

# Learning Scenario

## In my own words

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This learning scenario aims at raising students' awareness of how political communication works, especially when dealing with the issue of migration. The first part of the learning scenario focuses on political propaganda through a critical analysis of election posters and campaign commercials. The analysis lingers on how the communicative techniques employed in the political propaganda contribute to offer specific representations of different social groups and how they address specific audiences. Furthermore, the first part of the learning scenario guides students in the discussion of the prevailing stereotypes in multicultural societies, as well as in some strategies to face prejudice, for example through the use of comedy and parody. The second part of the learning scenario, instead, deals with the productions of students' video statements for an open and unbiased society. The goal is that the students express their own, personal opinion in their own words and take up position accordingly. The task is to produce video statements, with simple technology and techniques that students might already know or have easy access to, so that, technically, they would be able to repeat it themselves autonomously.

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### Identification of the partners and credits

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Country	Germany
Status /Institution	medien+bildung.com
Credits	This learning scenario is based on a combination of original contents developed within the MEET project and previous adapted contents from “Media Education against Discrimination – A guide for teens” and “Media Literacy modules for teachers and educators” both edited by Maria Ranieri (University of Florence, IT) & Paul de Theux (Media Animation, BE) within the EU project “e-Engagement against Violence” (2012-2014). URL: <a href="https://e-engagementagainstviolence.eu/index">https://e-engagementagainstviolence.eu/index</a>
Participants	Secondary school students
Comments about experimentation context	This learning scenario was carried out at Berufsbildende Schule Technik 1, a vocational school located in Ludwigshafen where different types of diplomas can be obtained. Students who graduate after grade 9 or 10 with the so-called “Hauptschulabschluss” or “Mittlere Reife” can continue studying here in order to get a higher diploma or with their apprenticeship. The school is a major educational centre for the areas of metal engineering, electrical engineering and information technology in the region of Ludwigshafen. In this school about 30% of students have a migrant background. First generation migrants usually come from Turkey, Syria, Iran, Iraq, Pakistan or Afghanistan, while second generation migrants come from Turkey, Italy, Greece and others. The school population is dominated by male students with the ratio of female to male students being 1:5. As far as the SES of students is concerned they come from all social classes. Although students with special needs are not officially registered, some individual cases of students with dyslexia, ADHD and others are present. In this school less than 50% of the students progresses to university.

## Conditions for upscale

### Logistics

- Indoor activities
- Rows/Columns (Teacher-centred instruction)
  - Clusters (Learner-centred instruction)

Outdoor activities (if foreseen)

- Within the school (e.g. school playground)

### Teachers' expertise

- Use of basic software (or apps) for video-editing
- Use of multimedia features of mobile phones (or tablets)
- Being informed of political communication about migration at local and national level
- Basic knowledge of audio-visual language techniques

### Students' expertise

Use of multimedia features of mobile phones (or tablets)

### Institutional support

For administrative issues

- Collecting the informed consent for the use of images

For management issues

- Making available dedicated spaces beyond the traditional classroom to carry out the activities
- Providing support to re-arrange the schedule according to the timing of the learning scenario
- Ensuring a technician to support media-production-oriented activities

## Learning Scenario description

### Title

In my own words

### Abstract

This learning scenario aims at raising students' awareness of how political communication works, especially when dealing with the issue of migration. The first part of the learning scenario focuses on political propaganda through a critical analysis of election posters and campaign commercials. The analysis lingers on how the communicative techniques employed in the political propaganda contribute to offer specific representations of different social groups and how they address specific audiences. Furthermore, the first part of the learning scenario guides students in the discussion of the prevailing stereotypes in multicultural societies, as well as in some strategies to face prejudice, for example through the use of comedy and parody. The second part of the learning scenario, instead, deals with the productions of students' video statements for an open and unbiased society.

The goal is that the students express their own, personal opinion in their own words and take up position accordingly. The task is to produce video statements, with simple technology and techniques that students might already know or have easy access to, so that, technically, they would be able to repeat it themselves autonomously.

### Key concepts

**New racism** (Barker, 1981) is a subtle and indirect form of racism that claims to be democratic and respectable. Even though popular racism exists and that it is sometimes expressed in a more direct manner than the racism of the political, cultural and economic elite, a large part of the prejudices of popular racism comes from the interpretation of the media, textbooks and, particularly, political discourse.

Political communication, particularly **propaganda**, still plays a key role and often even a dominant role, given its ability to produce racist models - a system based on inequality and racial and ethnic domination - or, on the contrary, to oppose these very same models. There are similarities between commercial advertisements and campaign commercials.

Both aim at reaching a specific audience, both want to address a specific target group with appropriate arguments. Campaign commercials promote ideas, parties and politicians, whereas commercial advertisements want to sell products, goods and services. But the mechanisms and arguments that are applied are similar in both areas.

There are several ways in which political communication addresses its audience through racist discourses. Van Dijk (1992, 1997) identified four main strategies that are often used by politicians: positive self-presentation, negative representation of “the other”, denial of racism and false impartiality.

1) Positive self-presentation. It is the most frequent strategy chosen by politicians in order to be differentiated from “others” and takes the form of nationalism. For example, with regard to immigration and inter-ethnic relations, politicians often appeal to a “long national tradition of tolerance, equality and democracy”, as stated by a British parliamentarian: “I believe that we are a wonderfully fair country. We stick to the rules unlike some foreign governments”. Positive self-representation can also come forward with regard to one’s own political party or movement when they are depicted as models of tolerance, models of democracy, etc.

