QkQxFe7>



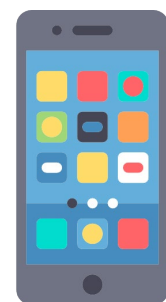
<https://cutt.ly/ZkQxX18>



<https://cutt.ly/zkQbpN8>

ACTIVITY 2. SHOCK YOUR FRIEND!

Task 1. Put students into groups of 3 (min). They should exchange stories and choose the most interesting in their point of view. **OR** Give the students a text/story on the topic being learnt at the moment. **OR** Suggest listening to a short story on the topic. Everything depends on the goal you pursue. For example, you may find materials on the site <https://cutt.ly/MkQQkxn>. **(Time limit: 10 minutes)**





Task 2. Ask one student from each group to go to another group and retell the plot of the chosen story/text. **(Time limit: 5 minutes)**

Task 3. The groups have to work out the clickbait headline to the story and a poster of the article. The students can be also provided with scaffolding phrases: *You won't believe... Shocking result... Too good to be true... OMG! It will blow your mind... It will change the way you look at life forever... It'll make you sob uncontrollably until you burst...* **(Time limit: 10 minutes)**



Task 4. The students have to present the headlines, their posters and the stories in front of the class using all learnt techniques about clickbait and the way how to make it viral. **(Time limit: 10 minutes)**

Task 5. Display all the posters on the board/walls. Every student should vote with a sticker for 1 poster. **(Time limit: 5 minutes)**



Task 6. Encourage students to participate in a discussion answering the **questions:** *Why does this or that student choose the particular poster/story? What is clickbait used for? What clickbait works in their point of view? Why? What catches an eye in each poster/headline/story? What happens when you click on Clickbait?* **(Time limit: 10 minutes)**

ACTIVITY 3. PEOPLE DIFFER

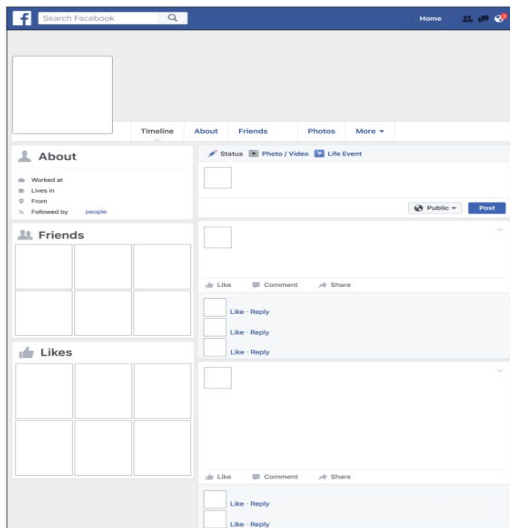
Task 1. Ask students to describe a successful person (Appearance & traits of character). **(Time limit: 5 minutes)**



Task 2. Put students into groups of 4. They randomly choose a photo of a person. One per one group. For example consider the suggested picture. **(Time limit: 10 minutes)**

<https://cutt.ly/1kQWiYL>

Task 3. Ask students to describe these people's appearance. **(Time limit: 10 minutes)**



Task 4. Have students create their web-accounts on Facebook using printable facebook page templates <https://cutt.ly/ikQWnLW>; <https://cutt.ly/gkQWTAg> **(Time limit: 10 minutes)**

Task 5. Encourage students to answer the questions: *Is this person successful? Why? Why not? What comments would this person get on the Internet/Instagram? Why?* (**Time limit: 10 minutes**)



Task 6. Let students watch short videos (e.g. “Top 3 celebrity pranks” – <https://cutt.ly/GkQWMBT>) and answer the questions: *Can we judge the person regarding his or her appearance? Why? Why not? * What do people pay attention to commenting on appearance? * Are these comments always pleasant? Why? * What should we do to prevent bias and hate speech?* (**Time limit: 10 minutes**)

ACTIVITY 4. ENVIRONMENTAL CAMPAIGN (A PROJECT)

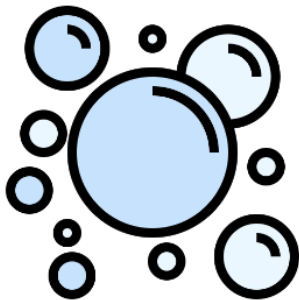


Task 1. Day/Lesson Put students into groups. Their task is to create a poster/a meme on the topic “Environmental protection”. They may use such apps as Canva or draw a poster using makers and flipchart as well. They are supposed to write a short slogan of environmental campaign, then upload this poster to Instagram using hashtags (e.g. key words on the topic) and monitor which poster/meme gets more “likes”. (**Time limit: 1 day/lesson**)

ASSIGNMENT 3. (Mariia Vintonovych)

ACTIVITY 1. PHOTO: BELIEVE IT OR NOT?

Task 1. Ask students to look at photo 1 attentively and talk about emotions that this photo evokes in them. (**Time limit: 5 minutes**)



Task 2. Ask students to answer the questions and predict what can happen next. *What can you see in the photo? * What is the man doing? * What are his characteristic features?* (**Time limit: 5 minutes**)

What media shows us



<https://cutt.ly/DkQTeOI>

Task 3. Ask students to look at photo 2 and compare it with photo 1. Together with students come to the conclusion that the mass media can be very manipulative and tricky. We shouldn't trust everything we see when we don't know the whole situation. **(Time limit: 5 minutes)**



The actual truth



ACTIVITY 2. FACT OR OPINION



Task 1. Provide students with the definitions. *FACT* – a piece of true information. *OPINION* – the attitude that you have towards something. **(Time limit: 5 minutes)**

Task 2.

Read aloud the sentences and ask students to choose whether these sentences are facts or opinion

___o___ Red is my favourite colour.

___f___ Kyiv is the capital of Ukraine.

___o___ My mother's favourite food is pizza.

___f___ The symbol of tenderness of the year 2020 in Ukraine is named the bird turtledove.

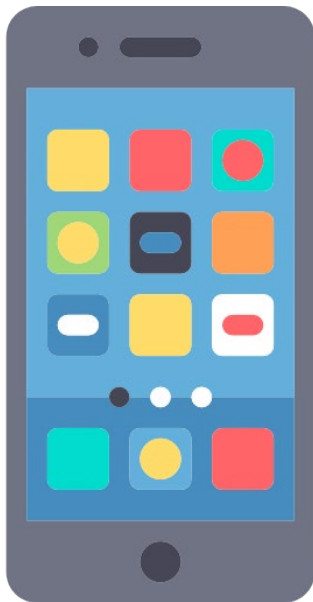
___f___ The biggest animal at the planet is a blue whale.

___o___ The number 1 is luckier than the number 3.

___f___ There are seven days in a week.

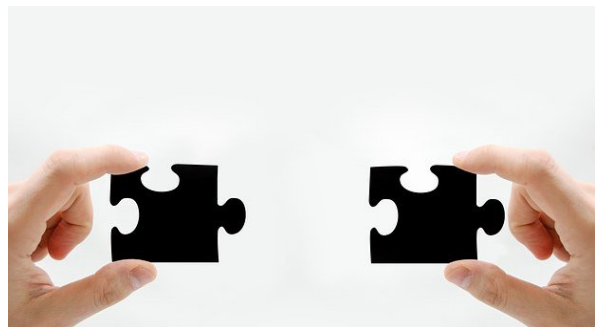
___o___ My favourite month is February.

<https://cutt.ly/GkQTb5x> (**Time limit: 10 minutes**)



Task 2. Give students a list of words: *dog, English, school, book, people*. (The choice of words may vary). Students are supposed to write one fact and one opinion for each topic as in the example. **Example:** *Family. Fact: My mother's mother is my grandmother. Opinion: My family is very nice.* (**Time limit: 10 minutes**)

Task 3. Elicit answers and ask if they agree or disagree with each statement. (**Time limit: 5 minutes**)



ACTIVITY 3. SNOWBALLS

Task 1. Ask each student to write one advantage of the Net on a sheet of paper and then make a ball out of it and throw it to another student. All students change their sheets and write their advantages at every sheet until they get their sheet of paper back again. At the end somebody reads out loud all the advantages. The same activity can be done with disadvantages of the Net. (**Time limit: 20 minutes**)



ACTIVITY 4. ME AND MY SMARTPHONE



Task 1. Ask students to read the article «What your Smartphone says about you». (**Time limit: 10 minutes**).

What your Smartphone says about you

You might not be able to judge a book by its cover, but can you judge a human by their choice of mobile phone? While there are certainly no absolutes, a recent study (yes, someone actually commissioned a study into this) found there are certain links between personality and the type of smartphones people have. And in fact, the connection is so strong that psychologists say smartphones have become an extension of ourselves.

So what does your smartphone say about you?

A study of 500 smartphone users found distinct differences between the typical iPhone and Android user. A comparison of the two found that...

iPhone users are usually:

- Younger
- Extroverted
- More than twice as likely to be female
- More likely to see their phone as a status object
- Less concerned about owning devices favoured by the masses

While Android users are typically:

- Male
- Older
- More honest
- More agreeable
- Less likely to break the rules for personal gain
- Less interested in wealth and status

What do the four leading types of smartphone say about you?

One of the most important steps when picking a smartphone is being honest with yourself about what you value most in a phone. This is what your choice of the four major phone types says about you...

Android phones tend to be the most advanced technically, but they are also quite raw, with privacy and security settings that aren't up there with other operating systems. For that reason, Android phones are likely to be the preserve of technology geeks who like to tinker, but who also love to bag a bargain thanks to their typically low price.

Once all the rage, now Blackberry users are a dying breed. Lacking depth in its applications, Blackberry phones are being overlooked by many consumers who want more choice. But there is a group of users who are still reaching for their Blackberry. They tend to be those who have a phone for business and not play. They are work focused, like to make money and typically have a second smartphone for non-professional use.

The iPhone user is more status orientated than any other smartphone user. They want to feel like they belong and also want to play, and with more applications than any other phone,

this is the perfect device for the job. They also value quality, or the perception of quality, and are more than willing to pay through the nose to get it.

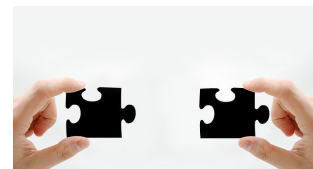
Known for its speed and its ability to integrate with all things Windows, the typical Windows Phone user is one who values speed and efficiency above all else and wants to take simple steps to get things done. Although they don't strive to be different, they make choices based on their own preferences and don't care about the crowd. This can be seen in the clothes they wear and the car they drive, with quality and a clean design favoured above all else.

What about apps?

While our phones might reveal insight into our personalities and the way we like to be perceived, just imagine if research was done into the personality traits associated with the apps people download? Many of us don't want other people to use our phones because it can reveal so much.

<https://cutt.ly/6kQTZFr>

Task 2. Ask students to do the QUIZ “What does your smartphone say about you?” (**Time limit: 5 minutes**)



Task 3. Encourage students to share their results in pairs or in small groups and decide whether the result appeal to their personalities. (**Time limit: 10 minutes**).

Quiz

1. You use your phone primarily

- a. For chatting and posting on social media
- b. For playing games
- c. For business

2. How many hours a day do you spend on your phone?

- a. 1 – 4 hours
- b. 5 – 8 hours
- c. I rarely use my phone

3. How often do you change your phone ringtone?

- a. Once a week
- b. Once a month
- c. Once a year

4. Do you ever make videos on your phone?

- a. Always
- b. Sometimes
- c. Never

5. Do you listen to music on your phone?

- a. Always
- b. Sometimes
- c. Never

6. How often do you play video games?

- a. Always
- b. Sometimes
- c. Never

7. Do you watch videos a lot ?

- a. Always
- b. Sometimes
- c. Never

8. Do you take pictures with your phone?

- a. Always
- b. Sometimes
- c. Never

9. How active are you?

- a. I go out three times a three times a week

- b. I am not very active
- c. I am always on my feet and moving

10. What is your current phone?

- a. iPhone
- b. Samsung
- c. Other

KEYS

1. Most answers A :

You are experienced, passionate about your phone, always have brainstorming ideas, very creative but disorganised.

