LEARN TO DISCERN

The curriculum for teaching English through Media Literacy

2022

Information is the key to success for a 21-century person and knowing that language is a powerful tool in this information process helps understand why foreign languages, especially English, helps navigate the modern world with ease and confidence. Information in English opens an unprecedented number of doors globally, however, it requires critical thinking skills of a high level. Teachers working in the ESL field acknowledge that their classes are a major resource for learning the language and fostering vital literacy competencies, media and information literacy being the core one nowadays. This common ground brought together the representatives of the Ukrainian Universities participating in the Learn to Discern program to jointly work on this manual and share their hands-on experience with a global professional community.

The manual has 5 chapters: "Facts and Opinions in Traditional and New Media", "Media Consumption", "Manipulations and Advertising", "Stereotypes", and "Digital Safety" focusing on major aspects of information and media literacy. It presents topics and approaches relevant for young language learners and, moreover, preparing them to become language teachers in the future. The exercise types are designed to gradually introduce the topic and fully engage students in each with thought-provoking questions aimed to developed and enhance their critical thinking skills. The contemporary illustrative materials exemplify cutting-edge themes and take a multimodal approach in presenting the logic of the exercise. This manual takes a student-oriented perspective and responds to the need of both teachers and students to work in a digital environment.

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1. What is fact? What is opinion?

⌖ Aims	
𓀀	**skills** - speaking, reading, writing, listening;
🗒	**language** – definitions of "fact" and "opinion," analyzing and comparing the characteristics of the two phenomena, providing reasons for personal opinions by using linking words peculiar to the English language.

Learning outcomes:

Students will be able to distinguish between facts and opinions in media texts and understand the importance of this differentiation, determine whether an opinion is supported by facts, and produce personal texts grounded by the facts.

Type of exercise:

discussion (Step 1 – warm-up activity, Steps 2, 3, 4 – discussions).

Preparation:

computer and projector for showing videos, printed worksheets, colorful highlighters, paper, pens, pencils.

Time:

60 min.

Fact?
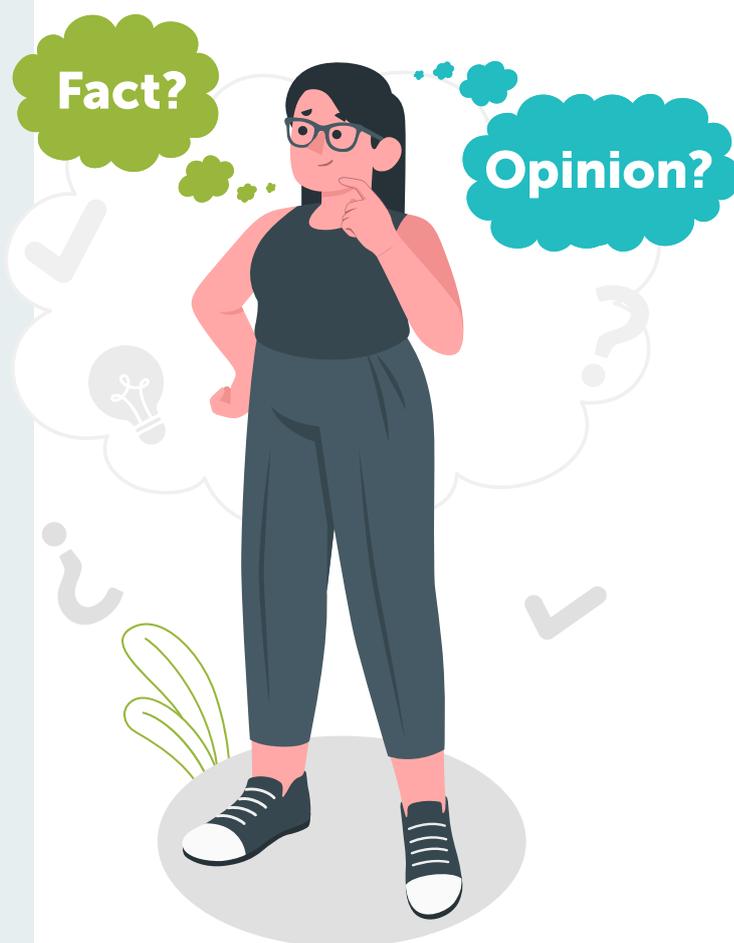
Opinion?

S1 Step 1. Moving and speaking.

To do this activity, a big space is needed for students to move freely. The teacher asks students to think for a minute about the concept of an "opinion." The teacher can provide some questions to consider (the teacher can read them out or use handouts):

- What is the first association when you start to think about the word "opinion?"

- Are our opinions on some subjects important?

- What is better – sharing your opinions or keeping them to yourself?

- Do you always have opinions on all topics?

- What is your opinion about yourself?

- Whose opinion do you value most?

- Have you ever been upset about somebody's opinion?

- Do you usually consider other people's opinions before taking a decision?

- Is there any person whose opinion you strongly disagree with?

- Do you often have a look at opinion polls?

- Do you always give an honest opinion when you are asked or try to hide the truth?

Students stand in the open space of the room and start moving freely without any order until the teacher claps hands. Students stop and speak on the topic to the person they are the closest to. After a minute the teacher claps hands twice and students start roaming again until the teacher claps once again. Students again have to speak for a minute with the closest person. This process goes on until students talk to three people. Then, they are asked to take their seats. The teacher asks students to share their ideas about the problem discussed and gets one student to write the main statements on the blackboard or flipchart board.

The teacher draws the conclusion that we cannot rely only on opinions but have to find some facts to ground our opinion on the subject.

S2 Step 2. The difference between fact and opinion.

The teacher can start the activity by asking students the following questions:

- What is an informative text? What is the purpose of such a text?

- What types of informative texts do you know?

- What is the difference between informative texts and imaginary texts?

Journalists, as well as writers, often mix two phenomena – fact and opinion. Readers tend not to distinguish between what is based on facts that can be checked or someone's particular viewpoint.

That is why it is important to have a questioning mind, i.e., not believing everything you read, hear, or see, but instead, trying to analyze facts and evaluate opinions.

The teacher presents the video "The Blur Between Facts and Opinions in the Media" / "Media Texts Fact Opinion." Students are divided into groups of 3-4. Students are to watch the video, define the main features of facts and opinions and create a mind map further using Internet resources that will show the main differences between the two concepts. After the students have completed this task, they present it to the whole class and discuss what could be added.

Step 3. Fact/opinion language.

The teacher hands out worksheets with two lists of signal words and phrases to identify facts and opinions in media messages that help to identify whether some piece of information is fact or opinion. The teacher asks students to find the examples of fact/opinion language in online media texts (www.bbc.com, www.cnn.com), present them and ground their opinion.

The teacher assesses students' work and draws a conclusion about the importance of language in transferring the media message to the readers/listeners and thus influencing their point of view.

Step 4. Fact/opinion chart.

The teacher hands out worksheets with Fact/Opinion chart and asks students to fill in the chart on any of the topics (Covid-19 vaccination, social media, information war, climate change, etc.). Students need to write down one personal opinion about the chosen topic and one reason for such an opinion. Then they have to provide two facts that could be verified to support the reason. After students have filled the chart with the necessary information, the teacher asks them to write a short paragraph based on the chart to convince someone else of one's opinion and provide facts. At the end of the activity, the teacher asks some students to share their texts.

Conclusions:

In conclusion, the teacher asks students to express in one statement what they have learnt about "facts" and "opinions" during the class.

Variations:

Step 2. The mind map can be created by using online Conceptboard, Padlet.

Step 3, 4. The activities could be performed online by using an interactive board (Twiddla, MIRO, Awwapp, Groupboard, NoteBookCast, Drawchat, Limnu, Classroomscreen, Ziteboard).

Worksheet 1

Fact/Opinion Language

Fact	Opinion
▶ The annual report *confirms*… ▶ *According to* the results of the latest poll… ▶ The investigation *demonstrated*… ▶ The latest findings *confirm*… ▶ Researchers have recently *discovered*…	▶ He *claimed* that… ▶ It is the officer's *view* that… ▶ The report *argues* that… ▶ Most experts in this field *suspect* that…
Questions to Identify Facts: 1. Can the statement be proved or demonstrated to be true? 2. Can the statement be observed in practice? Can you see it happen? 3. Can the statement be verified either by witnesses or documents?	**Words to identify Opinions:** 1. Biased words (*bad, worse, worst, good, better, best, worthwhile, worthless, etc*.) 2. Qualifiers *(all, always, likely, never, might, seem, possibly, probably, should, etc*.)

