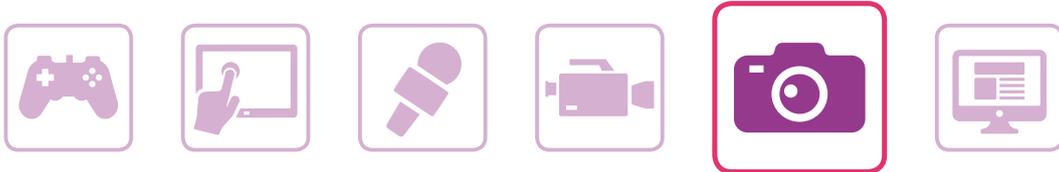


# Learning Scenario

## We are all equally different

[medien+bildung.com](http://medien+bildung.com)



The aim of this learning scenario is to raise awareness among young people with regard to the presentation of reality in media and radicalisation. Through the analysis of photographs, memes and videos the students understand the mechanisms of media and how to read between the lines. They learn what fake news is and receive tools on how to reveal this. They also produce posters that contain their slogan for an open and unbiased society. In this way students are guided to visualise their ideas about a future society and to express their views.

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## Learning Scenario

### We are all equally different

medien+bildung.com

#### Identification of the partners and credits

Author	Katja Mayer, Mario Di Carlo
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). <a href="https://e-engagementagainstviolence.eu/index">URL: https://e-engagementagainstviolence.eu/index</a>
Participants	Secondary school students
Comments about experimentation context	This learning scenario was tested at Ernst-Reuter-Realschule plus, a school located in Ludwigshafen-Gartenstadt, an inner-city suburb. Students here can finish school either after grade 9 or grade 10. The final examination “Hauptschulabschluss” after grade 9 qualifies students for vocational training. The “Mittlere Reife” after grade 10 qualifies students to proceed on a vocational track or apply for admission to a 3-year Gymnasium. The vast majority of the school population (70-80%) comes from families with low SES. Boys and girls are almost equally present although the percentage of female students is slightly higher (60%). The school hosts a significant percentage of students with migrant background, specifically 30%. Here most of first generation migrants come from Romania, Syria, Bulgaria, Turkey, Afghanistan and Iran while the parents of second generation migrants come from countries such as Turkey, Italy, Greece, Poland, Romania, Spain, Ghana, Tunisia and Lebanon. Although students with special needs are not officially registered, some students with dyslexia (approx. 6%) and with ADHD (approx. 20%) are present. Overall less than 50% of the students attending this school progress 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 graphic/comic-design (e.g. comic life)
- Use of multimedia features of mobile phones (or tablets)
- Basic knowledge of photo-design
- Being informed of up-to-date social media phenomena regarding fake news, migration, racism, etc.

### Students' expertise

- Use of multimedia features of mobile phones (or tablets)
- Use of Internet browser and social media platforms for information search

### Institutional support

- For administrative issues
- Collecting the informed consent for the use of images
  - Collecting permissions for students' outdoor activities
- 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

## Learning Scenario description

### Title

We are all equally different!

### Abstract

The aim of this learning scenario is to raise awareness among young people with regard to the presentation of reality in media and radicalisation. Through the analysis of photographs, memes and videos the students understand the mechanisms of media and how to read between the lines. They learn what fake news is and receive tools on how to reveal this. They also produce posters that contain their slogan for an open and unbiased society. In this way students are guided to visualise their ideas about a future society and to express their views.

### Key concepts

**Fake news** is a hot topic today. But what is fake news? Is fake news the true problem? Recently David Buckingham argued that the same way social media work requires or imposes the generation of fake news as a means to stimulate clicks that in turn generate profit. In other words, the issue of fake news is strongly related to the economy of click or digital capitalism. Media educators could advocate for regulatory policies aiming at governing the Internet as a public space. At the same time, as teachers they face the challenge of facilitating students in distinguishing between the different types of misleading news that populate the web. To this purpose it is useful to go beyond the simplistic approach to fake news and support students to recognise these different types of misleading news:

**Propaganda:** Propaganda is information that is spread to further a cause, idea or to do damage to a cause or idea. It is not objective. Propaganda, advertising and also public relations share similar traits by appealing the audience's emotions. It is important to remember that while the term propaganda most certainly has a negative connotation, it can also be beneficial.