2) Negative representation of the “other”. When the objective is to legitimate restrictive policies on immigration or civil rights, in particular within conservative political parties, positive self-representation is used as a strategy with the following premise: “we are tolerant, welcoming, etc.” in order to conclude by representing ‘the other’ in a negative manner: “the others, on the contrary...” Immigration, multicultural society and equality are presented unfavourably only through the negative representation of the other. Subsequently, the migrant is defined as someone who is ‘illegal’ and even dangerous for the socio-economic well-being of the host country.

3) Denial of racism. When one creates a positive public image, denial of racism plays a key role in the political discourse. Even if all politicians (whatever their political orientation) can implement this strategy, it should be noted that it is usually adopted by those who share clearly racist opinions. Therefore, this is the classical method through which people deny being racists despite the racist opinions expressed: “I am not racist/we are not racists, but...” Or “we have nothing against immigrants or minorities, but...” Furthermore, by denying their racism, politicians tend to shift it onto others. Racism can therefore be considered as a phenomenon that characterises far-right politics or as the expression of a natural resentment that the lowest social classes experience against migrants.

4) False impartiality. Politicians tend to associate positive self-representation and/or denial of racism with the necessity to put restrictive measures in place with regard to minorities, by being opposed to politics that address the rights of migrants and minorities. An example of this strategy, which has been defined as “fair but firm move”, is well demonstrated by the following statement of another parliamentarian in Great Britain: «If we really want to fight for harmony, non-discrimination, equality of opportunities in our cities, it has to be done through a rigorous and correct control of immigration».

Being able to understand how political propaganda can vehiculate new forms of racism is already a first good step towards the raising of students’ awareness against discrimination. Engaging students in active processes of video production to challenge stereotypes and prejudices is even better. Indeed, if media analysis provides students with fundamental skills of decoding meanings, media production may improve their capacity of self-expression or, also, their capacity to act in the world: in a word their agency.

Barker, M. (1981). *The New Racism: Conservatives and the Ideology of the Tribe*. London: Junction Books.

Van Dijk, T.A. (1992). *Discourse and the Denial of Racism*. *Discourse and Society*, 3, 87-118.  
– (1997). *Political discourse and racism: Describing Others in Western parliaments*. In S. Riggins (Ed.), *The Language and Politics of Exclusion. Others in Discourse* (pp. 31–64). Thousand Oaks, CA: Sage.

Participants

Secondary School Students age 17 - 19

**Ideal number of students:** About 25

## Aims

### MIEF Frame 1

#### Understand & Analyse + Recognise & Decentre

- Understand the relationship between the media and reality, and how media claim to 'tell the truth' about the world
- Critically examine the process of media representation to expose and discuss issues of ideology, power, and pleasure
- Questioning how media (mis)represent specific social groups through inaccurate and/or offensive messages, for example along the lines of gender, religious affiliation and ethnicity

### MIEF Frame 2

#### Understand & Analyse + Dialogue & Engage

- Acknowledge that audiences may be diverse, including social, gender and cultural differences, that they may respond in diverse and unpredictable ways, and why this can occur
- Develop awareness towards linguistic and cultural conventions and the ways these can be played with, challenged or subverted
- Avoid stereotyped representations and bias when writing/reporting/telling about issues of gender, sexual orientation, race, ethnicity, disability or age
- Reflect on the social consequences that discriminatory media representations of minorities may have

### MIEF Frame 3

#### Create & Reflect + Recognise & Decentre

- Become more reflective in identifying and explaining your responses or interpretations, and consider what makes you respond in the way you do
- Communicate opinions and respect those of others, accommodate a plurality of views, and be open to criticism
- Develop awareness of your personal responsibility in supporting the process of building community in multicultural society

### MIEF Frame 4

#### Create & Reflect + Dialogue & Engage

- Create or remix media productions to facilitate communication and dialogue across cultures
- Value the differences among members of your multicultural community (e.g. school)

## Organisation

### Duration

Total hours for the LS = 12 h

### Planning

6 units of 2 hours each

### Technical tools

- 10 Tablets (depending on the number of students, ideally each group of 3 - 4 students has 1 tablet)
- Laptop
- Wi-Fi connection (to show online videos)
- Video projector or interactive whiteboard

## Summary of the learning scenario

### Structure

#### Unit 1 – What is propaganda?

- Introduction** Brainstorming, introduction and definition of the term propaganda (about 15 min)
- Activity** Analysis of different election posters and campaign commercials and determination of certain characteristics (about 85 min)
- Conclusion** Discussion about why it is important to recognise propaganda and the special techniques (about 15 min)

#### Unit 2 – Interpreting and minimising stereotypes

- Introduction** Introduction of the concept of stereotype through brainstorming and video examples (about 35 min)
- Activity** Video shooting and analysis of statements focused on the use of stereotypes (about 65 min)
- Conclusion** Students create words against prejudice to avoid stereotyping and collect them all together on a pinboard (20 min)

#### Unit 3 – Political communication and its audience

- Introduction** Introduction of the term target group and characteristics on how to address them (about 25 min)
- Activity** Analysis of campaign commercials' target groups and marketing strategies (75 min)
- Conclusion** Discussion of strategy of different parties as well as emphasis on the marketing strategies and plans behind campaign commercials (20 min)

#### Unit 4 – The use of comedy and parody to face prejudice and racism

- Introduction** Introduction of the term and concept of comedy and parody as well as stereotypes (about 55 min)
- Activity** Analysing a comedy clip and talking about personal statements related to the topic "origin" (50 min)
- Conclusion** Video examples on how to face stereotypes from other students as well as discussion (15 min)

