

PROJECT

# Toolkit



Nordplus

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# INTRODUCTION:

## Background

Today young people's social communities increasingly take place online through various digital communities. Almost all young people aged 14-17 own a smart phone, but these young people have little no education or training in how to navigate the digital world. This also applies to their parents and teachers. Thus, no wonder that according to the Children's Council in Denmark, young people are affected by an increasing number of cases of cyber-bullying, non-consensual photo sharing, grooming, identity theft, online fraud, and other dangers of the online world. This is compounded by the growing number of young people with smartphones in their hands, near permanent presence on social media and other platforms, it should not surprise us that hate speech and fake news, dis/misinformation and other cybercrimes thrive in the dark digital under-world. Hence, restlessness, sleeplessness, anxiety, digital addiction and the fear of missing out, grow out of control into new societal health challenges.

Thus, the goal of the DAR project is to raise awareness among youth about digital media and platforms to empower them to develop the necessary resilience in their digital knowledge, understanding and daily actions. In order to achieve this, the partners are convinced that addressing global challenges call for complementary and coordinated efforts. Thus, the three partners comprising a civil society organization (Crossing Borders, DK), senior high school (Kalevan Lukio, FI) and community-based organization (Creatorium, NO) have come to join their comparative competences to contribute to solving this horizontal problem.

## Objectives

- Empower the youth with awareness, knowledge and tools to develop resilience about the opportunities and the dangers of the online world. It does this by providing the youth with the strategy and tools through interactive workshops, facilitated learning, structured dialogue, reflection, exchange of experiences, ideas, structured debates about the two sides of the digital world, co-creation of a Tool Book and Documentary video of 5-10 minutes and evaluation.
- Outcome: At least 20 workshops with 25 participants designed and implemented in the partner countries that raised awareness, created dialogue and network between and among youth in the partner countries. 3 debates in groups of 3 students from each school held in each partner country and 1 final debate held in Copenhagen with a group of 3 winners from each country (3 participants X 3 countries = 9).

# PARTNERS:

## **Crossing Borders (CB)**

Crossing Borders (CB) is a non-profit, non-partisan civil society organization based in Copenhagen, Denmark. The vision of CB is a world in peace with itself in which diversity is celebrated and the mission is to create dialogue space toward such a world. The overall goal is to enable people with different backgrounds to learn to live together on equal terms. Therefore, we educate and empower people to become active global citizens that understand and appreciate diversity and support global humanity in practice. Across cultures and professions, we provide platforms for people to cross-fertilize ideas and form global associations, networks, and communities. Since its inception in 1999 over 25 youth from more than 100 countries have benefited from CB's trainings and other educational activities.

## **Kalevan Lukio**

Kalevan Lukio is an upper secondary school in the heart of Tampere, Finland. It has about 45 teachers, 7 staff members, and 650 students aged between 16 and 19 who are working towards their matriculation examinations. It offers a wide choice of courses in music, arts, foreign languages and is specialized in home economics. Kalevan Lukio recognizes that not only is it very interesting and inspiring to cooperate with universities and NGOs on relevant questions, but that such cooperation is also foreseen and stressed in the national curriculum in Finland. The cooperation will benefit the students as they will be invited to approach the issue from a different perspective and will gain outlooks for future studies and careers. One of the strengths of this upper secondary school is its capacity to build networks, bring different parties such as experts and members of the community together, plan hands-on activities and events to make a chosen topic visible to the public. It is often a place where young students ask questions which make experts pause and look at the topic from another perspective.

## **Simono Daukanto Gymnasium**

Located in Šiauliai, Northern Lithuania, Simono Daukanto Engineering Gymnasium is an active, unified high school where everyone feels safe, happy, and proud to be part of the community. The school sets common goals and strives to achieve them by encouraging students to work together, solve problems, make rules, and adhere to them. Simono Daukanto Engineering Gymnasium is an ever-learning and change-embracing community. The school aims not only to grow itself but also to nurture students, preparing them for engineering studies and future work benefiting the city and the country. Students work on a wide range of topics, from product modelling and innovative design to sustainable environments, robotics, and artificial intelligence.

