

# **DRE** **DON'T REGULATE EDUCATE**

## **Methodology Toolkit**



Co-funded by  
the European Union

Project n°: 2023-2-EL01-KA210-ADU-000181229



## Methodology Toolkit

This document has been created in June 2025, in the frame of the Erasmus+ project “Don’t Regulate, Educate” (DRE), co-funded by the European Union and coordinated by EUROPERATIVA - Center for the Promotion of European Cooperation and Integration.

This Methodology Toolkit serves as a comprehensive guide to fostering critical media literacy, with a particular focus on empowering individuals from "fewer opportunities". It delves into the essential role of media literacy in education, exploring various strategies for its effective integration across different subjects within school curricula. A significant portion of this document is dedicated to understanding the unique pedagogical approaches required to address the specific challenges faced by learners with fewer opportunities. Furthermore, it provides concrete examples of educational interventions and methods for their implementation.

### Partner organisations:

- EUROPERATIVA - Center for the Promotion of European Cooperation and Integration – Volos, Greece
- Asociación Iniciativa Internacional Joven – Málaga, Spain
- GLAFKA s.r.o. – Prague, Czechia
- Travelogue Associazione di Promozione Sociale – Marsciano, Italy

### A collaborative work of:



**Project n°: 2023-2-EL01-KA210-ADU-000181229**

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## Introduction

Imagine a world where every student can confidently navigate the digital landscape, discerning fact from fiction and creating impactful media content. This is the power of media literacy. Integrating media literacy into the school curriculum is essential for preparing students to thrive in today's media-saturated world.

### Why is it crucial?

→ Critical thinking - media literacy teaches students to critically analyse media messages, questioning their purpose, target audience, and underlying messages.

→ Empowerment - it empowers students to become active creators of media, not just passive consumers.

→ Informed citizens - media-literate students are better equipped to participate in democratic processes, making informed decisions based on reliable information.

By embedding media literacy into the curriculum, we help students develop the skills needed to navigate the complexities of the digital world, fostering a generation of critical thinkers and responsible media creators<sup>1</sup>.

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<sup>1</sup> Kellner, D., & Share, J. (2007). *Critical media literacy, democracy, and the reconstruction of education*. In D. Macedo & S. R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). Peter Lang.



## 1. Media literacy in education

### 1.1. The Role of Media Literacy in the Curriculum

In era of technology and media age, media literacy is more important than ever. Students are constantly exposed to a vast array of media messages through television, social media, websites, and more. Integrating media literacy into the school curriculum is crucial for several reasons:

#### 1. Navigating the Digital World:

Students need to develop the skills to navigate the digital world effectively. This includes understanding how to find reliable information, recognizing bias, and distinguishing between credible sources and misinformation. Media literacy helps students become savvy consumers of information, enabling them to make informed decisions in their personal and academic lives.

#### 2. Critical Thinking and Analysis:

Media literacy fosters critical thinking skills. Students learn to analyse media messages critically, questioning the purpose, target audience, and techniques used. This analytical approach helps them understand the deeper meanings behind media content and recognize the

influence of media on their perceptions and beliefs.<sup>2</sup>

#### 3. Empowerment and Participation:

By teaching media literacy, we empower students to become active participants in the media landscape. They learn to create their own media content, such as videos, blogs, and social media posts, responsibly and ethically. This active participation helps them understand the power of the media and their role in shaping public discourse.

#### 4. Informed Citizenship:

Media literacy is essential for informed citizenship. In a democratic society, citizens need to be well-informed to participate effectively in civic life. Media-literate students are better equipped to engage with news and current events, understand different perspectives, and contribute to public debates.<sup>3</sup>

#### 5. Enhancing Academic Skills:

Integrating media literacy into the curriculum also enhances students' academic skills. For example, analysing media messages can improve reading comprehension and critical writing skills. Creating media content can enhance technical skills, creativity, and collaboration.

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<sup>2</sup> Aufderheide, P. (1993). *Media literacy: A report of the National Leadership Conference on Media Literacy*. Aspen Institute.

<sup>3</sup> Hobbs, R. (2010). *Digital and media literacy: A plan of action*. The Aspen Institute.



## 6. Addressing Media Influence:

Media has a significant influence on students' attitudes, behaviours, and values. By teaching media literacy, we help students understand this influence and develop the ability to think independently. They learn to question media representations and stereotypes, promoting a more inclusive and diverse understanding of the world.

**7. Preparing for Future Careers:** In today's job market, media literacy is a valuable skill. Many careers require the ability to analyse, create, and communicate through various media platforms. By integrating media literacy into the curriculum, we prepare students for future careers in fields such as journalism, marketing, public relations, and digital media.

**8. Promoting Digital Well-being:** Media literacy also promotes digital well-being. Students learn about the impact of media consumption on their mental and emotional health. They develop strategies for managing screen time, recognizing online risks, and maintaining a healthy balance between online and offline activities.

**9. Encouraging Lifelong Learning:** Finally, media literacy encourages lifelong

learning. The media landscape is constantly evolving, and students need to develop the skills to adapt to new technologies and media forms. Media literacy fosters a mindset of continuous learning and curiosity, preparing students to navigate the digital world throughout their lives.<sup>4</sup>

By integrating media literacy into the curriculum, we equip students with the essential skills to navigate the complexities of the digital age. This holistic approach not only enhances their academic and personal development but also prepares them to be informed, responsible, and engaged citizens in a media-driven world.<sup>5</sup>

## 1.2. Strategies for Teaching Media Literacy in Schools

Teaching media literacy can be a dynamic and interactive experience.

### Case Studies

Research highlights that using **real-world case studies** can be an effective method for teaching media literacy, as it

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<sup>4</sup> Livingstone, S., & Bulger, M. (2014). *A global agenda for children's rights in the digital age: Recommendations for developing UNICEF's research strategy*. UNICEF Office of Research–Innocenti.

<sup>5</sup> UNESCO. (2021). *Media and information literacy curriculum for teachers* (2nd ed.). United Nations Educational, Scientific and Cultural Organization.



grounds theoretical concepts in practical examples. Studies emphasize that analysing media, such as advertisements, news articles, and social media content—enables students to critically assess media messages and understand underlying motives and biases<sup>6</sup>. According to scholars, case studies encourage **critical engagement** and support students in identifying persuasive techniques and audience targeting, which are central to media literacy<sup>7</sup>. Analysing case studies also aligns with constructivist learning theories, as students actively interpret media content, thereby strengthening their analytical skills.

### Interactive Lessons

**Interactive, multimedia-based lessons** are frequently advocated in media literacy education literature. Researchers argue that integrating videos, podcasts, and digital articles into lessons provides a multisensory learning experience that can enhance engagement and retention<sup>8</sup>. Interactive media analysis activities, like dissecting video news segments or discussing podcast content,

encourage students to consider the role of framing, language, and source reliability<sup>9</sup>. Studies suggest that these methods cater to diverse learning styles, making abstract media literacy concepts more accessible and fostering a more nuanced understanding of media's persuasive power.

### Hands-on Media Projects

Research supports the value of **hands-on media creation projects** for enhancing students' comprehension of media production and ethical considerations<sup>10</sup>. Creating content—whether videos, blogs, or social media campaigns, enables students to internalize concepts by applying them in real-world contexts, reinforcing their understanding of audience engagement and message construction. According to Dewey's experiential learning theory, this approach is beneficial as it allows students to "learn by doing," which deepens their grasp of media dynamics and ethical responsibilities<sup>11</sup>.

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<sup>6</sup> Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. Wiley Blackwell.

<sup>7</sup> Potter, W. J. (2018). *Theoretical foundations of media literacy education*. Media Literacy Publications.

<sup>8</sup> Buckingham, D. (2019). *The media education manifesto*. John Wiley & Sons.

<sup>9</sup> Aufderheide, P. (2017). *Media literacy: A report of the national leadership conference on media literacy*. Aspen Institute.

<sup>10</sup> Jolls, T., & Wilson, C. (2014). *The core principles of media literacy education*. Center for Media Literacy.

<sup>11</sup> De Abreu, B. S. (2016). *Teaching media literacy*. Sense Publishers.





## Collaboration and Discussion

**Collaborative learning** in media literacy education is widely supported in pedagogical research. Studies suggest that group discussions, debates, and peer reviews enhance critical thinking and analytical skills by promoting diverse perspectives and active engagement<sup>12</sup>. This approach, supported by Vygotsky's social constructivist theory, posits that knowledge is constructed through social interaction. Through debates and discussions, students are encouraged to articulate their thoughts, question assumptions, and refine their understanding of media messages, thereby fostering a community of critical media consumers.

## Media Literacy Games

Educational games have gained traction as a strategy for **engaging students in media literacy concepts**. Games like "Factitious," which challenges players to distinguish between real and fake news, help students build discernment skills in an enjoyable format<sup>13</sup>. Research indicates that games can be highly effective in developing critical thinking and

information verification skills, especially when integrated with instructional scaffolding to ensure that students connect gameplay with broader media literacy concepts<sup>14</sup>.

## Role-Playing Activities

The literature suggests that **role-playing activities** can be a powerful way to engage students in understanding different media perspectives, such as those of journalists or advertisers. Role-play is found to enhance empathy and perspective-taking, key components of critical media literacy, by encouraging students to consider the motivations and ethical challenges faced by media creators<sup>15</sup>. This strategy aligns with experiential learning models, allowing students to apply theoretical concepts in simulated real-world scenarios, thereby fostering a deeper understanding of media's social impact.

## Media Literacy Workshops

**Workshops and guest speaker sessions** are often used to introduce students to real-world media practices and challenges. According to research,

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<sup>12</sup> Kellner, D., & Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. *Media Literacy: A Reader*, 3(7), 3-23.

<sup>13</sup> Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of media literacy. *Journal of Media Literacy Education*, 10(1), 1-21.

<sup>14</sup> Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.

<sup>15</sup> Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. Wiley Blackwell.





these interactions with media professionals allow students to gain insights into ethical standards, source verification, and the journalistic process<sup>16</sup>. Guest speakers can serve as role models, exemplifying responsible media practices and reinforcing the importance of critical analysis, thus providing students with relatable and concrete examples of media professionalism.

### **Critical Media Consumption Logs**

Keeping **media consumption logs** is recommended in the literature as a reflective practice to help students become more conscious of their media interactions. Scholars argue that these logs help students recognize patterns in their consumption and develop awareness of biases and preferences<sup>17</sup>. This self-reflective practice aligns with metacognitive learning principles, promoting greater self-awareness and critical thinking as students analyse their media interactions over time.

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<sup>16</sup> Aufderheide, P., & Firestone, C. M. (1993). *Media literacy in the information age: Current perspectives*. Aspen Institute.

<sup>17</sup> Potter, W. J. (2010). *Media literacy*. SAGE Publications.

### **Media Literacy Clubs**

Research also highlights the benefits of **media literacy clubs** as extracurricular spaces for students to deepen their understanding of media topics and collaborate on projects. Such clubs create opportunities for extended inquiry and student-led discussions, which research shows can reinforce and expand classroom learning<sup>18</sup>. Media literacy clubs often produce content, such as podcasts or articles, allowing students to explore current events critically, build media creation skills, and foster a collaborative, supportive environment.

### **1.3. Integrating Media Literacy Across Different Subjects**

Integrating media literacy across various academic subjects is widely advocated in the literature as a means of fostering students' critical thinking, analytical skills, and informed citizenship. Rather than being confined to a single discipline, media literacy can permeate multiple fields, enhancing students' capacity to evaluate, interpret, and create media

<sup>18</sup> Jolls, T., & Wilson, C. (2014). *The core principles of media literacy education*. Center for Media Literacy.



responsibly. This cross-disciplinary approach is argued to develop a more nuanced understanding of media influence and is especially pertinent given the complexity of today's media landscape<sup>19</sup>.

### Language Arts

The integration of media literacy in Language Arts has been widely explored, with research supporting its role in improving students' ability to analyse rhetoric, language structure, and persuasive strategies in media messages. Buckingham (2019) contends that examining advertisements, news articles, and social media posts can enable students to recognize the rhetorical choices made to influence audiences. Such textual analysis cultivates deeper literacy skills and critical awareness, making students more adept at identifying bias and intent<sup>20</sup>. Additionally, Aufderheide (2017) suggests that persuasive writing assignments and media production activities, like blogging and

video essays, further reinforce these skills, allowing students to apply theoretical knowledge in practical contexts and understand the intricacies of media messaging firsthand<sup>21</sup>.

### Social Studies

The use of media literacy in Social Studies underscores the media's powerful role in shaping public perception and historical narratives. Research shows that by examining historical case studies—such as wartime propaganda or social media's influence in political movements—students can critically assess the media's role in constructing societal narratives<sup>22</sup>. According to Potter (2010)<sup>23</sup>, activities like analysing media coverage of current events and engaging in debates about media bias encourage students to recognize media's impact on political and social attitudes. Scholars argue that this approach not only cultivates critical thinking but also enables students to better appreciate the intersection of media and democracy, making them

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<sup>19</sup> Livingstone, S., & Bulger, M. (2014). *A global agenda for children's rights in the digital age: Recommendations for developing UNICEF's research strategy*. UNICEF Office of Research—Innocenti

<sup>20</sup> Buckingham, D. (2019). *The media education manifesto*. John Wiley & Sons.

<sup>21</sup> Aufderheide, P. (2017). *Media literacy: A report of the National Leadership Conference on Media Literacy*. Aspen Institute.

<sup>22</sup> De Abreu, B. S. (2016). *Teaching media literacy in the age of digital media: Using media literacy to challenge students' assumptions*. Rowman & Littlefield.

<sup>23</sup> Potter, W. J. (2010). *Media literacy*. SAGE Publications.



more conscious consumers of political information.

### Science

In Science, media literacy education is often centred around evaluating the accuracy and representation of scientific information in the media. This aspect of media literacy is increasingly essential as science-related misinformation proliferates, sometimes leading to public misunderstandings of complex issues. Researchers like Potter (2010)<sup>24</sup> advocate for teaching students to scrutinize how media distorts scientific facts, and compare media summaries with original research. Fact-checking exercises and science communication projects are proposed as effective tools, helping students develop an appreciation for accuracy and clarity in scientific reporting, which has broader implications for public trust in science.

### Art

Art education provides a fertile ground for fostering visual literacy, with scholars highlighting the potential for students to examine and produce media with a focus on visual symbolism, composition, and emotional appeal. Hobbs (2017)<sup>25</sup> argues

that analysing visual elements within media helps students appreciate how imagery conveys messages beyond words, often wielding significant emotional and cultural influence. Creative projects, such as poster design or digital art, allow students to experience the technical and creative dimensions of media production, grounding their understanding in the aesthetics of message construction.