2. Most answers B :

You are happy, interesting, honest, adaptive to the situation, self-disciplined but not too creative

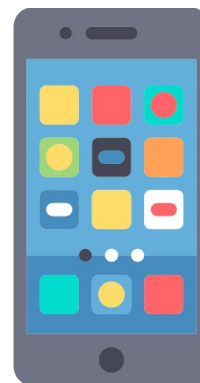
3. Most answers C :

You are lonely, optimistic, very active, organised, not addicted to your phone, not creative and inexperienced.

ASSIGNMENT 4. (Iryna Mazur)

ACTIVITY 1: ADVERTISING. PROJECT WORK. SHOPPING. (6th grade)

Task 1. The class is divided into groups of 4-5 members. Imagine that the directors of shops from your town ordered the ad of their products. Choose the shop and create an interesting short visual advertisement which can be pleasant to watch and read. (**Time limit: 15 minutes**)



The roles in the group are a text-writer, an illustrator, an editor, a designer, a creative director.

Sum up the discussion, answering the questions:

Was it interesting to create an ad?

What was difficult?

What can you recommend to advertising companies?

ACTIVITY 2: PICTURES GROUPS. HOUSE HOLDING CHORES.

Task 1. The class is divided into groups of 4-5 members. Imagine that the directors of shops from your town ordered the ad of their products. Choose the shop and create an interesting short visual advertisement which can be pleasant to watch and read. (**Time limit: 15 minutes**)



Take any pictures with different activities. Children must name them by chorus. Then they say what they do about the house. The teacher asks to divide these chores into some groups: who can do the actions (children or adults, girls or boys, women or men).

The class is divided into two groups and chooses any one division (e.g. women or men). The task is to take pictures according to the choice. Two students must explain why they have chosen the pictures.

Discussion as the summing-up. The questions are:

Do you, as children, help your parents do the house holding duties not watching on women/men job? What do you do?

Is it not normal when a boy can do the laundry or a girl can wash the car?

So, what is the stereotype?

ACTIVITY 3: JOURNALISTS STANDARDS. PHOTO STORY. 9TH GRADE.

Task 1. There are 4 pictures from the net. Children are divided into several groups with 4-5 members. The task is to imagine themselves as journalists and create a story uniting the pictures in a form of an article. The leaders of every group read the story. (**Time limit: 15 minutes**)



Discussion as the summing-up. The questions are:

Was it difficult to create a story? Why?

Why are the stories different?

What are the journalists' standards?



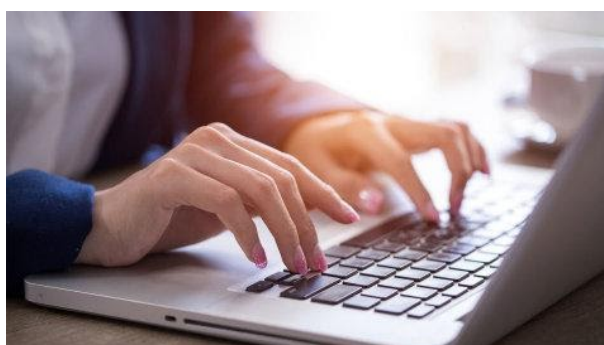
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<https://cutt.ly/ikQUjOc>



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<https://cutt.ly/CkQUne7>

ACTIVITY 4: CREATING A MEDIA PRODUCT. A SANDWICH STORY. 8th FORM.

Task 1. A teacher gives the beginning of the story. Students work in groups of four writing a text using the beginning. Every group has different type of writing: a story for the newspaper, blog, magazine, letter, etc. Every student must write several sentences to continue a story. The leaders of every group read the story. **(Time limit: 15 minutes)**



The beginnings of the story could be like this.

- Reading... Do you know what it means? Actually,
- A lot of children like to have an active pastime....
- We live in a very interesting time: most of us are addicted to...

Discussion as the summing-up. The questions are:
Was it difficult to create a story? Why?
Why are the stories different?
Does the type of writing influence on the story? How?

ACTIVITY 5: CREATING A MEDIA PRODUCT. PASS-AN- ARTICLE. MASS MEDIA. 8th FORM

Task 1. A teacher gives the beginning of the story. Students work in groups of four writing a text using the beginning. Every group has different type of writing: a story for the newspaper, blog, magazine, letter, etc. Every student must write several sentences to continue a story. The leaders of every group read the story. (**Time limit: 15 minutes**)



Creating a media product. **Pass-an- article.** Mass Media. 8th form

Students work in groups of four writing a text using the given topic for the story. Every group has its own topic. The time is limited – 5 minutes. Then the papers with the story are passed to another group. They read the beginning and continue to write. The papers are passed several times to their first owners. The leaders of every group read the full story.

Discussion as the summing-up. The questions are:

Was it difficult to create an article? Why?

Was it easy to continue to write a story with the other opinion?

What was easier: to begin, continue or finish the text?

Examples of topics for the stories:

- On-line education
- Watching TV
- Free-time activities
- Surfing the net

ASSIGNMENT 5. (Lina Melega)

ACTIVITY 1: SUITCASE OF KNOWLEDGE

Task 1. Teacher encourages students to memorize some key notions related to media literacy. Teacher may use some other terms taken from Glossary. (**Time limit: 15 minutes**)



Media literacy - is the ability to identify different types of media and understand the messages they're sending.

Opinion – is a thought or belief about something or someone.

Media influence is a marketing term that describes an individual's ability to affect other people's thinking in a social online community.

Biased - having a preference for one thing over another, it also is synonymous with “prejudiced”.

Propaganda is communication that is primarily used to influence an audience and further an agenda, which may not be objective and may be selectively presenting facts in order to encourage a particular synthesis or perception. Propaganda is often associated with material which is prepared by governments, but activist groups, companies, religious organizations, the media, and individuals also produce propaganda.

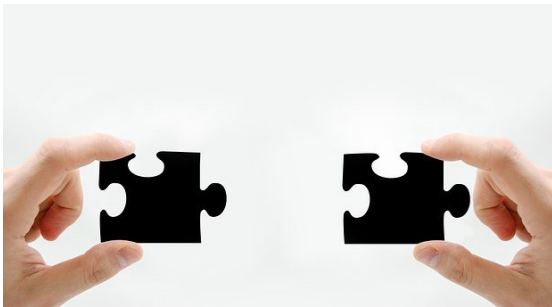
Fact - something that is known to have happened or to exist, especially something for which proof exists, or about which there is information.



Task 2. Divide students into two teams and encourage them to play a game “Suitcase of knowledge”. Equipment: a suitcase (a box) and cards with media literacy terms. Students pick up a card and provide a definition or an explanation to the given term. If the answer is correct it means plus 1 point to their suitcase of knowledge. (**Time limit: 10 minutes**)

Media literacy	Biased
Opinion	Media influence
Propaganda	Fact

ACTIVITY 2. EMOTIONS



Task 1. Each student is given two articles to read and a video to watch. Then a student must assess what feelings this information evokes. (**Time limit: 20 minutes**)

Article 1

The Goldilocks Rule:

How to Stay Motivated in Life and Business

JAMES CLEAR, behavioral psychology goal setting motivator

In 1955, Disneyland had just opened in Anaheim, California, when a ten-year-old boy walked in and asked for a job. Labor laws were loose back then and the boy managed to land a position selling guidebooks for \$0.50 apiece.

Within a year, he had transitioned to Disney’s magic shop, where he learned tricks from the older employees. He experimented with jokes and tried out simple routines on visitors. Soon he discovered that what he loved was not performing magic but performing in general. He set his sights on becoming a comedian.

Beginning in his teenage years, he started performing in little clubs around Los Angeles. The crowds were small and his act was short. He was rarely on stage for more than five minutes. Most of the people in the crowd were too busy drinking or talking

with friends to pay attention. One night, he literally delivered his stand-up routine to an empty club.

It wasn't glamorous work, but there was no doubt he was getting better. His first routines would only last one or two minutes. By high school, his material had expanded to include a five-minute act and, a few years later, a ten-minute show. At nineteen, he was performing weekly for twenty minutes at a time. He had to read three poems during the show just to make the routine long enough, but his skills continued to progress.

He spent another decade experimenting, adjusting, and practicing. He took a job as a television writer and, gradually, he was able to land his own appearances on talk shows. By the mid-1970s, he had worked his way into being a regular guest on *The Tonight Show* and *Saturday Night Live*.

Finally, after nearly fifteen years of work, the young man rose to fame. He toured sixty cities in sixty-three days. Then seventy-two cities in eighty days. Then eighty-five cities in ninety days. He had 18,695 people attend one show in Ohio. Another 45,000 tickets were sold for his three-day show in New York. He catapulted to the top of his genre and became one of the most successful comedians of his time.

His name is Steve Martin.

The Goldilocks Rule.

The Goldilocks Rule states that humans experience peak motivation when working on tasks that are right on the edge of their current abilities. Not too hard. Not too easy. Just right.

Martin's comedy career is an excellent example of the Goldilocks Rule in practice. Each year, he expanded his comedy routine—but only by a minute or two. He was always adding new material, but he also kept a few jokes that were guaranteed to get laughs. There were just enough victories to keep him motivated and just enough mistakes to keep him working hard.

The Goldilocks Rule (How to Stay Motivated in Life and Work)

Measure Your Progress

If you want to learn how to stay motivated to reach your goals, then there is a second piece of the motivation puzzle that is

crucial to understand. It has to do with achieving that perfect blend of hard work and happiness.

Working on challenges of an optimal level of difficulty has been found to not only be motivating, but also to be a major source of happiness. As psychologist Gilbert Brim put it, "One of the important sources of human happiness is working on tasks at a suitable level of difficulty, neither too hard nor too easy."

Two Steps to Motivation

If we want to break down the mystery of how to stay motivated for the long-term, we could simply say:

Stick to The Goldilocks Rule and work on tasks of just manageable difficulty.

Measure your progress and receive immediate feedback whenever possible.

Wanting to improve your life is easy. Sticking with it is a different story. If you want to stay motivated for good, then start with a challenge that is just manageable, measure your progress, and repeat the process.

Source: <https://cutt.ly/0kQIlr2>

Article 2

Tokyo 2020 Games may have to be held behind closed doors, says Lord Coe.

The rescheduled Tokyo Games may have to be held behind closed doors if they are to go ahead in Japan this year, athletics chief Lord Coe has admitted.

The World Athletics president remained confident the Olympics and Paralympics would take place despite a Times report suggesting they would be cancelled.

"I would love to have fans, noisy and passionate," Coe told the BBC.

"But if the only way we're able to deliver it is behind closed doors, I think everybody is accepting of that."

Coe, who headed the London 2012 organising committee and is also an International Olympic Committee (IOC) member, said, in

the event of a cancellation, it was "not a realistic solution" to push back Paris 2024 and Los Angeles 2028 in order for Tokyo to host the Olympics in three years' time.

No guarantee Olympics will go ahead, says IOC's Pound

'Tokyo 2020 uncertainty exhausting'

'Olympics unlikely to go ahead in 2021'

Last March, organisers decided to postpone the 2020 Games for a year because of the Covid-19 pandemic. However, doubts over whether they would happen at all increased in recent weeks following a rise in cases in some countries, including Japan where a state of emergency was declared in Tokyo.

A report in Friday's Times newspaper quoted a senior member of the ruling coalition, who said the events would be cancelled.

In response to that article, Tokyo 2020 organisers released a statement declaring that Japan's prime minister Yoshihide Suga had "expressed his determination" to hold the Olympics and Paralympics and that all stakeholders remained focused on delivering the event. The IOC said the suggestion of a cancellation was "categorically untrue".

The International Paralympic Committee (IPC) said that "with the robust measures and plans we have in place, the Games can and will go ahead safely". The Olympics are due to start on 23 July followed by the Paralympics on 24 August.

Tokyo 2020 chief executive Toshiro Muto said a global rollout of Covid-19 vaccines could be a key factor in allowing the Games to be staged.

"Once vaccinations are conducted widely in the US and Europe, I think there is no doubt that it will have a positive effect [on the Games]," he said on Friday.

"However, it doesn't solve everything. We are hopeful about the vaccines, but at the same time, I think it is inappropriate to be totally dependent on it."

Lord Coe added: "It's a challenge - it'll be delusional not to believe that.

"There are two really big differences between this time last year and where we are today. One is the vaccine, and that will be

rolled out quite dramatically over the next few months. We are still six months away from the Games.

"And in our own sport, the athletes still have access to their training facilities and are still competing."