## Module I

*Overall awareness of the digital platforms, opportunities and challenges they provide  
- balanced use and well-being*

### LEARNING OUTCOMES

**Find out the opportunities of digital platforms**

**Recognize the challenges they make**

**Discuss the balanced use of digital platforms**

### PROGRAM

Duration	Activities	Material needed
10 min	<u>Energizer: Game “MishMash”</u>	
<b>1. Title of part 1: Topic introduction/Active vocabulary</b>		
10 min	Introduction. Time line. Digital platforms in your life.	Projector
10 min	Active vocabulary	Worksheet
5 min	Pair discussion: Is the given statistics true for you?	Projector/ Worksheet
10 min	Completing the survey. Result analysis.	Google forms/mobile phones
10 min	Pair work: read the information and list aspects of life digital platforms refer to.	Worksheet
Break		
<b>2. Title of part 2: Source analysis/Mind map</b>		
30 min	Group work, source analysis: Opportunities and challenges of digital platforms	Online/printed sources
15 min	Mind map	1 large piece of paper per group
15 min	Presentation: Gallery walk	Tape to stick mind map on wall
Break		
<b>3. Title of part 3: Discuss the balanced use of digital platforms</b>		
20 min	Group work: Choose one free app in GooglePlay or AppStore, analyse the opportunities it provides for daily use.	Mobile phones
15 min	Present the opportunities the app provides and suggestions how to improve it (online poster)	Canvas
15 min	Presentations, class comments	Projector
10 min	Reflection: What are the positive aspects of digital platforms in everyday life?	

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### **Energizer. Game „MishMash”**

Each student writes a question for the other students on a card ("Hello! My name is..... What kind of music do you like to listen to?" etc.). Then everyone walks around the room, and everyone stops when the teacher gives a signal. The question on the card is put to the person closest to you. After both have received their answer, the game continues.

This game is particularly suitable at the beginning of a process of getting to know each other, since the number of newly generated contacts is very high here. In 10 minutes each person got into a conversation with five strangers.

## **ANNEX 1**

### **Part 1 - 45 min**

#### **Introduction**

Students are introduced to the project, the timeline.

#### **Active vocabulary**

In groups, students read the words and match them to the given definitions. Check as a class. (Ex. 1 in the worksheet).

#### **Pair discussion**

Students read the provided statistical information in the worksheets (you can show the same information on screen, PP slide) and discuss whether they agree or disagree with the given data (Ex. 2 in the worksheet).

#### **Completing the survey**

Then, students answer the questions in Google forms (Ex. 3 in the worksheet), get the results, analyse them.

#### **Pair work**

Students read the second part of the statistics and try to add more aspects of everyday life digital platforms refer to (Ex. 4 in the worksheet).

## **Part 2 - 60 min**

### **Group work, source analysis**

In groups, students analyse online sources on the aspect they are given. They gather information about opportunities and challenges for the mind map (Ex. 5 in the worksheet).

### **Mind mapping**

When finished, onto a large sheet of paper students add two branches to the main concept: opportunities and challenges. Then, they transfer all information for their presentation, they may add images and colours. In each group, they have to choose the presenter who will present the information to other groups.

### **Presentation: Gallery walk**

The group presenter sticks the mind map on the wall and presents the information to other groups. Classmates listen to the information and give feedback on what to add to the mind map or which information is irrelevant (up to 3 min for each presentation).

## **Part 3 - 60 min**

### **Group work**

In groups, using their mobile phone, they choose one free app in GooglePlay or AppStore, analyse the opportunities it provides for daily use and give suggestions on how to improve it to be more efficient (Ex. 6 in the worksheet)

### **Online poster/presentation**

They choose the form of the presentation and prepare to present the ideas to the class.

Presentation, class comments and suggestions.

### **Reflection**

What are the positive aspects of digital platforms in everyday life?