#### Unit 5 – Statement-Video "In my own words" (Part 01)

- Introduction** Review of previous units 01 – 04 and introduction to video production (about 20 min)
- Activity** Introducing video statement and audio-visual language techniques, planning of statement-video and test shoot (70 min)
- Conclusion** Presenting results, organising further steps (30 min)

#### Unit 6 – Statement-Video "In my own words" (Part 02)

- Introduction** Current state of planning and demonstration of shooting (about 30 min)
- Activity** Production phase: shooting and editing (60 min)
- Conclusion** Presentation of final media products and collecting ideas for further dissemination within the school community and beyond (30 min)



## Unit 1: What is propaganda?

### Description

This introductory unit focuses on how propaganda works from a socio-linguistic perspective. In the beginning students watch and discuss a political video statement and afterwards the teacher provides a definition of propaganda. The unit continues with the analysis of some elections posters and campaign commercials. Through this media-analysis-oriented activity students learn to identify and understand the main propaganda techniques. The unit concludes with a discussion about why a deeper understanding of propaganda is also important in contemporary society.

### Specific objectives

1. To question how media (mis)represent events through inaccurate and/or offensive messages about specific social groups, for example in terms of gender, religious affiliation and ethnicity
2. To reflect on the social consequences that discriminatory media representations of minorities may have
3. To become more reflective in identifying and explaining your responses or interpretations and consider what makes you respond in the way you do

### Evaluation

Formative evaluation (i.e. feedback provided during the process)

### Technical support

- Internet connection
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

15 min

### Pedagogical methods

- Brainstorming
- Direct teaching (e.g. teacher giving a lecture to introduce key concepts)

### Instructions

Teacher presents a thought-provoking impulse under the form of a video-quote from former Federal Chancellor of Germany Helmut Kohl from 1990: "No one will be worse off than before, instead many will be better off!". Teacher asks the students: What do you think of this? How does it appeal to you? Which promise does he present? Can the promise be fulfilled? In a brief discussion, students share their thoughts with each other.

### Teaching resources

Video Helmut Kohl: [https://www.youtube.com/watch?v=CyVA5\\_PB0PU](https://www.youtube.com/watch?v=CyVA5_PB0PU)

## Sequence no. 2

## Activity

### Duration

1 h 25 min

### Pedagogical methods

- Discussion
- Modelling
- Group-work

### Instructions

Teacher presents several election posters and chairs a brief debate around the following questions: 1) How do the posters appeal to you? 2) What are the posters about? 3) What is your first impression? 4) What is promised?

Afterwards, the teacher presents a video of a campaign commercial. With the help of a worksheet including clues and explanations, teacher and students analyse the ad together. Like this, students get to know the propaganda techniques that campaign commercials work with (e.g. fear, stereotyping, oversimplification, etc.). After the students have understood the propaganda techniques of commercials (e.g. fear, stereotyping, oversimplification, etc.), they form small groups (3-4 students). Each group receives a tablet with a campaign commercial from a different party. Then, students analyse the video with the help of the worksheet. Finally, each group presents their campaign commercial as well as their findings to the whole class. During the presentations students can add further characteristics if they wish.

### Teaching resources

- Election posters (Appendix 1.1)
- Campaign commercial FDP (German): <https://www.youtube.com/watch?v=tXyVdCKjldl&t=2s>
- Worksheet with characteristics to analyse propaganda techniques (Appendix 1.2)
- Campaign commercials from different parties (video):
  - Bündnis 90/Die Grünen (German): <https://www.youtube.com/watch?v=T5h1uALnOiA>
  - CDU (German): <https://www.youtube.com/watch?v=IPT-7P0EtW0&list=PLhv1GfXP25iQ5kFnz0Mnj7urpYLOZ4esP>
  - SPD (German): [https://www.youtube.com/watch?v=M6aQxQH3KSw&list=PLERK4P8\\_j4Wluwe2TK1CLY9D3PRozO5rj&index=2](https://www.youtube.com/watch?v=M6aQxQH3KSw&list=PLERK4P8_j4Wluwe2TK1CLY9D3PRozO5rj&index=2)
  - Die Linke (German): <https://www.youtube.com/watch?v=4ZvhlyK8OQ>
  - AfD (German): <https://www.youtube.com/watch?v=RRoHZ-QKwhk>

### Sequence no. 3

### Conclusion

#### Duration

20 min

#### Pedagogical methods

- Discussion
- Direct teaching

#### Instructions

The teacher asks the students to reflect about why it is so important to recognise and understand propaganda. Then, s/he chairs students' discussion and invites students to collect the motivations emerged in a wordle.

Teacher reads a definition of propaganda by Goebbels. Then, s/he underlines some similar features between the past and the present political propaganda (i.e. the concealed intention of effective propaganda).

#### Teaching resources

- Digital tool for the creation of the wordle: <http://www.wordle.net/>
- Definition of propaganda by Goebbels (Appendix 1.3)

## Unit 2: Interpreting and minimising stereotypes

### Description

This unit focuses on raising awareness towards prevailing stereotypes, clichés and prejudices. It also focuses on the concept of putting people in boxes, to pigeonhole somebody, and how to unbox them. Through video recording of their opinion on these issues students are confronted with common prejudices, take a position, find counterexamples and try to understand which attitude a person using such prejudices might have. The unit is also intended to teach that we always have something in common, no matter how different we are.