**Clickbait's** main purpose is to pique peoples' interest enough to click through the content as a method of increasing ad revenue. Once the reader is there, the content rarely satisfies their interest.

Sponsored content: This 2016 study, from Stanford University, Evaluating Information: The Cornerstone of Civic Online Reasoning found that 80% of middle-school students involved in the study identified sponsored content (also known as native advertising) as real news.

Satire and Hoax: There are many satire websites on the web. Perhaps the most well-known of these is The Onion but there are many in Europe, some of which are listed below. Of course, the real trick with satire is that there are many lesser-known sites that catch people out as well as sites that claim to be satire but are not necessarily very funny.

Error: There are some great lists of error corrections on the web. Poynter publishes a list each year. Here is 2016, 2014, 2013.

Misinformation: Examples of misinformation can really be found in any of the 10 Types of Misleading News categories. We see misinformation as being different to disinformation in its intent.

Bogus: bogus news is news that is completely fabricated. Listed below are a few sources for finding examples of bogus news websites, however, be aware that many of these sites are quite ephemeral by nature, popping up here and there from time to time and then disappearing.

Main source: <https://eavi.eu/beyond-fake-news-10-types-misleading-info/>

Participants

Secondary School Students age 15 - 17

**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
- Identify the (un)represented voices and viewpoints in the media
- 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

- Play an active role in the media production process, while developing awareness about the different roles involved in media production activities
- 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
- Question discourses of othering that permeate public debate about minorities and/or disadvantaged social groups

### MIEF Frame 4

#### Create & Reflect + Dialogue & Engage

- Create or remix media productions to facilitate communication and dialogue across cultures
- Advocate intercultural values and social justice through your own media productions and practice
- 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 – Reality representation and manipulation on the Internet

**Introduction** Pairs interviewing each other on their opinion regarding the representation of reality in media (about 20 min)

**Activity** Analysis and discussion of different photographs and graphics to understand the concept of “objectively-subjectively” and the representation of reality in media (70 min)

**Conclusion** Discussion about students’ interpretations of the images (30 min)

#### Unit 2 – Opinion formation on the Internet, Social Bots, Fake News

**Introduction** Video presentation to introduce the phenomena of Fake News and Social Bots (about 30 min)

**Activity** Production of so-called Fake News Check to reveal fake news (80 min)

**Conclusion** Discussion about: What’s the danger if we do not do anything about fake news? (10 min)

#### Unit 3 – Group formation and radicalisation

**Introduction** Brainstorming and TOP 5 “group” (about 20 min)

**Activity** Analysis of the movie “Radikal” (80 min)

**Conclusion** Positioning game on group formation and final discussion/reflection (20 min)

#### Unit 4 – Deconstruction of groups, stereotypes and prejudices

**Introduction** Game “Things-in-common-carousel” (about 15 min)

**Activity** Video analysis of clips produced by people with migrant background that focus on what connects cultures rather than what separates them (90 min)

**Conclusion** Collection of words that describe a functional multicultural society (15 min)

#### Unit 5 – Photo-Poster (Part 01)

**Introduction** Review previous units and introduce media production task (about 30 min)

**Activity** Basic knowledge of photography and first planning of media production (70 min)

**Conclusion** Presentation of plan (20 min)

#### Unit 6 – Photo-Poster (Part 02)

**Introduction** Brief presentation and finalising production plan (about 20 min)

**Activity** Production of media products (70 min)

**Conclusion** Presentation of media products (30 min)

## Unit 1: Reality representation and manipulation on the internet

### Description

This unit guides students to reflect on how media represent reality and how different audiences can interpret what they see and consume every day. Firstly, students interview each other about how media represent reality. Secondly, they analyse and discuss some photos and graphics in order to deepen the concepts of "truth" when dealing with media representations.

### Specific objectives

1. To learn to describe, interpret and judge visual representation of reality.
2. To reflect on and express one's own media interpretations and compare them with those of others.
3. To understand how media creates reality and to be able to critically question what one sees.