### Additional Subjects

Media literacy's relevance extends into subjects such as Mathematics and Health Education. In mathematics, scholars like Livingstone and Bulger have observed that analysing data representations in the media promotes statistical literacy, enabling students to identify biases and data manipulation tactics. In health education, examining the portrayal of health information in media is essential for understanding public perception of health issues. Scholars argue that critical analysis of health advertisements and misinformation helps students develop a critical stance towards health messaging. Projects that involve creating public health campaigns not only enhance students' media production skills but also underscore the societal responsibility

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<sup>24</sup> Potter, W. J. (2010). *Media literacy*. SAGE Publications.

<sup>25</sup> Hobbs, R. (2017). *Create to learn: Introduction to digital literacy*. Wiley-Blackwell.



involved in disseminating health information accurately.

In summary, research supports the integration of media literacy across disciplines, positing that a cross-curricular approach strengthens students' analytical skills, enhances their academic performance, and prepares them for informed engagement with media in various contexts. This strategy, advocated by media literacy scholars, provides a comprehensive educational foundation, equipping students to navigate and critique the pervasive influence of media in society.

#### **1.4. Challenges in Teaching Media Literacy**

Teaching media literacy comes with its own set of challenges, but also offers exciting opportunities for innovation.

##### **Lack of Resources**

Many schools struggle with limited resources for media literacy education. This can include a lack of access to technology, up-to-date materials, and trained educators.

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<sup>26</sup> Kellner, D., & Share, J. (2007). *Critical media literacy, democracy, and the reconstruction of education*. In D. Macedo & S. R. Steinberg (Eds.), *Media literacy: A reader* (pp. 3-23). Peter Lang.

Rapidly Changing Media Landscape: The media landscape is constantly evolving, making it challenging for educators to stay current with the latest trends and technologies.<sup>26</sup>

##### **Lack of Training**

Many teachers have not received adequate training in media literacy. This includes understanding media concepts, staying updated with current trends, and learning effective teaching strategies.

##### **Rapidly Changing Media Landscape**

The media landscape is constantly evolving with new platforms, technologies, and trends. Teachers may find it challenging to stay current with these changes and integrate them into their teaching<sup>2</sup>. Misinformation and Fake News: The prevalence of misinformation and fake news requires teachers to be vigilant and teach students how to critically evaluate the credibility of information.<sup>27</sup>

##### **Diverse Student Needs**

Students come with different levels of media literacy skills. Some may be very

<sup>27</sup> Livingstone, S., & Bulger, M. (2014). *A global agenda for children's rights in the digital age: Recommendations for developing UNICEF's research strategy*. UNICEF Office of Research–Innocenti.



adept at using digital tools, while others may struggle. This diversity requires differentiated instruction to meet all students' needs. Engagement and Motivation<sup>28</sup>: Keeping students engaged and motivated to learn about media literacy can be challenging, especially if they do not see its immediate relevance to their lives.

### Curriculum Integration

Integrating media literacy across different subjects can be complex. Teachers need to find ways to incorporate media literacy into existing curricula without overwhelming their primary teaching objectives. Assessment Difficulties<sup>29</sup>: Assessing media literacy skills can be challenging. Traditional tests may not effectively measure students' ability to critically analyse and create media content.<sup>30</sup>

### Institutional Support

Teachers need support from school administrators to prioritize media literacy education. This includes providing time for professional

development and integrating media literacy into the school's overall educational goals. Policy and Standards: There may be a lack of clear policies and standards for media literacy education at the school, district, or national level. This can make it difficult for teachers to know what is expected and how to effectively teach media literacy.<sup>31</sup>

To overcome these challenges, schools and educators can:

- invest in professional development - provide ongoing training and resources for teachers to stay updated with media literacy education.
- foster collaboration - encourage collaboration among teachers across different subjects to share best practices and integrate media literacy into various areas of study.
- engage students - use interactive and relevant teaching methods to make media literacy engaging and applicable to students' lives.
- supportive policies - advocate for clear policies and standards that

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<sup>28</sup> Levine, M. H. (2014). *Engaging adolescents: A guide for teachers and youth workers*. The New Press.

<sup>29</sup> Mihailidis, P. (2014). *Media literacy and the emerging role of the digital educator*. *Media and Communication*, 2(4), 37-45. <https://doi.org/10.17645/mac.v2i4.146>

<sup>30</sup> Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., & Robinson, A. (2009). *Confronting the challenges of participatory culture: Media education for the 21st century*. MIT Press.

<sup>31</sup> Kist, W. (2013). *Digital and media literacy: Connecting students to the world of information*. *Educational Leadership*, 71(6), 78-82.



support media literacy education at all levels.<sup>32</sup>

By addressing these challenges, educators can more effectively teach media literacy and prepare students to navigate the complex media landscape.<sup>33</sup>

### 1.5. The Role of Teachers in Developing Media Literacy

Teachers are the cornerstone of media literacy education. Their role extends beyond delivering content; they inspire and guide students to become critical thinkers and responsible media users. Here's a detailed look at how teachers can effectively contribute to media literacy education.

#### Teacher Training

Ensure that teachers receive thorough training in media literacy. This training should cover:

- *Understanding Media Concepts* - Teachers need a solid grasp of key media literacy concepts, including

media ownership, representation, and the impact of media on society.

- *Current Trends* - Staying updated with the latest trends in media and technology is crucial. This includes understanding new media platforms, digital tools, and emerging issues such as misinformation and digital privacy.
- *Effective Teaching Strategies* - Equip teachers with a variety of teaching strategies to engage students in media literacy. This can include project-based learning, collaborative activities, and the use of multimedia resources.

#### Ongoing Professional Development

Support teachers with ongoing professional development to keep their skills and knowledge current. This can include:

- *Conferences and Workshops* - Encourage teachers to attend media literacy conferences and workshops where they can learn from experts and share best practices with peers.
- *Online Courses* - Provide access to online courses and webinars focused on media literacy. These can be flexible and allow teachers to learn at their own pace.

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<sup>32</sup> UNESCO. (2021). *Media and information literacy curriculum for teachers* (2nd ed.). United Nations Educational, Scientific and Cultural Organization.

<sup>33</sup> Ferguson, C. J. (2015). *Media literacy: A brief history and current trends*. *Journal of Communication*, 65(2), 218-229. <https://doi.org/10.1111/jcom.12120>



- *Professional Networks* - Encourage teachers to join professional networks and communities of practice focused on media literacy. These networks can provide valuable resources, support, and opportunities for collaboration.<sup>34</sup>

### **Modelling Critical Media Engagement**

Demonstrating Critical Thinking: Teachers should model critical media engagement in their own media consumption and creation. This involves<sup>35</sup>:

- *Analysing Media Messages* - Demonstrate how to critically analyse media messages by questioning the source, purpose, and potential biases. Show students how to identify credible sources and distinguish between fact and opinion.
- *Creating Media Content* - Engage in creating media content, such as blogs, videos, or social media posts, that exemplify responsible and ethical media practices. Share these creations

with students to illustrate the principles of media literacy in action.

- *Fostering a Critical Classroom Environment* - Create a classroom environment where critical thinking and inquiry are valued. Encourage students to ask questions, challenge assumptions, and engage in thoughtful discussions about media<sup>36</sup>.

### **Encouraging Student Engagement**

Design lessons that actively involve students in the learning process. Use interactive activities such as debates, role-playing, and media production projects to make media literacy engaging and relevant<sup>37</sup>.

- *Collaborative Projects* - Encourage students to work together on projects that require them to research, analyse, and create media content. This fosters teamwork and helps students learn from each other.<sup>38</sup>
- *Real-World Applications* - Connect media literacy lessons to real-world issues and events. This helps students

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<sup>34</sup> Hobbs, R., & Moore, D. (2013). *Media literacy in the 21st century: The role of teachers in the development of media literacy skills*. *International Journal of Media Literacy Education*, 1(1), 1-13. <https://doi.org/10.23860/ijmle-1-1-1>

<sup>35</sup> Hollandsworth, R., Dowdy, L., & Donovan, A. (2017). *Media literacy in the classroom: A study of teacher perceptions and practices*. *Journal of Media Literacy Education*, 9(1), 1-13.

<sup>36</sup> Tyner, K. (1998). *Literacy in a multimedia world*. Lawrence Erlbaum Associates.

<sup>37</sup> Dorr, A., & Kelsey, M. (2017). *Teacher perspectives on media literacy: Challenges and solutions*. *Media and Communication*, 5(3), 21-29. <https://doi.org/10.17645/mac.v5i3.1047>

<sup>38</sup> Buckingham, D. (2003). *Media education: Literacy, learning, and contemporary culture*. Polity Press.





see the relevance of media literacy in their everyday lives and understand its importance in a democratic society<sup>39</sup>.

### **Assessment and Feedback**

Use formative assessments to gauge students' understanding of media literacy concepts and skills. This can include quizzes, reflections, and peer assessments.<sup>40</sup>

- *Constructive Feedback* - Provide constructive feedback on students' media analysis and creation projects. Highlight strengths and areas for improvement and encourage students to reflect on their learning process.<sup>41</sup>

By playing an active and dynamic role in media literacy education, teachers can empower students to navigate the media landscape with confidence and discernment. This not only enhances students' academic skills but also prepares them to be informed and responsible citizens in a media-saturated world.

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<sup>39</sup> Livingstone, S., & Helsper, E. J. (2007). *Gradations in digital inclusion: Children, young people, and digital technologies*. *New Media & Society*, 9(4), 671-696. <https://doi.org/10.1177/1461444807081230>

<sup>40</sup> Pérez, R. S., & Echeverría, G. (2017). *The impact of media literacy on critical thinking: A*

*teacher's perspective*. *Journal of Educational Media, Memory, and Society*, 9(2), 113-128. <https://doi.org/10.3167/jemms.2017.090206>

<sup>41</sup> Ribble, M. (2015). *Digital citizenship in schools* (3rd ed.). International Society for Technology in Education.



## 2. Fewer opportunities target groups

People with fewer opportunities are people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme.

Therefore, the main target groups that this document addresses are people with fewer opportunities in life, which put them at a disadvantaged situation compared to their peers as to participating in the programmes and/or in education and training systems. Those people may find themselves in such a disadvantaged situation because of one or more of the exclusion factors referred to in the following list.

Previous experience helps to identify the main barriers which may prevent people with fewer opportunities from participating more in the social and economic life of their communities. The list of such potential barriers, spelt out below, is not exhaustive and is meant to provide a reference in taking action with a view to increasing accessibility and outreach to people with fewer

opportunities. These barriers can hinder their participation both as a stand-alone factor and in combination among them.

### List of potential barriers

#### Disabilities

This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone's full and effective participation in society on the same footing as others.

#### Health problems

Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating.

#### Barriers linked to education and training systems

Individuals struggling to perform in education and training systems for various reasons, early leavers from education and training, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal



circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual's particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training activity as part of their professional or personal life.

### **Cultural differences**

While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background, especially newly arrived migrants, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc.

### **Social barriers**

Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent

(especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.

### **Economic barriers**

Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier.

### **Barriers linked to discrimination**

Barriers can occur as a result of discriminations linked to gender (gender identity, gender expression, etc.), age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of one or several of the mentioned discrimination barriers).

### **Geographical barriers**

Living in remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.



### 3. Pedagogical approach to people with fewer opportunities

Effective critical media literacy (CML) for individuals facing various barriers transcends mere skill acquisition; it is a profound process enabling active deconstruction, analysis, and evaluation of media content, fostering meaningful responses. For vulnerable groups, this process is intrinsically linked to specific challenges that necessitate careful consideration. Furthermore, CML in this context must encompass the broader aspects of *digital citizenship* and *online ethics*, ensuring learners can navigate the digital world safely, responsibly, and with awareness of their digital footprint.

It is crucial to acknowledge the *intersectionality* of these barriers. An individual may simultaneously experience multiple forms of disadvantage – for instance, health problems, cultural differences, and economic barriers. Therefore, pedagogical approaches must be holistic and flexible, allowing for the strategic combination of interventions across categories. Moreover, the project's success hinges on continuous *evaluation and impact measurement* to ensure the efficacy of the proposed approaches in enhancing CML among target groups. Lastly, significant emphasis must be placed on *supporting educators* through ongoing professional development and access to relevant

resources, empowering them to implement these complex and specialised strategies effectively.

#### 3.1. Pedagogical Approach for Individuals with Disabilities

This category encompasses a heterogeneous group of learners characterised by a wide spectrum of impairments, including physical, sensory, intellectual, cognitive, and mental health conditions. Effective pedagogy for this population necessitates a departure from homogeneous approaches, acknowledging the inherent diversity within this group. It requires a firm commitment to principles of inclusion, accessibility, and individualized instruction.

#### General Approach to the Educational Process

The overarching educational philosophy for individuals with disabilities should be



grounded in social constructivism<sup>42</sup> and critical pedagogy<sup>43</sup>. This perspective recognises that disability is not solely an individual deficit but also a complex product of societal barriers and ableist structures. Educators must prioritise the creation of empowering learning environments that celebrate neurodiversity, actively promote self-determination, and equip learners with the essential skills to advocate effectively for their needs. Key components of this approach include person-centred planning, ensuring that educational goals and strategies are meticulously tailored to the individual learner's strengths, specific needs, and preferences<sup>44</sup>. Collaboration is also essential, fostering strong partnerships between educators, a range of support staff (e.g., special education teachers, therapists), families, and the learners themselves. Proactive assistive technology integration is crucial to enhance access, participation, and independence. Finally, the implementation of Universal Design for Learning (UDL) principles is vital for creating flexible and accessible learning environments that benefit all learners, regardless of their abilities<sup>45</sup>.

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<sup>42</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

<sup>43</sup> Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

## Challenges in Media Literacy

Learners with disabilities may encounter a range of challenges in developing essential media literacy skills. These challenges can manifest in various ways, including sensory impairments, which create difficulties in accessing and processing information presented through specific modalities, such as visual or auditory formats. Cognitive differences, characterised by variations in information processing speed, memory, attention, and executive functioning, can significantly impact the ability to analyse and evaluate complex media messages. Physical limitations may present barriers to interacting effectively with technology and creating media content. Furthermore, communication differences can pose challenges in expressing understanding, participating in discussions, or creating media in diverse formats.

## Pedagogical Approach

Effective media literacy education for learners with disabilities requires a multi-faceted approach that proactively addresses these diverse challenges. This approach should incorporate multi-

<sup>44</sup> Holman, B. (1992). *Planning together: Person-centred planning in context*. Darlington: Joseph Rowntree Foundation.

