



Young Digital Leaders Teacher Guide 2019

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WHAT IS YOUNG DIGITAL LEADERS?

Young Digital Leaders is a European programme aiming to empower young people aged 12-15 years old through digital citizenship, critical thinking and media literacy skills, so that they can become tomorrow's digital leaders. The project, developed in partnership with Google and the *Institute for Strategic Dialogue*, was created in order to equip young people with the skills they need to be safe, powerful and effective online citizens in the 21st century, and to explore new ways of teaching digital citizenship in formal educational settings in Europe.

The programme is delivered in partnership with local non-governmental education organisations, and has pioneered a unique, collaborative partnership model between students, teachers, parents and local civil society organisations across Europe. In Greece, local partner Action Synergy is delivering Young Digital Leaders.

Through a series of thought-provoking activities and real-world examples relevant to their everyday lives, Young Digital Leaders aims to teach young people to be critical consumers of information online, respectful and effective communicators online, and champions of theirs and others' rights and responsibilities online.

Building on the success of the programme in 2018, Young Digital Leaders will seek to influence positive behavioural change among students, empowering them with the knowledge, skills and attitudes to play a positive role in their online communities.

This guide aims to support you in the delivery of the exercises, providing expert guidance grounded in our experience of direct delivery and student feedback from 2018. The first part of this guide will give you an overview of the curriculum, and the second part will provide practical tips for delivering the sessions to young people.

CURRICULUM OVERVIEW

The curriculum covers the most relevant topics of digital citizenship today, and is specifically tailored to young, digital native audiences across their country contexts.

These topics include fake news, 'closed groups' and filter bubbles, understanding prejudiced content to challenge stereotypes and hate speech online, and how to communicate effectively to different audiences to promote positive change online.

Throughout the five sessions, several key questions will be posed to the students. These questions will inform the final activity, offering students the opportunity to create a digital campaign which responds to a social issue that is important to them.

The curriculum is designed to be as relevant as possible to young people's real life experiences. By using real examples of fake news, hate speech and prejudiced content in a safe and open learning environment, students will be provided with the opportunity to question and discuss content that they will inevitably come across online, and be better equipped to respond to it when they do.

Each session is supported by clear learning objectives, and step-by-step instructions to help you guide the young people confidently through the sometimes challenging topics.

The sessions have been designed to be interactive and engaging, using experiential learning styles that allow the students to learn the concepts through participating in activities. They can be easily modified to meet the specific needs of every type of learner and setting.

DELIVERY GUIDELINES

To ensure that you get the most out of the sessions, here is a list of recommendations to guide your delivery.

TOP TIPS FOR DELIVERY

<i>Before the sessions</i>	Read through the session plans and activity descriptions. Think about how you can adapt these to fit your own presenting style but make sure that you still meet the outlined learning objectives.
	Check the glossary definitions attached. Even if you are already familiar with the concepts, having a definition of a complex idea ready to hand will save you time in the sessions.
	Research some examples online of fake news and hate speech that you could reference. Being aware of the kinds of material that young people may encounter will prepare you to support them during the sessions.
<i>During the sessions</i>	At the start of each session, create a respectful, safe space for discussions in which you establish firm boundaries from the outset on what you consider to be acceptable in contributions. It is important that you try to strike a balance between encouraging young people to express their opinions and challenging those that cross the line in terms of disrespecting others.

Discourage the sharing of specific examples of hate speech, which may offend and discourage others from feeling they can participate fully in the sessions. This might also awaken traumatic experiences in some young people, and in all activities, facilitators must demonstrate a sensitivity to students to ensure none feel unsafe or singled-out.

Use the question prompts in the activity descriptions to shape and deepen the participants' exploration of the learning. Rather than telling them what to think or trying to channel them into a specific answer, keep the questions as open as possible. Bounce answers between them through asking other questions, such as 'Does anyone disagree?' or 'Is this true for everyone?' or 'What would someone say if they disagreed with that?' This can develop critical thinking skills.

Try your best to ensure all of the participants are included and that they work collaboratively. For example, if anyone seems to be dominating the discussion within a group, ask them to scribe the opinions of others for a while or introduce an object like a ball or marker pen where the only person who speaks is the one holding the object.