### Evaluation

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

### Technical support

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

### Sequence no. 1

### Introduction

### Duration

20 min

### Pedagogical methods

- Brainstorming
- Group work

### Instructions

Teacher asks the students to interview each other (in pairs) and make notes. Through the interview students are invited to question to what extent what they see/read in the news are accurate representations of reality and whether people interpret these representations in the same ways. After interviewing each other, students share their answers with the class.

### Teaching resources

Pair-Interview (Appendix 1.1)

## Sequence no. 2

## Activity

### Duration

70 min

### Pedagogical methods

- Modelling
- Group-work

### Instructions

Teacher presents to the students a photograph with a soldier pointing a gun at a man. Then, s/he asks them to describe what they see and what kind of feelings the picture elicits. Next the teacher shows an image that depicts a soldier giving some water to drink to the man. After students are asked to make the same observations. Afterwards the teacher presents the original complete image showing both soldiers and discusses with students how different frames or perspective can offer different representations of reality.

The teacher shows more graphics to exemplify how the visual perspective of an image and/or the interpretations of a picture by the viewer can affect the way in which we perceive what is "truth".

In addition, the teacher shows how and why people can manipulate images posted on the Internet on the basis of a study project about "fake representations" carried out by a Dutch woman who intentionally faked a 5-week journey to South East Asia.

Next the students receive a worksheet and, in groups of 3 – 4, they analyse two images. Half the class works with image 01 while the other half with image 02. After filling out the worksheet they present their findings to the class.

### Teaching resources

- Image analysis: Soldier (Appendix 1.2)
- It all depends on the perspective (Appendix 1.3)
- Link Dutch woman fake travel: <https://www.ohmygosh.byzilla.com/>
- Worksheet Photo analysis (Appendix 1.4)

## Sequence no. 3

## Conclusion

### Duration

30 min

### Pedagogical methods

- Discussion
- Modelling

### Instructions

To give more background information of the two images analysed the teacher explains the game "rumour mill". For this game students have to get out of their seats. The teacher defines one side of the classroom as "Yes", the other as "No". The teacher reads out several questions. The students have to decide whether they answer is "Yes" or "No" and move to the corresponding side of the classroom.

Looking back at their answers from the interview at the beginning, students discuss if they would still answer in the same way or if and how they would answer differently.

### Teaching resources

Questions for "rumour mill" game (Appendix 1.5)

## Unit 2: Opinion formation on the Internet, Social Bots, Fake News

### Description

This unit aims at giving advice on how to tackle fake news. In the beginning the phenomenon of fake news and social bots are introduced through some short videos. After students learn how to question information on the Internet through the so-called Fake News Check. Finally, students discuss the potential dangers of – and strategies to cope with – fake news.

### Specific objectives

1. To understand what social bots and fake news are and how misinformation can be detected
2. To recognise fake news on the Internet
3. To prepare and visualise the information in a youth-friendly way

### 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
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

30 min

### Pedagogical methods

Direct teaching

### Instructions

The teacher introduces the topic of Fake News with the help of a video from a newscast that addresses the topic. Afterwards the class discusses the phenomena together.

Then the teacher explains how websites, especially Social Media, collect data and how algorithms determine what we see on the basis of what we follow and the interests we publicly show to – and/or share with – others etc.

The teacher shows another video illustrating the fast spreading of fake news, as well as the work of Social Bots.

### Teaching resources

- Newscast (German) about Fake News (show clip till 2:33): <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

This Newscast is about Fake News and shows how widespread it is now. News anchors present several cases that show how easily such fake news comes to the public. They refer to fake news playing a role in the US election and raise the question if they could also have a negative effect on the German elections ahead. They present a clip where a politician speaks about her personal experience with fake news.

- Videoclip about Social Bots (German): <https://www.youtube.com/watch?v=fx3R5CUKlcw>

The video is about social bots, software that simulates real interactions and can therefore quickly influence and manipulate people's opinions. It shows how easy it is to manipulate everything today through such software and that you should not always believe everything just because it seems to have reached a large audience

## Sequence no. 2

## Activity

Duration

80 min

Pedagogical methods

- Discussion
- Group work

Instructions

The teacher asks the students to think about and discuss the following issues: Which topics are particularly suitable for opinion making? Which topics are particularly shared/ reinforced? What are the prejudices against migrants/refugees?

Students debate these issues by offering examples and counter arguments. At this stage the teacher invites students to discuss more broadly what the problems with fake news are and how fake news could be detected.