### Specific objectives

1. To understand the definition and concept of stereotypes, cliché and prejudices
2. To express one's own opinion through video
3. To understand the concept of how to unbox people

### Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

### Technical support

- Internet connection
- Tablet
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

#### Introduction

### Duration

20 min

### Pedagogical methods

- Brainstorming
- Modelling

### Instructions

Teacher chairs a brief brainstorming session on what a stereotype (or cliché) is, as well as what "pigeonholing somebody" means. Then, s/he shows the video "All That We Share" as a means to introduce the concept of stereotyping, as well as to explain what "pigeonholing" (or labelling) somebody means in practice. After this, students in small groups (4-5 people) discuss the following questions: What is the main message of the video? Who or what impressed you the most? Can you think of situations you have experienced yourselves where someone put you in a box? Why is it so difficult to step out of the boxes or categories we have created in our minds?

### Teaching resources

Video "All That We Share": <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Sequence no. 2	Activity
Duration	85 min
Pedagogical methods	Group work
Instructions	<p>Students work in small groups (3–4 students). Teacher provides students with a set of statements focused on the use of stereotypes in political propaganda, particularly in relation to the representation of migrants, refugees and Muslims as “others”. One student in the group picks a statement without the others seeing it. He/she reads the statement aloud to another classmate who reacts to it and talks about his/her own opinion while being recorded with the tablet. Here the interviewees must answer to the following questions: Do you agree or not? Why? Who might the authors of this statement be? Can you describe the authors?</p> <p>This exercise should be repeated until each group member has asked, answered and recorded one statement.</p>
Teaching resources	Card-sets with statements focused on stereotypes (Appendix 2.1)

Sequence no. 3	Conclusion
Duration	5 min
Pedagogical methods	Discussion
Instructions	<p>Students collect their opinions about what is needed to avoid prejudices towards others. Students write their statements on some post-it. The latter are collected on a poster and later transferred into a wordle graphic by the teacher in order to use them for the elaboration of the students’ video statements in units 5 and 6.</p>
Teaching resources	Digital tool for the creation of the wordle: <a href="http://www.wordle.net">http://www.wordle.net</a>

## Unit 3: Political communication and its audience

### Description

In this unit students learn about how both political and commercial communications aim at addressing different audiences, as well as how they can also become a possible target audience. It starts with an introduction to the concepts of audience and target group through an example of advertising. After students engage in an analysis of some campaign commercials by focusing on their possible target groups and particularly whether – and how – the videos address (or not) a Muslim audience. Here, teacher highlights also how political propaganda spreads in the social media.

### Specific objectives

1. To understand the concept of target groups
2. To understand which arguments are used to address different target groups
3. To understand that advertisements as well as campaign commercials use similar techniques to sell their ideas

### Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

### Technical support

- Internet connection
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

25 min

### Pedagogical methods

- Brainstorming
- Modelling

### Instructions

Teacher presents some advertising from Haribo as a thought-provoking impulse. The slogan and its catchphrase are: “See, Colorado has something for everyone!” and “Haribo makes children happy and adults as well!” Teacher asks students: What do you think? How does it appeal to you? Who are the persons addressed? What promise does the ad make? Can the promise be kept?

Each student receives a card to write down possible target groups. The cards are grouped on a pinboard. Afterwards, the teacher illustrates with a dedicated cross scheme how to address different target groups. Teacher and students discuss the following questions: How do you address different target groups? Which emotions do advertisements trigger?

Each student receives a sticker and is asked to position his/herself in the cross scheme (pin the sticker) according to where they see themselves, how they think they generally want to be addressed.

### Teaching resources

- Video ad of Haribo (German): <https://www.youtube.com/watch?v=OtBLif6EdE>
- Possible alternative ad in English: <https://www.youtube.com/watch?v=c42-Flf1g5A>
- Cross scheme (Appendix 3.1)

## Sequence no. 2

## Activity

### Duration

75 min

### Pedagogical methods

- Modelling
- Group work

### Instructions

The teacher presents the campaign commercial shown in unit 1 again to demonstrate how the analysis can focus also on the target groups. Together, the class identifies possible target groups and the teacher writes them down on a dedicated card. The class then thinks about how the ad addresses the target groups using the cross scheme. The teacher pins the little card on the cross scheme accordingly.

After the students form small groups (4-5 students). Each group receives a tablet with a different campaign commercial as well as the corresponding card to identify the target groups. The ads are the same as used in unit 01. Each group identifies possible target groups for their ad, writes them on the card and discusses how, according to the cross scheme, the target groups are addressed. The groups then present their results and pin the cards on the cross scheme. After each presentation the class gives feedback accordingly.

Now that the parties are positioned in the cross scheme, the class compares the results with how they positioned themselves. Teacher points out that they are also a possible target group of political communication and propaganda. In addition, s/he asks the students to guess what the 3 most popular parties on social media are. The teacher then presents a statistic about political parties on Social Media and the class compare their guesses with the statistic.

The teacher shows a video ad "Islamification of election posters" from the German Comical Group "Datteltäter". After s/he chairs a brief discussion by asking the following questions: What is the theme of the video? Who is addressed? How is it done? Why is it done that way?

After discussing the video, the teacher asks the class to do another exercise that focuses on migrants as target group and on how the topic of migration is treated in the campaign commercials. Here students work again in small groups (4-5 students). Each group receives a card representing the political party of the campaign commercial they were analysing earlier. The teacher reads out a set of statements focused on the relationship between migrants and the propaganda of the different political parties. For each statement the students are asked to position themselves according to how much this statement represents "their" party (i.e. if they agree or disagree). In addition, teacher asks students to clarify their answers by providing concrete examples from the campaign commercials.