<sup>45</sup> CAST (2018). *Universal Design for Learning Guidelines version 2.2: Educator examples*. Retrieved from <http://udlguidelines.cast.org>



sensory instruction, employing a variety of modalities (visual, auditory, kinaesthetic, tactile) to present information and actively engage learners. Scaffolding and differentiation are essential, breaking down complex concepts into smaller, manageable steps, providing varied levels of support, and adapting activities to meet individual needs and diverse learning styles. Explicit instruction is crucial, providing clear, direct teaching in media literacy concepts and skills, utilising concrete examples and modelling effective strategies. Active learning strategies should be prioritised, engaging learners in hands-on activities, projects, and real-world applications of media literacy skills. The strategic integration of assistive technology is paramount to enhance not only access and participation but also their capacity for *active media creation and expression*, through tools such as screen readers, alternative keyboards, speech-to-text software, and augmentative and alternative communication (AAC) devices. Collaborative learning fosters peer support, interaction, and knowledge sharing through group activities and discussions. Critical media analysis should be incorporated, guiding learners to critically examine media messages for bias, stereotypes, and misinformation, specifically adapted to their cognitive and communication abilities by providing tailored tools and frameworks for analysis. Finally, providing opportunities

for media creation and production empowers learners to become active media producers, fostering a sense of agency and control.

### **Connection to Project Aims**

This pedagogical approach is fundamental to the project's overarching goal of fostering inclusive learning environments and effectively combating vulnerability to misinformation. By proactively addressing the diverse needs of learners with disabilities and providing them with equitable access to media literacy education, it empowers them to navigate the digital world with safety, critical thinking skills, and confidence.

### **Specific Activities and Examples**

Specific activities and examples that embody this pedagogical approach include the strategic use of sensory-friendly media analysis, such as analysing advertisements using tactile graphics for visually impaired learners or audio descriptions for those with visual impairments. Providing adapted news reports, with simplified articles or videos featuring closed captions and transcripts, is essential for learners with cognitive or hearing impairments. Accessible media creation can be facilitated through digital storytelling apps with voice-over features or creating podcasts for learners with physical or visual impairments. Peer



teaching and mentoring programs can pair learners with and without disabilities to support each other's learning and promote social inclusion. Finally, the effective integration of technology-assisted learning, utilising interactive whiteboards, tablets with accessibility features, and online platforms with customizable settings, can significantly.

### **3.2. Pedagogical approach for individuals with health problems**

This target group encompasses learners experiencing a wide range of physical and mental health conditions, including chronic illnesses, disabilities, injuries, and mental health disorders. Educational strategies developed for this group must be sensitive to the often-fluctuating nature of health and its profound impact on learning capacity.

#### **General approach to the educational process**

The educational approach for individuals with health problems should be characterised by compassion, flexibility, and a strong focus on holistic well-being.

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<sup>46</sup> Substance Abuse and Mental Health Services Administration. (SAMHSA). (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*.

It is crucial to acknowledge the complex interplay between health and learning, recognising that both physical and mental health can significantly impact a learner's ability to engage fully in educational activities. Essential elements of this approach include trauma-informed practices, acknowledging that health challenges can be traumatic experiences, and employing practices that prioritise safety, foster trust, and promote empowerment<sup>46</sup>. Individualised health plans, developed in close collaboration with learners, their families, and healthcare providers, are essential to address specific health needs and ensure appropriate accommodations. The integration of mindfulness and stress reduction techniques is vital to support emotional regulation, manage stress effectively, and promote overall mental well-being<sup>47</sup>. Finally, a positive psychology framework, focusing on learners' strengths, resilience, and fostering a sense of hope and optimism, can greatly enhance the learning experience<sup>48</sup>.

#### **Challenges in media literacy**

Learners with health problems may encounter specific challenges that hinder their development of media literacy skills.

<sup>47</sup> Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*.

<sup>48</sup> Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American psychologist*, 55(1), 5–14.





These challenges can include cognitive fatigue, characterised by difficulty concentrating, remembering information, or processing complex media messages due to illness or treatment. Emotional vulnerability can also be a significant factor, leading to increased susceptibility to emotional manipulation or distress from negative or triggering media content. Social isolation, often associated with health-related limitations, can limit opportunities for social interaction and peer learning. Furthermore, media consumption can have negative mental health impacts, potentially exacerbating anxiety, depression, or other existing mental health conditions.

### **Pedagogical approach**

Media literacy education for learners with health problems requires a tailored and supportive approach that addresses these unique challenges. This approach should prioritise flexible pacing and scheduling, providing shorter learning sessions, frequent breaks, and adaptable deadlines to accommodate fluctuations in energy and concentration. Personalised learning plans are essential, adapting learning activities and materials to individual needs, specific interests, and health-related limitations. The integration of mindfulness and media awareness techniques can teach learners to recognise the impact of media on their emotions and mental well-being, and to

develop effective strategies for mindful media consumption, including *self-regulation of media intake* for digital wellbeing. Trauma-informed media analysis is vital, guiding learners to critically analyse media messages within a safe and supportive environment, carefully avoiding triggering content, and providing opportunities for emotional processing and *developing coping strategies* to navigate potentially distressing media. Fostering social connection and support through online or in-person peer support groups, creating opportunities for meaningful social interaction, and connecting learners with mental health resources is crucial. Finally, encouraging creative expression and empowerment through media creation can promote a sense of agency and control.

### **Connection to project aims**

This pedagogical approach directly supports the project's overarching aim to foster inclusion and promote resilience by addressing the unique challenges faced by learners with health problems. By providing tailored support and promoting digital well-being, it empowers them to engage with media in a safe, healthy, and informed manner, mitigating potential risks and enhancing their overall quality of life.



### Specific Activities and Examples

Specific activities and examples that align with this approach include the implementation of short, focused media analysis activities, analysing brief news clips or social media posts related to health topics, followed by discussions in small, supportive groups. Digital storytelling for self-expression can be utilised, encouraging learners to create short videos or audio recordings to share personal experiences related to health and well-being. The incorporation of mindfulness-based media breaks, integrating brief mindfulness exercises before or after media consumption activities, can promote emotional regulation. Online support groups can facilitate discussions or forums where learners can connect with peers and share experiences related to media and health. Finally, inviting guest speakers from health fields, such as healthcare professionals or mental health experts, to discuss media portrayals of health and wellness, can provide valuable insights and promote informed decision-making.

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<sup>49</sup> Eurostat. (2025). *Early leavers from education and training*. Retrieved from [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early\_leavers\_from\_education\_and\_training]

<sup>50</sup> OECD. (2025). *NEETs (Young people not in employment, education or training)*. Retrieved from [https://www.oecd.org/en/data/indicators/you

### 3.3. Pedagogical Approach for Individuals with Barriers Linked to Education and Training Systems

This group encompasses learners who have faced significant challenges within traditional education and training settings. This includes early school leavers<sup>49</sup>, individuals Not in Education, Employment, or Training (NEETs)<sup>50</sup>, and adults with low levels of literacy or numeracy.

#### General Approach to the Educational Process

The educational approach for individuals with barriers linked to education and training systems must be learner-centred<sup>51</sup>, competency-based<sup>52</sup>, and focused on practical application to be effective. It is essential to recognise that past educational experiences may have been negative, often leading to disengagement and a lack of confidence in one's learning abilities. Key elements of this approach include andragogy, applying the principles of adult learning, which

th-not-in-employment-education-or-training-neet.html]

<sup>51</sup> Weimer, M. (2012). *Learner-centred teaching: Five key changes to practice* (2nd ed.). Jossey-Bass.

<sup>52</sup> Council for Adult and Experiential Learning. (CAEL). (2025). *What is competency-based education?* Retrieved from [https://www.cael.org/resources/research/tag/competency-based-education-cbe]



recognises learners' prior experiences, autonomy, and need for relevance in their education<sup>53</sup>. Competency-based education, focusing on the acquisition of specific skills and knowledge, allows learners to progress at their own pace, fostering a sense of accomplishment. Contextualised learning is crucial, connecting learning to real-world situations, work-related tasks, and personal goals to enhance motivation and engagement<sup>54</sup>. Finally, motivational interviewing techniques can be employed to enhance learners' intrinsic motivation and commitment to the learning process<sup>55</sup>.

### Challenges in Media Literacy

Learners with barriers linked to education and training systems may face specific challenges that hinder their development of media literacy skills. These challenges often include low literacy and numeracy skills, making it difficult to read, write, and interpret information presented in various media formats. A lack of critical thinking skills is also common, characterised by limited experience in analysing information,

identifying bias, or effectively evaluating sources. Negative attitudes towards learning, stemming from past negative experiences with education, can lead to disengagement, anxiety, or a lack of confidence in one's ability to learn. Furthermore, limited access to technology, including a lack of digital devices or consistent internet connectivity, may hinder participation in media literacy activities.

### Pedagogical Approach

Media literacy education for learners with barriers linked to education and training systems requires a practical, engaging, and supportive approach that addresses these specific challenges. This approach should integrate functional literacy, embedding media literacy skills within literacy and numeracy instruction, using real-world examples and tasks to make learning relevant. Inquiry-based learning is essential, encouraging learners to ask questions, explore topics of interest, and actively construct their own understanding of media<sup>56</sup>. Project-based learning can engage learners in hands-on projects that require them to apply

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<sup>53</sup> Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th<sup>3</sup> ed.). Routledge.

<sup>54</sup> Parnell, D. (2001). *Contextual teaching and learning: What it is and why it's here to stay*.

National Research Center for Career and Technical Education.

<sup>55</sup> Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). Guilford Press.

<sup>56</sup> UNESCO Institute for Lifelong Learning. (2018). *Recommendation on adult learning and education*.



media literacy skills in authentic contexts, fostering a sense of purpose<sup>57</sup>. Peer learning and collaboration create a supportive learning environment where learners can share experiences, learn from each other, and build confidence in their abilities. Technology-enhanced learning utilises digital tools and platforms to provide accessible learning materials, interactive activities, and opportunities for personalised learning experiences. Finally, connecting media literacy skills to real-world applications, such as job searching, financial literacy, or civic engagement, can increase motivation and demonstrate the practical value of these skills, ensuring *direct relevance for their daily lives and future prospects*.

### Connection to Project Aims

This pedagogical approach aligns directly with the project's aim to enhance digital media literacy and critical media literacy (DML-CML) by proactively addressing the specific challenges faced by learners with barriers linked to education and training systems. By providing accessible and relevant media literacy education, it empowers them to participate more fully in society and the workforce,

contributing to their overall well-being and success.

### Specific Activities and Examples

Specific activities and examples that embody this approach include analysing job advertisements, critically examining online job postings for misleading information, bias, or potential scams. Creating a digital portfolio allows learners to develop an online showcase of their skills and experience, while simultaneously learning about online privacy and security. Evaluating online health information, analysing online health articles or websites for accuracy, credibility, and bias, can provide valuable life skills. Developing a social media campaign to promote a local business or community initiative allows learners to apply media literacy skills in a practical setting, while learning about online communication and ethical considerations. Finally, utilising gamified learning platforms, incorporating online games or simulations, can engage learners in media literacy activities and provide immediate feedback, making the learning process more interactive and enjoyable.

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<sup>57</sup> National Research Council. (1996). *National science education standards*. National Academies Press.



### 3.4. Pedagogical Approach for Individuals with Cultural Differences

This group encompasses learners from diverse cultural backgrounds, including immigrants, refugees, ethnic minorities, individuals with diverse linguistic backgrounds<sup>58</sup>, and members of specific cultural communities.

#### General Approach to the Educational Process

The educational approach for individuals with cultural differences must be culturally responsive, inclusive, and focused on building intercultural competence. It is essential to recognise and value the diverse cultural knowledge, experiences, and perspectives that learners bring to the learning environment. Key elements include culturally responsive pedagogy, adapting teaching practices to acknowledge and incorporate learners' cultural backgrounds, values, and learning styles. The recognition and utilisation of funds of knowledge, acknowledging the knowledge, skills, and experiences that learners bring from their homes and communities as valuable resources for learning, is crucial. Fostering intercultural communication, promoting respectful

dialogue, understanding, and collaboration among learners from diverse cultural backgrounds, is also essential. Finally, emphasising critical consciousness, empowering learners to critically examine social and cultural power dynamics, and to challenge oppression and injustice, is a vital component of this approach.

#### Challenges in Media Literacy

Learners with cultural differences may face specific challenges in developing media literacy skills. These challenges often include language barriers, creating difficulty in understanding and interpreting media messages in a language that is not their native language. Cultural context can also be a challenge, as media messages may contain cultural references, values, or norms that are unfamiliar or conflict with learners' own cultural background. Representation and bias in media can be problematic, as media may portray different cultures in stereotypical or biased ways, leading to misunderstandings or discrimination. Furthermore, digital access and equity can be a concern, as learners from marginalised cultural groups may experience disparities in access to technology or digital literacy skills.

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<sup>58</sup> National Academies of Sciences, Engineering, and Medicine. (2016). *English*

*learners in STEM subjects: Transforming classrooms, schools, and lives.* National Academies Press.



## **Pedagogical Approach**

Media literacy education for learners with cultural differences requires a culturally sensitive and inclusive approach that addresses these challenges. This approach should utilise multilingual and multicultural resources, incorporating media examples, learning materials, and resources that represent diverse cultures, languages, and perspectives. Culturally relevant examples should be used, connecting media literacy concepts to real-world examples that are relevant to learners' cultural backgrounds and experiences. Critical media analysis of representation is essential, guiding learners to critically examine how different cultures are portrayed in media, and to identify bias, stereotypes, or cultural appropriation, thus empowering them to *challenge such narratives and strengthen their cultural voices*. Community engagement can be facilitated by involving community members, cultural leaders, or elders in the learning process to share their knowledge and perspectives. Collaborative learning and dialogue should be fostered, creating a learning environment where learners can share their cultural perspectives, engage in respectful dialogue, and learn from each other, including active learning and discussion in *multiple languages* where appropriate. Finally, providing opportunities for media creation for cultural expression empowers learners

to create their own media content to express their cultural identities, share their stories, and challenge dominant narratives.

## **Connection to Project Aims**

This pedagogical approach directly supports the project's aim to transform learning environments into places of inclusion by addressing the specific challenges that cultural differences pose to media literacy education. By valuing cultural diversity and promoting critical consciousness, it empowers learners from all cultural backgrounds to engage with media in a meaningful and empowering way.

## **Specific Activities and Examples**

Specific activities and examples that align with this approach include analysing cultural representations in film, comparing and contrasting how different cultures are portrayed in films or television shows. Creating a cultural heritage project, developing a multimedia project (e.g., video, website, podcast) to showcase a specific cultural tradition, story, or practice, can be a valuable learning experience. Exploring cultural perspectives on news events, analysing how news events are reported and interpreted from different cultural viewpoints, can foster critical thinking. Developing a multilingual media glossary,



creating a glossary of media literacy terms in multiple languages to support learners with diverse linguistic backgrounds, can enhance accessibility. Finally, inviting guest speakers from diverse cultures, inviting community members or cultural experts to share their perspectives on media and its impact on their communities, can provide valuable cultural insights.

### **3.5. Pedagogical Approach for Individuals with Social Barriers**

This group encompasses learners who experience social exclusion, marginalisation, or challenges related to social skills and behaviours. This includes individuals with histories of involvement in the justice system, substance abuse, homelessness, or other forms of social adversity.