Questions to identify informed speakers:

1. Does the speaker have a current and relevant background to the topic under discussion?

2. Is the speaker generally respected within the field?

3. Does the speaker carefully signal, via judgment words, to identify when they are presenting opinions vs. facts?

Fact/Opinion Language

MY OPINION

WHY?
(one reason)

because
(for/as/since/because
of/due to)....

SUPPORTING FACT

(where you can
verify the fact)

SUPPORTING FACT

(where you can
verify the fact)
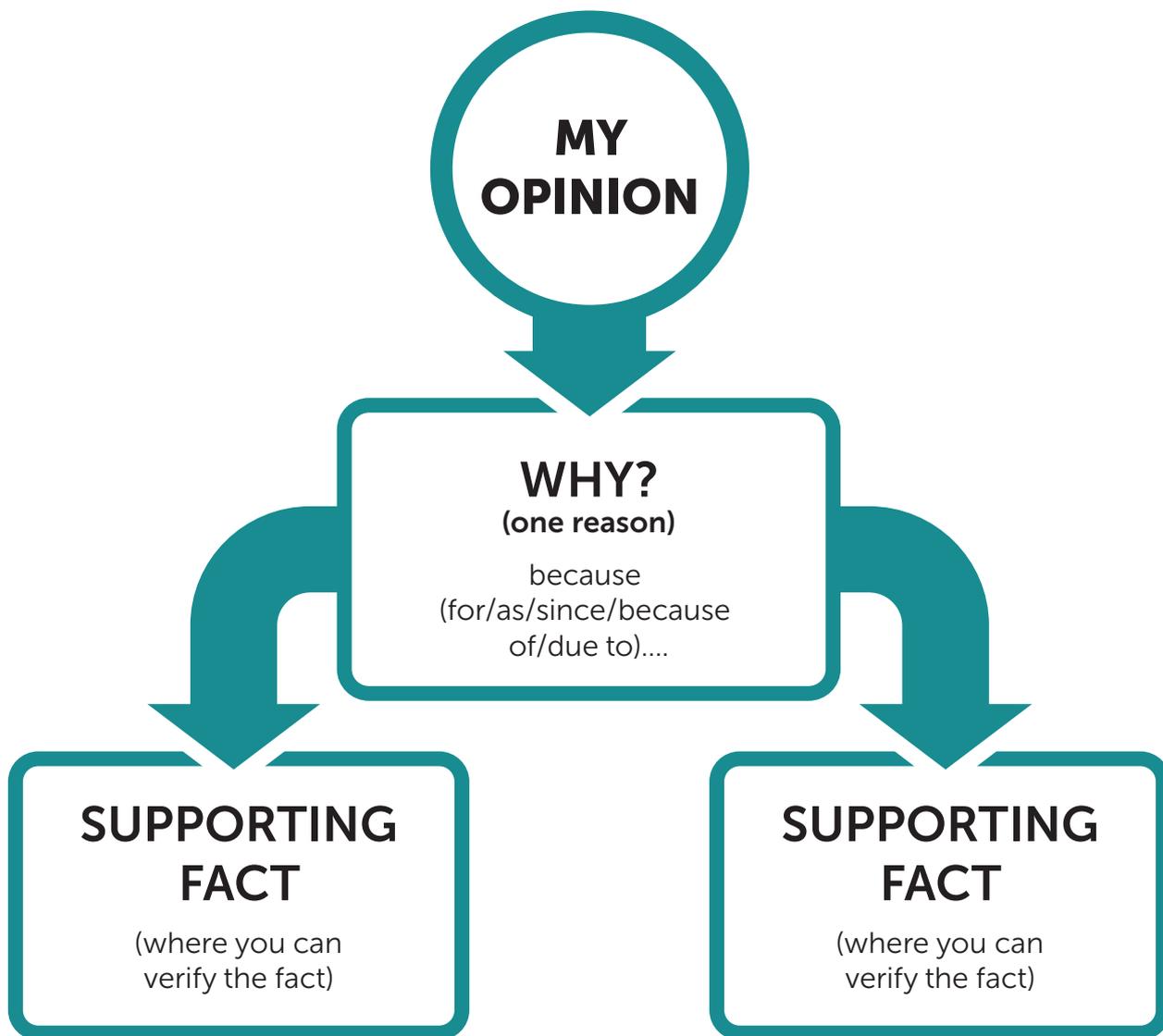
2. Looking for facts in opinion articles

Aims

skills - reading, speaking;

language – analyzing, discussing, summarizing.

Learning outcomes:

Students will be able to distinguish between facts and opinions; analyze articles.

Type of exercise:

thematic exercise, case-study.

Preparation:

projector, computer, broadsheet/board, and markers.

Time:

20 - 30 min.
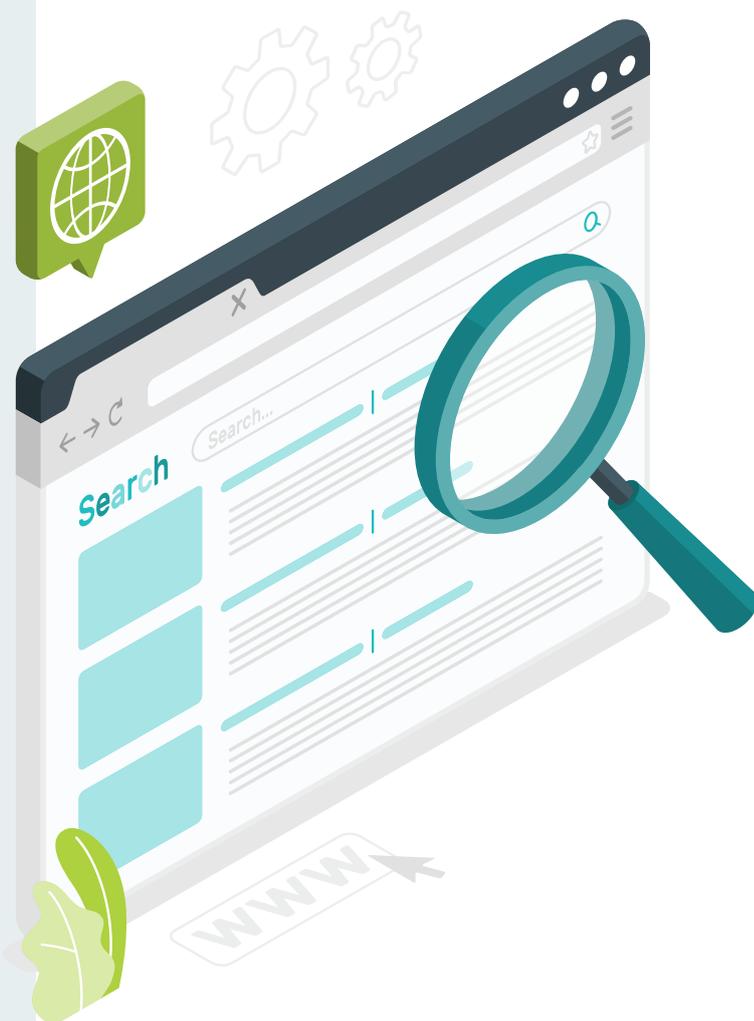
⚙ | Procedure:

🟢 Step 1.

The teacher divides the students in two groups (name the groups or let students come up with a name themselves) and asks them to give as many characteristics of facts and opinions as possible. After a short discussion, the students present their ideas in a class by groups.

The teacher summarizes that a *fact* is a statement that can be verified, and an *opinion* is an expression of belief about something. **Facts** should rely on research and be based on empirical data and information. Facts also involve human physical senses, like hearing, seeing, smelling, touching, or tasting. **Opinions** are generally based on assumptions that cannot be proven and reflect somebody's views, beliefs, or values. In a news piece, all opinions must be quoted, and sources should be cited. Even a statement like, "this book is very boring" is an opinion, as some people might like it, whereas others don't.

🟢 Step 2.

The teacher asks the students where they can find facts and opinions, what type of articles might have solely facts or solely opinions. There shouldn't be any correct or incorrect answers here.