## Module 2

### *News, Fake News and Media Literacy*

#### LEARNING OUTCOMES

- Becoming aware of presence and pervasion of fake news in our social media environments
- Assessing the reliability of various media
- Detecting misinformation and disinformation
- Practicing Social Media skills

#### PROGRAM

Duration	Activities	Material needed
<b>1. Energizer</b>		
<b>15 minutes</b>	The aim of the energizer is to illustrate how we are more strongly affected by negative events, information or feelings than positive ones, even if they are of equal proportion.	
<b>2. Recognition of and encounters with fake news</b>		
<b>10 minutes</b>	Students discuss in groups what fake news, manipulated pictures or videos they have encountered on social media.  Ask students: <ul style="list-style-type: none"> <li>• Did you ever fall for fake news?</li> </ul> Divide students into groups of 3-4.	Computer
<b>10 minutes</b>	Each group presents their experiences and findings. Discussion.	
<b>10 minutes</b>	Students discuss and make notes on the following questions: <ul style="list-style-type: none"> <li>• How can you tell fake news from authentic news?</li> <li>• Where do you encounter fake news in particular?</li> </ul> Divide students into new groups of 3-4.	
<b>15 minutes</b>	Ask each group to present their thoughts <ul style="list-style-type: none"> <li>• What characteristics of fake news were found?</li> </ul>	For a definition of fake news, see Wikipedia if needed
<b>15 minutes</b>	Find a reliable source for students to figure out more characteristics of fake news and add to the checklist	In Finland, see: Links 1 below
<b>15 minutes</b>	Jointly create a checklist to be displayed on the wall: What do I check from a piece of news, video, image or audio before I believe it?	
<b>Total 90 minutes</b>		
Break		



3. Methods of fake news and how to debunk them		
20 minutes	<p>Students discuss following questions:</p> <ul style="list-style-type: none"> <li>• How do news spread in the media?</li> <li>• Why does fake news spread particularly well in new media?</li> <li>• (How and how fast fake news spread do you think? → perhaps the teacher can find an example to illustrate)</li> <li>• How do algorithms affect what news we see? → Teacher explains</li> </ul> <p>Divide students into new groups of 3-4. Reflection and discussion together.</p>	If the way algorithms work is not known, <a href="#">see here</a> .
30 minutes	<p>The teacher provides some well known examples of fake news. In Finland, some well-known fake news websites are e.g. <a href="#">umv-lehti</a>, <a href="#">suomenuutiset.fi</a>.</p> <p>In Finland, also see <a href="#">here</a> for further background information.</p> <p>Provide students with a piece of news on the same topic from a reliable source.</p> <ul style="list-style-type: none"> <li>• What differences in language, layout, the use of colors can you detect?</li> <li>• How does the writer argue their view?</li> <li>• What references are used?</li> <li>• What different kinds of motivations might fake news authors have for spreading disinformation?</li> <li>• What are the motivations of established media houses?</li> <li>• What makes fake news appealing - compared to authentic news?</li> <li>• Who do you think it appeals to? Who is the target group?</li> </ul> <p>Students work in their groups of 3-4 and make notes on how to create a piece of fake news.</p> <p>In groups of 3-4</p>	
20 minutes	<p>Students are tasked with creating social media post about a strongly politicized issue (the Russian Invasion of Ukraine/ immigration/ minority rights) using misleading tactics, from the perspective of different types of fake news producers.</p> <p><b>Group 1:</b> Deniers, who try to make the topic look small and insignificant</p> <p><b>Group 2:</b> Alarmists, who try to make the topic look as large and problematic as possible</p> <p><b>Group 3:</b> Clickbait mongers, whose goal is to get as many clicks (and ad revenue) as possible</p>	

	<p><b>Group 4:</b> Conspiracy theorists who distrust any kind of official mainstream narrative and want their audience to follow suit</p> <p>On <a href="https://generatestatus.com">generatestatus.com</a> students can create a fake facebook-post. If there are more groups than topics further types of fake news producers can be added or there can be several groups with the same perspectives 1-4.</p>	
<b>15 minutes</b>	As a group, students comment on every fake news post created and debunk them by linking credible sources.	
<b>5 minutes</b>	Thus created and commented Facebook posts are downloaded, printed out and displayed	

#### Links 1

[Recognize authentic news: 7 questions to ask yourself](#) (YLE, published 11.2.2020)  
[8 things everyone should know about disinformation](#) (YLE, published 8.2.2021)  
[This is how you recognize a video scam](#) (YLE 7.1.2021)

### ACTIVITY 1: Energizer

#### Instructions:

Ask each student to write down

- 2 of their strengths that they feel confident about
- 2 things they feel insecure about

Form pairs of 2. The first student lets their partner know their strengths. Their partner gives them positive reinforcement. Change parts.