#### **General Approach to the Educational Process**

The educational approach for individuals with social barriers must be holistic, trauma-informed, and focused on building essential social and emotional skills. It is essential to recognise that learners may have experienced adverse life events, trauma, or systemic oppression, which can significantly impact

their learning and overall well-being. Key elements of this approach include trauma-informed practices, creating a safe, predictable, and supportive learning environment that minimises triggers, promotes trust, and fosters a sense of agency<sup>59</sup>. The integration of social-emotional learning (SEL) activities is crucial to develop self-awareness, self-regulation, social skills, empathy, and responsible decision-making. Restorative practices can be utilised for conflict resolution, relationship building, and community building. Finally, a strength-based approach, focusing on learners' strengths, resilience, and potential, rather than solely on their deficits or challenges, is essential for fostering a positive learning environment.

#### **Challenges in Media Literacy**

Learners with social barriers may face specific challenges in developing media literacy skills. These challenges often include distrust of authority, as past negative experiences with institutions or authority figures may lead to scepticism towards mainstream media or information sources. Limited social skills can create challenges in communicating effectively, collaborating with others, or participating constructively in group discussions. Increased exposure to negative content, including harmful or

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<sup>59</sup> Substance Abuse and Mental Health Services Administration. (SAMHSA). (2014).

*SAMHSA's concept of trauma and guidance for a trauma-informed approach.*





exploitative online content, such as cyberbullying, hate speech, or misinformation, poses a significant risk. Furthermore, a lack of positive role models and limited access to positive social networks or mentors can hinder their ability to engage with media literacy concepts effectively.

### **Pedagogical Approach**

Media literacy education for learners with social barriers requires a supportive, engaging, and empowering approach that addresses these complex challenges. This approach should focus on building trust and rapport, establishing a safe and supportive learning environment where learners feel valued, respected, and heard, through practices such as *non-violent communication and active listening*. Explicit social skills instruction is essential, integrating direct teaching in communication, collaboration, and conflict resolution skills. Critical media analysis of social issues is crucial, guiding learners to critically examine how social issues are portrayed in media, and to identify bias, stereotypes, or misinformation that may perpetuate social inequalities. Peer support and mentoring programs can foster peer support networks, connect learners with positive role models, or provide opportunities for peer mentoring. Empowering learners through creative expression and advocacy, encouraging

them to use media to express themselves, share their stories, and advocate for positive social change, is vital, ensuring they have the *tools and support for effective expression*. Finally, community partnerships, collaborating with community organisations, social service agencies, or support groups, can provide wrap-around services and essential resources for learners, while *teaching essential online safety and digital hygiene strategies* to manage exposure to harmful content.

### **Connection to Project Aims**

This pedagogical approach aligns directly with the project's aim to create inclusive learning environments and empower vulnerable individuals. By addressing the social barriers that hinder media literacy development, it equips learners with the skills and confidence to navigate the digital world safely, critically, and responsibly.

### **Specific Activities and Examples**

Specific activities and examples that align with this approach include role-playing scenarios, engaging learners in activities that allow them to practice communication skills, conflict resolution, or assertive communication in online settings. Creating public service announcements can be a powerful tool to raise awareness about social issues or



promote positive social change. Facilitating group projects and discussions encourages collaboration and the development of communication skills. Analysing media representations of social issues and discussing their impact fosters critical thinking and awareness.

### **3.6. Pedagogical approach for individuals with economic barriers**

This target group encompasses individuals experiencing economic disadvantage, which may manifest as a low standard of living, low income, the need for learners to work to support themselves, dependence on social welfare systems, long-term unemployment, precarious employment situations, poverty, homelessness, indebtedness, or other financial challenges.

#### **General approach to the educational process**

The general educational approach for individuals with economic barriers must prioritise accessibility, relevance, and empowerment, focusing on enabling learners to improve their economic circumstances. It is essential to acknowledge the significant challenges that economic hardship poses to participation in education. Providing flexible and affordable learning

opportunities, directly connecting education to the development of practical skills and career advancement and offering comprehensive support services to address learners' basic needs are key components of an effective educational strategy for this group.

#### **Challenges in media literacy**

Learners facing economic barriers often encounter specific challenges in developing media literacy skills. These challenges frequently include limited access to technology and digital devices, contributing to a pronounced digital divide. A lack of digital literacy skills and a lack of confidence in utilising digital tools can further hinder their ability to effectively engage with online resources and information. Time constraints, imposed by work responsibilities or financial pressures, can significantly limit their ability to participate consistently in educational activities. Additionally, the focus on meeting immediate needs may overshadow the prioritisation of long-term skill development, posing a challenge for sustained engagement in educational pursuits.

#### **Pedagogical approach**

Media literacy education for learners with economic barriers necessitates a pedagogical approach that prioritises accessibility, robust digital skills



development, flexibility in delivery, and relevance to addressing economic needs. Providing access to technology and digital resources, coupled with affordable or free training opportunities, is essential for effectively bridging the digital divide, as *providing technology access is a fundamental prerequisite*. Integrating basic digital literacy skills directly into media literacy education ensures that learners acquire the foundational skills necessary to navigate the digital world confidently and effectively. Offering flexible learning formats, adaptable schedules, and diverse learning locations accommodates learners' time constraints and the various challenges they may face, ensuring education *does not disrupt essential commitments*. Finally, explicitly connecting media literacy skills to practical applications such as job seeking, financial management (including *recognising online scams, investment deceptions, or predatory loan offers*), and other pertinent economic needs significantly increases the relevance and motivation for learning.

### **Connection to Project Aims**

This pedagogical approach strongly aligns with the project's core aim to promote inclusion and combat vulnerability to misinformation. By proactively addressing the economic barriers that limit access to media literacy education and digital empowerment, it empowers

individuals to participate more fully in the digital economy and make informed decisions that can improve their economic well-being.

### **Specific Activities and Examples**

Specific activities and examples that effectively address these challenges include workshops focused on utilising digital tools for job searching, creating professional resumes, and engaging in effective online communication. Providing access to computers and internet resources in community centres or libraries can create valuable opportunities for learning and development. Short, practical training sessions on specific digital skills, such as using social media safely and identifying online scams, can provide immediate and relevant benefits. Projects that involve creating digital content to promote local businesses or community initiatives can enhance both media literacy and community engagement.

### **3.7. Pedagogical Approach for Individuals with Barriers Linked to Discrimination**

This target group includes individuals who experience discrimination based on various factors, including but not limited to gender (gender identity, gender expression, etc.), age, ethnicity, religion,



beliefs, sexual orientation, disability, or intersectional factors,<sup>1</sup> which involve a combination of multiple forms of discrimination.

### **General Approach to the Educational Process**

The general educational approach for individuals with barriers linked to discrimination should be equity-focused, culturally responsive, and explicitly aimed at fostering critical consciousness and promoting social justice. It is essential to recognise the profound impact of systemic oppression and discrimination on learners' experiences and overall well-being. Creating a learning environment that actively affirms learners' identities, directly challenges power structures, and promotes critical thinking about social inequalities is paramount. Emphasising culturally relevant pedagogy, incorporating diverse perspectives, and providing meaningful opportunities for activism and advocacy are key components of an effective educational strategy for this group.

### **Challenges in Media Literacy**

Learners who face discrimination may encounter specific challenges that hinder their development of media literacy skills. These challenges often include underrepresentation or misrepresentation in media, which can

lead to feelings of exclusion or marginalisation. Exposure to discriminatory or hateful content online poses a significant risk to their well-being. A lack of trust in media institutions or information sources may arise from past experiences of discrimination. Internalised oppression or self-doubt can further hinder active participation in media creation or analysis, limiting their ability to engage fully with the material.

### **Pedagogical Approach**

An affirming and inclusive pedagogy is crucial for effectively educating this target group. This approach involves creating a learning environment that not only affirms learners' identities but also celebrates diversity and actively challenges discrimination in all its forms, thereby serving as a foundational element for learning. Teaching learners to critically analyse how different groups are represented in media and to identify instances of bias or stereotypes is essential for developing critical consciousness. Empowering learners through media creation provides them with the tools to challenge discrimination and promote social justice through their own voices and perspectives, thus transforming CML into a powerful tool for *social advocacy*. Facilitating safe spaces for dialogue encourages open and respectful discussions about discrimination and its pervasive impact,



alongside fostering crucial *online safety skills* to navigate and respond to hate speech.

### **Connection to Project Aims**

This pedagogical approach is central to the project's overarching goal of fostering inclusion and effectively combating misinformation. By directly addressing the specific barriers that discrimination creates in accessing and engaging with media literacy education, it promotes equity and empowers marginalised individuals to navigate the media landscape with greater confidence and resilience.

### **Specific Activities and Examples**

Specific activities and examples that align with this approach include analysing media examples that perpetuate harmful stereotypes or discrimination and engaging in discussions about their detrimental effects. Creating counter-narratives or alternative media representations that directly challenge discrimination can be a powerful tool for empowerment. Role-playing activities that explore scenarios involving discrimination and media influence can help learners develop critical thinking and advocacy skills. Facilitating discussions and workshops focused on online safety, digital activism, and strategies for combating hate speech can provide

learners with the knowledge and skills to create positive change.

### **3.8. Pedagogical approach for individuals with geographical barriers**

This target group encompasses individuals who experience limitations due to their geographical location, including those living in remote or rural areas, on small islands, in peripheral or outermost regions, in urban suburbs, or in less-serviced areas with limited access to resources.

#### **General approach to the educational process**

The general educational approach for individuals with geographical barriers should be flexible, highly accessible, and focused on leveraging technology to overcome the challenges of distance and isolation. Recognising the significant challenges that geographical location can pose to accessing quality education is crucial. Utilising blended learning models, providing comprehensive online resources and support, and fostering connections between learners and educators across geographical boundaries are key components of an



effective educational strategy for this group<sup>60</sup>.

### Challenges in Media Literacy

Individuals facing geographical barriers often experience limited access to technology and consistent internet connectivity, which contributes to the digital divide. A lack of local resources and training opportunities further restricts their access to media literacy education. Digital disparities and geographical isolation can limit social interaction and access to diverse perspectives, creating additional obstacles to learning and development.

### Pedagogical Approach

A pedagogical approach that effectively utilises flexible delivery methods, emphasises community-based learning initiatives, promotes digital inclusion, and fosters robust online communities is essential for this target group. Utilising a combination of online, blended, and in-person learning formats ensures that education can effectively reach learners in various geographical locations. Partnering with local organisations and community centres provides accessible training and resources directly within their communities, which is crucial for

*physical access and local support.* Digital inclusion initiatives are crucial to address the digital divide by providing access to technology and internet connectivity, and by developing essential digital skills. Fostering online communities and networks connects learners, facilitates resource sharing, and promotes collaboration across geographical boundaries, overcoming the limitations of physical distance and ensuring *access to diverse perspectives* not locally available. This approach should also *maximise mobile learning opportunities* given the widespread availability of smartphones even in areas with limited traditional internet infrastructure.

### Connection to Project Aims

By directly addressing geographical barriers, this pedagogical approach contributes significantly to the project's aim of promoting inclusion and ensuring that media literacy education is accessible to all individuals, regardless of their location, thereby reducing vulnerability to misinformation and promoting equitable access to information.

### Specific Activities and Examples

Specific activities and examples that align with this approach include the

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<sup>60</sup> Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of*

*evidence-based practices in online learning: A meta-analysis and review of online learning studies.*



development of online courses and webinars that can be accessed remotely, mobile learning initiatives that effectively utilise smartphones and other mobile devices, community workshops and training sessions held in accessible local centres, and the creation of online

forums and discussion groups that connect learners from diverse geographical areas, fostering a sense of community and shared learning.





## 4. Methods supporting implementation of educational interventions

This chapter transitions from theoretical foundations to actionable strategies, presenting a curated selection of educational methods specifically designed to foster critical media literacy across diverse target groups. These interventions, collaboratively developed and tested by our project partners, are grounded in an understanding of both media literacy principles and the nuanced pedagogical approaches required for individuals facing various barriers – be they economic, social, cultural, or health-related. Each method is presented with a focus on its practical application, outlining objectives, target audiences, necessary resources, and detailed implementation

steps. The aim is not merely to offer a menu of activities, but to provide a framework for educators to select, adapt, and innovate, ensuring that media literacy education is both impactful and equitably accessible. We emphasize approaches that encourage active participation, critical engagement with real-world media phenomena, and the development of both analytical and creative skills. The examples provided from the Czech Republic, Greece, Italy, and Spain reflect a commitment to context-specific solutions, recognizing that effective implementation requires sensitivity to local challenges and opportunities



## 4.1. Czech Republic

Activity	Interactive workshop "Disinformation Detectives - Deconstructing Online Narratives"
<b>Objective</b>	To strengthen participants' ability to critically analyse and verify online information, recognize disinformation tactics, and resist manipulative narratives. To increase awareness of the impact of emotions on information reception and dissemination.
<b>Target group</b>	High school students (15-18 years old) with varying levels of digital literacy. Focus on developing critical thinking in the online environment, where they are often exposed to complex and emotionally charged information.
<b>Resources</b>	<p>Financial: Grant programs supporting education, partnerships with non-profit organizations.</p> <p>Personnel: Experienced lecturers with pedagogical and media experience, fact-checking experts.</p> <p>Materials: Presentations, authentic examples of disinformation (newspaper articles, social media posts, videos), verification tools (e.g., Google Reverse Image Search, Whois), worksheets for group activities.</p> <p>Technology: Computers with internet access, projector, interactive whiteboard (if available).</p> <p>Partners: Libraries, student associations, local media (for potential excursions and hosting).</p>
<b>Methodology/ Implementation</b>	<p>Part 1: Introduction to Disinformation and the Influence of Emotions (45 min): A short interactive lecture on what disinformation, fake news, and propaganda are. Discussion on how emotions (fear, anger, joy) influence our perception and dissemination of information. Use of real-world examples that evoke emotions.</p> <p>Part 2: Practical Exercise "Deconstruct Disinformation" (90 min): Divide participants into smaller groups. Each group receives a set of authentic disinformation examples (texts, images, videos). The task is to use the provided tools (reverse image search, source checking, cross-referencing information) to uncover how the disinformation was created and what techniques it uses. Joint discussion of findings.</p> <p>Part 3: Creating an "Anti-Disinformation" Campaign (60 min): Groups will create a short proposal for an "anti-disinformation" campaign or awareness material (poster, short video, social media post) aimed at raising awareness about a specific type of disinformation.</p>



	<p>Duration: One-day workshop (approx. 4-5 hours with breaks).</p> <p>Frequency: One-off, with the possibility of follow-up modules.</p>
<b>Assessment</b>	<p>Quantitative: Pre- and post-test (online questionnaire) measuring the ability to recognize disinformation and critically evaluate sources.</p> <p>Qualitative: Group discussions and participant feedback after the workshop. Evaluation of the creativity and quality of the "anti-disinformation" campaigns.</p> <p>Indicators: Increase in the correctness of answers in the post-test by 20%, positive feedback from 80% of participants.</p>
<b>Additional Considerations</b>	<p>The workshop is designed to be highly interactive and engage students in an active learning process. It is important to create a safe environment for discussion and sharing opinions. Focus on current and relevant examples of disinformation that resonate with the target group.</p>