🟢 Step 3.

Students are given the opinion article to analyze and find facts and opinions. Any article from the "Editorial/opinion section" might be used here. Students might work on them individually or in pairs. After they finish, the group should go sentence by sentence to analyze the article and agree or disagree on facts and opinions in it.

An example of the opinion article: Editorial. The Guardian view on trying times: of course unhappiness has risen. The Guardian. August 26, 2021.

💡 | Conclusions:

Students should come to the conclusion that differentiating between facts and opinions without context does not seem to be difficult, but once a task is to analyze the whole text, the task gets complicated, as one sentence may contain facts and opinions at the same time. To avoid manipulation, it's essential to spot characteristics of various types of information and to be able to differentiate between them in a media piece.

3. Getting confused by factoids

Aims

skills - reading, speaking;

language – analyzing, discussing, summarizing.

Learning outcomes:

Students will know how to distinguish between facts, opinions and factoids.

Type of exercise:

thematic exercise, case-study.

Preparation:

Internet access, projector, computer, broadsheet/board, and markers.

Time:

20 - 30 min.
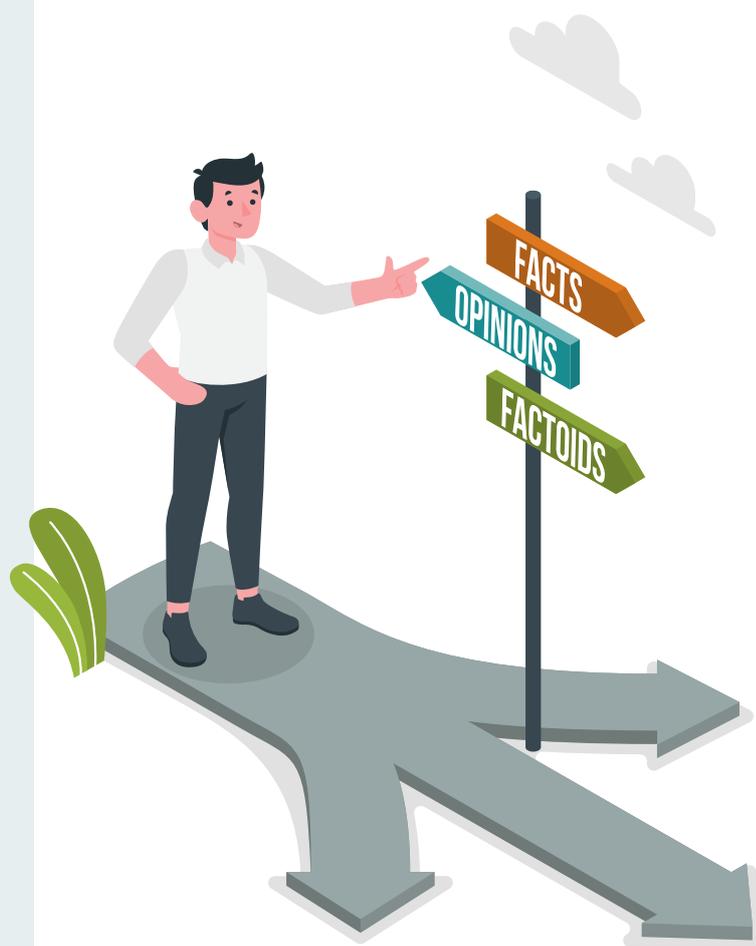
⚙️ Procedure:

🅢1 Step 1.

The teacher asks the students to brainstorm what they get from the media. Brainstorming could be done as a group activity; a few items would be enough to have on a board. All answers are correct.

🅢2 Step 2.

After the brainstorming session the teacher writes the word "factoid" on the board and asks the students to define it or guess what the meaning of this notion is.

🅢3 Step 3.

Students may use their smartphones to search for the definition of "*factoid*" in online dictionaries.

Definition of *factoid*:

1. an invented fact believed to be true because it appears in print;
2. a briefly stated and usually trivial fact.

|It's interesting to note that Norman Mailer, while writing a biography of Marilyn Monroe in 1973, derided the work of a previous biographer, who "develops a book with facts embellished by factoids (to join the hungry ranks of those who coin a word)." Having established in that backhanded way his coinage, the novelist-turned-biographer defined the term: "that is, facts which have no existence before appearing in a magazine or newspaper, creations which are not so much lies as a product to manipulate emotion in the Silent Majority." In creating his coinage, Mailer relied on "-oid," a suffix that traces back to the ancient Greek word *eidos*, meaning "appearance" or "form." Mailer followed in a long tradition when he chose "-oid;" English speakers have been making words from "-oid" since at least the late 16th century (William Safire. On Language; Only the Factoids. The New York Times Magazine. December 5, 1993).

🅢4 Step 4.

Students are to recollect the definitions and characteristics of facts and opinions they should already be familiar with and to fill in the gaps in the sentences with the words from the box.

> opinion proved undoubtedly factoid untrue true person

1. A fact is something that is ……. to be ……. true.
2. A myth is something that is proved to be undoubtedly……
3. A ……… is something that appears …… but is unverified.
4. An …….. is something that is expressed by a……..

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S5 Step 5.

The teacher shows the picture and asks the students to look at the picture of Janet Cooke, of *The Washington Post*, who throws up her arms after winning the Pulitzer Prize for feature writing, April 12, 1981. Ms. Cooke wrote an article about an 8-year-old heroin addict. The article was met by a wave of shock and disbelief, the Pulitzer jury said. But, the panel added, social workers and schoolteachers confirmed that heroin was being used by others of the boy's age. The Washington Post published "Jimmy's World," a vivid and heart-wrenching story about an eight-year-old heroin addict living in Southeast D.C. (Janet Cooke. JIMMY'S WORLD. The Washington Post. September 28, 1980).

AP Photo/Charles Tasnadi

The piece would go on to win the Pulitzer Prize – and then to be entirely debunked. The story and its unraveling rocked the Washington region and beyond, and to this day is studied in journalism school as an example of how even savvy editors can fail to protect their audience from bad reporting.

Answer the questions.

1. Could the case of Janet Cooke be called a factoid case? Why? Why not?
2. Why such cases might have happened and are still happening in the media world?
3. What do you want to know about the case? What information is missing for making the conclusions?
4. Have you ever heard about other factoid cases in any country of the world and in your home country?
5. What should be the reaction of society and media stakeholders to instances of factoids in news articles?

Conclusions:

We are surrounded by tons of information, and very often, it's difficult to find the facts in the information flow. Not only fakes cause trouble, but also, factoids, seemingly true pieces of information, are misleading. Differentiating between facts and factoids is extremely difficult, that's why checking multiple sources is helpful.

4. Highlighting facts/opinions/ informed opinions

Aims

skills - speaking, reading, writing, listening;

language – definitions of "fact" and "opinion," analyzing and comparing the characteristics of the two phenomena, providing reasons for personal opinions by using linking words peculiar of the English language, modal verbs and moods (Subjunctive II, Conditional).

Learning outcomes:

Students will explain the difference between a fact, opinion, and informed opinion in media messages; use language tips to analyze whether a statement is a fact, opinion, or informed opinion; compare news and opinion articles.

Type of exercise:

discussion (Step 1 – warming-up activity, Step 2, 3, 4 – discussions).

Preparation:

computer and projector for showing videos, pieces of news, colorful highlighters, paper, pens, pencils.

Time:

80 min.

⚙ | **Procedure:**

S1 Step 1. Fact/opinion/informed opinion: definitions.

Students are divided into pairs or groups of three people. The teacher asks them to find online different definitions of "fact," "opinion," and "informed opinion" provided by reliable sources or by journalists. After the students have completed the task, they make up their own definitions of the three concepts and present them in the class by writing on the flipchart board.

The possible examples are:

Definition 1.

(Source: April Brown- PBS NewsHour Coordinating Producer)

Fact – something that can be proven true.

Opinion – thoughts on a subject, not necessarily informed by fact, often informed by emotion.

Informed Opinion – thoughts on a subject by someone who is familiar with facts, studies, trends, or first-hand experience.

Definition 2.

(Source: Allison McCartney- PBS Newshour Extra Editor)

Fact – a statement, whether it is quantitative or qualitative, that can be proven with evidence.

Opinion – a person's worldview, applied to a specific situation.