Form new pairs of 2. The first student lets their partner know about their insecurities. Their partner gives them positive reinforcement/ feedback. Change parts.

After the conversations ask students to reflect on the following questions in groups of 4.

- First: How did you feel during the first and second conversation? Write down adjectives.
- Then: How did you react to the received positive reinforcement in each case?

Each group selects a spokesperson who sums up the observations made.

#### Introduce the concept of Negative Bias:

- If you went on a beautiful hike and along the trail you encountered a rattlesnake. What will remember more vividly about the hike: the snake or the beautiful scenery? Most people will remember the rattlesnake incident better
- In favoring negative news, media outlets and fake media authors and trolls trigger our biological responses
- Some news consumers find themselves hooked on doom scrolling.
- Our predispositions determine our susceptibility to messages.

## **ACTIVITY 2: Recognition of and encounters with fake news**

### **Instructions:**

Each group will make notes and may even add links, pictures or videos eg. on [Classroomscreen](#) (classroomscreen). [Padlet](#) (padlet.com) or [Miro](#) (miro.com). For the presentation, use Power Point, Google Slide or any application you prefer.

**Example definition of Fake News: “False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke-**

<https://dictionary.cambridge.org/dictionary/english/fake-news>

## Module 3

### *Freedom of speech vs hate speech & cyberbullying*

#### LEARNING OUTCOMES

- Recognize hate speech and its different forms
- Understand the consequences of hate speech
- Know what actions one can take to counter the spread of hate

#### PROGRAM

Duration	Activities	Material needed
5 minutes	Welcome and energizer exercise to get everyone in a good mood and ready for the topic of the day	
<b>1. What is hate speech and what are the causes?</b>		
5 minutes	<b>Brainstorming:</b> Ask students to give their definition of hate speech. You can write them on the board or simply acknowledge them orally	Board
10 minutes	<b>Presentation:</b> Present the definition to use today and the rest of the presentation about the different	Screen and power point
30 minutes	<b>Debate</b> the 4 cases of Hate Speech (instructions below)	Printed sheet with the cases (1 sheet per group) (Annex 1)
5 minutes	Break	
<b>2. What are the consequences of hate speech?</b>		
15 minutes	<p><b>Reflection exercise:</b> Divide the board in three columns: Victim, author, society. Ask the students:</p> <ul style="list-style-type: none"> <li>- if you were the victim of the cases we analyzed earlier or any other example of hate speech you can think of, how would you be affected?</li> <li>- If you were the author of the hate speech cases we analyzed earlier or any other example, what do you think would be the consequences for you?</li> <li>- What do you think are the consequences for society of the previous cases or other types of hate speech?</li> </ul> <p>Distribute sticky notes (ideally of different colors for each column) and ask them to write what they think the consequences of hate speech for each category can be and to come put the post it in the columns.</p>	<p>Board divided in three columns</p> <p>Sticky notes of different colors</p>
15 minutes		
5 minutes	<b>Video:</b> Show the UN short video on the societal consequences of online hate speech. Ask students if they have any final thought of reflection	Screen, projector, PowerPoint

**Collect the input of the students:** Go through the sticky notes of one column, read them and discuss with the students. Do this for each column (5 minutes for each)

5 minutes	Break	
<b>3. What can we do to fight hate speech? (50 minutes)</b>		
15 Minutes	<b>Group work “Action plan against hate speech”:</b> Divide the students in 3 groups. Each group is given one category: from your couch, in your school, in your community. Each group has to brainstorm (10 minutes) at least 3 actions they can take at their specific scale to fight hate speech. They have to write those actions on the sheet of paper that will be used as an action plan	1 large piece of paper by group (Annex 2)
10 minutes	<b>Presentation and discussion:</b> Ask each group to present their action plan. Ask the other groups to give other ideas and suggest other actions.	
5 minutes	Present with the PowerPoint what counterspeech is and the #Iamhere movement	Screen, projector, PowerPoint
20 minutes	<b>Writing exercise:</b> Writing counterspeech. Students are given examples of hate speech they have to respond to.	Printed examples of hate speech and the space to answer (Annex 3)
5 minutes	<b>Recap and closing:</b> Main takeaway of the day. What have we learned? Was there something particularly interesting you did not know before today? Will you be more aware/sensitive towards hate speech and online cyberbullying?	