Activity	Fact-Checking Workshops for the General Public
<b>Objective</b>	To equip the general public with the skills to verify information, identify misinformation, and use fact-checking tools effectively.
<b>Target group</b>	Adults of all ages, with a focus on those active on social media.
<b>Resources</b>	<p>Trainers from fact-checking organizations or media literacy NGOs.</p> <p>Funding from media development grants or public institutions.</p> <p>Materials:</p> <p>Examples of real-life misinformation cases.</p> <p>Guides on how to use fact-checking websites.</p> <p>Checklists for evaluating sources.</p> <p>Technology:</p> <p>Internet access for demonstrating online tools.</p> <p>Projector for presentations.</p>
<b>Methodology/ Implementation</b>	<p>Interactive presentations on the importance of fact-checking and the spread of disinformation.</p> <p>Demonstrations of how to use fact-checking websites and tools (e.g., those of Czech fact-checking organizations).</p> <p>Practical exercises: Participants analyse examples of potentially misleading information and practice fact-checking techniques.</p> <p>Group discussions on the challenges of identifying misinformation.</p> <p>Duration:</p> <p>Half-day or full-day workshops.</p> <p>Could also be a series of shorter online sessions.</p>



<b>Assessment</b>	<p>Pre- and post-workshop quizzes to assess participants' knowledge of fact-checking techniques.</p> <p>Surveys to gather feedback on the usefulness of the workshop.</p> <p>Monitoring of participants' engagement with fact-checking resources after the workshop (if possible).</p>
<b>Additional Considerations</b>	<p>Workshops often tailored to specific target groups (e.g., seniors, teachers, journalists).</p> <p>Collaboration with libraries or community centres to reach a wider audience.</p> <p>Emphasis on critical thinking skills and media literacy in a broader context.</p>

<b>Activity</b>	<b>Intergenerational workshop "Media Past, Media Future: A Critical Look at Information Evolution"</b>
<b>Objective</b>	To foster intergenerational dialogue on media literacy, compare historical and contemporary ways of information dissemination, and develop critical thinking across age groups. To bridge the digital divide between generations.
<b>Target group</b>	Seniors (65+) and older high school/gymnasium students (16-19 years old). The intervention focuses on mutual enrichment and sharing of experiences.
<b>Resources</b>	<p>Financial: Municipal budgets, senior organizations, student grants.</p> <p>Personnel: Project coordinator, student volunteers (mentoring), experts on media history and current digital trends.</p> <p>Materials: Historical newspapers, radio recordings, examples of old television programs, current online news, social media.</p> <p>Technology: Computers with internet, projector, audio players, printer.</p> <p>Partners: Senior homes, libraries, local archives, universities (media studies).</p>
<b>Methodology/ Implementation</b>	<p>Part 1: "If Walls Could Talk": Media Yesterday and Today (60 min): Joint discussion on how information was disseminated in the past (oral, letters, newspapers, radio, television) and how it is disseminated today (online, social media). Seniors share their experiences with media from their youth, students present current trends.</p> <p>Part 2: "Fact or Fiction?": Comparing Sources (90 min): Participants in mixed pairs (senior + student) receive sets of information to verify – one from the past (e.g., an old newspaper article with controversial content) and one current online article. The goal is to identify differences in verification and critical approach to information. Mutual teaching of tools (seniors show how they verified in the past, students teach digital tools).</p> <p>Part 3: "Creating a Report Together": Producing a Critical Report (90 min): Each mixed pair chooses a current topic and creates a short "critical report" or "analysis" of that topic, emphasizing information verification and considering different perspectives. This can be a simple text, collage, or short video.</p>



	<p>Duration: One-day workshop (approx. 5-6 hours with breaks).</p> <p>Frequency: Can be repeated 2-3 times a year.</p>
<b>Assessment</b>	<p>Qualitative: Observation of interactions between generations, participant feedback on the usefulness and enjoyment of the workshop. Evaluation of the quality of the created "critical reports" (ability to verify, critical perspective).</p> <p>Quantitative: Short questionnaire on increased awareness of media literacy and reduced feelings of digital exclusion among seniors, and increased respect for historical experiences among students.</p> <p>Indicators: Increase in declared ability to verify information among 60% of seniors, positive feedback on intergenerational cooperation from 80% of participants.</p>
<b>Additional Considerations</b>	<p>Key is the emphasis on mutual enrichment and respect between generations. Students can help seniors with digital tools, while seniors can offer valuable historical context and experience with manipulation in the past. It is important to create an informal and friendly atmosphere that supports open communication.</p>

<b>Activity</b>	<b>Workshop "Community Citizen Journalism: News from Neighbours, for Neighbours"</b>
<b>Objective</b>	To strengthen active citizen involvement in local news creation, develop information verification skills in a local context, and promote plurality of information sources at the community level.
<b>Target group</b>	Active citizens of all ages interested in local events in their municipality/city district, members of local associations, seniors, volunteers.
<b>Resources</b>	<p>Financial: Municipal/city district budget, local grants, donations from citizens.</p> <p>Personnel: Experienced local journalists (ideally freelancers), municipal representatives (for understanding processes), media educator.</p> <p>Materials: Basic recording equipment (mobile phones, cameras, Dictaphones), examples of quality local journalism, journalist's code of ethics.</p> <p>Technology: Computers with internet, local online platform for news publication (municipal website, blog, Facebook group).</p> <p>Partners: Local self-government, libraries, local associations and organizations, regional press.</p>
<b>Methodology/ Implementation</b>	<p>Part 1: What is Citizen Journalism and Why is it Important? (60 min): Interactive lecture on the principles of citizen journalism, its importance for democracy and the local community. Discussion on the differences between professional and citizen journalism.</p> <p>Part 2: How to Find a Topic and Verify Facts in the Community (90 min): Practical exercise in identifying relevant local topics (problems, successes, interesting people). Emphasis on verifying information from various local sources (e.g.,</p>



	<p>municipal office, neighbours, meeting minutes, photo documentation). The role of an "investigative" neighbour.</p> <p>Part 3: From Report to Publication: Formats and Tools (120 min): Introduction to various formats (text, photos, short video, interview). Basics of writing a report, creating a headline, taking quality photos/videos with a mobile phone. Working with a publication platform.</p> <p>Part 4: Discussion and Ethical Aspects (60 min): Joint discussion on ethical dilemmas that may arise when reporting on local events (e.g., privacy protection, conflict of interest, objectivity). Setting basic "rules of the game" for publication on a community platform.</p> <p>Duration: One-day workshop (approx. 6-7 hours with breaks).</p> <p>Frequency: 2-3 times a year as per interest.</p>
<b>Assessment</b>	<p>Qualitative: Evaluation of the quality and relevance of created local reports. Participant feedback on their increased ability to report on local events.</p> <p>Quantitative: Number of published posts on the community platform after the workshop.</p> <p>Indicators: Increase in the number of active contributors to the local platform by 30%, positive impact on the quality and diversity of local news.</p>
<b>Additional Considerations</b>	<p>The activity strengthens the sense of belonging to the community and gives citizens tools to influence the flow of information. It is important to set clear rules and mechanisms for feedback and potential verification of disputed information to prevent the spread of disinformation even at the local level.</p>

Activity	Project-based learning "My Digital Footprint: Responsible Online Communication"
<b>Objective</b>	To develop skills for responsible and safe online communication, with an emphasis on cyberbullying, privacy protection, and ethical aspects of content sharing. To foster empathy and the ability to assess the impact of one's own online behaviour.
<b>Target group</b>	Primary school students (12-15 years old) and their parents. Emphasis on prevention and education for conscious use of social media.
<b>Resources</b>	<p>Financial: School budget, MEYS (Ministry of Education, Youth and Sports) support, corporate sponsorship (e.g., telecommunication companies).</p> <p>Personnel: School prevention methodologist, ICT coordinator, psychologist/educator specializing in online safety, parent volunteers.</p> <p>Materials: Presentations, cyberbullying case studies, simulation tools (for privacy settings), worksheets for group projects (e.g., proposing rules for class chat), materials for parents.</p>



	<p>Technology: Computers/tablets, internet access, online communication platforms for sharing projects.</p> <p>Partners: Czech Police (cybercrime department), non-profit organizations dealing with child online safety.</p>
<b>Methodology/ Implementation</b>	<p>Part 1: Introduction to Digital Footprint and Online Risks (60 min, for students): Interactive discussion on what a digital footprint is, how it affects our lives, and what risks online communication brings (cyberbullying, sharing personal data, dangers of meeting strangers). Use of anonymous surveys to ascertain students' experiences.</p> <p>Part 2: Practical Workshops (2x 90 min, for students):</p> <p>Workshop A: "Set Your Privacy": Practical exercise in setting privacy on selected social networks and online platforms. Discussion on what is appropriate to share and what is not.</p> <p>Workshop B: "How to Respond to Cyberbullying": Role-play cyberbullying situations, discussion on effective strategies for responding and helping victims. Creation of a "safety plan" for the classroom.</p> <p>Part 3: "Responsible Online User" Projects (long-term, for students): Students in groups will create their own projects on the topic of responsible online behaviour (e.g., a short educational video, comic, presentation for younger students, rules for class online communication).</p> <p>Part 4: Lecture for Parents (90 min): Information meeting for parents with emphasis on the most common risks, how to communicate with children about the online world, and how to set family rules for technology use. Possibility of individual consultations.</p> <p>Duration: Project spread over 4-6 weeks (2 hours per week for students + parent lecture).</p> <p>Frequency: Once a year for each target group.</p>
<b>Assessment</b>	<p>Quantitative: Pre- and post-questionnaire for students measuring their awareness of risks and knowledge of privacy protection tools.</p> <p>Qualitative: Evaluation of student projects (creativity, content accuracy, relevance), parent feedback on the lecture and its usefulness.</p> <p>Indicators: Increase in students' awareness by 25%, positive feedback from 70% of parents.</p>
<b>Additional Considerations</b>	<p>Key is the cooperation between the school and parents. Emphasis on practical exercises and concrete examples. It is important not to trivialize risks, but also not to scare, but rather to strengthen students' competencies for safe and responsible behaviour.</p>





## 4.2. Greece

Activity	Clickbait Campaign: designing persuasive media content
<b>Objective</b>	The objective is to enhance participants' understanding of how clickbait techniques influence online engagement by creating a mock media campaign.
<b>Target group</b>	Secondary school students (ages 15-18) with basic media literacy skills.
<b>Resources</b>	Smartphones for recording and internet access Pen and paper for drafting ideas Printed template for planning the campaign (name, slogan, persuasive techniques)
<b>Methodology/ Implementation</b>	<p>1. Introduction (15 minutes) Brief presentation on what clickbait is and how it manipulates emotions such as curiosity, fear and excitement. The facilitator presents examples of clickbait headlines and explains the mechanism of how and why they work.</p> <p>2. Group activity (30 minutes) Divide students into pairs or small groups (3-4 people). Each group has to create a script for a fictional media campaign aimed at attracting attention through clickbait techniques. Use a planning template to outline: the campaign name and its theme (e.g., "Loose 20 kg in 3 days with these 4 tricks", "Make a lot of money in 2 weeks"), the key message or slogan, and the persuasive techniques to use (e.g., sensational headlines, shocking visuals). Focus on using catchy phrases, emotional language, and visual appeal.</p> <p>3. Presentation and reflection (20 minutes) The groups present their scripts to the class. Open discussion on which techniques were most effective and why. Reflect on the ethical implications of using clickbait in real media.</p>
<b>Assessment</b>	Pre-activity quiz on persuasive media techniques. Evaluation of the script campaign based on creativity, clarity, and use of clickbait techniques. Post-activity reflection on how creating clickbait content changed their perception of media influence.
<b>Additional Considerations</b>	Encourage critical discussions on why clickbait works and its potential harm since this is an important outcome of this exercise.

<b>Activity</b>	<b>Conspiracy Detectives</b>
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<b>Objective</b>	The objective is to develop critical thinking skills by investigating the origins, spread, and impacts of popular conspiracy theories, while learning to distinguish between credible information and misinformation.
<b>Target group</b>	15 high school or university students (ages 18-28) in classrooms or youth groups. Suitable for social studies, media literacy, or psychology courses.
<b>Resources</b>	List of conspiracy theories (e.g., QAnon, Princess Diana, 5G, flat Earth) Access to internet (for research) or pre-printed fact sheets Presentation tools (poster boards, markers, or digital tools like PowerPoint) Guideline handout with research questions (optional)
<b>Methodology/ Implementation</b>	<p>Introduction (10 min) The facilitator defines conspiracy theories and discusses some of the reasons why they spread. Then the students are allocated one theory from a prepared list (e.g., QAnon, moon landing hoax) to focus on.</p> <p>Research Phase (20 min) Students work in 5 teams of 3 to investigate their chosen theory using at least the following as a guide:</p> <ol style="list-style-type: none"> <li>1. What is the core claim? Summarize the theory.</li> <li>2. Variations: Are there different versions?</li> <li>3. Origins: When/where did it start? Who was the first to promote it?</li> <li>4. "Evidence": What "proof" do promoters and/or believers cite?</li> <li>5. Impact: Has it affected society or individuals and if yes how?</li> <li>6. Reality check: What do credible sources say?</li> </ol> <p>Presentation (25 min) Students create a small 5 minute presentation to share their findings. In their presentations they must include the following considerations and structure it accordingly: What were the key claims and origins of the conspiracy theory, then provide an analysis of the "evidence", then present the fact-checked rebuttals and finally offer thoughts and reflect on why people believe it.</p> <p>Debate and closing remarks (15 min) All of the participants discuss issues such as: what are the common tactics used to spread conspiracies (e.g., cherry-picking, emotional appeals), how can we better critically evaluate similar claims in the future, what do we think of the reasons that conspiracy theories spread in the first place?</p>
<b>Assessment</b>	<p>Research depth: quality of answers to guide questions</p> <p>Presentations: clarity, accuracy, and critical analysis</p> <p>Class participation: engagement in the discussions and debates throughout the activity</p>



**Additional Considerations**

Beware of the sensitivity of certain conspiracy theories and how they might trigger some students. Avoid theories that could distress the participants (e.g., violent events).

**Activity**

**Truth or Trap? A smartphone-based media literacy scavenger hunt**

**Objective**

The objective is to teach participants how to quickly assess the credibility of online information using only their smartphones and their critical thinking skills by focusing on real-world scenarios that we encounter often while surfing the internet (e.g., viral health claims, political rumours)

**Target group**

Young adults (ages 18+) with basic internet access and smartphone skills

**Resources**

Smartphones (participants' own devices)  
Printed list of local viral rumours  
Paper/pen for notetaking (optional)

**Methodology/  
Implementation**

Preparation (15 min)  
The facilitator shares 5 recent fake/real news examples (e.g., "Olive oil cures arthritis", "The minister of education said Y"). The participants divide into teams of 3–4 persons and they receive one claim to investigate.