Then the teacher invites students to have a look at a table and watch two short videoclips about what they can do when they are not sure whether a video, photo or text they find on the Internet is reliable. The first video suggests to: 1) trace picture with Google image search, 2) check videos with YouTube DataViewer, 3) check the source very carefully. The second video gives the following advice on how to verify the soundness of news: 1) check sender, 2) reverse image search, 3) check website URL/ Imprint. The table gives the following advice: 1) check the source 2) check the fact 3) trace picture with Google image search 4) check if it is up-to-date.

The teacher makes sure everybody has understood the steps. Next the students form groups of 3 – 4. Each group receives a tablet. The students are asked to create a poster, the so-called «Fake News Check» with the help of the app «Comic life». Specifically, they are asked to use the information from the videos in order to recreate the content that effectively addresses a young audience. In other words, they create a kind of tutorial intended to create photos, text and shapes.

After ending their tutorial to debunk fake news, groups present their results in turn, and receive feedback from classmates and teacher.

Teaching resources

- Link video 01 (German): <https://www.br.de/mediathek/video/netzwelt-fake-news-schnell-entlarven-av:5a3c7d920b641e00186f0787>  
The video shows how to use the tools step by step with the help of actual examples from the internet.
- Link video 02 (German): <http://faktenfinder.tagesschau.de/fakenews-erkennen-tutorial-101.html>
- Link table (German): <https://www.klicksafe.de/themen/problematische-inhalte/fake-news/>
- Link for Comic Life: <http://comiclif.com/>

## Sequence no. 3

## Conclusion

Duration

10 min

Pedagogical methods

Discussion

Instructions

As a conclusion, the teacher starts a discussion among the students regarding the dangers of fake news and what they can actually do to detect fake news in their everyday lives.

## Unit 3: Group formation and radicalisation

### Description

This unit aims at raising students' awareness of radicalisation processes. It starts with brainstorming about group formation dynamics. It continues with an analysis of the movie "Radikal", as well as with a plenary discussion of the issues raised by the movie. It concludes with a positioning game through which students underpin the dynamics of group formation.

### Specific objectives

1. To understand how and why a person can become radical
2. To discover and express alternative ways of dealing with rage and frustration
3. To make sense of how groups can be constructed and deconstructed

### Evaluation

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

### Technical support

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

### Sequence no. 1

### Introduction

### Duration

20 min

### Pedagogical methods

Brainstorming

### Instructions

The teacher asks the students to brainstorm about the term "group". They first have to think about it individually with the help of a worksheet and then exchange their ideas with their seatmate. Next, they build groups of 4, they compare their results and each group reports the TOP 5 answers on the dedicated worksheet. Finally, the groups present their findings in turn.

### Teaching resources

- Worksheet "Group – Brainstorming/Mindmap" (Appendix: 3.1)
- Worksheet "TOP 5 – Group" (appendix 3.2)

## Sequence no. 2

## Activity

### Duration

80 min

### Pedagogical methods

- Group work
- Discussion

### Instructions

The teacher presents the film “Radikal” that deals with group formation and radicalisation. The whole class watches the film together. The teacher stops the film several times in order to make students think about key aspects of the narrative (i.e. motivations to belong to a group, milieu of the characters).

After watching the full film, the class discusses the following general questions: How much did you like the movie? What did you notice? Was the movie credible? Can you understand the fascination of the characters?

Next, students form groups of 4 and discuss some more specific issues: similarities and differences between right wing extremism and religious radicalisation; reasons of the vulnerability of Simon to messages of the extremists and strategies adopted by Simon to cope with the radical milieu.

They write down their findings on large posters. Afterwards each group presents the findings and then the other groups add their findings if they came to different conclusions.

At this stage the teacher can lead to a discussion through the following questions: What else can frustrate? What else can help or be a solution besides sport? Why is it important to know about yourself?

### Teaching resources

- Link to order film “Radikal” (German with English subtitles): <https://hke.hessen.de/film-%E2%80%9Eradikal#>
- Timecodes for analysis of movie “Radikal” (Appendix 3.3)

## Sequence no. 3

## Conclusion

### Duration

20 min

### Pedagogical methods

- Discussion

### Instructions

The students get off their seats. The teacher reads out statements for a positioning game and students position themselves accordingly. If necessary, teacher can ask certain students to clarify their position. This game wants to show how fast and easily groups can be constructed and, ultimately, anyone can be assigned to any group.