Informed Opinion – a person's worldview when applied to, or incorporating, facts.

Definition 3.

(Source: Merriam-Webster Dictionary –https://learnersdictionary.com/)

Facts – something that truly exists or happens; a true piece of information.

Opinion – a belief, judgment, or way of thinking about something.

Informed Opinion – based on information + a belief, judgment, or way of thinking about something.

S2 Step 2. Is it fact, opinion, or informed opinion?

The teacher divides the class into groups of three students and asks them to distinguish between fact, opinion, and informed opinion. Students fill in their answers into the needed column (**F**act, **O**pinion, **I**nformed **O**pinion) in the worksheet and make up two other statements. If one statement is a fact, they need to provide two more statements that refer to opinion and informed opinion.

After the students have completed the activity, the teacher asks them to exchange the worksheets and do peer-review, then to get one representative from each group to make a report about the work.

S3 Step 3. "Agony aunt" analysis.

The teacher explains what "agony aunt" is by presenting the definition from Cambridge Dictionary– *a person, usually a woman, who gives advice to people with personal problems, especially in a regular magazine or newspaper article.*

Then the teacher presents the examples of Agony aunt column from the newspaper that express both opinion and fact. They discuss them together for a few minutes.

Afterwards, the teacher asks students in pairs to find examples of "agony aunts" in online newspaper (Mariella Frostrup. Farewell Mariella: 'I wanted to say thanks'. The Guardian. June 13, 2001), do a short analysis and present it to the class.

S4 Step 4. News article vs. opinion article.

The teacher provides the students with two articles. One article is an example of news coverage (Edward Helmore. Fears as more children falling ill in latest US Covid surge and school approaches. The Guardian. August 8, 2021). The other is an opinion article on the same topic (Deepti Gurdasani. Why are government experts holding off vaccinating under-16s in the UK? The Guardian. August 6, 2021).

The teacher also hands out worksheets with a table for students to fill in during the process of analyzing the two articles. Thus, students will compare two different types of media texts and make conclusions on their common features and discrepancies.

Conclusions:

Journalists must not include their own opinions in a news report, though they may include the opinions of the story's participants. Our task as conscious readers/listeners is to be able to tell the difference between fact, opinion, and informed opinion.

Variations:

The activities could be performed online by using any interactive board (Twiddla, MIRO, Awwapp, Groupboard, NoteBookCast, Drawchat, Limnu, Classroomscreen, Ziteboard).

Worksheet 1

Is it a fact, opinion, or an informed opinion?

- A cow gives nearly 200,000 glasses of milk in a lifetime.
- It is possible to hypnotize a frog by placing it on its back and gently stroking its stomach.
- Elephants are the only animal that can't jump.
- The best place in the world to see rainbows is in Hawaii.
- Dentistry is the oldest profession in the world.
- North Korea and Cuba are the only places where you can't buy Coca-Cola.
- The longest place name on the planet is 85 letters long.
- The world's quietest room is located at Microsoft's headquarters in Washington state.
- In 2016, France welcomed 86.9 million people.
- The U.S. is home for nearly 45 million immigrants – more than any country in the world.
- Johnny Carson, the greatest talk show host of them all, became host of The Tonight Show in 1962.
- Watching a football match in person is better than watching it on TV.
- Every cook needs to become familiar with basil, which is a member of the mint family.
- Couples should be acquainted for at least a year before getting married.
- A majority of all restaurants employ male chefs.

Fact	Opinion	Informed Opinion

Worksheet 2

News article vs. Opinion article

Headline of News Item #1	Headline of Opinion Item #2
Summarize the content of News Item #1	Summarize the content of Opinion Item #2

Is the language of the two articles different? What are the differences? Explain.

Provide the examples of opinion that are present in both articles. Find special words or phrases that express the opinion vividly.

Does News Item #1 cover the facts thoroughly? Explain.

Does Opinion Item #2 address both sides of the opinion? Explain.

Which article do you remember the most and why? Which of the two articles provided you with more information about the issue? Explain.

5. Six media thinking hats: highlighting facts and opinions

Aims

skills - reading, speaking, writing and listening;

language – applying critical thinking strategies, providing support to one's opinion and articulating argumentation.

Learning outcomes:

Students will be able to explain the difference between facts and judgements and effectively distinguish them in the text; consider issues analytically, systematically and critically; think clearly and objectively; view problems from new and unusual angles; work in a team and develop their own attitude towards the issues in question.

Type of exercise:

group discussion.

Preparation:

colorful pens, hats or paper patterns of hats in colors like white, red, black, green, yellow, blue.

Time:

80 min.

⚙ | Procedure:

ⓢ1 Step 1. Warm-up activity: think-pair-share.

The teacher invites students to think independently over the saying by Foster M. Russell "**Every story has three sides. Yours, mine and the facts.**" (Source: https://proverbicals.com/facts). Then, students are asked to turn to the person sitting on their left to discuss it. After pair work, students share their views with the whole class.

Discuss:

- Interpret author's words concerning such sides of the story as **"[y]ours, mine and the facts**." Do you agree with his classification?

- Do you consider the ability to distinguish facts from opinions important? Why?

- According to what criteria can opinions be effectively distinguished from facts?

Suggestion: Ask students to compare their viewpoints with IREX Handout "Facts vs. Judgements."

- Why do you think evaluative information should be separated from factual information?

- In what life situations do you think you will be able to apply this skill in the near future?

ⓢ2 Step 2. Six media thinking hats.

Variant 1. (For more than 25 students)

The teacher divides students into six groups, each of which is supposed to "wear" a hat of a specific color and represent a certain mode of thinking while analyzing one of the suggested articles. Such a hat serves as a visual cue to help students identify the thinking skill they are applying.

The teacher gives the task to each of the groups:

- **White hat group** identifies the facts of the article and represents an objective point of view, based on existing data, without any judgement.

- **Red hat group** looks at the topic from the point of view of emotions and feelings. They share their own opinions, based on their emotions, intuition, and judgement.

- **Yellow hat group** focuses on the positive aspects of the topic: benefits and advantages.

- **Black hat group** examines the problems associated with the topic, looking for all possible disadvantages and dangers.

- **Green hat group** considers new ideas to the problem and finds creative alternatives to solve the latter.

- **Blue hat group** controls which hat goes on and off, collates all the points of view and ideas, sums up all the discussions.

Students are given a copy of the article Meryl Kornfield. To selfie or not to selfie? Why the joy of getting vaccinated is drawing backlash. The Washington Post. February 27, 2021

or

Jon Brooks. Facebook Blues: How You Use the Site Can Make You Depressed, Say Researchers. September 6, 2016.

Students are also given a set of key questions that might help them afterwards explore the text through a prism of their mode of thinking.

Key questions and issues to be discussed in each of the groups:

- **White hat**: What information do we have? What information is lacking and how can we get it?

- **Red hat**: What do you like about the idea? How do you feel about this? What don't you like about this? Are there any internal conflicts?

- **Yellow hat**: What are the benefits? Why should it work? What is the best way to approach this problem?

- **Black hat**: Will it work? Does it fit? What are the dangers and the problems?

- **Green hat**: Can we do this in a different way? How can we adopt a new perspective?

- **Blue hat:** Where are we now? What sort of thinking is needed at this stage? What is the next step? Where have we been?

The teacher instructs students to highlight the information of their type with a pen of the same color of their hat.

Depending on the language level of the students, the teacher may provide them with scaffolding materials to help them improve their speaking skills (See the Worksheet). There are sets of structures and phrases students are recommended to use while sharing out their views.

The teacher assigns a 15-minute time limit for groups' work with the text and 30 minutes for overall discussion afterwards. The Blue hat group will lead this discussion starting from the White hat issues and moving on to the next ones according to the order of the hats listed above.

Variant 2. (For a group of 15 students and more)

The teacher divides the class into four groups. Each team has a task: to analyze the article from 6 different perspectives, metaphorically determined as "thinking hats."

The teacher distributes six printed blank patterns of hats of six different colors for each team which

students may write on.

Instructions for the teams are almost the same as those mentioned above, with the only exception that now participants have to "wear" all six hats in turn, demonstrating their ability to analyze the text differently. In this activity, the task of a Blue hat lies mainly in drawing conclusions from the groups' discussion of the article.