### Teaching resources

- Campaign commercial for demonstration (as used in unit 1):
  - FDP (German): <https://www.youtube.com/watch?v=iXyVdCKjldl&t=2s>
- Campaign commercials from different parties (video) for the students as used in Unit 01:
  - Bündnis 90/Die Grünen (German): <https://www.youtube.com/watch?v=T5h1uALnOiA>
  - CDU (German): <https://www.youtube.com/watch?v=IPT-7P0EtW0&list=PLhv1GfXP25iQ5kFnz0Mnj7urpYLOZ4esP>
  - SPD (German): [https://www.youtube.com/watch?v=M6aQxQH3KSw&list=PLERK4P8\\_j4Wluwe2TK1CLY9D3PRozO5rJ&index=2](https://www.youtube.com/watch?v=M6aQxQH3KSw&list=PLERK4P8_j4Wluwe2TK1CLY9D3PRozO5rJ&index=2)
  - Die Linke (German): <https://www.youtube.com/watch?v=4ZvhlyIK8OQ>
  - AfD (German): <https://www.youtube.com/watch?v=RRoHZ-QKwhk>
- Cards to identify target groups (Appendix 3.2)

- Link for statistic Political parties on Social Media (German): <https://www.giga.de/extra/social-media/specials/digitaler-wahlkampf-2017-so-gehen-die-parteien-auf-stimmenfang-im-netz/>
- Link Video Islamification of Election Posters (German): <https://www.youtube.com/watch?v=CVzqEztj92o>  
The video clip deals with the election posters from the German election in 2017. Two comedians attempt to recast the slogans of the posters in a very comical/ironic way and with a religious touch.  
In the video, they build a strong connection to Islam and convert the German slogans from each party into slogans of a fictional Muslim party.
- List of statements (Appendix 3.3)

### Sequence no. 3

### Conclusion

Duration

20 min

Pedagogical methods

- Discussion

Instructions

Teacher invites students to express their opinions about the inclusion/exclusion of Muslims as target audience of the political communication in their country.

As a final conclusion teacher makes it clear again that students should be aware that there is a plan behind election campaigns as well as advertising and that similar communication strategies are employed. There are considerations and marketing strategies behind it. There are also parallels to the style of the ads, that there is a conscious addressing of certain target groups and a deliberate choice of topics.



## Unit 4: The use of comedy and parody to face prejudice and racism

### Description

The unit further deepens the concept of stereotypes through students' comments and discussion about some thought provoking videos that use humour and parody to challenge prejudices about migrants. Initially students watch and discuss both their video recordings from unit 2. After the teacher invites students to reflect on the power of comedy and parody to address the stereotyping and discrimination of migrants on the basis of some examples of video made by some professional comedians. The unit concludes with the screening of – and the discussion about – a video produced by other students about how to face stereotypes.

### Specific objectives

1. To understand the use of stereotypes
2. To understand that stereotypes are created through caricatures (exaggeration of certain traits) with a tendency to generalise specific cases into general rules
3. To express what would be needed to overcome stereotypes

### Evaluation

- Formative evaluation (i.e. feedback provided during the process)

### Technical support

- Internet connection
- Tablet
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

55 min

### Pedagogical methods

- Project work
- Discussion

### Instructions

The teacher starts the unit by presenting the students' videos they recorded in unit 2. In a brief discussion, students talk about how they felt doing this exercise. They also say whether they agree or disagree with one another or if they have different opinions.

Afterwards the class watches a video by Comedians "RebellComedy" called "Taxi-zentrale" (=Cab Office), and have a brief discussion based on the following questions: What is the video about? Which roles do the protagonists play? Why? Do you know such situations? Why is the caller annoyed?

After the teacher asks students to stand up. Then s/he reads out several statements focused on comedy. The students have to decide if they agree or disagree with each statement and move to the side of the classroom where agree or disagree is located. Depending on the situation teacher asks students to explain their positioning.

### Teaching resources

- Video RebellComedy "Taxizentrale/Cab Office" (German): <https://www.youtube.com/watch?v=TP1RrH1H4gg>  
The video shows a telephone conversation between two foreign men. One wants to order a taxi and tries to speak pure High German on the phone. The man at the taxi centre also tries to answer in perfect German. Suddenly they realise that they share the same origin and quickly fall back to their usual way of speaking. The clip is intended to allude to the situation of foreigners in Germany, and how people with migrant background often have the competence to shift from one identity to the other.
- Statements focused on Comedy (Appendix 4.1)

## Sequence no. 2

## Activity

### Duration

50 min

### Pedagogical methods

- Group work

### Instructions

Teacher introduces a video where a comedian faces the “real origin box” she is put in all the time. In small groups (3–4 students) students discuss and fill out a worksheet together. After the teacher asks the first group to present their findings to the first task on the worksheet, then the second group presents their findings to task two and so on. After each presentation the other groups add if they have more or other results. If the students haven’t come to a conclusion already, teacher makes it clear and points out one more time that the question is problematic, if you are already born in the country but people continue asking just due to the fact that you look and speak differently. If possible, students link it to their own experiences and talk about their own similar situations.

Next, teacher presents another video from the same comedian: “Der Intergration-salbtraum Nr. 1/ The Integration nightmare no. 1”. Students are asked to discuss the following questions: What surprised you? Why did the artist invent the character Jilet Ayse? What is the purpose of the video?