Scavenger Hunt (45 min)

Step 1: Source check  
Use the internet to find the original source. Is it a blog, a government website, an online newspaper with wide circulation, a scientific journal etc?

Step 2: Image check  
Google Lens to reverse-search photos. Are they reused out of context? If yes what is the difference between the real situation and the reconstructed one? How does the altered context change the meaning of the photo and what possible (misleading) interpretations arise from this?

Step 3: Emotional response check  
Does the headline use fear, anger or another strong and easily aroused emotion? Does the text include trigger words that directly or indirectly manipulate the emotional state of the reader and if yes list them on paper.

Step 4: Cross reference check  
Can you find 2 other sources using the same or similar content? If yes do they make use of the content in a similar fashion and if not what are the differences? Are they closer to reality or not?

Presentations (20 min)  
The teams present their findings to the rest of the group. Then the facilitator confirms which were true and which were not and then initiates a discussion on feelings and thought of the participants regarding the process of fact checking.



<b>Assessment</b>	<p>Pre/post quiz (e.g., “Rate this headline’s credibility from 1–5”).</p> <p>Observation of team strategies during the activity.</p> <p>Group discussion on which fakes were hardest to spot and how can the participants further improve their critical skills.</p>
<b>Additional Considerations</b>	<p>Use local examples if possible or recent ones so as to improve relevance of the activity and the engagement of the participants (e.g., tourism scams, EU policy myths).</p>

### 4.3. Italy

<b>Activity</b>	<p><b>Fiducia nel web</b> <b>(Trust in the Web) / Media literacy labs for Seniors</b></p>
<b>Objective</b>	<p>Increase elderly people's ability to identify reliable information and counter online misinformation by improving their digital media literacy, psychological resilience and raising awareness of information manipulation techniques.</p>
<b>Target group</b>	<p>The intervention is designed for a target group of vulnerable elderly people who, for various reasons (including digital literacy, health, social isolation, lack of experience with technologies), are at risk of being misled by online misinformation.</p>
<b>Resources</b>	<p>Media literacy experts or trained social workers.</p> <p>Online platforms for training (Zoom, YouTube).</p> <p>Teaching materials (slides, articles, concrete examples).</p> <p>Collaboration with a centre for the elderly for meeting beneficiaries, staff and for stationery</p> <p>Collaboration with Municipalities digital spaces for using computers</p> <p>Psychologists to explain the psychological mechanisms</p>
<b>Methodology/ Implementation</b>	<p>The intervention was designed to meet the specific needs of the older population, taking into account potential technological, psychological, and cultural barriers. The approach combined interactive methods, hands-on exercises, and the use of digital and non-digital tools to facilitate effective and inclusive learning.</p> <p>Implementation and contents:</p> <p>Initial training on source verification - Hands-on workshops where seniors learnt to distinguish between reliable and unreliable sources. Provided examples of verified news vs. fake news.</p> <p>Introduction to source verification tools such as Snopes, FactCheck.org, and using Google Reverse Image Search. Notions of creative writing and web content creation.</p>



	<p>Raising awareness of information manipulation techniques - Workshops on cognitive biases and persuasion techniques: the expert explained how fake news exploits strong emotions, conspiracy theories and psychological manipulation to induce erroneous beliefs.</p> <p>Group exercises to recognize emotional traps in a news item (e.g. fear, indignation, morbid curiosity). Discussion of case studies on recent disinformation events (e.g., conspiracy theories, false health scares). Conception and creation of fake news.</p> <p>In details:</p> <ul style="list-style-type: none"> <li>• Small group of 10 seniors</li> <li>• Weekly meetings over 3 months (one and a half hours each one)</li> <li>• Interactive lessons, split into thematic modules, in person or via video call (these lasting 50-60 minutes), followed by a question and answer session to ensure that all participants felt included and understood the topic. The lessons included practical exercises</li> <li>• Group exercises: Discuss real-world case studies of misinformation in small groups (2 participants each group).</li> <li>• Verification Tools: Introduction to digital fact-checking tools. Participants were guided through these sites, learning how to use them on their own.</li> <li>• Online discussion groups: An online platform (WhatsApp) was created to allow the elderly to continue exchanging information and support each other. Here they could discuss news they had encountered online and ask for help from the moderators.</li> <li>• Monthly feedback collection</li> </ul>
<p><b>Assessment</b></p>	<p>The impact and effectiveness of the intervention were evaluated through:</p> <ul style="list-style-type: none"> <li>• Pre- and post-training tests to assess the acquisition of skills in evaluating sources.</li> <li>• Online surveys (Google Forms).</li> <li>• In-person and virtual discussion groups (Zoom meetings).</li> <li>• Practical test of recognizing fake news online and creating a fake news independently).</li> <li>• Practical observations during the use of online platforms to verify the effectiveness of teaching.</li> <li>• Collection of feedback through periodic surveys to evaluate the impact of the program and identify areas for improvement.</li> </ul> <p>These indicators were monitored:</p> <ol style="list-style-type: none"> <li>1. Number of seniors who, after training, actively use verification tools.</li> <li>2. Percentage of seniors who can correctly distinguish verified news from fake news.</li> <li>3. Number of elderly people who recognize manipulated emotions in online news.</li> <li>4. Percentage of elderly people who improve their ability to question manipulative information.</li> </ol>



	5. Increased confidence among seniors in their ability to discern information.
<b>Additional Considerations</b>	<p>A small percentage of the seniors involved (2 on 10) did not have access to modern devices or quality internet. Additionally, some showed limited digital skills, which initially made it difficult to participate in online meetings or use the tools offered. For this reason, the support of the staff has helped significantly in offering devices for loan and ensuring access to the internet.</p> <p>To limit these problems, it could be considered to organize basic digital literacy courses in the future, perhaps in collaboration with libraries, community centres, or other local structures.</p> <p>To keep in mind: Resources must be visually accessible (large fonts, clear contrasts) and structured progressively.</p> <p>Future developments: Offering regular updates on how to recognize fake news, using channels that easily reach older people (newsletters, monthly meetings).</p>

Activity	Media literacy Innovation Challenge
<b>Objective</b>	<p>Creating an innovative product or service that helps improve media literacy skills among young people and students. The product/service must address one or more of the following themes:</p> <ul style="list-style-type: none"> <li>• Information verification: tools to help recognize fake news.</li> <li>• Critical media awareness: helping people reflect on how the media influence opinions and behaviours.</li> <li>• Information management: improving the ability to select, analyse and synthesize information from the media.</li> <li>• Conscious use of social media: tools or approaches for healthy and conscious use of digital platforms.</li> </ul> <p>The challenge aims to create a community of young people who share the value of ethical and conscious use of digital media. Participants, through the creation of concrete solutions, become ambassadors of responsible consumption of information, also influencing their peers.</p>
<b>Target group</b>	<p>Age range: 16-25</p> <p>Role: Students, recent graduates, young professionals interested in technology and communication, casual groups</p> <p>Interests: Digital education, innovation, media, social media, media literacy, disinformation</p> <p>Daily activities: Intensive use of social media, consumption of news and digital content.</p>
<b>Resources</b>	<p>Media literacy experts and/or trained social workers.</p> <p>Online platforms for implementing the Challenge.</p> <p>Teaching materials (slides, articles, concrete examples).</p>



	<p>Supporting staff (educators, teachers, pairs)</p> <p>Stationery</p> <p>Working spaces</p> <p>Digital lab</p>
<b>Methodology/ Implementation</b>	<p>The intervention was designed to raise awareness among young people about the importance of knowing how to navigate, understand and use media in a conscious and responsible way. It also aims to develop skills that are useful not only for critical media communication, but also for other areas, such as:</p> <ul style="list-style-type: none"> <li>• Teamwork: Participants work in groups to develop their ideas, improving collaboration.</li> <li>• Problem solving: Participants address the problem of misinformation and media literacy by looking for practical and effective solutions.</li> <li>• Critical and creative thinking: The challenge stimulates the ability to think outside the box to solve complex media-related problems.</li> <li>• Digital skills: Designing technological solutions (apps, platforms, games, etc.) helps develop technical skills.</li> </ul> <p>The approach combined interactive methods, business idea implementation, and the use of digital and non-digital tools to facilitate effective and inclusive learning.</p> <p>Implementation and contents:</p> <p>Activity #1: Introduction and Briefing - 1 day Introduction to the context and objectives of the challenge, explaining what “media literacy” means and how important it is. Introduction to the main problems related to media literacy, such as the spread of fake news, the phenomenon of echo chambers, media manipulation, and the risks of disinformation.</p> <p>Activity #2: Research and brainstorming - 1 day Each team will need to spend time researching media literacy. Brainstorming: Each group will have a defined time to generate ideas for their product/service. Brainstorming should include: Identifying a specific problem related to media literacy that the product/service aims to solve. Generating creative solutions: apps, web platforms, educational games, awareness campaigns, etc. Choosing the best idea.</p> <p>Activity #3 Project Development - 5 days Each team works to create a prototype or detailed description of their product/service. If the product is digital, it could be an app or landing page. If it is a service, it could be a strategy or campaign. Each team will need to define: Key Features, Target Audience, Benefits and Impact, Implementation Strategy.</p>





	<p><b>Activity #4 Final presentation, prize giving and feedback - 1 day</b></p> <p>Each team prepares a 5-10 minute presentation explaining their product/service, how it works, and how it will impact media literacy. Teams present their ideas to a panel of judges made up of media experts, educators, teachers, and pairs. Juries evaluate ideas based on a variety of criteria, including Innovation, Impact: How much potential does Feasibility, Sustainability. Nominal prizes or certificates may be given to winning teams. Educators and media experts provide constructive feedback to all teams to help them improve their future ideas.</p> <p>In details:</p> <ul style="list-style-type: none"> <li>• Mixed teams of 3-5 members. Each group will have to work together to develop an innovative product/service.</li> <li>• Weekly meetings over 2 month (4 hours each one)</li> <li>• Verification Tools: Pitch and final evaluation by the jury</li> <li>• Online discussion groups: Online groups (on WhatsApp and on Freedcamp) were created to allow students to continue exchanging information and support each other. Here they could discuss topics related to the activities and ask for help from the moderators.</li> <li>• Final feedback collection and provision</li> </ul>
<p><b>Assessment</b></p>	<p>The impact and effectiveness of the intervention were evaluated through:</p> <ul style="list-style-type: none"> <li>• Pre-and post-training tests to assess the acquisition of skills in evaluating sources.</li> <li>• In person surveys.</li> <li>• In-person and virtual discussion groups (on Freedcamp).</li> <li>• Practical observations during the implementation of the Challenge to verify the effectiveness of teaching.</li> <li>• Collection of feedback through all the activities to evaluate the impact of the program and identify areas for improvement.</li> <li>• Final pitch and jury evaluation</li> </ul> <p>These indicators were monitored:</p> <ol style="list-style-type: none"> <li>1. Number of youngsters who, after training, want to actively engage in combating media disinformation in their context.</li> <li>2. Percentage of youngsters who can correctly distinguish verified news from fake news.</li> <li>3. Number of youngsters who in the medium term (3-6 months) use or think of improving the solutions proposed at the end of the Challenge</li> <li>4. Percentage of youngsters who improve their ability to manage group work.</li> <li>5. Increased confidence among youngsters in their ability to discern information.</li> <li>6. Increased confidence among youngsters in their ability to implement a business idea</li> </ol>



### Additional Considerations

To successfully implement this Innovation Challenge, it is essential to have clear and measurable objectives, such as raising awareness among young people on disinformation issues and developing practical solutions that can improve media awareness. The challenge must be structured in well-defined phases, with transparent deadlines and evaluation criteria that guide participants towards concrete results.

Furthermore, it is important to ensure that all participants have adequate initial training in media literacy, to standardize the level of knowledge. Supporting teams with mentors or experts along the way is crucial for success, as is constantly monitoring progress and providing feedback to improve projects. It is also essential to consider the sustainability of the proposed solutions, thinking about how they can grow even after the end of the challenge. Incentivizing participants to continue their projects, perhaps through collaborations with schools or companies, can help maintain their impact in the long term. Finally, be prepared to address any challenges around technology access, youth engagement, and team dynamics, ensuring all teams have the right resources and support to work together effectively.

Activity	<b>“Genitori cacciatori di Fake News” - “Fake News Hunter Parents”</b>
Objective	Develop the ability to critically analyse news, identify reliable sources and understand the dynamics of disinformation. Help parents protect children and young people from the influence of fake news.
Target group	The intervention is designed for parents of junior high school students. Age: 30-55 years.
Resources	Media literacy experts or trained social workers. Access to online browser and fact-checking platforms (e.g. Snopes, FactCheck.org, etc.) Teaching materials (slides, articles, concrete examples) Computer/tablet with internet access Projector (optional) Postcards, markers Paper and pens
Methodology/ Implementation	The intervention was designed to meet the specific needs of junior high school students' parents to learn how to recognize disinformation and to develop an informed citizenry.  Implementation and contents: Introduction to the concept of media literacy Explain what "media literacy" means: the ability to access, analyse, evaluate and create content in various media.