Variant 3: If there are up to 10-12 students in the group, the activity may be conducted as a whole-class discussion where a teacher may perform the function of a Blue hat supervising the whole class. The teacher mentions the color of the hats and all the students reflect on the topic regarding this specific thinking mode the color represents.

Step 3. Hedges.

The teacher informs the students that in order to avoid expressing opinions as facts it is recommended to use **hedging** which shows that the person is aware there may be people who have other opinions. The teacher demonstrates some of the words and phrases that are used this way:

- *Viewed / Seen in this way,*
- *From this alternative perspective / From an X point of view / From such a standpoint,*
- *In this view…/ Under these conditions…*
- *May, could, can,*
- *Tend, seem, appear*
- *Probably, possibly, clearly, quite*
- *Likely, probable, possible*

Practice:

Without hedging	Hedging
Today's students cannot read critically.	*It seems that today's students cannot read critically.*
Earlier students took responsibility for their mistakes.	*Earlier students appear to have taken responsibility for their mistakes.*
Past students thought of education as a privilege; current students view it as an entitlement.	*Past students probably thought of education as a privilege; current students possibly view it as an entitlement.*

Examples are taken from www.open.edu.

Students are asked to find examples of hedging in the article they analyzed.

Conclusions:

The Six Thinking Hats method is one of the most effective methods of developing thinking skills, i.e. flexibility of mind, creativity, exploring, decision-making, and problem-solving.

This method enables students to think deeply about problems without being assertive and opinionated.

FACT VS JUDGMENT

Fact	Judgment
Figures, dates, events, statistics, evidence, achievements, etc.	Someone's thoughts, reflections, assumptions, reasoning or feelings, expectations, hope for something
Objective - takes place itself	Subjective - conveys the point of view of a person
Can be proven	Cannot be proven
Can be verified	Cannot be verified
Is unchangeable after it has happened	It can alter depending on the mood, purpose or a range of new facts it was based on
Can be the basis for judgment	May or may not be based on facts
Verbs often used to communicate it: to be (was, will), to show, to demonstrate, to discover, to prove	Verbs often used to communicate it: to think, to consider, to assume, to feel, to hope, to express (views), etc.
In the media are usually presented in the sections: "News", "Events", "Investigation" There are: 1) Proved facts 2) Facts to be verified 3) Untruth presented as a fact (fake)	In the media are usually presented in the sections: "Opinion", "Editorial column" There are: 1) Opinion - a judgment based on facts 2) View, or belief - a judgment based on faith, morals or values 3) Prejudice - an opinion based on insufficient or not fully investigated evidence

Six Thinking Hats: Structures & Phrases to use

✂...

Red Hat

In my opinion / To my mind …

I reckon that…

It seems to me that…

I am convinced that….

I am of the opinion that …

I find this…

I stand on the point that…

I must admit that…

My feeling is…

I feel strongly about…

I feel under the impression that…

I feel it says…

Sharing this particular viewpoint…

It is just a sudden brainwave, but I think that…

My mind is racing in search of it…

It strikes me that…

I am obsessed with an idea of that…

+ I am attracted to the point…

+ I am keen on that…

+ It is preferable…

+ It appeals to me

+ I am attracted to the point

+ I am dying for…

+ I yearn sometimes for…

+ I fancy that…

+ I am tempted by the idea of…

– I detest / hate / dislike / disgust the idea that…

– I can't bear / can't stand the fact that…

– On my list of dislikes must be…

– I'm completely against the point of…
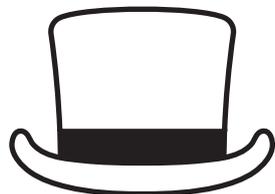
White Hat	It provides information about...
	It / the text / the point compares / differs / distinguishes / discriminates/ illustrates / exemplifies….
	The general idea is...
	Without giving much detail we can say that...
	The general statement can be about...
	Typical features of... are...
	Research has clearly shown that...
	It shows an example of...
	Making a detailed list of...
	A case in point is...
Yellow Hat	The good points of this are…
	The main advantage is…
	There is no danger provided that…
	Without a doubt this will work…
	I advocate the idea of…
	An easy way to think about the point…
	One will easily outscore his opponents if…
	At times I would have given my right arm for…
Black Hat	Inevitably, this will happen because it…
	I have to confess that / I have to say that…
	I am afraid this is not going to work because it…
	The weak points of those are…
	The areas of weaknesses develop because it…
	I would rather not think about…
	I have nothing against the idea, but I am afraid…
	I am a bit reluctant…
	I'm just forced to think that…
	We will have to concede defeat if…

Green Hat	As might be expected…
	Predictably I can say that…
	I have just come up with an idea of that…
	New solutions may be found in the field of…
	Original point arises with a suggestion…
	An excellent method/way to do this is to…
	The best way to increase the levels/speed…
	An effective result is…
	I wouldn't say "No" to…
Blue Hat	To sum up briefly…
	To accentuate /highlight the importance of…
	Many generalizations can be made about…
	Once you have the gist you can…
	Reaching that conclusion means…
	Balancing the pros and cons…
	From each angle
	Speculating the topic…
	To outline all that, I have to say…
	The priority is to suggest that…
	Generally speaking,…
	Itemizing everything in order of importance…
	Putting emphasis on the point over…
	It is crucially important…
	The main reason is for…
	Giving prominence to…
	It stresses of the paramount importance over…
	The crux of the matter
	In addition / Correspondingly / Similarly / What is more / Therefore…

6. S.W.O.T. analysis of new media

⌖ Aims	
👥	**skills** - speaking, reading, writing, listening;
📑	**language** – definitions and types of media, describing advantages, disadvantages, opportunities of traditional and new media, training explanation and grounding personal opinion in English (using tense forms, sequence of tenses, active/passive voice, modals, moods).

🔍 **Learning outcomes:**

Students will be able to describe the similarities and differences between traditional and new media, analyze social media channels (Instagram, Facebook, Twitter, Tik Tok), discover the opportunities of using both types of media for studies and work.

📋 **Type of exercise:**

topic/discussion (Step 1 – warming-up activity, Step 2, 3, 4 – discussions.

✂️ **Preparation:**

computer and projector for showing videos, printed worksheets with S.W.O.T. charts, colourful highlighters, paper, pens, pencils.

🕐 **Time:**

60 min.
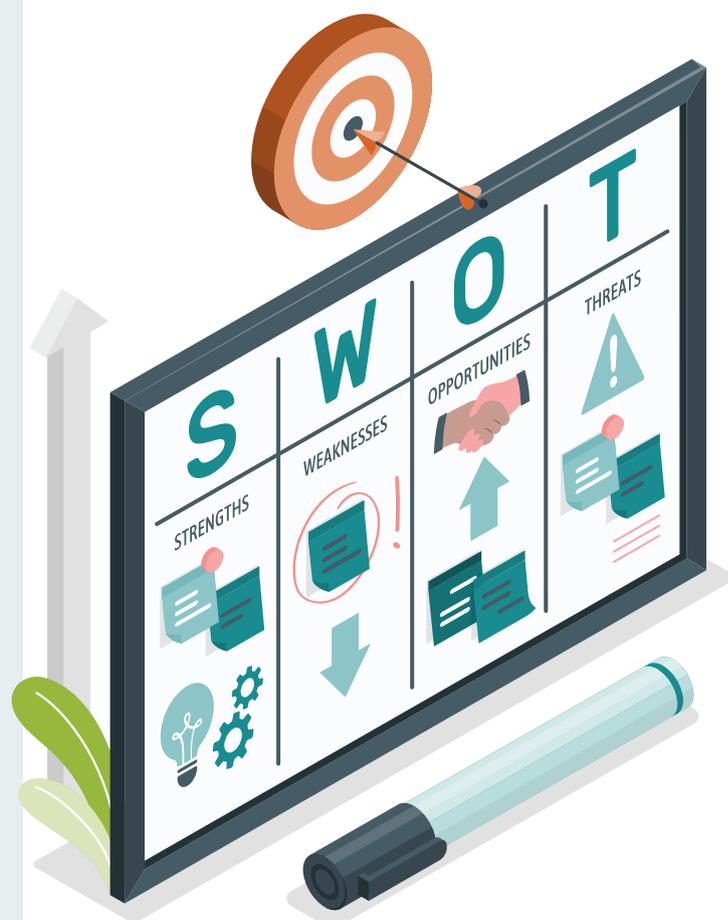
{⚙} | **Procedure:**

S1 **Step 1. Warming-up interview.**

The teacher makes pairs of students and ask them to sit in a circle. Students decide who is going to be #1 and #2 in the pairs. The teacher announces the task – #1 students need to ask their partner five questions about hobbies, interests, friends, family, etc. to get to know them better. Then #2 students take their turns in asking questions. Afterwards, the teacher asks students to share briefly the most interesting information about the partner.