'The noise doesn't help the athletes' Andy Anson, British Olympic Association chief, told BBC Radio 5 Live that there was "no plan B" and that he had been told the Games would go ahead as planned.

He added: "The noise doesn't help... it doesn't help the athletes.

"They need to focus on preparing for the Games. We're hearing consistently from the IOC and Tokyo they are going ahead - it's just a question of how."

Yuriko Koike, the governor of Tokyo, has gone further - suggesting she might lodge a formal complaint against the Times - and Thomas Bach, the head of the IOC, has also chimed in, although his denial was slightly more equivocal.

Friday's story is not the first to cast doubt on the rescheduled Tokyo Games. Last week a senior government minister was forced to correct himself after saying a decision on the Games could go either way. And with new Covid-19 cases in Japan running at over 5,000 a day, public opinion here is solidly against holding the Games this year.

Source: <https://cutt.ly/4kQIv3m>

Video 1 - <https://cutt.ly/4kQIWio>

Task 2. Divide students into small groups. Ask them to provide the other members of their group with emotions and feeling the articles and video evoke. **(Time limit: 10 minutes)**



ACTIVITY 3. PERSUADING : IF I WERE YOU



Task 3. Invite the selected representatives of the small groups to introduce the information about the discussed emotions and feeling to the rest of the class. **(Time limit: 10 minutes)**



Task 1. Students read some tips on how to promote a product. **(Time limit: 10 minutes)**

How to Promote a Product in 10 Different Ways

1. Send an email to your list
2. Have a killer content strategy
3. Write a blog post
4. Share your product socially
5. Find and employ brand ambassadors
6. Offer a subscriber-only discount
7. Run a social contest
8. Ask influencers to share your product
9. Write a press release
10. Take it to Facebook Live

Example: How to promote a shampoo

1. What is the efficacy of shampoo? It' more higher than other supplier's product?

Our shampoo can be divided into moisturizing type, anti-dandruff type, anti-alopecia type and oil control type; We attach great importance to quality monitoring, and our products with the same price are superior to suppliers of the same type, the quality is good and the price will naturally be quite high. If you are a buyer who attaches great importance to the quality of products, then I believe we can cooperate for a long time.

2.Does your product in good quality?

We are a professional manufacturer for hair care products and we have been doing this for over 10 years and we are Alibaba golden supplier for Top 10. Aiming at offering high quality products with affordable price. We have customers all around the world and have won a good reputation for our good products as well as customer service.

3. How strong is the factory? Can it be inspected?

We have two factories, one in Guangzhou and the other in Huizhou. Our daily output can reach 10,000 bottles. All merchants are very welcome to visit our factory.

4.How to place an order?

For sample order: Pay on Alibaba, will deliver to you by international express DHL/FedEx/TNT/UPS.

For big order:40pcs per carton. can ship by sea or air. Detailed procedure please contact us.

5.What's your delivery time?

For stock products we can ship within 7-15 days, for OEM/ODM products will need 45 working days.

6. What's the payment method?

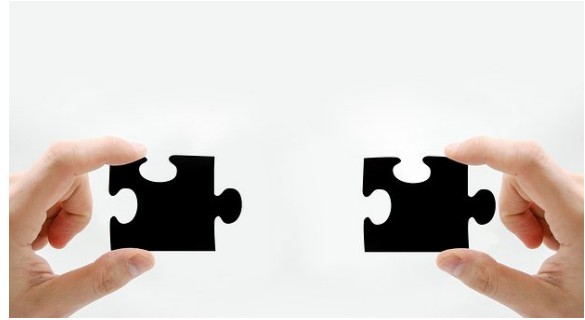
We accept T/T, L/C, Alibaba trade assurance, D/P, Paypal, Western Union etc.

Source: <https://cutt.ly/GkQIHHa>

Task 2. Teacher introduces the rules of the game:

1. Each student chooses a product which he / she tries to promote and sell in all legal ways.
2. The participant who was the most active and convincing wins.

(Time limit: 20 minutes)



ACTIVITY 4 MEDIA CONSUMPTION



Task 1. Encourage students to fill in a Google survey to see which social networks they prefer (<https://cutt.ly/ikQIX1Y>).
(Time limit: 5 minutes)

Task 2. Divide the participant into teams according to the chosen preferences. Each team must justify their choice and stand up for a particular social network. **(Time limit: 20 minutes)**



APPENDICES

SESSION 1 HANDOUTS. MODERN MEDIA LANDSCAPE AND ITS SPECIFICS

HANDOUT 1/01. Activity 2. Types of content in media. Differentiating fact and opinion.

Task 2. Work in pairs. Read the presented sentences and decide which of them provide opinion and which provide facts. (**Time limit: 3 minutes**)

1. *I am sure that vaccination from COVID-19 will prevent you from getting infected with the virus.*

2. *The WHO is monitoring data from more than 200 vaccine trials.*

3. *Of 4,000 people in the UK 54% said they definitely would be vaccinated.*

4. *Vaccines work by preparing a person's immune system (the body's natural defences) to recognise and defend itself against a specific disease.*

5. *COVID-19 vaccines are developed following the same legal requirements for quality, safety and efficacy as for all other vaccines.*

6. *Like all vaccines, the effects of COVID-19 vaccines are tested first in the laboratory, including in animals, and then in human volunteers.*

7. *The best vaccine will be developed by our pharmaceutical company.*

8. *If you've had COVID-19 already, you probably don't need to get vaccinated.*

Sources: <https://cutt.ly/wkvULdu>, <https://cutt.ly/LkvUXqk>

Task 3. Exchange your answer papers with other pairs and check each other's answers. (**Time limit: 5 minutes**)

HANDOUT 1/02. Activity 4.
The types of media content and their purpose.

Task 1. Work individually. Match the types of content on the left with the content purpose on the right. **(Time limit: 5 minutes)**



CONTENT TYPE	PURPOSE
1. Advertising	g) to influence (what you believe)
2. Opinion	h) to influence (what you buy)
3. Reporting	i) to influence (how you think about the company)
4. Social Advertising	j) to influence your views (your political views, your political choices, etc.)
5. Propaganda	k) to inform
6. PR	l) to influence (how you behave, for the good of yourself or society)

Task 2. Check your answers in pairs. **(Time limit: 5 minutes)**

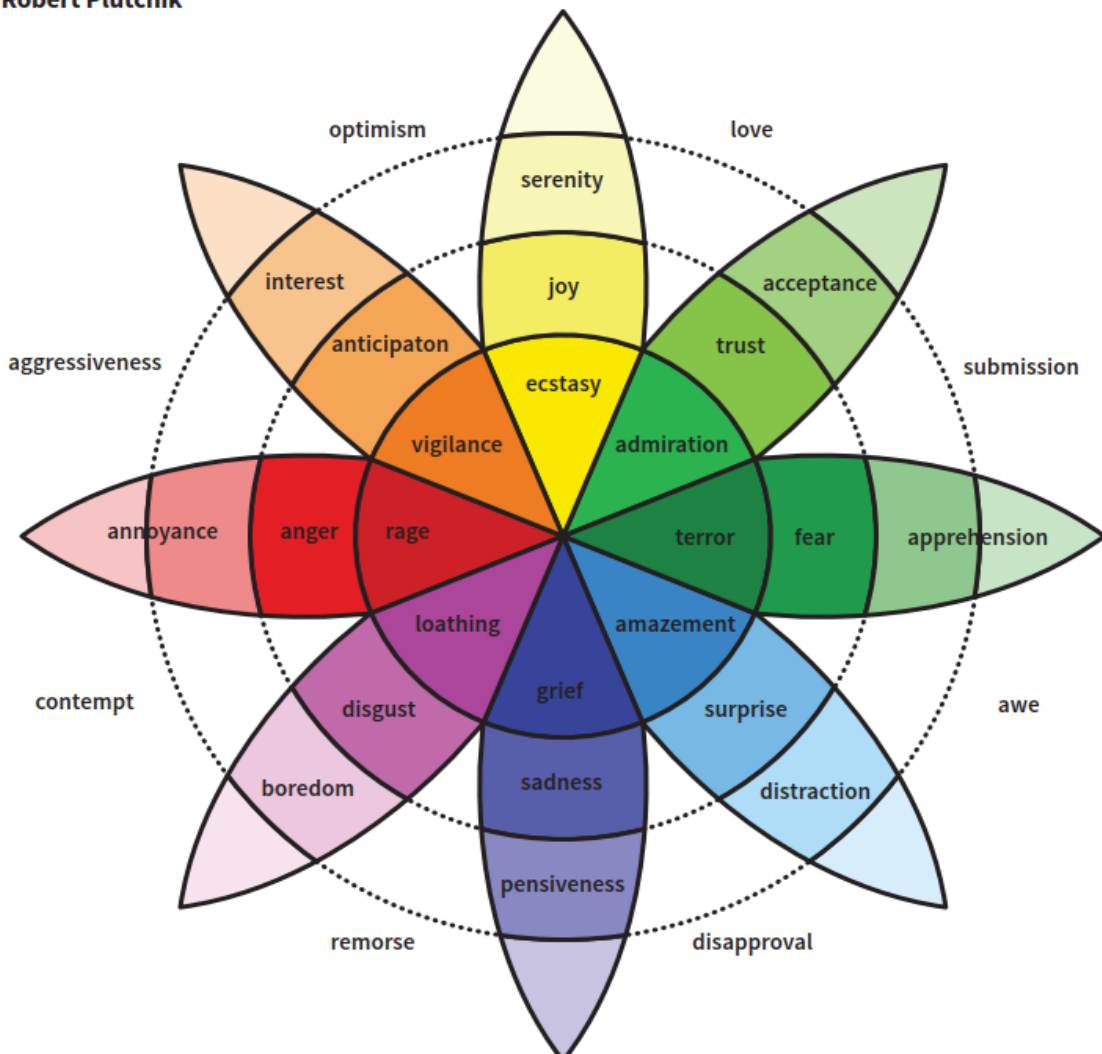


HANDOUT 1/03. Activity 4.
The types of media content and their purpose.



Task 3. Think of the emotions which such types of content as advertising and propaganda are mostly aimed to activate and name them in the brainstorming mode. **(Time limit: 7 minutes)**

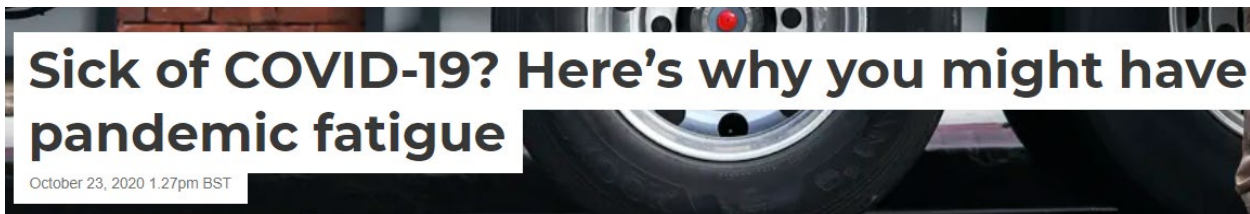
The wheel of emotions
Creator: Robert Plutchik



<https://cutt.ly/lkMgZJQ>

HANDOUT 1/04a. Activity 5. Distinguishing types of content.

Task 1. Look at the set of slides, which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion. **(Time limit: 10 minutes)**



<https://cutt.ly/EkMhrmb>

Editorial cartoon: Friday, Dec. 4, 2020



Posted Friday, December 4, 2020 6:00 am

<https://cutt.ly/bkMhi8H>

**HANDOUT 1/04b. Activity 5.
Distinguishing types of content.**

Task 1. Look at the set of slides, which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion. **(Time limit: 10 minutes)**

Ukraine has registered 13,825 new COVID-19 cases as of 9 a.m. on Dec. 5, bringing the total number of cases in the country since the start of the pandemic to 801,716.

In the past 24 hours, 226 people have died of COVID-19 and 1,504 were hospitalized, while 14,724 have recovered.