Afterwards, in a final brief discussion, the teacher leads the class to the conclusion that group affiliation is not necessarily something bad in the first place. Nevertheless, sometimes it is also important to distance themselves from the group. Finally, the teacher invites students to reflect on the classroom activity through the following questions: What was this unit like for you? What was the aha-effect? What did you enjoy most? What did you learn? What will stick in your mind?

### Teaching resources

Statements for Positioning game (Appendix 3.4)

## Unit 4: Deconstruction of groups, stereotypes and prejudices

### Description

The unit aims at shifting the focus from what separates people and cultures towards what they have in common. Firstly, students play the Game “Things-in-common-carousel”. Then, they analyse some video clips produced by people with migrant background. The videos focus on what connects cultures rather than what separates them. As a conclusion, students identify and discuss the success factors of multicultural society.

### Specific objectives

1. To understand similarities between different social groups
2. To recognise and accept the existence of hybrid identities
3. To identify success factors for a multicultural society

### 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
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

15 min

### Pedagogical methods

Brainstorming

### Instructions

The teacher introduces a game the students are going to play which is called “Things-in-common-carrousel”. To play the game, the students are asked to sit in two circles, one inner, one outer circle, facing each other. Alternatively, it is also possible to have two rows. The important thing is that two students always face each other. The teacher names a topic and the students sitting opposite each other start talking until they find something they have in common. If they find something, they raise their hands. When all pairs are done and have raised their hands, one circle moves one seat along and the teacher announces a new topic. Possible topics to discuss are: leisure - food - family - holiday - music - film - school - favourite place - sports - book - social media, etc.

## Sequence no. 2

## Activity

Duration

90 min

Pedagogical methods

Group work

Instructions

The teacher presents the video "Hinter uns mein Land/ Behind us: my country". Afterwards the students think about the following questions: What is this video about? How did the video make you feel? Who are "the others" in the story? Who is "we"? Why does someone produce such a video? What is the intention of this video? They first share their feelings and ideas in pairs with their seatmates and then discuss with the teacher and the whole class.

Next the teacher presents the video "Omar Ali – Wer bin ich?/ Who am I?". After watching the clip, the students receive a worksheet to fill out in groups of 4 or 5. As the video covers lots of different aspects, it might be helpful for the students to watch it a second time. After they have filled out the worksheet the groups present their findings and discuss them with each other.

Next the students search for videos on the Internet that they know and that they think are similar, showing similarities between cultures rather than things that separate and that send out a positive signal and would be worth sharing. The teacher picks up some examples, they watch them together via the projector and have a brief discussion.

Teaching resources

- Link "Hinter uns mein Land/ Behind us: my country" (German, available with English subtitles): <https://www.youtube.com/watch?v=IQBncz9RmqA>
- Link "Omar Ali – Wer bin ich?/ Who am I?" (German, available with English subtitles): <https://www.youtube.com/watch?v=3LTx1ckcMyk>
- Worksheet Video Analysis: "Omar Ali – Who am I?" (Appendix 4.1)

## Sequence no. 3

## Conclusion

Duration

15 min

Pedagogical methods

Brainstorming

Instructions

The students reflect on the following questions: What does it take to live well in a multicultural society? What is a hindrance? Each student receives several cards in two colours (e.g. green and red). They write down positive words on one colour and negative words on the other. The cards are collected on a pinboard. This collection shows what is beneficial to live together and what functions as poison. In preparation of the next two units the teacher creates a wordle to collect students' answers.

## Unit 5: Photo-poster (Part 01)

### Description

In this unit students are planning their own media product, specifically a poster for an open, unbiased society. Initially, teacher and students revise the conclusions of the previous four units. Then students are introduced to the basics of photography and to the meaning of a poster through specific examples. Hence, students start to think in small groups about their media product. Finally, students discuss their first ideas and start to plan the production of their poster in detail.