Be aware of time considerations. It can help to assign a time to a specific activity, so that you can allow for plenty of time for the plenary at the end. This is when the evaluation of the learning takes place and is therefore by far the most important part of the session.

After the sessions

Prepare a card detailing key contacts that offer support to young people over these issues or for more information. If you hand these cards to everyone rather than only handing them out when asked, many young people might feel too embarrassed to approach you for support in front of their peers.

Make yourself available to talk to any young people who want to discuss anything that was raised during the sessions

Encourage the participants to discuss these issues with their parents or carers at home, so they can share their thoughts and feelings with them about the topics covered in the curriculum.

SESSION SPECIFIC TIPS

<p>Session One: Critical Consumers</p> <p>Learning Objective: Identify and respond positively to fake news, 'closed groups' and filter bubbles.</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ● Explain what fake news, 'closed groups' and filter bubbles are ● Fact check information ● Understand why and how to consume diverse media sources ● Balance media consumption with digital wellbeing ● Be proactive role models for their online community by sharing positive and credible content 	
Activity	Time	Tips

<p>Starter: Spot the Fake News</p>	<p>In pairs, students share two truths and a lie about themselves. Their partners must work out which is which and write down one way in which they decided it was fake.</p>	<p>10 min</p>	<p>Set the right mood from the beginning, walk around tables, make sure you learn the students names and engage with their statements.</p> <p>This is the first activity for all the sessions, so setting out expectations on the need to provide a rationale for their thinking at the start will help throughout the workshop . This will also help you gauge the level of understanding of the groups for the topics covered in each session, and allow you to adjust your approach accordingly.</p>
<p>Fact or Fiction?</p>	<p>In groups, students sort real online headlines and images into factual, opinionated, and fake news.</p>	<p>20 min</p>	<p>It is crucial that young people have a good understanding of the difference between biased opinion, fake news and factual statements, so take your time explaining those before you get going. When a student gives an answer, ask ‘why?’ and don’t be afraid to ask ‘why?’ again or in a different way if their answer didn’t explain their reasons well enough.</p>

<p>What's the Story?</p>	<p>In groups, students receive information about an event that happened in the local area. They will be divided into three groups and they will be exposed to positive, negative and neutral coverage. They will have to summarise in a few words what happened from their perspective to the rest of the class.</p>	<p>20 min</p>	<p>Prepare the headlines beforehand, so you don't mix them up (it can easily happen!) and if you have enough staff, someone can be responsible for handing out and gathering back the headlines.</p> <p>When the students are summarising their headlines' perspective to the rest of the class, choose a student who didn't get as much of an opportunity to contribute to the group discussions - this way all students have the chance for their voice to be heard.</p>
<p>Check your newsfeed...</p>	<p>The students will be exposed to practical examples of how filter bubbles function online. Each student will be asked to check one of their social media accounts to initiate the conversation.</p>	<p>10 min</p>	<p>This exercise can be a tricky one! We want them to engage with their phones but we also want them to focus on the activity. If you have enough staff, make sure you walk around and engage in meaningful conversations with them while checking their phones. For this you can use the talking points at the end of each session.</p> <p>If students are unable to use their phones, the facilitator should demonstrate the effect of filter bubbles by using their own social media pages - perform the demonstration of logging in and logging out to compare homepages in real time, rather than using screen grabs. This has a</p>

			<p>greater impact on the students.</p> <p>Finally, make sure you leave enough time for each student to answer Key Question 1. This allows them to recognise their key learning from the session.</p>
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<p>Session Two: Resilient Citizens</p> <p>Learning Objective: Understand what prejudiced content is in order to challenge stereotypes and positively contribute to the online space.</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ● Explain stereotyping and its consequences ● Explain how prejudiced content can influence and manipulate people online ● Challenge online stereotyping and prejudice ● Share positive role models with others online 	
Activity	Time	Tips