<https://cutt.ly/6kMhcr4>

**HANDOUT 1/04c. Activity 5.
Distinguishing types of content.**

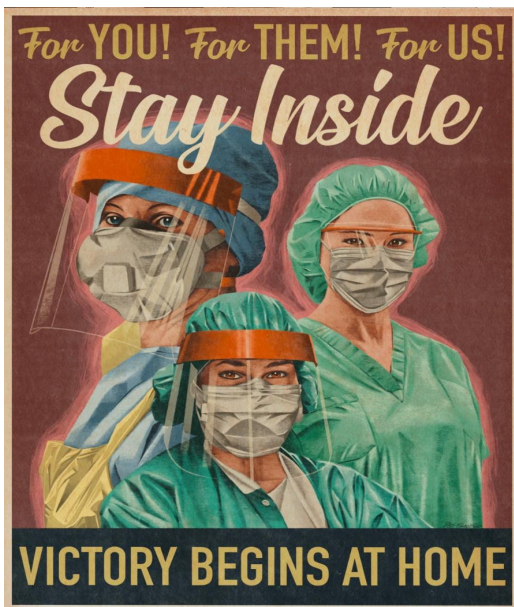
Task 1. Look at the set of slides, which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion.
(Time limit: 10 minutes)



<https://cutt.ly/jkMhmBk>



<https://cutt.ly/EkMjcod>



<https://cutt.ly/skMjWP0>



<https://cutt.ly/MkMjTBG>

**HANDOUT 1/04d. Activity 5.
Distinguishing types of content.**

Task 1. Look at the set of slides which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion. **(Time limit: 10 minutes)**



<https://cutt.ly/QkMxusz>



<https://cutt.ly/tkMxgUU>

**HANDOUT 1/04e. Activity 5.
Distinguishing types of content.**

Task 1. Look at the set of slides which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion.
(Time limit: 10 minutes)



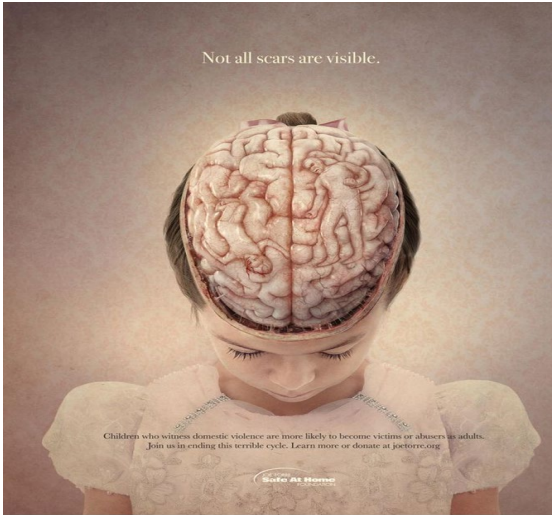
<https://cutt.ly/2kMxF9I>



<https://cutt.ly/fkMxZQa>

**HANDOUT 1/04f. Activity 5.
Distinguishing types of content.**

Task 1. Look at the set of slides which contain the examples of different types of media content. Name the type of content presented on the slide and give the reasons for your opinion.
(Time limit: 10 minutes)



<https://cutt.ly/AkMx2X3>



<https://cutt.ly/kkMx4s1>



<https://cutt.ly/PkMcwLL>



<https://cutt.ly/SkMcrPS>

HANDOUT 1/05. Activity 6.
Analyzing the content we deal with.

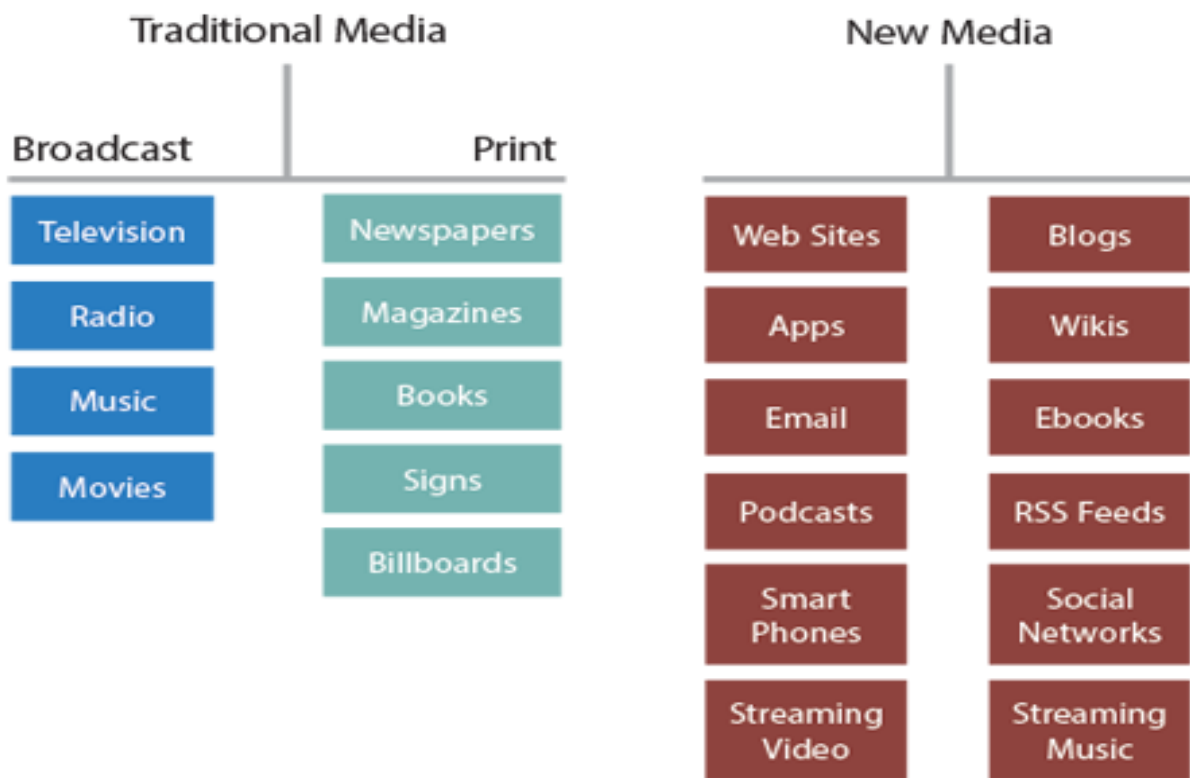
Task 1. Analyze the internet page on your cell phone, which you have presented to the group in Activity 1, and determine which purpose it follows. Put a tick near the appropriate statement. Discuss the results.

PURPOSE

- a) to inform
- b) to influence (what you believe)
- c) to influence (how you behave, for the good of yourself or society)
- d) to influence your views (your political views, your political choices, etc.)
- e) to influence (how you think about the company)
- f) to influence (what you buy)

HANDOUT 2/02. Activity 2.
Learning types of media resources and their characteristics.

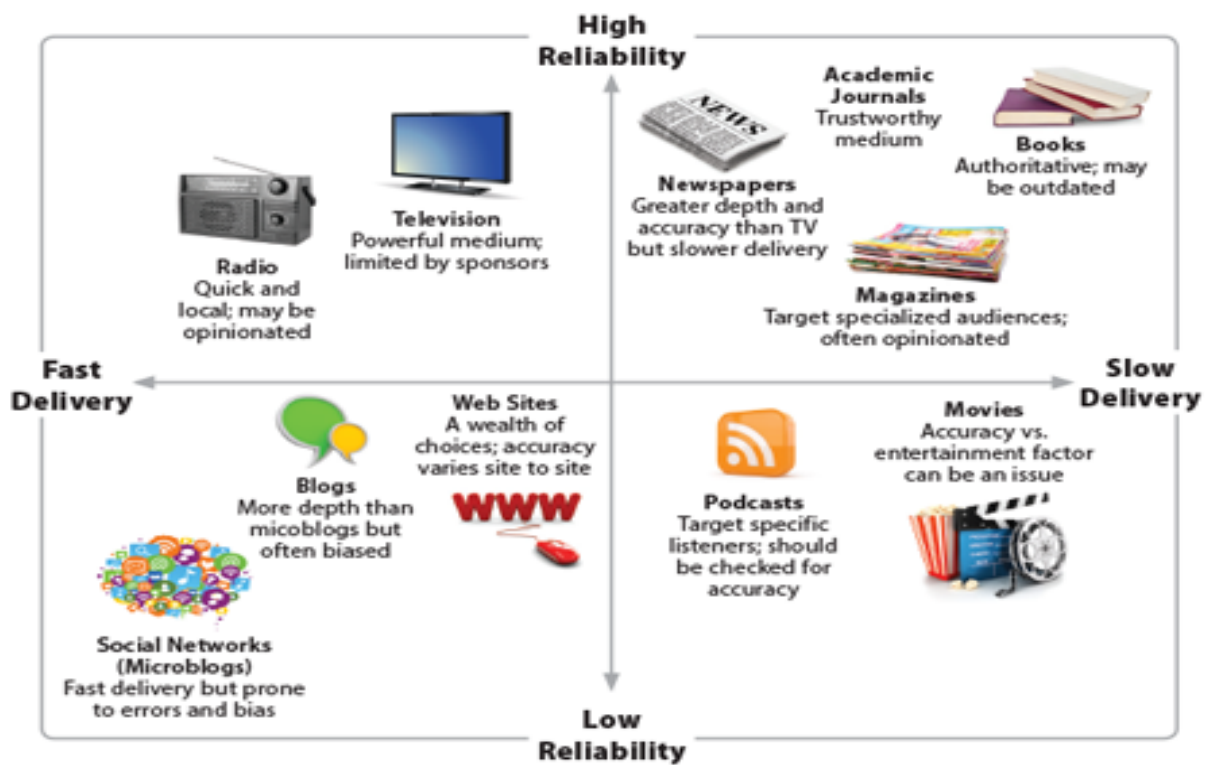
Task 2. Media resources can be divided into two types (traditional and new) with further subdivision. Analyze to which type of media (traditional and new) belongs the media resource that was determined to be most frequently used by you in the previous task.



<https://cutt.ly/okMcDeZ>

HANDOUT 2/03. Activity 2.
Learning types of media resources and their characteristics.

Task 3. Analyze the information presented in Figure 2 and determine which advantages and disadvantages of different media resources were not mentioned by you in the group discussion in Activity 1.



<https://cutt.ly/SkMcXVd>

HANDOUT 2/04. Activity 3. Investigating the aspects influencing media resources.




Task 2. In the brainstorming mode answer the questions:

Who owns the TV channels in Ukraine?

How does it influence the presented content?

as of June 2019

					
Rinat Akhmetov TV channel TRK Ukrayina daily newspaper Segodnya* news website Segodnya.ua	Ihor Kolomoyskiy TV channel 1+1 news platform TSN.ua news agency UNIAN	Serhiy Kurchenko newspaper KP v Ukrainie, Argumenty i facty Ukrainia weekly journal Korrespondent	Petro Poroshenko TV channel 5 kanal	Victor Pinchuk TV channels STB, Novyi kanal, ICTV	Dmytro Firtash TV channel Inter news website podrobnosti.ua news agency Ukrayinski Novyny

		
5 most popular TV channels	5 most popular news websites	5 most popular print outlets
1. 1+1 \$	1. СЬОГОДНІ \$	1. СЬОГОДНІ \$
2. G \$	2. 24 24tv.ua	2. ФАКТЫ Factly i Kommentarii
3. УКРАЇНА \$	3. TCH \$	3. VESTI Vesti
4. H \$	4. OBOZREVEL.COM obozrevatel.com	4. Экспрес Expes
5. ICTV \$	5. RBC.UA rbc.ua	5. КН В УКРАЇНЕ \$

*From 27th September 2019, the newspaper "Segodnya" will discontinue its print version and only publish online.

<https://cutt.ly/skMcBEX>

HANDOUT 2/05. Activity 4. Journalistic standards: What are they?

Task 1. OPTIONAL: Read the text below and find the examples of journalistic standards mentioned in it. Check the results in the brainstorming mode.

Society of Professional Journalists

CODE of ETHICS

PREAMBLE
Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. An ethical journalist acts with integrity. The Society declares these four principles as the foundation of ethical journalism and encourages their use in its practice by all people in all media.

SEEK TRUTH AND REPORT IT
Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.