### Specific objectives

1. To understand how a diverse/multicultural society can be advocated through specific campaigns
2. To acquire the basics of photography, as well as the knowledge to plan a poster
3. To create slogans for a poster advocating an open and unbiased society

### 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
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

30 min

### Pedagogical methods

- Discussion
- Direct teaching

### Instructions

As a reminder the teacher already printed significant photos or graphics such as the wordle for each unit and hung them up in the classroom. With the help of these reminders the teacher and whole class review the previous four units with their main findings and conclusions. Next, the teacher introduces online campaigns that stand for diverse/multicultural societies and media.

### Teaching resources

- Link New German Media Professionals: <https://www.neuemedienmacher.de/information-in-english/>
- Link No Hate Speech Movement: <https://no-hate-speech.de/en/>

## Sequence no. 2

## Activity

Duration

70 min

Pedagogical methods

- Group work
- Project work

Instructions

Afterwards the teacher introduces the task for the next two units, namely the creation of a poster for an open, unbiased society.

To be able to plan their media product, the teacher introduces students to the basics of photo design. The teacher therefore shows examples and with the help of a tablet connected to a projector also demonstrates what to keep in mind and pay attention to when shooting a photo (i.e. subject, picture format, the rule of thirds, perspective and background). The students also receive these photography basics on a dedicated handout.

Next, the students learn what a slogan is. The teacher gives a short definition of slogan and shows some examples. Then the students start brainstorming for their own slogans. At this stage they write down on cards what comes to their minds. These first ideas are presented and collected on a pinboard. Together with the teacher the brainstorming continues. Then the students form their workgroups of 3 – 4 to start the more detailed planning of their media product. In the groups they decide on a slogan. With the help of a worksheet they also plan the production of their poster. During this phase the teacher goes from group to group and gives individual feedback.

Teaching resources

- Handout "Basic knowledge: Photography" (Appendix 5.1)
- Slogan - What is it? (Appendix 5.2)
- Worksheet: Media production (Appendix 5.3)

## Sequence no. 3

## Conclusion

Duration

20 min

Pedagogical methods

- Group work
- Project work

Instructions

The groups present their first ideas of poster. Teacher and students give feedback. Students discuss the results of their activity and organise along with the teacher the final poster production phase.

## Unit 6: Photo-Poster (Part 02)

### Description

In this unit the students produce their posters planned in the previous unit. Afterwards they present their final posters and discuss how their media products can be further disseminated at school and at local level.

### Specific objectives

1. To plan a media production cooperatively
2. To stand up for social equality by creating their own media products.
3. To enable students to produce their own media products on the topics of a diverse/multicultural society

### 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
- Tablets
- Laptop
- Interactive whiteboard (when available) or projector

### Sequence no. 1

### Introduction

### Duration

20 min

### Pedagogical methods

Project work

### Instructions

Teacher invites students to present the current state of their project. Each group gives a brief overview of their idea. If necessary, the groups get more time to finalise their plan to proceed with the production of their poster.

## Sequence no. 2

## Activity

Duration

70 min

Pedagogical methods

Project work

Instructions

Each group starts to shoot the photo planned for the poster. During this phase the teacher checks on the different groups and gives individual feedback. The teacher advises shooting more than just one photo and to try out different angles and perspective. Students are asked to have a look at their photographs, to give feedback to and help each other and also decide if they have to reshoot the photo. After shooting their photos, students come back to the classroom and start designing their posters. Then they work with the app "comic life". At this stage students choose a layout or choose to create their poster from scratch. Ideally, each group receives two tablets, in order for the students to be able to work in pairs and create different versions of their posters. They need to decide on the layout, font, colour, if they want to add special graphics etc. Again, the teacher gives individual feedback and encourages students to try out different things and play with sizes, fonts, etc.

## Sequence no. 3

## Conclusion

Duration

30 min

Pedagogical methods

- Discussion
- Project work

Teaching resources

Each group presents their final poster. The class and teacher give feedback according to the framework they were provided with in the beginning (i.e. basics of photography). If there is enough time after the presentation, they can brainstorm together on alternative solutions, as well as who else to present their posters to (e.g. school homepage, school festival etc.).

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

## Appendices

### Appendix Unit 1.1

#### Pair-Interview

Interview each other and make notes.

1. Are images that we see in news, e.g. on the Internet, newspapers and television, an accurate representation of reality? Why do you think that?