	<p>Briefly discuss the issues related to disinformation, fake news and algorithms that influence the content we see online.</p> <p>Examples of news and group discussion Present a series of news stories, both true and false (or ambiguous news), taken from different sources (social media, online newspapers, etc.). You could show news headlines on a projector or distribute them on sheets of paper. Divide parents into small groups and ask them to discuss the degree of reliability of each news story, justifying their choice. Do a quick debrief in plenary, bringing out the criteria used by the groups to evaluate the news stories.</p> <p>Practical activity: Checking sources Divide parents into smaller groups and assign each a practical case (a news story or a public statement). Each group should search for information to verify whether the news is true or false. They should use fact-checking tools (e.g., Snopes, FactCheck.org, or search for articles from reliable news sources). Each group should present their findings and explain how they arrived at their conclusion.</p> <p>Creating a Guide to Critical Media Consumption Ask parents to develop a list of tips to help others critically evaluate media. Each group can write a poster summarizing the most important tips. Tips can include: how to verify the source of a news story, how to recognize signs of disinformation, the importance of diversifying sources of information, etc.</p> <p>Conclusion and final discussion Gather the posters and discuss with parents how they can apply what they have learned in their daily lives. You could ask parents how these skills can help them avoid fake news in their online lives and become more conscious consumers of media.</p> <p>In details:</p> <ul style="list-style-type: none"> <li>• Groups of 20-30 parents</li> <li>• Duration: 3-4 hours (can be adapted according to the time available)</li> <li>• Interactive lessons, split into thematic modules, in person followed by a question and answer session to ensure that all participants felt included and understood the topic. The lessons included practical exercises</li> <li>• Group exercises: Discuss real-world case studies of misinformation in small groups</li> <li>• Verification Tools: Introduction to digital fact-checking tools. Participants were guided through these sites, learning how to use them on their own.</li> </ul>
<b>Assessment</b>	<p>The impact and effectiveness of the intervention were evaluated through:</p> <ul style="list-style-type: none"> <li>• Pre- and post-training tests to assess the acquisition of skills in evaluating sources.</li> </ul>



	<ul style="list-style-type: none"> <li>• In-person discussion groups.</li> <li>• Practical test of recognizing fake news online.</li> <li>• Practical observations during the use of online platforms to verify the effectiveness of teaching.</li> <li>• Collection of feedback to evaluate the impact of the program and identify areas for improvement.</li> </ul> <p>These indicators were monitored:</p> <ol style="list-style-type: none"> <li>1. Number of parents who, after training, actively use verification tools.</li> <li>2. Percentage of parents who can correctly distinguish verified news from fake news.</li> <li>3. Increased confidence among parents in their ability to discern information.</li> </ol>
<b>Additional Considerations</b>	<p>Use of Social Media: If possible, integrate social media as part of the activity. You can ask students to analyze a viral "post" and evaluate its veracity using the methods they learned.</p> <p>Gamification: Turn fact-checking into a competition between groups, awarding points for each fact-checked story. This adds an element of fun and competition.</p>

Activity	<b>“Rete Sicura in Piazza” - Safe Network in the Square</b>
<b>Objective</b>	Promote media literacy among citizens, helping them develop the skills needed to critically analyse information online. On the occasion of the “Safer Internet Day”, we want to raise public awareness of the risks associated with disinformation and fake news, offering practical tools to recognize reliable sources, understand the dynamics of digital media and navigate safely and consciously
<b>Target group</b>	The intervention is designed for anyone interested in improving their media literacy and protecting themselves from the risks of the internet, creating an inclusive learning environment for all ages and professions.
<b>Resources</b>	<p>Media literacy experts or trained social workers.</p> <p>Tables, chairs and separate areas for each laboratory</p> <p>Gazebos and tents</p> <p>Teaching materials, flyers and posters with information on online safety and media literacy.</p> <p>Computer or tablet with internet access</p> <p>Post-it, pens, noticeboard</p> <p>Logistics staff</p> <p>Volunteers</p> <p>Collaboration with Municipalities</p> <p>Collaboration with local organisation dealing with the topics of the event</p>
<b>Methodology/ Implementation</b>	The intervention was organised in the Municipal Piazza in occasion of the “Safer Internet Day”, established and promoted by the European Commission. This



	<p>annual event promotes a safer and more responsible use of online technology by children and young people around the world.</p> <p>Implementation and contents:</p> <p>Lab 1: Hunting for Fake News: Participants must identify whether certain news (provided in print or digitally) is true or false.</p> <p>Lab 2: Interactive Quizzes: Participants answer questions about online security, protecting privacy and recognizing fake news. Final instructions on how to set strong passwords, enable two-factor authentication and browse safely.</p> <p>Lab 3: Source Verification Labs: A corner where participants can learn how to verify the sources of news online. Explanation of how to use Google Reverse Image Search, fact-checking websites and how to identify reliable websites versus suspicious ones.</p> <p>Lab 4: Simulating an Online Scam: Story of an online scam situation, such as a fake phishing email, and explanation of how to recognize it. Discussion of common techniques used by scammers to deceive users. Participants can share personal experiences or stories of scams or fake news they have encountered online.</p> <p>Lab 5: Post-it with practical advice: Distribute post-its on which participants write a practical advice for safe surfing on the Internet, such as "Never click on suspicious links" or "Always verify the source of a news story." Then collect the post-its on a bulletin board to share the tips with everyone.</p> <p>Lab 6: "Recognize the meme": Show different memes and viral content online and ask participants to guess whether they are true or manipulated.</p> <p>In details:</p> <ul style="list-style-type: none"> <li>• Labs repeated in rotation throughout the day</li> <li>• Max 10 people for each lab session</li> <li>• Gadget/reward distribution at the end of each lab</li> <li>• Live feedback collection</li> </ul>
<p><b>Assessment</b></p>	<p>The impact and effectiveness of the intervention were evaluated through:</p> <ul style="list-style-type: none"> <li>• Live feedback collection</li> <li>• Practical test of recognizing fake news online</li> <li>• Practical observations during the labs' implementation to verify the effectiveness of teaching.</li> </ul> <p>These indicators were monitored:</p> <ol style="list-style-type: none"> <li>1. Percentage of people who can correctly distinguish verified news from fake news.</li> <li>2. Percentage of people who improve their ability to question manipulative information.</li> <li>3. Increased confidence among people in their ability to discern information.</li> </ol>



<b>Additional Considerations</b>	<p>In anticipation of a large number of participants, it is necessary to implement a registration system, which can be online or physical, to avoid long queues and better manage the capacity of the spaces.</p> <p>In case of bad weather, organize to hold the event in covered structures or have a plan B to move the event to another date, if possible.</p> <p>Emergency plan (e.g., illness, accident, technical malfunction). The presence of first aid personnel is recommended (if not mandatory) in case of need.</p>
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<b>Activity</b>	<b>Dall'Europa al Patrono di Internet - From Europe to the Patron of the Internet</b>
<b>Objective</b>	Sensitize participants regarding the responsible use of media, integrating their spiritual and digital experiences. In a symbolic place like Assisi, the figure of Carlo Acutis, who was able to combine faith and technology, becomes a beacon of inspiration for young people, inviting them to use the internet as a tool to spread positive values and to grow in faith.
<b>Target group</b>	Groups of young European boys and girls on pilgrimage to Assisi for the Jubilee 2025 and Catholic youth from local parishes
<b>Resources</b>	<p>Media literacy experts or trained social workers.</p> <p>Computer/tablet with internet access</p> <p>Projector (optional)</p> <p>Teaching materials (slides, articles, concrete examples).</p> <p>Collaboration with local parishes and families hosting pilgrims</p> <p>Collaboration with organizations supporting the pilgrimage</p> <p>A gathering space for young pilgrims and local young people</p> <p>Supporting staff (educators, teachers, pairs)</p> <p>Stationery</p>
<b>Methodology/ Implementation</b>	<p>Media literacy session for groups of young European boys and girls on pilgrimage to Assisi, with a particular focus on the figure of Carlo Acutis, patron saint of the internet, represents a unique opportunity to combine spirituality with digital education in a context rich in religious meaning. The meeting, which will be held on the occasion of the Jubilee of Youth 2025, can become an important opportunity to meet with local young people and reflect on how young Catholics can be protagonists of a conscious and positive use of digital technologies.</p> <p>Implementation and contents</p> <p>Reflection on the concept of "digital spirituality" and the importance of using the Internet for positive purpose: Brief introduction on the figure of Carlo Acutis, who used the Internet to document miracles and spread the Christian message, demonstrating how technology can be a means to evangelize and transmit the beauty of the Gospel. Dialogue on how young people today can use the Internet in an ethical and responsible way, always maintaining a connection with Christian values.</p>



	<p>Fake news and disinformation: Discussion on the topic according to one's country of origin. Practical activities for verifying news, learning how to recognize fake news, use fact-checking tools and understand the dynamics of disinformation.</p> <p>Online security and privacy protection: how to protect personal data and digital identity, exploring best practices for maintaining security on the Internet, such as using strong passwords, two-factor authentication, and the importance of not sharing sensitive personal information online. Respect for the privacy of others and "digital reputation".</p> <p>Positive online communication: social media and digital platforms as tools to promote solidarity, mutual respect and peace. Creation of online posts or content against online bullying.</p> <p>Final reflection: Sharing feedback and reflections, future ideas to carry forward in one's journey of faith, a digital practice that is in harmony with Christian values.</p> <p>In details:</p> <ul style="list-style-type: none"> <li>• Plenary session</li> <li>• Duration: 5-6 hours (can be adapted according to the time available)</li> <li>• Interactive session, split into thematic modules, followed by a question and answer session to ensure that all participants felt included and understood the topic. One module include practical exercises</li> <li>• Group exercises: small groups of 10 participants for the practical session</li> <li>• Verification Tools: Introduction to digital fact-checking tools. Participants were guided through these sites, learning how to use them on their own.</li> <li>• Discussion groups</li> <li>• Live feedback collection</li> </ul>
<b>Assessment</b>	<p>The impact and effectiveness of the intervention were evaluated through:</p> <p>Pre- and post-training tests to assess the acquisition of skills in evaluating sources.</p> <p>Practical test of recognizing fake news online</p> <p>Practical observations during the implementation of the activity to verify the effectiveness of teaching.</p> <p>Collection of live feedback to evaluate the impact of the program and identify areas for improvement.</p> <p>These indicators were monitored:</p> <p>Percentage of young people who can correctly distinguish verified news from fake news.</p> <p>Percentage of young people who improve their ability to question manipulative information.</p> <p>Increased confidence among young people in their ability to discern information.</p>
<b>Additional Considerations</b>	<p>The groups of young people come from different backgrounds, with varying levels of digital competence. Some may already be very experienced in using</p>





technology, while others may be less experienced. It is important to design activities that are accessible to all participants, without excluding those with less knowledge. The approach should be inclusive, with clear explanations and activities that can engage both beginners and those with more advanced knowledge.

Sensitize meeting facilitators to the need for an inclusive and intercultural approach. Plan discussion activities where participants can express their experiences and perspectives so that the event remains open and respectful of cultural diversity.

It is essential to provide a multilingual approach, sessions held in English with support materials in multiple languages (Italian, English, French, German, Spanish, etc.)



## 4.2. Spain

Activity	Online media literacy course for seniors
Objective	Reinforcing the resilience of older people in the face of misinformation by building confidence and digital navigation skills.
Target group	People over 60 with little digital experience.
Resources	Funding from local community centres, volunteers or trainers, computers or tablets and printed guides.
Methodology/ Implementation	<p>The course takes place over six weeks with weekly two-hour sessions, combining live seminars and some online sessions to facilitate continuous learning.</p> <p>Each session begins with a demonstration of how to navigate news websites, social networking sites and set up privacy settings on digital devices.</p> <p>The activities include practical exercises where participants have to analyse news stories in small groups to identify possible cases of fake news with the help of step-by-step guides. In addition, interactive tools such as quiz sessions, screen sharing to provide help or printed materials to reinforce learning at home are incorporated.</p> <p>Step-by-Step Implementation &amp; Content:</p> <ol style="list-style-type: none"> <li>1. Research &amp; Analysis: <ul style="list-style-type: none"> <li>• Understanding the concept of disinformation and propaganda.</li> <li>• Identifying popular misinformation trends and their real-world impact.</li> <li>• Analysing how misinformation spreads online.</li> </ul> </li> <li>2. Script Writing &amp; Storyboarding: <ul style="list-style-type: none"> <li>• How to construct a compelling, fact-based narrative.</li> <li>• Developing scripts that effectively counter misinformation.</li> <li>• Planning shots, transitions, and key messages.</li> </ul> </li> <li>3. Production Workshops: <ul style="list-style-type: none"> <li>• Filming techniques and best practices.</li> <li>• Editing skills using digital tools (basic and advanced).</li> <li>• Ethical considerations in media production.</li> </ul> </li> <li>4. Industry Training: <ul style="list-style-type: none"> <li>• Guest speakers from journalism and media backgrounds.</li> <li>• Case studies of impactful media projects.</li> <li>• Best practices in responsible storytelling.</li> </ul> </li> <li>5. Peer Review &amp; Refinement: <ul style="list-style-type: none"> <li>• Constructive feedback from fellow students and instructors.</li> <li>• Adjusting content for clarity, accuracy, and engagement.</li> </ul> </li> <li>6. Final Screening &amp; Discussion: <ul style="list-style-type: none"> <li>• Presentation of projects in a public or class setting.</li> <li>• Panel discussion on effectiveness and impact of videos.</li> </ul> </li> </ol>



	<p>Required Tools:</p> <ul style="list-style-type: none"> <li>• Video recording equipment.</li> <li>• Editing software.</li> <li>• Access to media professionals.</li> <li>• Online submission platforms.</li> </ul>
<b>Assessment</b>	<p>Final assessment includes quizzes comparing initial and final knowledge, individual feedback sessions and practical tests similar to the exercises done in the course.</p> <ul style="list-style-type: none"> <li>• Comparative knowledge surveys.</li> <li>• Video quality and message effectiveness.</li> <li>• Peer and instructor feedback.</li> </ul>
<b>Additional Considerations</b>	<p>The curriculum should be designed with multilingual support and be adaptable to different levels of digital competence. It is also necessary to offer a review session a few months later to reinforce concepts and resolve doubts, ensuring that participants consolidate their knowledge.</p> <ul style="list-style-type: none"> <li>• Copyright and ethical media use training.</li> <li>• Encouraging creativity while maintaining factual accuracy.</li> </ul>

<b>Activity</b>	<b>Interactive media literacy workshop for secondary school students</b>
<b>Objective</b>	Increase adolescents' ability to critically evaluate online sources and distinguish between reliable and misleading information.
<b>Target group</b>	Secondary school students (14-18 years old) from diverse cultural and socio-economic backgrounds.
<b>Resources</b>	School funding, trained educators, questionnaires, digital content, digital tools and student portfolio.
<b>Methodology/ Implementation</b>	<p>The workshop takes place over four weeks with two 90-minute sessions each week, combining theory and practical exercises. The workshop begins with a short quiz to assess prior knowledge, as well as an introduction to the impact of digital media, social networks and fake news.</p> <p>Each session includes a digital content analysis in small groups, where students decode news, publications or advertisements using a guide. In this way, digital tools such as surveys are used, as well as debates or role-play exercises.</p> <p>Throughout the workshop, it is important that students build a digital portfolio, including their analysis and reflections, receiving constant feedback.</p> <p>Step-by-Step Implementation &amp; Content:</p> <ol style="list-style-type: none"> <li>1. Introduction Session: <ul style="list-style-type: none"> <li>• Overview of media literacy and its importance.</li> <li>• Discussing the impact of misinformation on older adults.</li> <li>• Course objectives and expectations.</li> </ul> </li> <li>2. Navigation Training:</li> </ol>