<p>Starter: School Takeover</p>	<p>Students are split into two teams: the teams compete against each other to be chosen to run the school, listing reasons why they should be chosen.</p>	<p>15 min</p>	<p>You should encourage competitiveness by asking questions like “<i>what skills do you have that they don’t?</i>” or “<i>Does anyone in this group have very special skills?</i>”. Each of the two groups must feel superior to the other, and loyal to their group identity.</p> <p>During this exercise energy levels will be running high, so allow enough time for the young people to calm down before moving onto the next exercise.</p>
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<p>Stereotyped narratives</p>	<p>The facilitator will provide examples of stereotypes affecting minorities and other groups found online.</p>	<p>20 min</p>	<p>Encourage young people to speak up, but don't force them to!</p> <p>Be aware that some students may find the images distressing during this activities. Remind them that you will be available to listen to them at the end of the session if they have something they want to discuss.</p> <p>Make sure you set the right questions from the beginning, so that the young people know what to look for when looking at the examples.</p> <p>Stretch students by asking them to pick out specific features that have been used to emotionally manipulate audiences.</p>
<p>Plenary</p>	<p>Students are shown examples of online responses to stereotypes and prejudices. They should analyse these case studies and come up with steps they will take in future to counter prejudice.</p>	<p>10 min</p>	<p>As well as analysing these case studies, ask students if they have any suggestions on how they could be even further improved.</p> <p>Gather the steps young people could take to counter prejudice visibly as a mind-map on the whiteboard, and encourage students to copy it down.</p>

Session Three: Effective Communicators Learning Objective: Understand how to communicate effectively online with a range of audiences, and recognise the impact of language and tone used.		Learning Outcomes: <ul style="list-style-type: none"> ● Recognise the difference between online and offline communication ● Understand the importance of language and audience when posting online ● Contribute respectfully and constructively to online discussion ● Consider the feelings of others when interacting online ● Demonstrate a willingness to listen to other worldviews online 	
Activity		Time	Tips
Starter: How and why?	<p>Students work in groups of 4 to answer quiz questions on how the internet is used in their country.</p> <p>Students then discuss whether these statistics align with their own approach to communication.</p>	10 min	<p>Make sure you shuffle the groups around to stimulate the young people to engage with as many people as possible.</p> <p>Allow young people to share their experience, being mindful of who hasn't spoken yet.</p>

<p>What's the difference?</p>	<p>Students are placed into one of three categories: Social Media, Phone Call, Face to Face. First, they discuss the positives, negatives and reasons for use of this type of communication.</p> <p>Each group is then given a set of statements and discusses how easy they would find it to communicate each statement through each medium. Discussion follows on the need to behave online the same way you would offline.</p>	<p>20 min</p>	<p>Make sure the groups change from the previous group activity (Session One, Activities 2 and 3). This will promote exposure to different ideas and should allow group bonding.</p> <p>Give individual students roles so they recognise their contribution to the group. E.g. spokesperson, scribe, note-takers, one student conveys ideas in development to the facilitator.</p>
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<p>Watch your tone!</p>	<p>Now in smaller groups, students are shown messages that have been communicated online in different tones (e.g. offensively, half-heartedly, angrily, respectfully) and should evaluate the effectiveness of each example in landing with a wide audience, and the impact of this communication on the audience.</p> <p>These messages could be on religion, an incident in</p> <p>a sports game, or an opinion on a celebrity.</p>	<p>15 min</p>	<p>If there are any actors in the class, get them to read out the posts in the relevant tone of voice! This gets the students more involved and should demonstrate the point about the impact of tone and language more emphatically.</p>
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<p>Plenary:</p>	<p>Students develop a checklist of the key points needed for effective communication.</p> <p>Then, they should plan how they would effectively and positively communicate and debate their feelings about their issue from key question 2 online. They must consider message, tone, audience and language.</p> <p>Students then share their ideas with the class and receive feedback.</p>	<p>15 min</p>	<p>Some people do not feel comfortable with sharing their feelings, and that's okay. Make the student feel comfortable and tell them that they can come and share their feelings with you on a one-to-one basis at the end of the workshop, if they prefer.</p>
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Session Four: Rights Experts Learning Objective: Understand their rights as citizens online		Learning Outcomes: <ul style="list-style-type: none"> ● Explain the different types of consent ● Demonstrate an understanding of their right to consent and how to uphold these rights ● Understand their right to be free from abuse online ● Identify the difference between free and hate speech ● Demonstrate that they can respond effectively to hate speech and abusive content online 	
Activity		Time	
Starter: What is consent?	Students look at online examples of where consent hasn't been given. This leads to a discussion on what consent is. Students discuss different types of consent: explicit, implicit, opt-out	10 min	Remind the young people again here that they can talk to you at the end of the session, if anything in the session. It is important that they feel that they can share their experiences, but it may be safer for them to do so at the end of the session in private, especially if they have seen something upsetting online or have been personally attacked themselves.
Know your rights	Students are given a quiz on their rights and the rights of social media companies. From this quiz a list of true and false statements is drawn up.	10 min	Try to make this activity as interactive as possible, your level of energy and enthusiasm should be very high. Ask one of the students to stick the statements onto the True and False lists on flip chart paper.