.....

.....

.....

.....

2. Do the images you see in news media mean the same to you as they do to others? Why do you think that?

.....

.....

### Appendix Unit 1.2

#### Image analysis: Soldier

Show photographs after each other.



Foto: AP Photo / Itsuo Inouye Montage: Ursula Dahmen / Der Tagesspiegel

[https://e-engagementagainstviolence.eu/index/students/en\\_01.html](https://e-engagementagainstviolence.eu/index/students/en_01.html)

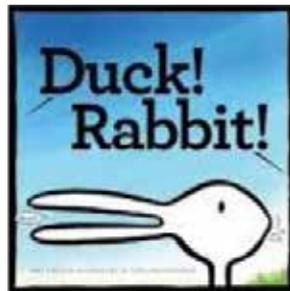
<http://www.sueddeutsche.de/muenchen/ausstellung-in-pasinger-fabrik-gefaelschte-re-alitaet-1.46485>

These are possible examples to show. You can try to find more to make it even clearer.



more awesome pictures at [THEMETAPICTURE.COM](http://THEMETAPICTURE.COM)

<http://themetapicture.com/tv-shows-you-what-they-want-you-to-see/>



by Amy Krouse Rosenthal

Half of the students work with the worksheet with image 01, the other half work with the worksheet with image 02:

Take a look at the image and answer the questions!

### Image 1



*Germany 2030, where do you actually come from?*

- What do you see in the image?
- Is the image edited? If yes, what?
- What could you use it for?
- Against whom could you use it?
- Who could be the author of this meme?

Image 1 is a meme that's circulates in social media in various countries. There is not much information about the context of the original photograph, but it's clearly changed by adding more people and text that transforms it to a racist meme. The photo went viral worldwide with the text translated in many different languages.

<https://www.mimikama.at/allgemein/deutschland-2030-woher-kommst-du-denn/>

Look at the picture and answer some questions!

### Image 2



- What do you see in the image?
- Is the image edited? If yes, what?
- What could you use it for?
- Against whom could you use it?
- Who could be the author of this meme?

Image 2 simply represents bus seats but it was posted by a user of the Facebook Page "Homeland first" with following question: "What do people think about this?". Since then the picture got viral and the seats were mistaken for women with burka

- <https://www.mimikama.at/allgemein/interview-mit-johan-slattavik/>
- <https://ze.tt/norwegische-rechte-scheitern-so-arg-dass-es-wehtut/>

Appendix Unit 1.5

Questions for “rumour mill”

- Where do you think image 02 was taken? Germany or Saudi Arabia?
- Was Image 02 posted by a racist?
- Did Image 02 receive racist comments?
- Was Image 01 posted by a racist?
- Is it possible to find the original source of Image 01?
- Did image 01 spread out Europe wide?

Appendix Unit 3.1

Group – Brainstorming/Mindmap

First think about the term “group” yourself.

- What comes into your mind when you think about the term “group”?
- Which groups do you know?
- In which groups do you find yourself?

Second exchange your ideas with your seatmate.

Appendix Unit 3.2

Group – TOP 5

Compare your Mindmaps. What are the overlaps? Write down your TOP 5 here:

1. ....
2. ....
3. ....
4. ....
5. ....

Watch the movie with the whole class. You can stop after the following sequences and ask the following questions:

00:00 - 03:00 Where does Simon live? What are the conflicts? What problems does Simon have?

06:35 - 10:25 (right-wing extremist milieu): What did he get into? What is the milieu?

10:25 - 14:40 (religious radicalisation): What did he get into? What is the milieu?

14:40 - 15:35 What's happened now? What's next?

15:35 - 17:43 (end)

Please notice that the movie consists of three episodes showing different ways of radicalisation. Due to the timeframe of 120 minutes for the unit, here are only listed two ways (right-wing extremist and religious radicalisation). If you have more time, it is of course possible to watch also the third one (left-wing extremist milieu) or to choose a different combination.

- If you have blond hair, please go to the left.
- If you have brown eyes, please go to the right.
- Anyone who is a Justin Bieber fan, please go to the left.
- If you like football, please go to the right.
- If you want to be one of the top 10 students in the school, please go to the right.
- If you ever have been insulted, please go to the left.
- Anyone who has ever been beaten, goes to the right.
- If you have ever segregated others, please go to the left.
- If you have been segregated, please go to the right.
- Who feels like a (add the hometown name)?