Journalists should:

- ▶ Take responsibility for the accuracy of their work. Verify information before releasing it. Use original sources whenever possible.
- ▶ Remember that neither speed nor format excuses inaccuracy.
- ▶ Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story.
- ▶ Gather, update and correct information throughout the life of a news story.
- ▶ Be cautious when making promises, but keep the promises they make.
- ▶ Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
- ▶ Consider sources' motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
- ▶ Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
- ▶ Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public.
- ▶ Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
- ▶ Support the open and civil exchange of views, even views they find repugnant.
- ▶ Recognize a special obligation to serve as watchdogs over public affairs and government. Seek to ensure that the public's business is conducted in the open, and that public records are open to all.
- ▶ Provide access to source material when it is relevant and appropriate.
- ▶ Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.
- ▶ Avoid stereotyping. Journalists should examine the ways their values and experiences may shape their reporting.
- ▶ Label advocacy and commentary.
- ▶ Never deliberately distort facts or context, including visual information. Clearly label illustrations and re-enactments.
- ▶ Never plagiarize. Always attribute.

MINIMIZE HARM
Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deserving of respect.

Journalists should:

- ▶ Balance the public's need for information against potential harm or discomfort. Pursuit of the news is not a license for arrogance or undue intrusiveness.

- ▶ Show compassion for those who may be affected by news coverage. Use heightened sensitivity when dealing with juveniles, victims of sex crimes, and sources or subjects who are inexperienced or unable to give consent. Consider cultural differences in approach and treatment.
- ▶ Recognize that legal access to information differs from an ethical justification to publish or broadcast.
- ▶ Realize that private people have a greater right to control information about themselves than public figures and others who seek power, influence or attention. Weigh the consequences of publishing or broadcasting personal information.
- ▶ Avoid pandering to lurid curiosity, even if others do.
- ▶ Balance a suspect's right to a fair trial with the public's right to know. Consider the implications of identifying criminal suspects before they face legal charges.
- ▶ Consider the long-term implications of the extended reach and permanence of publication. Provide updated and more complete information as appropriate.

ACT INDEPENDENTLY
The highest and primary obligation of ethical journalism is to serve the public.

Journalists should:

- ▶ Avoid conflicts of interest, real or perceived. Disclose unavoidable conflicts.
- ▶ Refuse gifts, favors, fees, free travel and special treatment, and avoid political and other outside activities that may compromise integrity or impartiality, or may damage credibility.
- ▶ Be wary of sources offering information for favors or money; do not pay for access to news. Identify content provided by outside sources, whether paid or not.
- ▶ Deny favored treatment to advertisers, donors or any other special interests, and resist internal and external pressure to influence coverage.
- ▶ Distinguish news from advertising and shun hybrids that blur the lines between the two. Prominently label sponsored content.

BE ACCOUNTABLE AND TRANSPARENT
Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.

Journalists should:

- ▶ Explain ethical choices and processes to audiences. Encourage a civil dialogue with the public about journalistic practices, coverage and news content.
- ▶ Respond quickly to questions about accuracy, clarity and fairness.
- ▶ Acknowledge mistakes and correct them promptly and prominently. Explain corrections and clarifications carefully and clearly.
- ▶ Expose unethical conduct in journalism, including within their organizations.
- ▶ Abide by the same high standards they expect of others.

The SPJ Code of Ethics is a statement of abiding principles supported by additional explanations and position papers (at spj.org) that address changing journalistic practices. It is not a set of rules, rather a guide that encourages all who engage in journalism to take responsibility for the information they provide, regardless of medium. The code should be read as a whole; individual principles should not be taken out of context. It is not, nor can it be under the First Amendment, legally enforceable.

HANDOUT 2/06. Activity 4.
Journalistic standards: What are they?

Task 2. Work in small groups. Scan the provided article below and discuss with the other members of the group which journalistic standards were preserved and which violated. After completing the task be ready to share the results with the rest of the participants

**EUROPE IS LOCKING DOWN A SECOND TIME. BUT
WHAT IS ITS LONG-TERM PLAN?**

By Kai Kupferschmidt

Nov. 2, 2020 , 2:05 PM

BERLIN—Shortly before 11 p.m. yesterday, a waitress passed out paper cups to the customers crowded around the tables outside Luzia, a bar in the lively Kreuzberg district here. “I’m sorry, but you all have to leave,” she said. “God, in 2 minutes it’s going to be lockdown,” a woman at one table said, as guests poured the remainder of their cocktails into the cups. The fun was over: For the second time this year, Luzia had to close on the German government’s orders.

All restaurants, bars, gyms, and theaters in Europe’s largest economy will remain shut until at least the end of the month in a new bid to halt the spread of COVID-19. Hotels are no longer allowed to host tourists. Residents have been asked to meet people from only one other household. Florent, the manager at Luzia, took some hope from the fact that Germany was locking down while cases were still lower than in neighboring countries. “Hopefully we’ll reopen in a month,” he said.

With COVID-19 cases mounting and threatening to overwhelm health care capacity, much of Europe has taken similar measures to curb human contacts. Two months ago, as numbers began to creep up after a blissful summer lull, countries still held out hope that more limited, targeted measures could prevent a second wave. Now, that wave is here, with the force of a tsunami. Europe has surpassed the United States in cases per capita; last week, it accounted for half of the

more than 3 million cases reported to the World Health Organization (WHO). “Europe is at the epicenter of this pandemic once again,” WHO’s regional director for Europe, Hans Kluge, said on 29 October.

Most countries are reacting without a long-term plan, simply trying to avoid the worst. Officials differ about the best way to bring the numbers down again, and how low a level they should strive for. And no one knows what comes next. Short of vaccines to save the day, countries may face an exhausting series of lockdowns—a sawtooth pattern, “up and down and up and down,” that could wreck the economy, says Albert Osterhaus, a virologist at the University of Veterinary Medicine, Hanover. “There is no strategy in Europe,” he concludes.

The lockdown seemed an almost shockingly blunt tool when China first applied it in Hubei province on 23 January. But it also proved remarkably effective, and countries around the world took the same approach in the spring, although with varying degrees of intensity.

Europe has had a more science-driven pandemic response than the United States, but unlike many Asian countries, it was unable to avert a resurgence. Instead of using the summer to drive cases down to practically zero, Europe celebrated the holiday season. People seemed to lose their fear of the virus, says Michael Meyer-Hermann, a modeler at the Helmholtz Centre for Infection Research who was involved in drawing up Germany’s lockdown plans. They increasingly flouted rules on physical distancing, mask wearing, and avoiding large gatherings.

“The infectious seeds in the community have always remained above a certain threshold, where if you relax the physical distancing, it’s all going to come back,” says University of Hong Kong epidemiologist Gabriel Leung. Numbers crept up and overwhelmed the other pillar of virus control, which some countries never managed well to begin with: testing, isolating cases, and tracing and quarantining their contacts.

The fact that life has largely moved indoors in recent weeks likely aided the resurgence, and cooler air may also favor the virus. “I think winter does make things much harder,” says Adam Kucharski, a modeler at the London School of Hygiene & Tropical Medicine. “Countries have probably been doing control on ‘easy’ setting over the summer.”

Not everyone is convinced lockdowns are the answer. On 28 October, the day Chancellor Angela Merkel announced the new measures, Germany's National Association of Statutory Health Insurance Physicians presented a strategy paper arguing against a lockdown. "We cannot put the entire country, or even a continent, into an induced coma for weeks or months," said Andreas Gassen, head of the association. Another co-author, virologist Jonas Schmidt-Chanasit of the Bernhard Nocht Institute for Tropical Medicine, is convinced Germany's prelockdown restrictions would be enough to keep the virus from resurging—if they were strictly followed. Instead of closing millions of public places and spending billions to keep them afloat, Germany should spend money on communicating the need to better follow the rules, enforcing them strictly, and even creating some opportunities for people to safely enjoy riskier things such as parties, he says.

But most scientists say lockdowns are inevitable if Europe wants to avoid health care systems collapsing, although they need not be as draconian as in the spring, Kucharski says. Back then, "Countries were just doing absolutely everything at the same time," he says. Now, they can skip measures that severely restrict people's lives but don't contribute much to virus control. "There's no reason we need to lock people in their home," for instance, as long as they keep their distance outside, says Devi Sridhar, chair of global public health at the University of Edinburgh.

The biggest difference from the spring may be that schools remain open in most countries. Karl Lauterbach, a health policy expert and member of the Bundestag for the Social-Democratic Party who helped design Germany's "lockdown light," says there is no question that schools contribute to spread of the virus. "Merkel asked: 'Am I sure we can do this without closing schools?' I said no, but probably yes," Lauterbach says. Ultimately, the harm of school shutdowns outweighed the risks, he says.

Calculations suggest Germany needs to reduce contacts between people by roughly 75% from the current level, Lauterbach says. "That is incredibly hard if you want to keep schools and most businesses open." But bars and restaurants account for many contacts while providing only about 1% of

Germany's gross domestic product, making them "kind of the perfect target for pandemic measures."

The first wave of lockdowns provided other lessons. For one, framing the debate as a choice between public health and the economy is wrong, Sridhar says. "In the longer term, having uncontrolled spread is much worse for the economy," she says. "That's what we've seen across the world." Also, locking down later means locking down longer. "If you wait until your infection level is quite high, probably your 2-week lockdown is going to become a 3-month lockdown," Sridhar says.

Europe's bigger question, however, is what comes next. Osterhaus says the strategy should be to get cases to zero using a hard and long lockdown, combined with strict border controls and quarantines to keep the virus out. That strategy, applied successfully by China, Australia, and New Zealand, may be politically unpalatable, however, and would require intense coordination between countries, which is lacking. "I can understand why that didn't happen," Leung says. "But the virus couldn't care less whether there are good or not so good reasons." Others are urging governments to follow South Korea's example: Drive cases to low numbers while improving the system of testing, tracing, and case isolation enough to keep the virus from resurging.

For now, Europe appears to be stuck in a third scenario: locking down to prevent the health system from buckling. "These circuit breakers are almost kicking the problem down the road," Kucharski says. "The hope is that vaccines and treatments and better options will be available in the new year." Lauterbach says he favored a longer lockdown in summer to go for elimination. But that would be too difficult in winter, he says. "All we can do now is break the wave," he says. "But the water level will remain high."

Posted in: **Europe Health Coronavirus**

doi:10.1126/science.abf5429

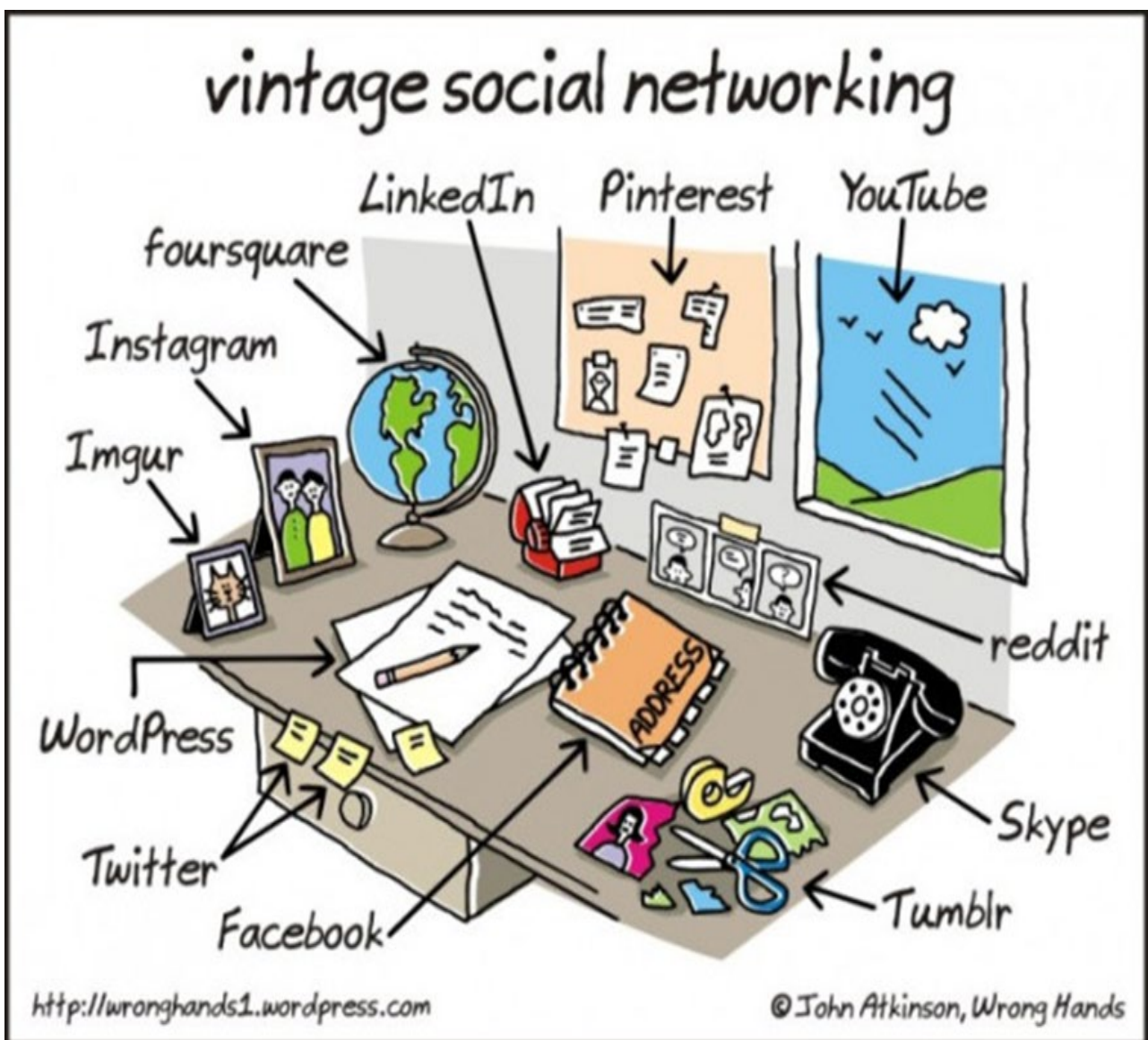
The link to the article: <https://cutt.ly/jkbqYcJ>

SESSION 3 HANDOUTS

SOCIAL MEDIA IN THE LIFE OF A MODERN PERSON

HANDOUT 3/01. Activity 1. Me and social media.