It is important that students talk willingly and succinctly. Their presentation is to start with *"I would like to introduce …".*

S2 **Step 2. Traditional vs. new media: video discussion.**

The teacher presents the video *New Media VS Traditional Media* and asks students to make notes on the main characteristics of both types of media.

Students watch the video up to 4:57 and finish with the question "How do you get your information these days?" The teacher asks students to answer this question.

Afterwards, the teacher makes groups consisting of three students and locate them so that they see the group to the right and to the left. All groups have to form a circle.

The teacher gives the same question to all the groups and each person in the group has to answer. After a short discussion, students are asked to count from 1 to 3. Students with number 2 transfer to the other group clockwise, and students with number 3 skip two groups and join the other group counterclockwise. Students with number 1 stay and are constant members of the group.

The teacher can move the groups as many times as there are questions.

The possible questions for this activity are the following:

- What is media?
- What kinds of traditional media have been mentioned in the video?
- Which search engines and social media websites were enumerated?
- What kind of longevity do new media possess as compared to the traditional ones?
- Which media is more flexible to changes? Why?
- Speak about space and reach restrictions of traditional and new media?
- What are the advantages of the two media types? Provide examples.
- Which disadvantages of both media are the most significant and why?

S3 Step 3. S.W.O.T. analysis of social media.

The teacher explains what S.W.O.T. analysis is.

The abbreviation of S.W.O.T. stands for four main aspects that any problem or phenomenon can be viewed. S means strengths, i.e., the advantages, abilities and skills, knowledge, and experience. W is weaknesses or drawbacks/limitations, the opposite of strengths. O stands for opportunities, positive trends to be developed. T is threats or obstacles/risks/sudden change of circumstances on the way to success.

Students are divided into four groups. The teacher hands out the worksheets with S.W.O.T. tables and asks students to do the analysis of popular social media – Instagram, Facebook, Twitter, Tik Tok.

After doing the S.W.O.T. analysis in groups, one representative from each group presents the ideas they have worked out and the entire class discusses the information presented. The teacher interferes only to emphasize the main points.

In the end, the teacher concludes that S.W.O.T. analysis is appropriate for personal development as well as marketing purpose.

S4 Step 4. "Microphone."

The teacher asks students a question: *"What is the role of media (traditional, new) in modern society?"* Students are offered an object (a pen, a pencil, a highlighter) to serve as an imaginary microphone. They will pass it to each other for 0.5-1 minutes, answering the question. The teacher should emphasize that students have to express their ideas succinctly. In the end, the teacher takes the microphone and draws conclusions about the discussed issue.

Conclusions:

Traditional and new media differ a lot and have both their advantages and disadvantages. We have discussed the main points to understand that these two types of media are equally important nowadays. They complement each other playing an integral role in our lives. Social media as the main source of information have great influence on us making us addicted to them. That is why we have to be mindful in operating the information for daily use and opportunities of both media that can benefit our work.

Variations:

The activities could be performed online by using an interactive board (Twiddla, MIRO, Awwapp, Groupboard, NoteBookCast, Drawchat, Limnu, Classroomscreen, Ziteboard).

Worksheet

S.W.O.T. analysis of social media

Strengths
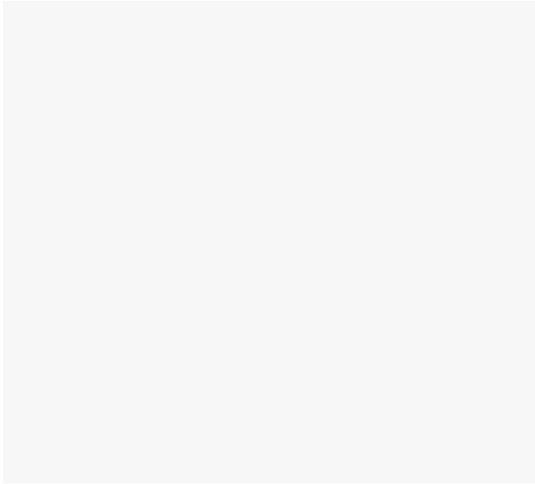
Weaknesses
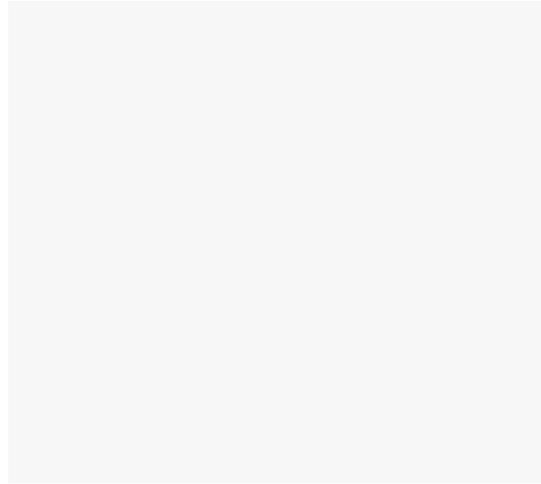
Opportunities
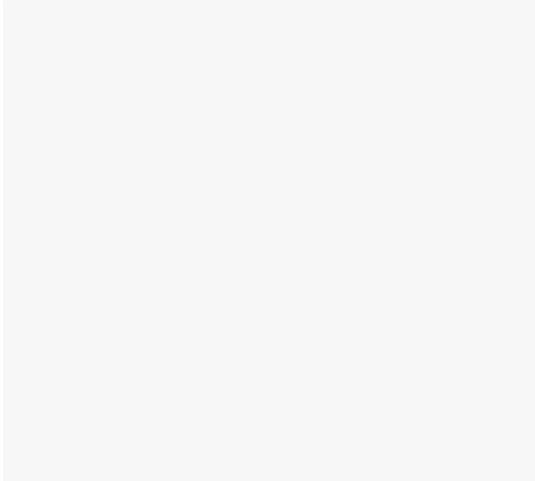
Threats
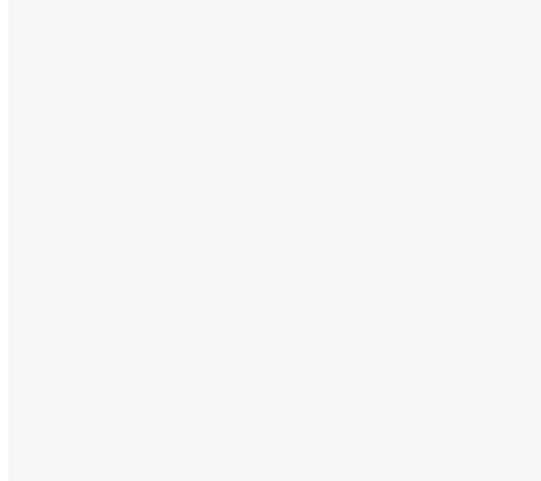
7. Is this story shareworthy?

Aims

skills - reading, speaking;

language – analyzing, discussing, fast responses, summarizing.

Learning outcomes:

Students will learn how they are responsible for creating media content by sharing news; know how to filter irrelevant and fake news; acquire skills and knowledge of moderating their media world.

Type of exercise:

thematic exercise, case-study.

Preparation*:

university lab with terminals (personal computers or students' gadgets) and Internet access, projector, computer, handouts, broadsheet, and markers.

Depending on the mode of exercise, implemented stages, and way of interaction, a teacher may choose one of the above-mentioned ways or add some tools.