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## ANNEX 1

### **ACTIVITY: Groups Debate- Hate Speech or no Hate speech?**

**Overview:** Through this activity, students get to explore what online hate speech concretely looks like, as well as developing a critical thinking approach to recognizing hate speech and its consequences.

#### **Instructions**

##### **Part 1 - 15 MINUTES**

Divide the students in 6 groups (or a pair number of group) and are given the four cases. Each case will indicate if the group has to argue that it is hate speech or not. Each group has to debate internally the four cases but focus on one particular case (assigned by the facilitators) to debate with another group in front of the class. Each group has to discuss:

- Is it hate speech or not (based on the instruction) and why?
- Who is the author? Who is the victim?
- What form of hate speech is it? How would you classify it?

Each group chooses 1 speaker who will represent the group in the debate.

##### **Part 2 - 20 MINUTES.**

Each group representative will expose their reasons, to which the opponent group will respond, until all the cases are covered.

##### **Part 3. 5 MINUTES.**

When the debate is over, we have a discussion all together based on the following questions:

- How did you feel during the exercise?
- For those who had to argue against (no, this is not hate speech) did you find it hard to come up with reasons for your argumentations?
- Any point, reasons, comments that you found particularly interesting?

The facilitator share insights and information on the cases presented.

##### **Tips for the facilitators**

- Make clear at the beginning that sensitive language is included in those examples, and that they can be examples of very harmful hate speech that are not to be reproduced.
- This activity deals with a sensitive topic so it is important that everyone feels comfortable. Run the activity in an easy-going manner; relaxing surroundings help. Be sure everyone knows that they are not under pressure to say or explain more than they want to or feel they can. Respect participants' contributions and limitations. Beware of peer pressure. Don't let participants get into a defensive position. Be aware of the background of the members of the group and adapt the activity accordingly. People will be more engaged if you deal with issues that are real for the group. On the other hand, you need to be prepared for the emotions that may be brought out as a result. It is important to pay attention to the feelings of those participants who feel that they themselves have been discriminated or witnessed hate speech and cyberbullying. It is very important that we make sure that everyone is comfortable.

**Collect the input of the students:** Go through the sticky notes of one column, read them and discuss with the students. Do this for each column (5 minutes for each)

Explanations for the cases:

Case n°1: The comment was not taken down by Facebook.

Case n°2: The members of this political party were acquitted by the Danish Supreme Court, as the Danish law punishes against threats, insults or degradation against “race, skin colour, national or ethnic origin, faith or sexual orientation” and that the target group of asylum seekers do not share a common race, skin colour, national or ethnic origin, faith or sexual orientation

Case n°3: 12 people who threatened her after her comment were sent to jail for several months. Mila was not prosecuted based on the French constitution that guarantees freedom of expression and the right to blasphemy: to speak and criticize freely a religion.

Case n°4: 5 out of the 6 police officers in the WhatsApp group were laid off from the police.

### Case n°1: The elderly Argue that *it is* hate speech



Facebook, 2020.

A person writes a comment about COVID-19 restrictions on their Facebook wall. People start to comment and debate about the restrictions and a user, Facebook friend of the one who wrote the post, writes in a comment:

*“The elderly will die soon anyway - saving their short lives is not worth limiting our lives. Life at this age is worthless anyway.”*

### Case n°2: The asylum spray Argue that *it is not* hate speech



Denmark, 2016.

Three Danish three men members of the political party Danes' Party distributed sprays to people in the street with stickers containing the following message:

*“Do you want to be safe without spray? The migrants, who have come to Denmark under the guise of being ‘refugees’, have insulted Danish girls and created insecurity”*



### Case n°3: Mila

Argue that it is hate speech



France, 2018.