Discuss the following questions and make notes about your findings.

1. What does Omar want to tell us?

.....

.....

2. What are the advantages of such an attitude?

.....

.....

3. Which problems does Omar encounter in his everyday life?

.....

.....

4. Who can identify with his statements? Give examples from your own everyday life.

.....

.....

### 1. The Subject

- **Focus on the essentials.**

Do not pack too much in the photo. 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 photo? 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?

### 2. The picture format



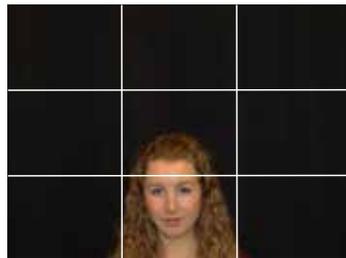
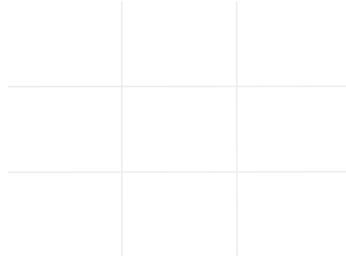
Before pressing the trigger, you have to decide if a photo should be taken in portrait or landscape format.

Depending on the format selected, a photo with the same subject may have different effects on the viewer.

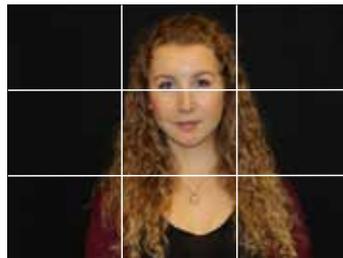
### 3. The rule of thirds

Divide the picture mentally into 9 equal parts (some cameras also provide guidelines for this).

The main subject should be placed at the intersections or along the imaginary lines. To build tension in the picture, this rule can also be deliberately broken. When shooting people, make sure that the people's eyes are placed on the top line.



Incorrect

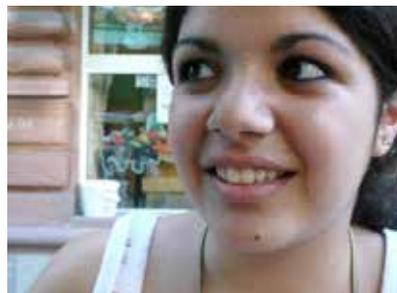


Correct

### 4. The Perspective

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

Before you press the button, you should think about the perspective. Depending on the perspective, the picture statement changes. The perspective is there to express different feelings and emotions in a scene. Therefore, it is best to change the camera position several times and see which perspective best suits the desired image statement, or which makes the picture most appealing and interesting.



#### 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 person properly.
- Pay attention to lines, plants, etc. in the background, as this can become very funny and distract the viewer from the main message!
- Make sure nobody walks through your picture or stands in the background that doesn't belong there as this, again, distracts the viewer from the main message.



Incorrect



Incorrect



Correct

- Short, concise statement
- Mainly used in advertising and politics
- Catchy, effectively worded phrase
- Aims to convey a statement in a compact form and to influence the public abruptly.

Examples:

- "Impossible is Nothing." - Adidas
- "Just do it" - Nike
- "Think different" - Apple
- "Because you´re worth it" - L'Oréal
- "Advancement Through Technology" - Audi
- "I'm Lovin' It" - McDonalds
- "Designed for Driving Pleasure" - BMW
- "There are some things money can't buy. For everything else, there's MasterCard." - MasterCard
- "Melts in your mouth, not in your hands" - M&Ms
- "Connecting people" - Nokia

Create a poster with a positive and/or critical message on the topic:

**We are all equally different!**

"Your slogan, your life motto for a multicultural, open, unbiased society."

The single work steps:

1. Come up with your slogan (positive or critical message)
2. Think about what photos you need for your poster
3. Sketch your poster on the worksheet (below)
4. Take your picture
5. Create your poster
6. When designing, think of the advice on your handout (keywords: subject, slogan, design template, colour, font, size ...)

Write down your slogan here: .....

**Sketch here how your poster should look like**