Time:

20-30 min.
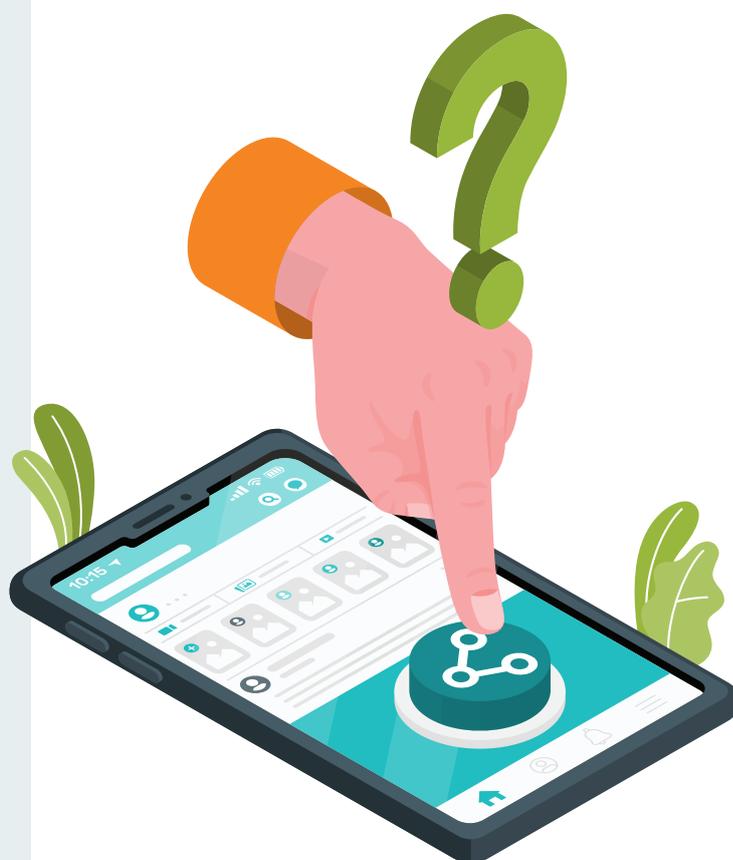
S1 Step 1.

Students start their work by individual study of the algorithm that helps to distinguish the usefulness of information for sharing.

During the next step students are grouped according to the following principle. A teacher asks them to write on a piece of paper the name of their favorite food, then they are lined in an alphabetical order according to the food names and then are split into groups of the necessary number of students.

S2 Step 2.

The teacher gives a piece of news to each team, which they have to analyze using the algorithm they scanned. Then, they scrutinize the story and answer the questions to identify the level of its usefulness. Students will learn how to evaluate and qualify news to determine whether they need to share it on social media. A teacher may suggest the mix given below or find similar stories close to the real-life events. It is the best that the set includes various types of news (high and poor quality journalism, fake and biased news).

The list of news:

Good quality journalism: Raf Casert. After UN climate report, individuals seek to do their part. Associated Press. August 15, 2021.

Fake news: Dan Evon. Pope Francis Shocks World, Endorses Donald Trump for President. Snopes. July 10, 2016.

Biased news: Andrea Mitchell and Richie Duchon. Trump Travel Ban Makes America Less Safe: Ex-Top Security, State Officials. NBC News. February 6, 2017.

Discuss with the students how they have come to the opinion that a particular piece of news belongs to this type. Ask how they usually decide whether to share a story or news. Do they consider that the shared news has to support their image or to call the audience to receive the important message? What is the first thing one should pay attention to before sharing? (Suggested answer: date). Which stories are more reliable than others? (Suggested answer: those proposed by a reliable source).

Students may name various reasons that force them to share the story. The teacher may write them on the blackboard and then together with the students ascribe them either to the group that focuses on the personality of the sharer or on the message for others.

Step 3.

The Covid-19 pandemic brought changes into our perception of news as well. Those who are aware of media manipulation, clickbait, and fakes try to find reliable resources to get high quality news, read authoritative articles, and think twice whether to share the information or not as news about coronavirus can cause fear and panic. Many people follow doctors in social media that provide checked information.

All news about Covid-19 is supported by additional questions when sharing. Look at the picture from Facebook. *Have you ever noticed that type of question? Have you shared news about Covid-19? Do you think this question is a good example of activating critical thinking or is it a kind of time-killer?*
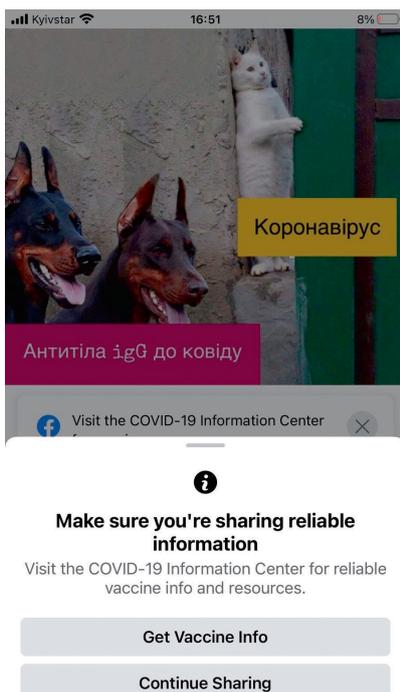
S4 Step 4.

Read the text including information about Coca-Cola policy for news and the term they use. Then watch a 10-minute film proposed by the resource called **"BRAIN POWER: From Neurons to Networks"**.

Reflect on the information and fill in the blank below.

Name: ....

Teaching Group: ....

In under fifty words, describe what today's lesson was about.

Choose two key terms from today's lesson and define them:

Term	Definition
1.	
2.	

Whar was the hardest part of today's lesson? Explain why.

What stories should be shared and why?

How could you improve your own share-worthy policy?

If there is enough time, students may share their thoughts on how they are going to change their habits on social media, how they identify people that share non-reliable sources and poor-quality content, and name the features of bad quality journalism or fakes.

Conclusions:

The exercise weaponizes the students with the skills to identify the usefulness of a piece of news. The learners should understand that by sharing an article or a story, they may influence other people's worldview as they act as the agents of information dissemination. Knowing how to filter and detect whether the news is biased, of bad quality, or even fake can reduce the so-called "internet garbage" that circulates around in the web and clutters not only the web space, but the minds of users. It is especially important for generations that do not know how to fact-check some piece of information, like the elderly or the youngsters, who are more influenced by the sensationalism, do not distinguish the verified and low-quality sites from one another, and are not aware of the tools one may use to check facts. The provided tasks provoke critical thinking and show that every click counts and shapes our media landscape.

Variations:

The following combination of tools may be used for the online format:

Step 1 – the algorithm may be shown via Zoom screen sharing or messenger sending. Students should be given a set time to look through it. The grouping for the further activity may be completed in the Google document.

Students may write their favorite food in column simultaneously and then the filter that alphabetizes the list to rank the students for further grouping. Afterwards, however, the teacher should think about how the learners should work online in groups. They may choose their own way of communication.

Another common way is to group them with a breakout room with random splitting.

Step 2 – students discuss and analyze the article in groups through the means chosen by themselves or a teacher. The final presentation and discussion may be held through an online chat or Zoom session.

Step 3 – the answers and other issues that students want to disclose may be presented via mind-map or other visual form, e.g. using *Lucidchart* (www.lucidchart.com)

Step 4 – the article and video links are either demonstrated through screen or sent to students. The reflection chart may be photographed and sent back or converted to Google forms.

8. News media

Aims

skills - speaking, reading, writing, listening;

language – describing and comparing online news accounts, defining the advantages of strategies to spot fake news online, distinguishing between true and fake news, training English active and passive voices, sequence of tenses, the use of nouns.

Learning outcomes:

Students will be able to reflect on how they read news, understand how to read online news correctly, analyze different news accounts covering the same news, appreciate the importance of fake news detection strategies, verify news and information online, and evaluate news sources.

Type of exercise:

topic/discussion (Step 1 – warming-up activity, Steps 2, 3, 4 – discussions).

Preparation:

computer and projector for showing videos, computers/laptops/smartphone with Internet access, colorful highlighters, paper, pens, pencils, flipchart board, flipchart paper.

Time:

60 min.

⚙️ | **Procedure:**

Step 1. Venn diagram: news media.

Students draw one small circle and enumerate news media they use most often. Then, they draw another circle and provide news media they use rarely. After this, students draw one more circle and identify unfamiliar news media or the ones which they have not used before.

Students compare the results with other group members and discuss similarities and differences. The teacher also asks students to create a Venn diagram with the help of https://www.gliffy.com/ and draw conclusions.

Step 2. Video + discussion.

The teacher divides the students into groups of three and asks them to watch a video on the topic.