Mila, a homosexual 16-year-old girl, makes a live video on Instagram openly talking about what kind of girl she likes until a male follower makes sexual advances to her, that she rejects. He calls her racist which triggers a debate that quickly shifts to a debate about religion. She ends up saying in her live video:

*"I hate religion (...) there's only hate in the Quran, Islam is s\*\*\*. Some people will get mad, but I said what I think and I won't regret it, I don't give a \*\*\*\*, I say whatever I want and whatever I think. Your religion is s\*\*\*t, your God is s\*\*\*, I put my finger up his a\*\*."*

After this, Mila received hundreds of hateful messages and death threats. She could no longer go to school due to her need of constant protection against the people who threatened her.

### Case n°4: The WhatsApp group

Argue that it is not hate speech



France, 2019.

A black police officer discovered a private WhatsApp group created by his colleagues. He reads the conversation and finds his name associated with series of comments such as:

*"I found Alex on a dating website some days ago. He must surely try to get white b\*\*\*\*\* who like n\*\*\*\*\*.  
"I am only waiting for all those people to die. This will renew the human race and specifically the white race"*

### Case n°1: The elderly Argue that *it is not* hate speech



Facebook, 2020.

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*“The elderly will die soon anyway - saving their short lives is not worth limiting our lives. Life at this age is worthless anyway.”*

### Case n°2: The asylum spray Argue that *it is* hate speech



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Argue that it is hate speech



France, 2019.

A black police officer discovered a private WhatsApp group created by his colleagues. He reads the conversation and finds his name associated with series of comments such as:

*"I found Alex on a dating website some days ago. He must surely try to get white b\*\*\*\*\* who like n\*\*\*\*\*.  
"I am only waiting for all those people to die. This will renew the human race and specifically the white race"*

## ANNEX 2

### **ACTIVITY: Action plan against hate speech**

Solutions against hate speech can be found in the [Hatebusters Lazy Person's guide](#).

Examples of the action plan sheet below

# WHAT CAN YOU DO AGAINST HATE SPEECH FROM YOUR COUCH?



### ANNEX 3

Find examples of posts the #Iamhere movement responds to to stop the spread of hate. You can also find other examples of fake news or hateful post. Ask students to answer those posts

« Example of hate speech »

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« Example of hate speech »

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**Collect the input of the students:** Go through the sticky notes of one column, read them and discuss with the students. Do this for each column (5 minutes for each)

## Module 4

### *Debate skills and Democratic Engagement*

#### **LERNING OUTCOMES:**

- **Comprehensive Understanding:** Participants will acquire a thorough comprehension of key democratic values and their practical application.
- **Debate Proficiency:** Students will develop essential debate skills, enhancing their ability to construct persuasive arguments and engage in critical thinking, preparing them for the international debate.
- **Active Democratic Engagement:** The workshop aims to empower students to actively participate in democratic discourse, fostering a sense of responsibility in civic engagement.

#### **WORKSHOP AGENDA**

Duration: 3 hours (including a break)

##### ***I. Energizer (15 minutes)***

- Objective: Highlight the importance of positive engagement in democratic discourse.
- Students identify and share two personal strengths related to democratic engagement.
- In pairs, students exchange positive reinforcement for their strengths.
- In groups of 4, students reflect on their feelings during the conversations and how positive reinforcement impacts their engagement in democratic discussions.

##### ***II. Understanding Democratic Values (60 minutes)***

Activity 1: Group Discussion (10 minutes)

- Students discuss their understanding of democracy and its values in groups of 3-4.
- Groups present key points on democratic values for a class discussion.

Activity 2: Debating Democratic Principles (20 minutes)

- Students discuss and make notes on fundamental democratic principles, such as equality, justice, and freedom.



- New groups of 3-4 discuss and present their thoughts on the application of these principles in real-life scenarios.

#### Activity 3: Creating a Democratic Charter (15 minutes)

- Groups collaboratively create a democratic charter that highlights the key principles they believe are crucial in a democratic society.

#### Activity 4: Role Play - Democratic Dilemmas (15 minutes)

- Students engage in role-play scenarios that present democratic dilemmas.
- Each group discusses and presents how they would resolve the dilemmas based on democratic values.