### Teaching resources

- Video Jilet Ayşe “Wo kommst du wirklich her?/ Where do you really come from?” (watch till 2:07): <https://www.youtube.com/watch?v=eVJEop779XE>  
The video deals with typical prejudices against foreigners in today’s society and with the question of whether irony is appropriate with regard to racism and prejudice. Jilet Ayse is a fictional character. She represents a typical Turkish stereotype: loud, chavvy, anti-social and unemployed. The character polarises with its look and way of articulating. Jilet Ayse is extremely annoyed as people continuously ask her where she comes from and aren’t satisfied when she tells them she comes from Germany. They always want to know her real origin. The video shows the dilemma with the question “But where do you really come from” in a humorous and comical way.
- Worksheet Jilet Ayse: “Where do you really come from?” (Appendix 4.2)
- Video Jilet Ayse “Der Intergration-salbtraum Nr. 1/ The Integration nightmare no. 1”: <https://www.youtube.com/watch?v=i5jb6VLzRj4>  
The video shows the artist in the role of “Jilet Ayse”. The audience gets to know the woman who has a completely different background than the character she plays. In the interview the artist reveals that she wants to present the typical cliché of Turkish people in Germany in a polarizing way as well as the typical problems and questions immigrants have to face every day. She chose comedy as a means to transport the message as she thinks this a good way to reach people.

### Sequence no. 3

### Conclusion

#### Duration

15 min

#### Pedagogical methods

Discussion (e.g. students engaged in an open debate on a certain topic)

#### Instructions

As a conclusion the teacher presents a video made by young people. This video also addresses the topics of prejudices and stereotypes but in a different style than the video from the comedian. After watching the video, students briefly discuss the following questions: What is the main message of the video? What was going on in your head while watching it? Is it possible to go through life completely without prejudice? How can prejudices stick in our minds?

#### Teaching resources

- Video "Flaschendrehen - Vorurteile? Jeder ist betroffen!/" Spin the bottle - Prejudices? Everyone is affected!" (German): <https://www.youtube.com/watch?v=vy-wUAVjJges&t=26s>  
The video shows different teenagers all with different backgrounds and different origins. They play "Spin the bottle". Whenever the bottle stops one of the teenagers tells which prejudice they personally have to fight on a daily basis. They also make it clear that the prejudices are totally wrong and how they suffer. In the end a girl with a headscarf says: "Hey guys, your prejudices are annoying!" She gets up from the chair and the audience is left with the picture of her bag she left on the chair. Question raised with this picture: What does a bag left in a public space or in a room trigger?
- Possible alternative in English:  
Video ad against prejudices/racism: <https://www.youtube.com/watch?v=uH-qS447W8Gk>

## Unit 5: Statement-Video “In my own words” (Part 01)

### Description

This unit aims at mobilising students’ ability to express their own thoughts. Students plan a video to voice what they found out during the previous units in their own words and by producing some video statements.

### Specific objectives

1. To express thoughts about the topic of prejudices and unbiased/open society
2. To familiarise with simple techniques of video productions
3. To advocate intercultural values and social justice through your media productions and practice.

### Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Self-evaluation (e.g. students self-evaluate their products)
- Peer evaluation (e.g. mutual evaluation among students)

### Technical support

- Internet connection
- Tablet
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

#### Introduction

### Duration

20 min

### Pedagogical methods

Modelling

### Instructions

The teacher - along with the students - reviews the main findings and conclusions from the previous four units. Then s/he introduces the project work they will engage with in this and in the next unit, namely the production of a Statement Video titled “In my own words”, that is video production to strengthen an open, unbiased society.

## Sequence no. 2

## Activity

Duration

70 min

Pedagogical methods

- Project work
- Group work

Instructions

The teacher presents the wordle with the keywords collected in unit 2. Each student picks up a word that he/she thinks is important to foster the idea of an open and unbiased society. Students can also choose other new words, if they wish to. Afterwards the teacher divides the class in groups of 4 or 5 students and each of them tells the chosen word to their classmates of his/her group. Then each student in turn takes a small ball, throws it to a classmate while saying out loud the word chosen by the classmate who catches the ball. Then, the latter student explains why s/he chose that word. Preferably s/he gives a concrete example why this word/behaviour is important and how it can be put into action in our everyday lives. The game continues until everybody has had a turn. During this phase the teacher goes around and observes the different groups. If necessary s/he gives advice, asks questions to lead the students to sharpen their statements and go from general ones to more personal or more concrete examples.

After this first round of brainstorming the class gets together and the teacher introduces and explains basic audio-visual language techniques. Teacher outlines basic rules of composition (headroom, golden rule, etc.). With the help of the tablet and projector as well as screenshots from the students' recordings from unit 2, the teacher shows what pictures should (or should not) look like, how a person is presented when recorded, what to keep in mind when choosing the background and the perspective. The teacher also explains what to pay attention to when recording sound. At this stage students are also provided with a hand-out summarising the basics of video shooting.

Next the students get back in their groups and think of how their statement-video can be best visualised. Therefore, they organise their video shooting accordingly (i.e. location, sequence of the filming, who shoots whom, who throws to ball to whom, etc.). They also must think about how they will end their video. Where is the ball going? Is there a message for the audience in the end? How to best visualise this? The students then make a first test shoot at a location of their choice. Again, during this whole process the teacher goes from group to group to give individual feedback.

Teaching resources

- Link to create a wordle: <http://www.wordle.net/>
- Handout "Basic knowledge: Video" (Appendix 5.1)  
It is best to have the rules also presented as a PowerPoint presentation and even better to use examples from the students' previous recordings if possible (suitable screenshots from recording exercise in unit 2). Like this, students get a better idea and keep it in mind more easily. They also already remember which places in or outside school work for recording the final media product.