TASK: Study the picture attentively and tell what popular social media are not depicted in it



<https://cutt.ly/bkMvs wd>

**HANDOUT 3/02. Activity 1.
Me and social media.**

TASK: Read the list of tips on social media. Be ready to compare your own lists of safety tips to the presented one.

TIPS ON SOCIAL MEDIA SAFETY

1. *Be cautious of predators:*

Don't post revealing photos, updates, or content that would make you a **TARGET** of sexual **PREDATORS** and other criminals. And never share information that could **ENDANGER** yourself or your possessions – such as details of your physical locations, your daily schedule, dates when you'll be going on holiday, and what security **PRECAUTIONS** you are taking.

2. *Know who your friends are:*

It is unwise to make friends with complete strangers on social media sites like Facebook as you can never be sure what their motives are.

3. *Always beware of posting your location:*

Twitter and Facebook all have location settings (these can be turned off on Facebook and Twitter). These location settings can show your exact location to within a few meters. Especially don't check in on social media when you're by yourself and/or in a **REMOTE** location.

4. *Beware of what you share:*

Sharing your cellphone number and address online are risky things to do – you can control who sees what on your profile, and you should limit who sees your information.

5. *Know how to use the security settings on all the sites you have accounts on:*

It may seem like a **DRAG** but it could save your life. Make sure strangers can't **HARVEST** your details and use them against you.

6. *Assume the world is watching you:*

If you don't want something widely **BROADCAST** don't post it. Regardless of your privacy settings, some people may still be able to access content you've **RESTRICTED**.

7. *Everything that gets on the web stays on the web.*

Be it in **CACHES**, **COOKIES** or saved as a screenshot to someone else's computer, once you post something, consider it permanently published, even if you delete it.

8. Protect personal information.

Never reveal sensitive personal information like your bank details. Also never share the passwords you use, or information that could give clues to your passwords – such as your pet’s name or date of birth. Never betray the confidentiality of others who have shared information with you.

9. Assume your mother and your boss (teacher) are reading what you post:

Things you write or show can come back to **HAUNT** you, so be careful of what you say. Don’t share photographs of yourself in compromising positions, and never post extreme views related to race, religion, or politics. Also, don’t publically air complaints or extreme views relating to your academic or professional career – such as your institution, job tasks, employer, employees, colleagues, rivals, or anyone in your professional life. If you’re particularly emotional, first take some time to settle down, and then post only if you’re sure that there won’t be negative **REPERCUSSIONS** later on.

10. Beware of clickjacking on social media:

CLICKJACKING is the practice of sending an enticing email or tweet that contains a hyperlinked URL which when clicked on takes you to a site that either prompts you to log in or dumps a virus as you land on it. Often Twitter accounts that have been hijacked (hacked) start sending out the clickjacking messages to their followers. The best thing to do if you fall prey to clickjacking is to change your password and make sure it is a strong one.

<https://cutt.ly/pkMbzmi>

**HANDOUT 3/03. Activity 1.
Me and social media.**

TASK: Match the word on the left to its meaning on the right

1. a target	A. one who injures or exploits others for personal gain or profit
2. a predator	B. to bring into danger or peril
3. to endanger	C. a measure taken beforehand to prevent harm or secure good
4. precaution	D. separated by an interval or space greater than usual
5. remote	E. something or someone that is boring
6. a drag	F. to collect plants, animals, or other things that can be eaten or used
7. to harvest	G. something or someone to be affected by an action
8. to broadcast	H. an area or type of computer memory in which information that is often in use can be stored temporarily, so that you can get to it quickly
9. to restrict	I. to limit or control the size, amounts, or range of something
10. cache	J. to tell something to a lot of people
11. cookie	K. to make someone feel worried and upset for a long time
12. to haunt	L. the dishonest practice of taking control of an internet user's computer by making them click on hidden links on a website
13. repercussion	M. a bad effect that something has, usually lasting for a long time
14. clickjacking	N. a small file that a website automatically sends to your computer when you connect to the website, containing information about your use of the internet

Source: www.macmillandictionary.com

**HANDOUT 3/01. Activity 2.
Am I in a filter bubble?**

TASK: Watch Eli Pariser: Beware Online “Filter Bubbles” and give answers to the following questions

1. What made Eli Pariser first notice filter bubbles?

2. What information did he get from the engineer?

3. Why did Eli’s friends get different search results when they googled “Egypt”?

4. What is the main idea of personalization?

5. How does Eli define a filter bubble?

6. What is the main trick about a filter bubble?

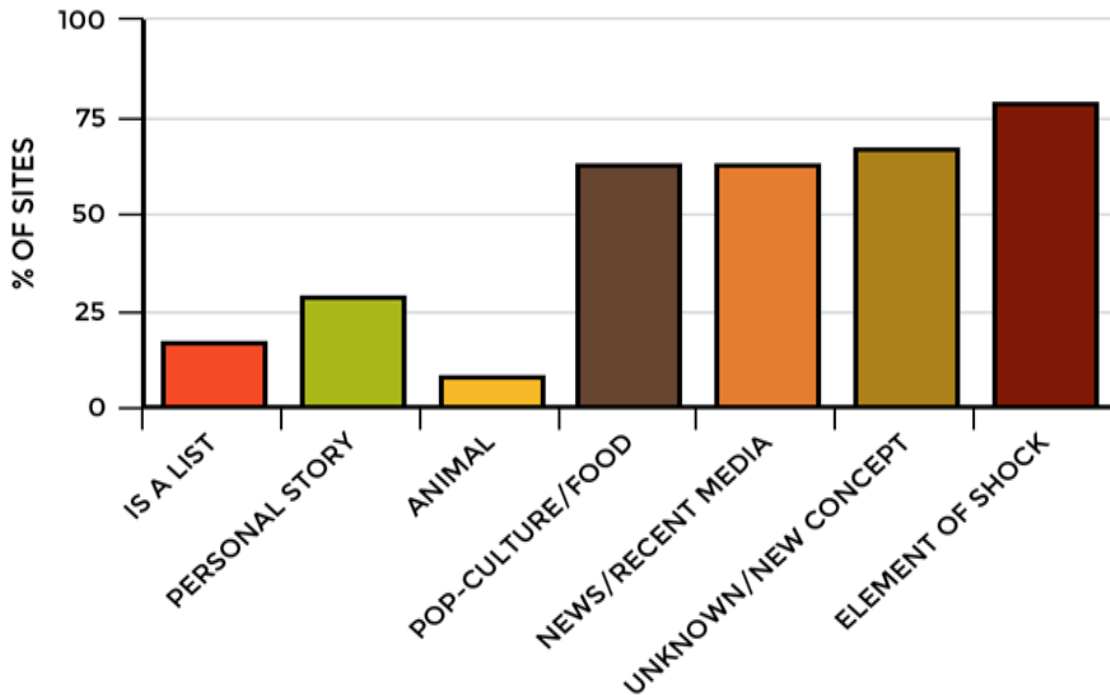
7. Pariser uses such word combinations as “information vegetables”, “information dessert”, “information junk food”, “balanced diet of information”, what does he mean?

8. What is the main danger of algorithms?

HANDOUT 3/01. Activity 3.
Clickbait: click or not to click that is the question

TASK: Study the most common factors of a clickbait

COMMON FACTORS OF A CLICKBAIT TITLE



79% OF CLICKBAIT TITLES HAVE AN ELEMENT OF SHOCK

BEAM www.venngage.com/becm

<https://cutt.ly/0kMbUnD>

HANDOUT 3/02. Activity 3.
Clickbait: click or not to click that is the question

TASK: Find out what clickbait factors are used in these headlines

How Far-Right Groups Are Using Orlando to Turn LGBT People Against Muslims and Immigrants

Anti-immigrant voices are seizing the moment, leaving LGBT advocates struggling to respond.



J. Lester Feder
BuzzFeed News World Correspondent

1 _____

Ebola in the air? A nightmare that could happen

By Elizabeth Cohen, Senior Medical Correspondent

Updated 2016 GMT (0416 HKT) October 6, 2014

2 _____

The Scary New Science That Shows Milk Is Bad For You

3 _____

Is your boyfriend cheating on you?...He is, if he does these five things.

thisimagedoesnotbelongtome.com

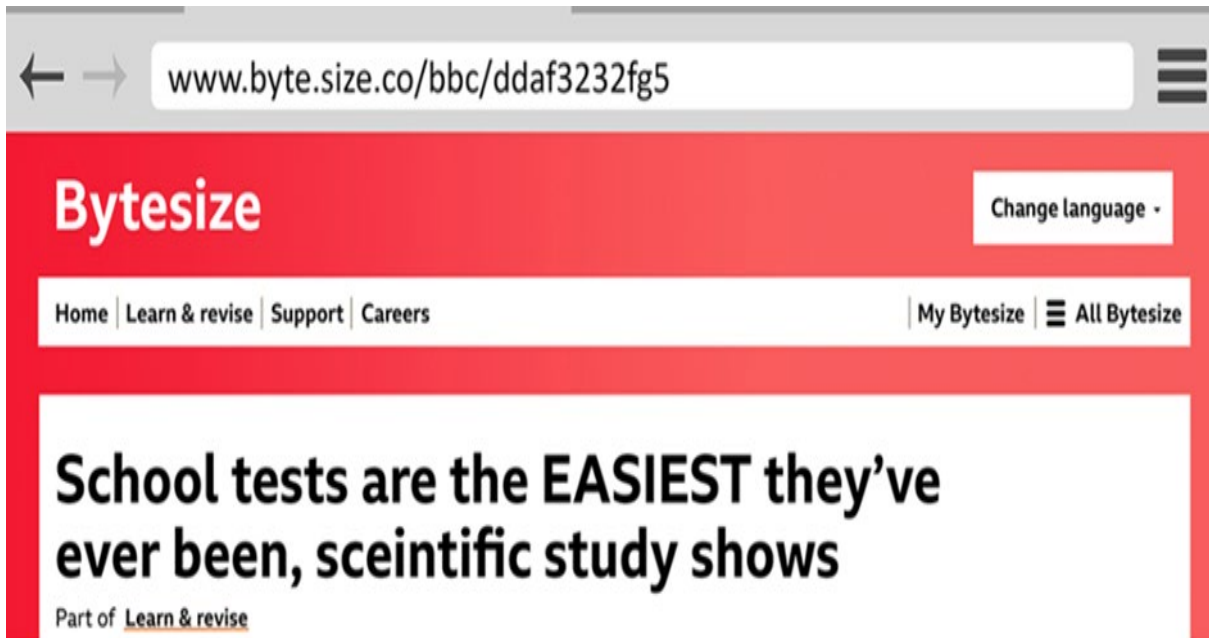
4 _____

Cristiano Ronaldo has finally spoken about Messi's retirement announcement, and his words are rather shocking!