#### III. Break (15 minutes)

### ***IV. Debate Skills for Democratic Engagement (90 minutes)***

#### Activity 5: Introduction to Debating (20 minutes)

- Overview of the structure of a debate: opening statements, arguments, counterarguments, and closing statements.
- Explanation of key debate terms and concepts.

#### Activity 6: Analyzing Famous Debates (30 minutes)

- Teacher provides examples of famous debates related to democracy.
- Groups analyze and discuss the strategies, persuasive techniques, and effective communication used in these debates.

#### Activity 7: Practical Debate Preparation (20 minutes)

- Groups are assigned debate topics related to democratic issues.
- Each group prepares opening statements and key arguments.

#### Activity 8: Mock Debate (20 minutes)

- Groups engage in a mock debate, applying the skills learned.
- Each group presents their arguments, counters opposing points, and concludes with closing statements.

#### Activity 9: Feedback and Reflection (10 minutes)

- Each group receives feedback on their debate performance.
- Students reflect on the importance of effective debate in promoting democratic engagement.

#### V. Closing Remarks (15 minutes)





- Recap key learnings and encourage continued interest and participation in democratic discourse.
- Provide resources for further exploration of democratic principles and debate skills.

# DEBATE:

A final module in the form of a debate will be offered after the completion of the 4 different modules. This will offer the students the opportunity to apply the knowledge they have acquired by the 4 digital literacy learning workshops and put to use their critical skills in a creative but also amusing way.

## **Sample Debate Agenda for debate to be done in schools:**

Date:

Time:

Place:

## **Debate question: "Does Social Media Enhance or Undermine Democracy in the Modern Age?"**

Total Duration: 2.5 Hours (15:00 - 17:30)

Each school will have a group of 7-10 students to represents their school.

**15:00 - 15:05 (5 minutes):** Welcome and Introduction

Welcome by the debate moderator.

Brief explanation of the debate format and rules.

**15:05 - 15:10 (5 minutes):** Coin flip

Announce which of the participating school teams will be affirmative/ negative (A and B).

**15:10-15:40 (30 minutes):** Preparation time

The two teams will have time to prepare their arguments and opening statement.

**15:40 - 15:50 (10 minutes):** Opening Statements

Team A (Affirmative): 5 minutes for their opening statement.

Team B (Negative): 5 minutes for their opening statement.

**15:50 – 16:10 (20 minutes):** Debate Arguments

Debate/arguments between the two teams.

**16:10 - 16:20 (10 minutes):** Audience Questions

Open the floor for questions from the audience directed to Team A or Team B.

**16:20-16:40 (20 minutes):** Campaign preparation

Prepare a Campaign that insures a fair democratic process, could be a social media campaign or physical one (Solution to proposed problem)

**16:40-16:55 (15 minutes):** Campaign presentation

Team A (Affirmative): 7.5 minutes for their campaign presentation

Team B (Negative): 7.5 minutes for their campaign presentation

**16:55 – 17:05 (10 minutes):** Closing Statements

Team A (Affirmative): 5 minutes for their closing statement.

Team B (Negative): 5 minutes for their closing statement.

**17:05 – 17:15 (10 minutes):** Judges' Deliberation

Judges confer and decide on the winning team.

**17:15 – 17:30 (15 minutes):** Announce the Results

Announce the winning team, present prizes, and closing

# CONCLUSION:

This toolkit has been designed to provide a comprehensive and practical guide for young people. Through the careful compilation of resources, step-by-step instructions, and insightful tips, we aim to empower you with the knowledge and tools necessary to achieve digital awareness and resilience.

By following the strategies outlined in this toolkit, you should be well-equipped to navigate challenges, optimize your processes, and drive successful outcomes. Remember, the key to leveraging this toolkit lies in consistent application, continuous learning, and adaptation to evolving circumstances.

We encourage you to revisit the sections that are most relevant to your needs, engage with the provided resources, and apply the best practices recommended here. Your feedback is invaluable to us, so please share your experiences and suggestions for improvement.

Thank you for using this toolkit. We wish you the best of luck in your endeavors and look forward to hearing about your success stories!