## Sequence no. 3

## Conclusion

Duration

30 min

Pedagogical methods

Discussion

Instructions

The groups present their test shoot. Teacher and students give feedback on how to improve the recordings. Students discuss the results of their activity and organise along with the teacher the final video shooting phase.

## Unit 6: Statement-Video “In my own words” (Part 02)

### Description

In this unit the students are going to record the video statements they planned in the previous unit. Afterwards they present their finished videos and discuss how the output can be further disseminated.

### Specific objectives

1. To play an active role in the media production process, while developing awareness about the different roles involved in media production activities.
2. To create effective messages about an unbiased and open society
3. To advocate intercultural values and social justice through your own media productions and practice

### Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Final evaluation (e.g. using a rubric to evaluate students’ final media products)
- Self-evaluation (e.g. students self-evaluate their products)
- Peer evaluation (e.g. mutual evaluation among students)

### Technical support

- Internet connection
- Tablet
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

30 min

### Pedagogical methods

- Project work
- Group work

### Instructions

Teacher invites students to present their current state of the video project. Each group gives a brief overview of the video content, where they are going to shoot and how they will organise themselves. At this stage the teacher demonstrates with the help of a student and with the tablet connected to a projector. Teacher explains the recording process: Student A is in front of the camera. Student B records Student A with the tablet. Student C throws in a ball from one side of the camera and says out loud the word that student A selected. Student A catches the ball, talks about the word and throws the ball to the other side. This continues until every student has been in front of the camera. After the example recording the teacher also demonstrates how to edit the rushes later. How to shorten them, how to add sounds and text. The teacher also invites students to read the hand-out with the basics for video recording (as used in unit 5) again.

### Teaching resources

Handout “Basic knowledge: Video” (same as Appendix 5.1)

## Sequence no. 2

## Activity

### Duration

60 min

### Pedagogical methods

- Project work
- Group work

### Instructions

Based on their script and shooting list each group starts to record their videos with the tablet. During this phase the teacher checks on the different groups and gives individual feedback. Teacher advises shooting each sequence at least twice. Students are asked to watch their recording on the spot, to give feedback to each other and decide if they have to reshoot the sequence. When they end with recording, students come back to the classroom and start to edit their video with the tablet. They are asked to first put the images in the right order, then to shorten them if necessary and to adapt the sound so that each sequence is at the same level. They can now add music and titles to show the words they talk about in the video. If some group realises while editing that they forgot something or are not completely satisfied with it, they can re-shoot the scene. Again, the teacher checks on the different groups individually and gives feedback.

## Sequence no. 3

## Conclusion

### Duration

30 min

### Pedagogical methods

- Project work
- Discussion

### Teaching resources

Each group presents their final Statement-Video. The class and teacher give feedback according to the framework they were provided with in the beginning (Basics on video production, Description of the exercise). If there is enough time after the presentation they can brainstorm together on possibilities where and to who else to present their videos (e.g. school homepage, school festival etc.).

Afterwards a final feedback round regarding the whole project can end the unit/project.

## Appendices

### Appendix Unit 1.1

Election posters from different parties (Photos from the election campaigning for the German elections in 2017, taken from the MEET team in Ludwigshafen am Rhein)



FDP: Digital First. Concerns Second. We think new.



CDU: The big picture starts with an ear for the little things. For a Germany where we live well and happy.



AfD: No passport - No entry! Protect Borders



Bündnis 90/Die Grünen: Environment is not everything. But without the environment everything is nothing.



Die Linke: Mrs. Merkel claims that everyone is doing well. But you and I know better.



SPD: The future needs new ideas. And one who establishes them.



Look at the campaign commercials. Decide whether the respective feature in the table applies to the ad or not. Mark with a cross accordingly and find examples from the ad.

Party of your campaign commercial: .....

### Section A

FEATURE	DEFINITION	YES	NO	EXAMPLE
Slogan	The campaign commercial uses a short, concise saying that stays in the memory.			Write down the slogan here: ..... .....
Keywords	The campaign commercial appeals to the love of the land and the desire for peace, freedom, justice, honour, etc. Through this, the party's ideas should be perceived as positive and desirable.			Name the keywords used in the ad: ..... ..... .....
Scapegoat	In the campaign commercial an individual or a group is falsely accused of being responsible for a problem.			Name the scapegoat here: ..... .....
Stereotyping	The campaign commercial uses prejudices and stereotypes that are prevalent in society.			Name which prejudices and stereotypes are used: ..... .....
Simplification	The campaign commercial gives simple answers to big problems.			Name the answers here: ..... .....

### Section B

FEATURE	DEFINITION	YES	NO	EXAMPLE
Witness/ Testimonial	Experts, politicians or ordinary people appear in the campaign commercial to advertise the matter.			Name the persons who have their say: ..... .....
Look	The campaign commercial uses the language and looks (clothes, gestures, etc.) of ordinary people.			Name which look is being used: ..... .....
Fear	The campaign commercial uses fears that prevail in society. The ad uses fear to sell the party's ideas.			Name with which fear is being played: ..... .....
Identification	The campaign commercial is tailored to one person. The person stands for the ideas and you can identify with him/her.			Name the person: ..... .....