<p>Control your consent</p>	<p>Students discuss this list, highlighting statements they are surprised about. Facilitators provide practical responses that support students to take control of their data/content sharing.</p>	<p>10 min</p>	<p>To demonstrate the point about controlling privacy settings and information sharing, choose a social media site and show students where they can find that company's privacy policies.</p>
<p>Hate speech and Free Speech</p>	<p>Students try to define free speech, hate speech and harassment. They then share their definitions and discuss the differences.</p>	<p>10 min</p>	<p>Balance your time to allow students to come up with their own definitions in pairs. If they are struggling to come up with definitions, provide them with examples of free speech, hate speech and harassment and ask them to categorise each example. Once they have done this, they should find it easier to define the terms.</p>

Responses	<p>Discussion on the right to safety and support from online harms and illegal activity.</p>	5 min	<p>Ensure that the examples of hate speech and offensive free speech won't upset anyone in the class to the point that they can no longer take part in the activity. If you are concerned that the examples will cause offence, replace them with a description of an example.</p> <p>E.g. You see a post on social media that attacks someone for their sexuality, using homophobic language.</p> <p>While this may be less effective and compelling, it is risk-free and still allows you to make the same point.</p>
	<p>Students see examples of hate speech and free speech. They should comment on each example whether they think it is hate speech or free speech, and how they would respond to it if they saw it online. Ultimately a list of effective responses to hate speech and harassment is drawn up.</p>	15 min	

<p>Session Five: Digital Leaders Learning Objective: Understand how to positively exercise their right to free speech and promote their voice online</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Effectively exercise their right to free speech online Demonstrate their responsibility to promote positive change online Protect their and others' wellbeing online Use digital tools for civic engagement 	
Activity		Time	Tips
<p>Youth Power</p>	<p>Whole class discussion on exercising free speech in response to hate speech. Students can use their online voice a tool for positive change.</p> <p>Students are presented with 2x case studies of effective youth social media use e.g. Youth 4 Climate UK or Parkland High ‘March for Our Lives’ and #NeverAgain - they should analyse the opportunities that young people took advantage of to promote their positive message online.</p>	<p>20 min</p>	<p>The definitions of Free speech and Hate speech will be given towards the end of Session Four. Make sure these definitions are clear to everybody.</p> <p>Encourage students to annotate their fact sheet, using highlighters to pick out important bits of information that they can use when they plan their own ideas in the next activity. Students could add comments on actions taken by the youth movements that they are impressed with and would like to do themselves.</p>

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<p>Take action:</p>	<p>Working in their pairs or groups, students answer Key Question 4 by building on their responses to the previous Key Questions, and begin creating or planning to join online campaigns.</p> <p>This should include what their objective is, the digital tools they hope to use to achieve this, ideas for a hashtag or slogan, possible tweets, ideas for a Facebook group etc. To support this activity, they should use a child-friendly planning document, which also asks them to consider who they can get support from in developing their plans.</p>	<p>30 min</p>	<p>All groups will need support and encouragement here, even with the planning document. Allocate your time wisely so that you are able to get around the class and make sure that the students feel confident with what they're doing. If there is an assistant in the room, use them effectively to ensure all students are engaged with.</p> <p>Praise is key! For many students this will be a completely new activity, so make sure their ideas receive positive and constructive feedback, so they feel motivated to turn their plans into actual campaigns.</p>
<p>Plenary:</p>	<p>Pairs or groups of students have the opportunity to share their plans and receive feedback from facilitators and peers.</p>	<p>10 min</p>	<p>If you think students will feel embarrassed to share their ideas with the whole class, you could partner each pair/group up with another, and just get them to provide feedback to these groups.</p>