5 _____

HANDOUT 3/01. Activity 4. How to spot fakes

TASK: Study the information carefully and underline any details that look suspicious to you



The screenshot shows a web browser with the address bar containing `www.byte.size.co/bbc/ddaf3232fg5`. The website header is red with the 'Bytesize' logo on the left and a 'Change language' button on the right. Below the header is a navigation bar with links for 'Home', 'Learn & revise', 'Support', and 'Careers' on the left, and 'My Bytesize' and 'All Bytesize' on the right. The main content area features a large headline: 'School tests are the **EASIEST** they've ever been, scientific study shows'. Below the headline, it says 'Part of [Learn & revise](#)'.

31st February 2020

It's TRUE - you've got it much easier than your parents ever did!!

A brand new report by top experts has revealed that today's secondary school pupils are 95% more likely to pass their classwork than they would have done twenty years ago.



**HANDOUT 3/02. Activity 4.
How to spot fakes**

TASK: Study the information carefully

HOW TO SPOT FAKE NEWS

COVID-19 Edition



CONSIDER THE SOURCE
Is there an author? Check out their credentials on relevant issues.



READ BEYOND
Headlines can be outrageous in an effort to get clicks. What's the whole story?



SUPPORTING SOURCES?
Click on links or check with official sources. Do they support the story?



DO OTHERS AGREE?
Are any other sites reporting this? What sources are they citing?



IS IT A JOKE?
If it is too outlandish, it might be satire. Research the source to be sure.



CHECK YOUR BIASES
Consider if your own beliefs or concerns could affect your judgement.



ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site, official source like the WHO.



LOOK BEFORE YOU SHARE
Don't share posts or stories that you haven't checked out first!



International Federation of Library Associations and Institutions

With thanks to www.FactCheck.org

IFLA.org

<https://cutt.ly/EkMbH4I>

**HANDOUT 3/01. Activity 5.
Cyberbullying**

TASK: Match the word on left with its meaning on the right

1. Flaming	A. Repeatedly sending cruel, vicious and/or threatening messages
2. Harassment and stalking	B. Online fights using electronic messages with angry and vulgar language
3. Denigration	C. Breaking into someone's email account and using it to send vicious or embarrassing material to others
4. Impersonation	D. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships
5. Outing and trickery	E. Intentionally excluding someone from an online group
6. Exclusion	F. Engaging someone in instant messaging, tricking him or her into revealing sensitive information, and forwarding that information to others
7. Cyberstalking	G. Repeated, intense harassment and denigration that includes threats or creates significant fear

SESSION 4 HANDOUTS
METHODS AND MEANS TO INFLUENCE THE RECIPIENT

HANDOUT 4/01. Activity 1.
Power of manipulation.

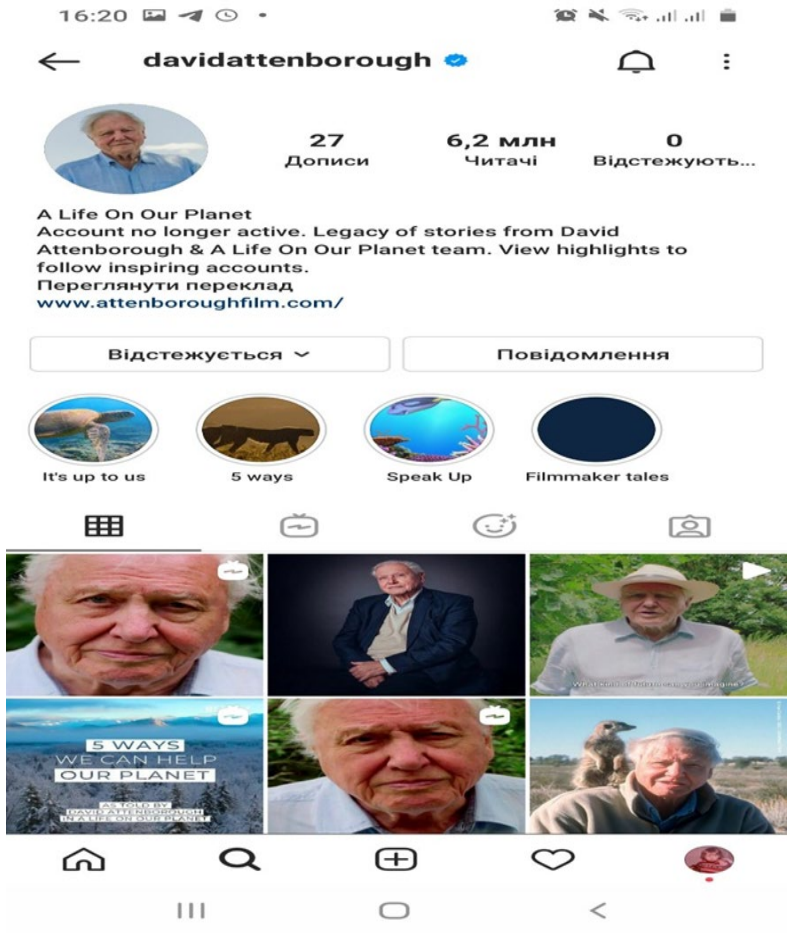
TASK: Sort out these pieces of media content under the appropriate title

Deliberately doctored photo of a famous politician which shows him in negative light, inaccurate statistics on ice-cream lovers, wrong date of the historical event, fabricated voting poll statistics, misprint in a student's book, private photos shared on social media platforms without permission, satirical information taken seriously, fabricated voice mails, famous person's private emails shared online, unintentional translation mistakes

MISINFORMATION	DISINFORMATION	MALINFORMATION

HANDOUT 4/01. Activity 2. Stereotypes.

TASK: Comment on the pictures



Georgia's pre-k teacher of the year is the first bla man to win the award

By Lauren M. Johnson, CNN
Updated 2033 GMT (0433 HKT) October 8, 2019



News & buzz

- Analysis: Tru job that he's
- A beloved tea oxygen mask classes before

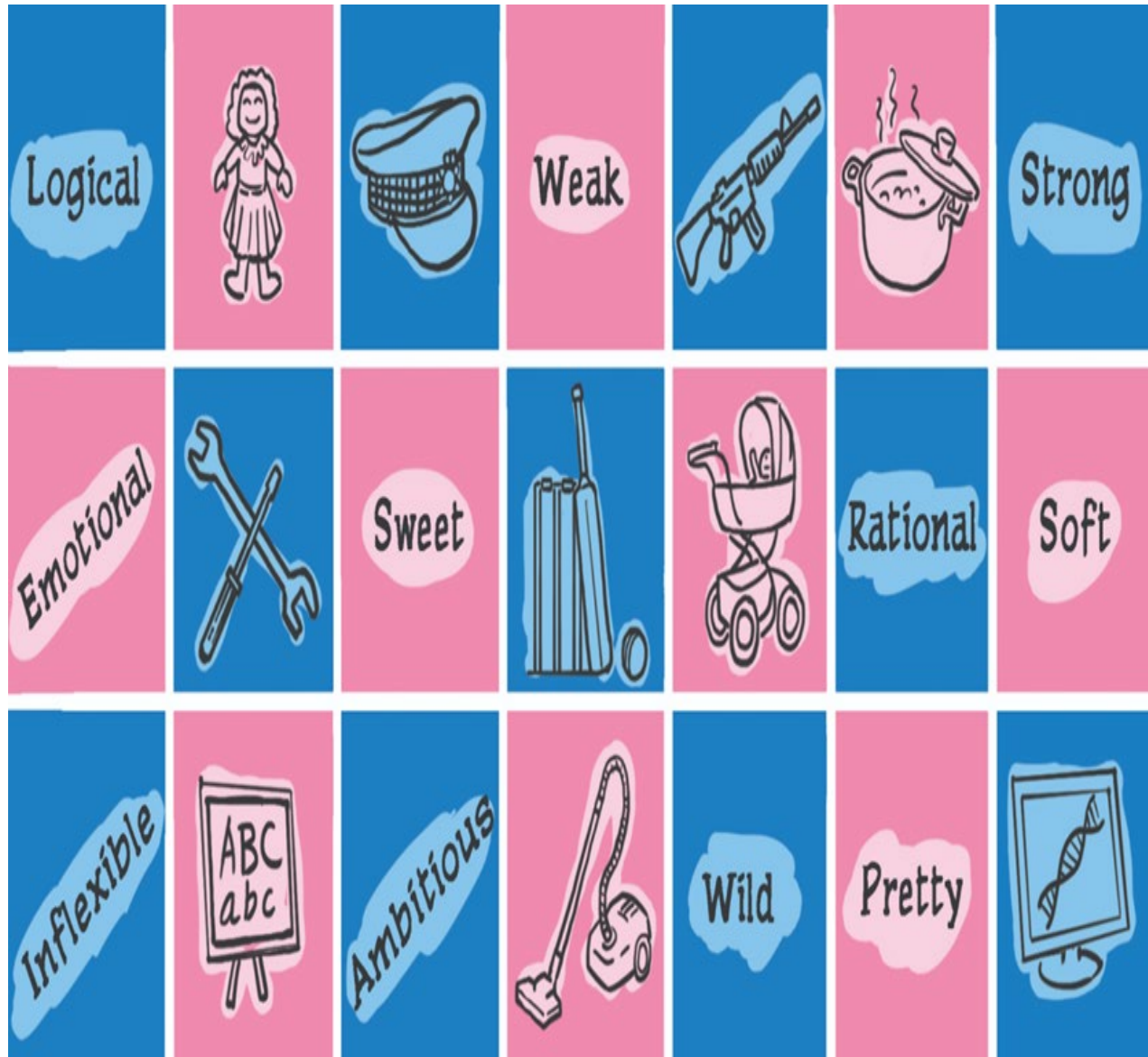
MINIM SILVE

НОВИ РОЗПРО

до 6

**HANDOUT 4/02. Activity 2.
Stereotypes.**

TASK: Choose any two words or objects and comment on their stereotypical usage



<https://cutt.ly/YkMnyZa>

SESSION 5 HANDOUTS.
MODERN MEDIA AND HOW IT WORKS

HANDOUT 5/01. Activity 2.
Media Changes: Brainstorming

Task 1. Underline the options you use. Choose as many variants as you wish.

1. *What kinds of media do you use to get the news?*

newspapers

radio

blogs

podcasts

web sites

magazines

television

smart phones

2. *What kinds of media do your parents use to get the news?*

newspapers

radio

blogs

podcasts

web sites

magazines

television

smart phones

HANDOUT 5/02. Activity 2. OPTIONAL
Media Changes: Brainstorming

Task 1. Memorize the following information.

Old media such as newspapers, magazines, radio, television are communication delivery systems. These are relatively independent, static, historical. Today, old media are almost always paired with new media – newspapers and magazines have online versions, as well as their own blogs, television networks produce a great deal of online content related to their programming, etc. The so-called new media technologies encompass a wide variety of web-related communication technologies, such as blogs, wikis, online social networking, virtual worlds and other social media forms.

Editor in chief of Nordjyske Media in Denmark shows how the key to survival in the Internet age is by adapting. He had to change the way of thinking at a newspaper that dates back to 1767. By the time readers see the newspaper, much of the news is old. Everyone knows about the latest crisis and has seen photographs on the web and read the story. The role of a newspaper has changed thanks to the new media. A newspaper that is going to survive has to take advantage of the new media. Haagerup makes the point that Darwin did not say that the strongest survive – where are the dinosaurs today? – the species that are superior at adapting to change, those are the ones that will carry on.