A definition about propaganda given by Goebbels in 2nd WW:

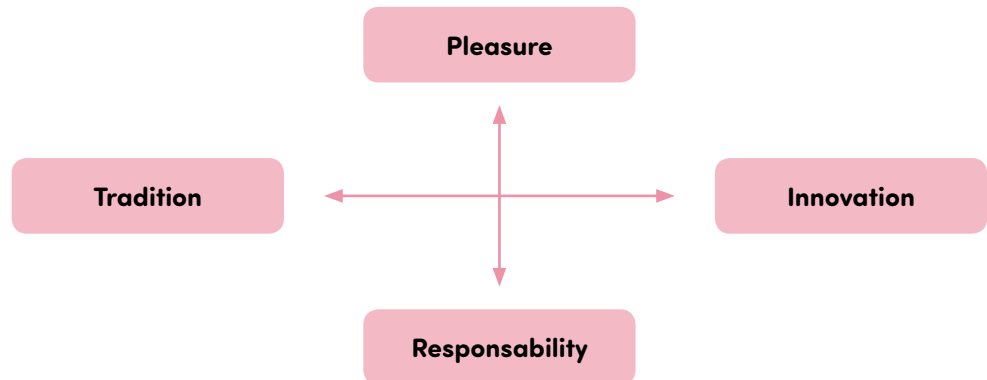
“This is the secret of propaganda that those that propaganda wants to catch, are completely filled with the idea of the propaganda without even noticing. Of course, propaganda has an intention, but the intention is so clever and so masterly concealed that the one who is to be fulfilled by this intention does not notice at all.”

Statements for the cards (one per card):

- Russians like to drink a lot of alcohol.
- Italians all speak with their hands.
- Turks are all Muslims.
- Germans are totally starched.
- Girls are often too loud.
- Boys cannot talk about feelings.
- Africans have no sense of time and always come too late.
- Poles like to steal.
- Girls do not like football.
- Boys do not dance ballet.
- Women cannot drive a car.
- Southerners are all macho.
- Germans cannot celebrate.
- Germans are unfriendly.
- Spaniards like to party.
- Spaniards love to siesta.
- Disabled people are stupid.
- Foreigners take away our jobs.
- Refugees live at our expense.
- Officials are lazy.
- Footballers are stupid.
- Boxers are stupid.
- Gays are doing good.
- Lesbians are men women.
- Greeks are lazy.
- Americans are superficial.
- Muslims are terrorists.
- Christians are paedophiles.
- Women with headscarves are suppressed.

[taken from e-EAV, Modul 4 Unit 2]

[https://e-engagementagainstviolence.eu/index/students/en\\_04.html](https://e-engagementagainstviolence.eu/index/students/en_04.html)



Print out and make as many little little cards as groups. Each group gets one card.

Name of the party: .....

Target groups:

.....

.....

.....

.....

.....

.....

Name of the party: .....

Target groups:

.....

.....

.....

.....

.....

.....

Appendix Unit 3.3

List of statements

- My party is targeting migrants as a target group.
- My party specifically addresses migrants.
- My party addresses migration and flight.
- My party lets migrants speak for themselves.
- My party regards migrants and refugees as positive and presents them positively.

Appendix Unit 4.1

Statements focused on Comedy

- Comedy is just entertainment.
- Comedy reveals social problems.
- Comedy makes me think.
- Comedy is actually just a collection of flat clichés.
- I do not want to think about comedy.
- Politics has nothing to do with me.
- Comedy is a way to point out things that do not work in society.
- Muslims and comedy are a contradiction for me.

Appendix Unit 4.2

Worksheet Jilet Ayse: "Where do you really come from?"

Discuss in small groups and work on the following work assignments together.

1. Describe what the video is about. Also describe what type of woman Jilet Ayse is and how she appeals to you.

.....

.....

.....

.....

2. Why is Jilet Ayse annoyed by the question regarding her origin? Write down here, what the question triggers in her.

.....

.....

3. Who in your group can identify with Jilet Ayse? Who knows similar situations? Who has ever felt like this? Describe similar situations here.

.....

.....

4. Do you think it's happening to everyone? Describe what the problem is with this question.

.....

.....

### The Picture Format

- **Focus on the essentials.**

Do not pack too much in the video. Does the viewer know what it's all about?

- **Close enough? Is the main motive big enough?**

What do I want to say with the video? Is this clear?

- **Is the perspective correct?**

Which perspective, which point of view emphasises the statement?

- **Does the background fit?**

Pay attention to backlight. Are there any disturbing, unsightly elements in the background?

**Before you press the button, you have to make sure that you are shooting in landscape mode, because TVs, monitors, etc. show horizontal format!**



Incorrect



Correct

### The Perspective

Depending on the perspective, the picture changes in what it wants to transmit. The perspective can be used to express different emotions.



#### Normal/neutral view

(Camera position at eye level)

- Corresponds to the normal viewing habits;
- Mediates neutrality;
- Represents the person realistically



#### Bird's-eye view

(Camera position from top to bottom)

- Looks small and intimidated;
- Used to show e.g. Inferiority, withdrawal, fear, obsequiousness, etc.



### **Worm's-eye view**

(Camera position from bottom to top)

- Looks bigger and therefore more powerful;
- Used to show e.g. Power, superiority, dominance, condemnation, etc.

### **The Background**

It is important to control the background while shooting. This means:

- Don't shoot against light (e.g. don't position a person in front of a window), because then the person will be too dark and the viewer can't see the main character.
- Pay attention to lines, plants, etc. in the background, as this can become very funny and distract the viewer from the main message!
- Choose a quiet place and make sure nobody walks through your picture as this, again, distracts the viewer from the main message and also has a negative effect on the sound!



Incorrect



Incorrect



Correct

### **The Sound**

In order to achieve a good sound result, look for a quiet place without disturbing noises. If possible, use a microphone.