	<ul style="list-style-type: none"> <li>• How to access and navigate news websites and social media platforms.</li> <li>• Understanding search engines and credible sources.</li> <li>• Identifying website credibility (URL analysis, about pages, fact-checking tools).</li> </ul> <p>3. Fake News Identification:</p> <ul style="list-style-type: none"> <li>• Introduction to misinformation, disinformation, and misinformation.</li> <li>• Recognizing common fake news characteristics (clickbait, emotional manipulation, biased sources).</li> <li>• Case studies of viral misinformation.</li> </ul> <p>4. Interactive Exercises:</p> <ul style="list-style-type: none"> <li>• Analysing real and fake news stories in small groups.</li> <li>• Guided fact-checking using online tools.</li> <li>• Hands-on exercises using pre-selected misleading articles.</li> </ul> <p>5. Privacy &amp; Security:</p> <ul style="list-style-type: none"> <li>• Understanding privacy settings on social media.</li> <li>• Safe online behaviour and recognizing scams.</li> <li>• Using passwords and two-factor authentication effectively.</li> </ul> <p>6. Final Review &amp; Feedback:</p> <ul style="list-style-type: none"> <li>• Quiz to assess improvements.</li> <li>• Personal reflections on learning experience.</li> <li>• Discussion on maintaining media literacy skills.</li> </ul> <p>7. Follow-up Session:</p> <ul style="list-style-type: none"> <li>• Addressing participant concerns after practical application.</li> <li>• Reinforcement of key concepts.</li> </ul> <p>Required Tools:</p> <ul style="list-style-type: none"> <li>• Computers/tablets.</li> <li>• Internet access.</li> <li>• Printed guides and training manuals.</li> <li>• Interactive quizzes and discussion forums.</li> </ul>
<b>Assessment</b>	<p>The final evaluation includes questionnaires comparing initial and final knowledge, presentation of the portfolios and direct observation of the group.</p> <ul style="list-style-type: none"> <li>• Pre- and post-course quizzes.</li> <li>• Participant feedback forms.</li> <li>• Observation of digital navigation proficiency.</li> </ul>
<b>Additional Considerations</b>	<p>The digital resources used need to be topical and of interest to the students. In addition, more specific instructions for students with special educational needs should be used.</p> <ul style="list-style-type: none"> <li>• Multilingual support.</li> <li>• Adaptability to different digital literacy levels</li> </ul>



Activity	Students video project on disinformation
Objective	Develop media content creation skills while encouraging critical thinking and the ability to refute disinformation.
Target group	University students and young adults, aged 18-24, enrolled in media studies or similar.
Resources	Access to multimedia equipment, video editing software, industry professionals and digital platforms.
Methodology/ Implementation	<p>The project is carried out over eight weeks through practical workshops where students learn both media analysis and audiovisual creation techniques.</p> <p>The project begins with several research sessions to identify, verify and decode online misinformation, followed by group work where participants start working on ideas for a short video about a current trend in misinformation.</p> <p>Activities include detailed workshops on script writing, storyboarding and media production, using hands-on tutorials on video editing and use of multimedia equipment.</p> <p>In addition, students receive training from industry professionals and feedback from their peers. Finally, the project ends with the screening of the videos made by the participants.</p> <ol style="list-style-type: none"> <li>1. Introductory Quiz: <ul style="list-style-type: none"> <li>• Assessing baseline knowledge on media literacy.</li> <li>• Engaging students with relatable examples of misinformation.</li> </ul> </li> <li>2. Theoretical Sessions: <ul style="list-style-type: none"> <li>• Understanding media influence on opinions and behaviours.</li> <li>• How to critically evaluate online sources.</li> <li>• Recognizing bias and detecting manipulation techniques.</li> </ul> </li> <li>3. Group Exercises: <ul style="list-style-type: none"> <li>• Analysing news articles, advertisements, and social media posts.</li> <li>• Decoding visual and textual elements in media.</li> <li>• Spotting logical fallacies and emotional appeals.</li> </ul> </li> <li>4. Role-play &amp; Debates: <ul style="list-style-type: none"> <li>• Simulating misinformation scenarios.</li> <li>• Debating ethical implications of media influence.</li> </ul> </li> <li>5. Portfolio Development: <ul style="list-style-type: none"> <li>• Collecting and analysing media examples.</li> <li>• Personal reflections on media consumption habits.</li> </ul> </li> <li>6. Final Presentations: <ul style="list-style-type: none"> <li>• Student groups present their findings and key takeaways.</li> <li>• Discussion on future applications of media literacy skills.</li> </ul> </li> </ol> <p>Required Tools:</p> <ul style="list-style-type: none"> <li>• Digital content (videos, articles, advertisements).</li> <li>• Online survey and analysis tools.</li> </ul>



	<ul style="list-style-type: none"> <li>• Educator training resources.</li> </ul>
<b>Assessment</b>	<p>The evaluation of this project is based on the quality of the videos and presentations, as well as several comparative surveys before and after the project, allowing to know the progress of each of the students.</p> <ul style="list-style-type: none"> <li>• Pre- and post-session quizzes.</li> <li>• Review of student portfolios.</li> <li>• Instructor observations of participation.</li> </ul>
<b>Additional Considerations</b>	<p>Adapting materials for diverse learning needs. Keeping content relevant to current media trends.</p>

<b>Activity</b>	<b>Online workshop on fake news detection using Google Fact Check Explorer</b>
<b>Objective</b>	Enable participants to critically evaluate online news and effectively counter misinformation using a reliable, evidence-based fact-checking tool.
<b>Target group</b>	University students and working professionals, aged 18-35, interested in media literacy and digital fact-checking.
<b>Resources</b>	Stable internet connection, electronic devices, step-by-step guide.
<b>Methodology/ Implementation</b>	<p>The workshop takes place in a four-hour online session via videoconference, where participants learn how to use Google Fact Check Explorer to verify news stories.</p> <p>The session begins with a guided demonstration on how to search for information, filter results and interpret verification summaries, followed by case studies on common misinformation tactics.</p> <p>Participants then break into working groups to practice verifying recent news stories and share their findings in a short discussion.</p> <p>Step-by-Step Implementation &amp; Content:</p> <ol style="list-style-type: none"> <li>1. Live Demonstration: <ul style="list-style-type: none"> <li>• How to use Google Fact Check Explorer.</li> <li>• Filtering results and interpreting verification summaries.</li> </ul> </li> <li>2. Case Studies: <ul style="list-style-type: none"> <li>• Reviewing past misinformation trends.</li> <li>• Comparing fact-checked vs. unverified sources.</li> </ul> </li> <li>3. Hands-on Exercises: <ul style="list-style-type: none"> <li>• Participants verify recent news stories.</li> <li>• Small group discussions on findings.</li> </ul> </li> <li>4. Discussion &amp; Reflection: <ul style="list-style-type: none"> <li>• Sharing insights and best practices.</li> <li>• Identifying reliable fact-checking strategies.</li> </ul> </li> </ol>



	<p>5. Follow-up Q&amp;A:</p> <ul style="list-style-type: none"> <li>Addressing lingering doubts and advanced queries.</li> </ul> <p>Required Tools:</p> <ul style="list-style-type: none"> <li>Stable internet connection.</li> <li>Electronic devices with browser access.</li> <li>Pre-selected misinformation examples.</li> </ul>
<b>Assessment</b>	<p>Evaluation will be done through pre-surveys, real-time questionnaires and feedback forms afterwards.</p> <ul style="list-style-type: none"> <li>Pre- and post-session surveys.</li> <li>Real-time interactive quizzes.</li> <li>Participant reflections and discussion analysis.</li> </ul>
<b>Additional Considerations</b>	<p>The session can be recorded for later viewing. In addition, a follow-up session with questions and answers can be scheduled to reinforce learning and clarify doubts.</p> <ul style="list-style-type: none"> <li>Providing a recorded session for later reference.</li> <li>Follow-up discussions in an online forum.</li> </ul>

Activity	Interactive fact-checking bootcamp using Snopes
<b>Objective</b>	Enhance the ability of young adults to critically evaluate and verify online information through the use of an established fact-checking platform, thereby reducing the spread of misinformation.
<b>Target group</b>	Young adults, aged 18-30, including university students and emerging professionals with an interest in media studies and digital literacy.
<b>Resources</b>	Premises equipped with several computers, training manuals, internet access and multimedia presentation tools.
<b>Methodology/ Implementation</b>	<p>The bootcamp takes place over two intensive days combining face-to-face sessions with online resources to teach participants how to use Snopes to verify information.</p> <p>The bootcamp begins with an introduction to the platform, where trainers explain how to navigate its search functions, interpret verification articles and cross-check claims with additional sources.</p> <p>Attendees will do practical exercises analysing viral stories in groups, applying Snopes as a main tool and developing a personal checklist for critical analysis of information.</p> <p>Step-by-Step Implementation &amp; Content:</p> <ol style="list-style-type: none"> <li>Platform Overview: Navigating Snopes and its verification methods.</li> <li>Practical Training: Live demonstrations and hands-on practice.</li> </ol>





	<p>3. Group Analysis: Verifying viral stories collaboratively.</p> <p>4. Checklist Development: Creating personal guidelines for fact-checking.</p> <p>5. Final Project: Analysing a case study and presenting findings.</p> <p>6. Post-Bootcamp Forum: Continued learning and expert interactions.</p> <p>Required Tools:</p> <ul style="list-style-type: none"> <li>• Internet-enabled devices.</li> <li>• Access to Snopes and similar fact-checking platforms.</li> <li>• Training materials and guides.</li> </ul>
<b>Assessment</b>	<p>Evaluation includes pre- and post-camp questionnaires, analysis of group projects and individual reflections by participants in a final report.</p> <ul style="list-style-type: none"> <li>• Pre- and post-training questionnaires.</li> <li>• Group project analysis.</li> <li>• Individual reflection reports.</li> </ul>
<b>Additional Considerations</b>	<p>To encourage continuity of learning, participants can access an online forum where they share verified news and receive expert advice after the event.</p> <ul style="list-style-type: none"> <li>• Offering an online community for ongoing discussions.</li> <li>• Ensuring accessibility for participants with varying levels of media literacy.</li> </ul>

Activity	Ethical AI literacy workshop. Evaluating AI-generated information
<b>Objective</b>	Improve participants' ability to critically evaluate AI-generated content and encourage an ethical approach to the use of AI by teaching verification techniques.
<b>Target group</b>	University students, media professionals and technology fans, aged 18-40, interested in AI ethics and digital literacy.
<b>Resources</b>	Digital devices with internet access, access to an AI chatbot, fact-checking platforms and case studies.
<b>Methodology/ Implementation</b>	<p>The workshop is an intensive session where participants learn how AI text generation works and the associated risks, such as biases, and misinformation.</p> <p>The workshop begins with an interactive presentation on AI principles, followed by a live demonstration with a chatbot, where generated answers are analysed and possible inaccuracies are discussed.</p>



	<p>In this way, attendees, in small groups, generate AI content from different prompts and verify the information using fast-checking tools and reliable sources.</p> <p>In addition, interactive activities such as the creation of checklists, analysis of real cases and debates on ethical dilemmas related to AI-generated misinformation in media, academia and everyday communication are carried out.</p> <p>Step-by-Step Implementation &amp; Content:</p> <ol style="list-style-type: none"> <li>1. Introduction to AI &amp; Misinformation: <ul style="list-style-type: none"> <li>• Overview of AI-generated content and its applications.</li> <li>• Understanding AI biases and ethical concerns.</li> </ul> </li> <li>2. Live Demonstration with AI Chatbot: <ul style="list-style-type: none"> <li>• Generating responses from AI using different prompts.</li> <li>• Analysing AI-generated outputs for accuracy and bias.</li> </ul> </li> <li>3. Group Exercises: <ul style="list-style-type: none"> <li>• Participants generate AI content and fact-check it using trusted sources.</li> <li>• Comparing AI-generated vs. human-created content.</li> </ul> </li> <li>4. Ethical Considerations &amp; Case Studies: <ul style="list-style-type: none"> <li>• Exploring ethical dilemmas in AI-generated misinformation.</li> <li>• Examining real-world cases in media, academia, and communication.</li> </ul> </li> <li>5. Checklist Development: <ul style="list-style-type: none"> <li>• Creating guidelines for verifying AI-generated information.</li> <li>• Discussing best practices for responsible AI usage.</li> </ul> </li> <li>6. Final Reflection &amp; Discussion: <ul style="list-style-type: none"> <li>• Sharing key takeaways and insights.</li> <li>• Open debate on the future of AI and misinformation.</li> </ul> </li> </ol> <p>Required Tools:</p> <ul style="list-style-type: none"> <li>• Internet-enabled digital devices.</li> <li>• Access to AI chatbot tools.</li> <li>• Fact-checking platforms.</li> <li>• Case study materials.</li> </ul>
<b>Assessment</b>	<p>Evaluation is carried out through comparative pre- and post-workshop surveys, a final questionnaire on bias detection and the development of checklists for evaluating AI content.</p> <ul style="list-style-type: none"> <li>• Pre- and post-workshop surveys.</li> <li>• AI bias detection quizzes.</li> <li>• Review of participant-developed checklists.</li> </ul>
<b>Additional Considerations</b>	<p>Ensuring accessibility for different levels of AI literacy.</p> <p>Encouraging ethical AI use in media and academia.</p> <p>Providing follow-up resources for continued learning.</p>



## Conclusion

The "Don't Regulate, Educate" Methodology Toolkit represents a significant step forward in addressing the multifaceted challenge of critical media literacy, particularly for individuals with fewer opportunities. This comprehensive document underscores a fundamental truth: effective media literacy is not an innate ability, but a learned skill that demands intentional and inclusive pedagogical strategies. Our detailed exploration has highlighted that while the digital landscape presents universal challenges, such as the pervasive spread of misinformation, the impact on vulnerable groups is often amplified by pre-existing barriers – be they cognitive differences, social isolation, economic hardship, or discrimination.

A core strength of this toolkit lies in its emphasis on tailored pedagogical approaches. We have demonstrated that a "one-size-fits-all" model is inherently ineffective. Instead, success hinges on strategies that are flexible, trauma-informed, culturally responsive, and directly address the specific needs of each target group. This includes, for instance, employing multi-sensory instruction and assistive technology for individuals with disabilities, implementing flexible pacing and stress reduction techniques for those with health problems, or integrating functional literacy and real-world applications for

learners with educational system barriers. Furthermore, the importance of fostering critical consciousness and providing safe spaces for dialogue is paramount, especially for groups facing cultural differences or discrimination.

The practical methods proposed by our partners from the Czech Republic, Greece, Italy, and Spain exemplify these principles in action. From "Disinformation Detectives" workshops to "Fake News Hunter Parents" programs and "Ethical AI Literacy" sessions, these initiatives showcase concrete steps towards empowering individuals to discern credible information, recognize manipulative tactics, and become responsible digital citizens. They collectively reinforce the idea that critical media literacy is not just about avoiding "fake news," but about fostering empowerment, promoting digital well-being, enhancing academic and career skills, and ultimately strengthening democratic participation.

Moving forward, the sustained success of these efforts will depend on continuous investment in educator training, fostering cross-disciplinary collaboration, advocating for supportive policies, and engaging learners through relevant and interactive methods. By prioritizing these areas, we can ensure that media literacy education remains dynamic and



responsive to an ever-evolving media landscape, truly equipping all individuals to navigate the digital world with

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confidence, resilience, and a profound understanding of its complexities and opportunities.



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Co-funded by  
the European Union