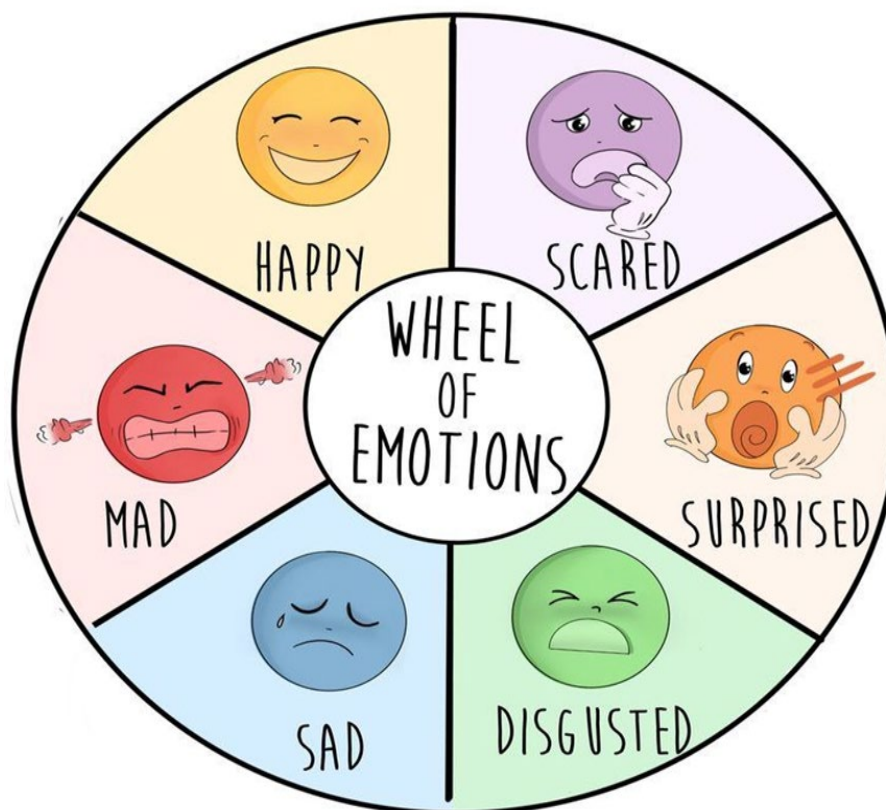
HANDOUT 5/03. Activity 4. Wheel of emotion

Task 1. Read the information about the wheel of emotion.

News and media can make us feel a certain way. For example, we can be surprised, angry, confused, sad, furious, irritated, optimistic, satisfied, helpless. Taking a minute to identify your emotional reaction, and to take a pause (and a bit of distance) from it can help you better understand the news and media you are seeing, better understand your own views towards a topic, and help you avoid falling for content that might not be true.

Task 2. Look at the picture. Answer the question.

Have you ever come across the wheel of emotion?



Task 3. Look carefully at the set of photos which contain the examples of different types of headlines taken from the Internet and say:

1. *What emotions do they evoke?*
2. *Which of the headlines make you want to share the news with others? Why? Why not?*



LIVE UPDATES

More than 60 people arrested at anti-lockdown protest in London

• Oxford's vaccine may do more for the world than other shots

Daily Mail MORE STORIES

This Baby is hungry! Justin Bieber bites into a massive Subway sandwich while traipsing around NYC

By Shyam Dodge For Dailymail.com
15:01 10 Sep 2015, updated 19:55 10 Sep 2015

Endangered 21-year-old lemur snatched from San Francisco Zoo

Second time in two years a lemur has been stolen from a California zoo

Matt Mathers | @MattEm90

Thursday 15 October 2020 15:28



Maki was stolen overnight on Wednesday (San Francisco Zoo & Gardens)



HEALTH

More Americans than ever before are in the hospital with the coronavirus

SESSION 6 HANDOUTS. FACT VS FAKE

HANDOUT 6/01. Activity 2. Media related vocabulary

Task 2. Read the text and pay special attention to the new terms.

False stories travel faster than true ones

It's very hard to correct **misinformation**. We saw that misinformation often gets more traction than the corrective information that comes after. This means it's all the more important for us to carefully judge what we read and view, and avoid sharing something if it might be misinformation. It's important to realize that all of us are working against our natural instincts when we try to disengage from **sensational information**. Sensationalism works because human beings are drawn to it.

That is why **false stories** travel faster than true ones. False, sensational stories work because they touch upon something we value and at the same time, create fear. Fear turns off our ability to think critically. This is why it is important to coach yourself to recognize these emotions when they are triggered.

Misinformation: incorrect or misleading information;

Disinformation: information that is false and deliberately created to harm a person, social group, organization or country;

Mal-information: genuine information that is shared to cause harm, often by moving information designed to stay private into the public sphere.

HANDOUT 6/02. Activity 3.
Fact vs Opinion

Task 1. Read the following statements carefully and decide whether they are facts or opinion.

1. Every year, thousands of school graduates choose to become teachers.
2. Many of them state they want to make a difference in other people's lives.
3. Not working in the summer is the best thing of being a teacher.
4. Several colleges around the country offer programs in teaching training .
5. The best collage for training teachers is at the university of Northern Iowa.
6. It was founded as "normal" school, meaning its focus was on teacher education.

HANDOUT 6/03. Activity 2.
Fact vs Opinion

Task 3. Learn the notions.

A fact is something that can be proven. For example, consider this statement: "Franklin Delano Roosevelt was the president of the United States from 1933-1945". This is a historical fact and can be proven to be true. However, the statement, "Franklin Delano Roosevelt was the most successful president of the United States," is an opinion.

An opinion shows **bias** and cannot be proven to be true.

You can usually identify fact and opinion by looking at the language a writer uses. **Subjective language** is wording that shows someone's feelings. For example, words such as *feel*, *believe*, and *think* are obvious signs that a writer is being subjective.

HANDOUT 6/04. Activity 4.
Spotting fake news

Task 1. Try to predict if the following statements might be true or false.

1. Pupils are creating their own fake news.
2. 20 percent of teachers said that their pupils used fake news as fact in schoolwork.
3. Teachers will need to teach children how to tell the difference between real and fake news.
4. Pupils still believe that false news is true, even when their teachers tell them it is fake.
5. Websites could get a 50 million euro fine if they don't remove fake news posts.
6. Most fake news posts will need to be removed quickly from websites.

HANDOUT 6/05. Activity 4. **Spotting fake news**

Task 2. Read the article and find out whether your predictions were right.

Students think fake news is fact and are using it in their
schoolwork, say teachers

Teachers are frustrated that students can't accept that some stories on social networks are false, while experts suggest that students need better education about online dangers. Students believe that fake news is a fact, and are repeating it in lessons and using it in written work, teachers have warned. More than a third of teachers say their students have used false information that they found online, according to a survey by a teacher's union.

The union's general secretary Chris Keates said that the information was "worrying" and it showed that internet companies have a lot of power to influence people's opinions, especially young people. International education experts are becoming more worried about the situation and say that teachers will need to teach children how to spot fake news. Others were frustrated that students didn't believe that news they had seen on Facebook and other social media sites was not true, even when the problem was explained to them. One teacher said that students often thought that fake news sites were real, and also that anything that President Donald Trump said was a fact. Last week, German officials said they would give fines of up to 50 million euro to social networks if they didn't take down illegal fake news posts. The new law would give social networks 24 hours to delete or block the content and seven days to concentrate on more complicated cases. Commenting on the results of the survey, Ms. Keates said that she was worried about the trend, particularly because many young people have never known a world without internet, and are less able to judge whether information that they read online is real or fake. She added that: "It is important for children and young people to be made aware that not everything they see and read online is real." She said that teachers are trying to help educate students about

using false information, but added that it was important for internet providers and websites to take responsibility for any material that is available, and also to deal with people who misuse their services. Last month, Andreas Schleicher, the director of education and skills at OECD (The Organization of Economic co-operation and Development) said that in the modern age, being able to tell the difference between what is real and what is fake is a critical skill. He added that: "This is something that we believe schools can do something about."

Adapted from the Independent by Rachel Pells, April 12th, 2017
Source: <https://www.linguahouse.com/>

HANDOUT 6/06. Activity 4.
Spotting fake news

Task 3. Answer the questions.

1. Have you ever used some information that turned out to be fake one?
2. Do you think that teachers are right to be “worried”?
3. What fact mentioned in the article surprised you most?
4. Do you think that the paying such a huge fine might help to stop spreading fake news?

**HANDOUT 6/07. Activity 5.
Distinguishing misinformation**

Task 1. Watch a video and underline the correct answer.

<p>1. <i>Public faith in official narratives was destroyed by</i> A public assassinations B political corruption C misleading information D wars</p>	<p>4. <i>When are the best times to check in on ongoing breaking news?</i> A every five minutes B as quickly as your browser can refresh C the first five minutes, then in wider gaps to allow more details to develop D don't check in at all</p>
<p>2. <i>What is the name of the people who used to determine what news was fit to print or play?</i> A peacekeepers B watchdogs C gatekeepers D producers</p>	<p>5. <i>How reliable are anonymous sources?</i> A you never know B very reliable C not reliable at all D depends on the story</p>
<p>3. <i>Which isn't a word that shows the outlet isn't completely sure about a particular statement?</i> A likely B certainly C expected D possibly</p>	<p>6. <i>How can you verify a story before you share it on social media?</i> A there's no way to verify – just share the story anyway B see how many times other people online have shared the story C check to see if your friends are saying the same thing D do a search to see if multiple outlets you trust are</p>

SESSION 7 HANDOUTS. HOW FAKE NEWS SPREAD

HANDOUT 7/01. Activity 1. Fake news

Task 2. Read the sentences, pay attention to the underlined words, then match the words with the definitions. **(Time limit: 10 minutes)**

1. We should not tolerate this biased media coverage.
2. The newspaper has been accused of publishing sensationalist stories of the murders.
3. The report presented fabricated evidence which was really ridiculous.
4. There are so many pseudoscientific beliefs, for example astrology.
5. Judges need to be impartial to make objective decisions.
 - a) _____ : falsely or mistakenly claimed or regarded as being based on scientific method;
 - b) _____ : something false which is invented or produced in order to deceive someone;
 - c) _____ : preferring one person, thing, or idea to another in a way that is unfair;
 - d) _____ : not connected to or influenced by one particular person or group;
 - e) _____ : presenting events in a way that makes them seem as exciting or shocking as possible.

SESSION 8 HANDOUTS.
DISINFORMATION AND MANIPULATION: CYBER BULLYING

HANDOUT 8/01. Activity 1.
Bullying vs Cyber bullying

Task 2. Read the text. Match the underlined words with the correct explanations. (**Time limit: 10 minutes**)

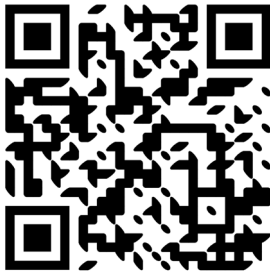
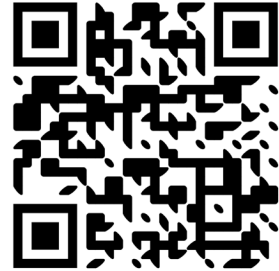
Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours or threatening somebody. It can happen anywhere – at school, at home or online. Cyberbullying is bullying that takes place through electronic technologies such as mobile phones, apps, social network websites or online forums.

Cyber bullying is hurtful because it makes victims feel hopeless, helpless, powerless, and alone all at the same time. Children and teens who are cyber bullied often feel ashamed and guilty too, as they are made to believe that it's their fault they're being bullied (i.e., that they "deserve it" for some reason). There are many reasons why kids and teens become cyber bullies. Usually however, cyber bullies have some sort of insecurity. To protect their egos and feel superior, they make others feel bad about themselves. Some cyber bullies see it as a means to gain popularity and others do it to feel powerful or escape their own problems. At times, cyber bullies themselves may be bullying victims so they "prey" on other people to feel better about themselves.

- a) someone who has been harmed, injured, or killed as the result of a crime;
- b) to harm someone who is weak or cannot defend themselves;
- c) the act of insulting someone by calling them rude names;
- d) better or more important than other people;
- e) saying unofficial information that may or may not be true.

LIST OF RECOMMENDED RESOURCES

***Very Verified.
Course on Media Literacy***



***English for Media Literacy.
Online Course. Coursera***

***Learn to Discern Media Literacy
Trainer's Manual***



***Citizen Media Literacy Training.
Trainer's Guide***

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Nataliia GOSHYLYK, Volodymyr GOSHYLYK,
Iryna MALYSHIVSKA, Tetiana MARCHUK,
Diana SABADASH, Uliana TYKHA

**MEDIA LITERACY TOOLKIT
IN THE EFL CLASSROOM**

**КОНСТРУКТОР ВПРАВ З МЕДІАГРАМОТНОСТІ
НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ**

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