Students watch the video *How to choose your news / Reading news online*.
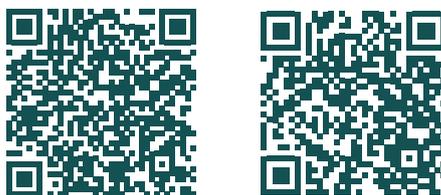
They have to identify the methods of determining whether news can be trusted discussed in the video.

After watching the video and highlighting the main points, the teacher asks students randomly (from any group) to discuss the methods of choosing and reading news online by speaking only for one minute. The students keep speaking to cover all the ideas they have.

After analyzing the sources, students share their results, compare them, and discuss, presenting strategies until all have been mentioned.

The teacher can ask students to name online news platforms that can be trusted and compare them to those which are misleading and manipulating people.

The teacher can also provide a grammar practice and ask students to make notes of examples of countable and uncountable nouns, as well as the ways of forming plurals in modern English that were used in the video they watched.

Step 3. ESCAPE.

The teacher presents an acronym E.S.C.A.P.E. which refers to evaluating information in terms of:

- **E**VIDENCE (Are there enough facts in the piece of news? Are names and places mentioned? Are quotes used?)

- **S**OURCE (Who wrote this news? Can you verify the author, sponsor, or social media users?)

- **C**ONTEXT (What is the cultural, historic, political, financial background of the news?)

- **A**UDIENCE (Who is the news aimed at? What social groups of people does it refer to? What are the language means of social variation reference?)

- **P**URPOSE (Why was the news written? Is it mere news coverage or a moneymaking act?)

- **E**XECUTION (How is the news written? Pay attention to style, grammatical structures, and the layout of the story)

This information can be delivered by the teacher orally or may be used for a presentation.

Then the teacher asks students to form groups consisting of 3-4 people, hands out the E.S.C.A.P.E. worksheet and asks to analyze one and the same piece of news (Tokyo Olympic Games 2021) covered by different news media.

Corky Siemaszko. Tokyo Olympics opening ceremony kicks off Summer Games like no other. NBC News. July 23, 2021.

Tokyo Olympic Games: When are they and how will Covid affect them?. BBC News. July 23, 2021.

The teacher can ask the following questions to draw conclusions:

- Do you personally remember this piece of news? When did you hear it for the first time? What emotions did you experience?

- What is similar and what is different among the sources coverages of the news?

- How do the style, language, and tone differ in the sources?

- After considering the three versions of the same piece of news, has your point of view on the news changed? In what way?

- Has this activity made you reconsider the way news should be read and evaluated?

- How do you feel after doing this activity?

Conclusions:

In the age of rapid media spread, consumption and influence it is of vital importance to be aware of some rules not be misled or deceived by the information we hear, see and read. We always have to pay attention to the source of information and have the skills to deduce the real motives of the news coverage. Possessing linguistic knowledge adds to the comprehension of the information from media.

Variations:

The activities could be performed online by using an interactive board (Twiddla, MIRO, Awwapp, Groupboard, NoteBookCast, Drawchat, Limnu, Classroomscreen, Ziteboard).

Venn diagram: news media

News media you use most often

News media you rarely use

Unfamiliar news media
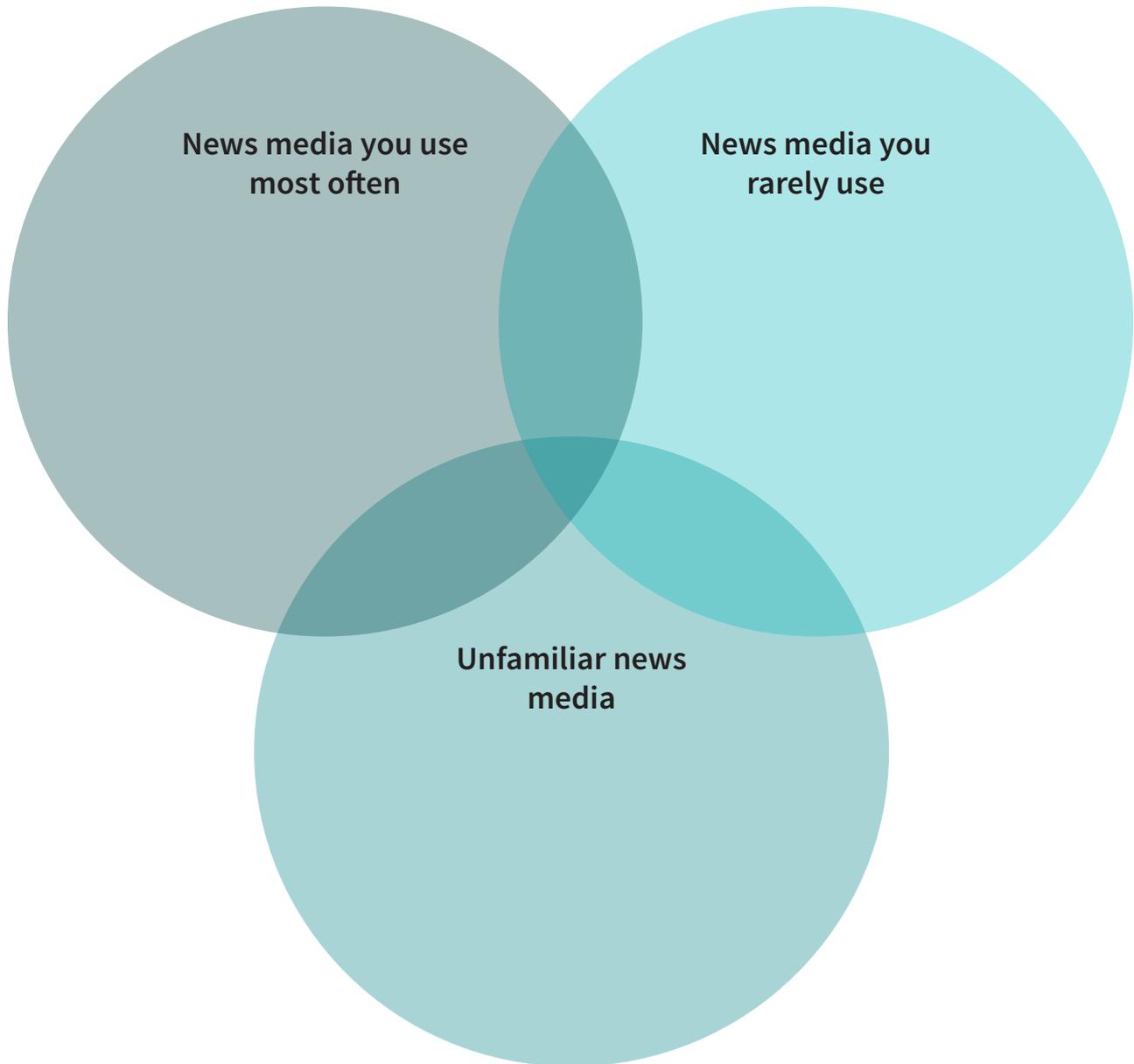
Worksheet 2

E.S.C.A.P.E. chart analysis

Source #1	
Evidence	
Source	
Context	
Audience	
Purpose	
Execution	

Source #2	
Evidence	
Source	
Context	
Audience	
Purpose	
Execution	

9. Storytelling in the media

Aims

skills - speaking, reading, writing, listening;

language – definitions of "digital storytelling," describing advantages of using storytelling, describing the sequence of events in the story using appropriate English grammar (tense forms, sequence of tenses, direct/indirect speech, moods, modals, etc.)

Learning outcomes:

Students will be able to communicate with the Internet community in order to discuss burning issues; find, evaluate, and synthesize information online; read, interpret, respond, and contextualize messages in a global aspect; understand, produce, and communicate with the help of visual images.

Type of exercise:

topic/discussion (Step 1 – warming-up activity, Steps 2, 3, 4 – discussions).

Preparation:

computer and projector for showing videos, computers/laptops/smartphone with Internet access, colorful highlighters, paper, pens, pencils, flipchart board, flipchart paper.

Time:

80 min.

⚙ | Procedure:

(S1) Step 1. "Secret basket".

The teacher prepares in advance a basket with different objects (a book, a pen, a digital camera, a notebook, a hat, glasses, etc.). The teacher asks students to take any object and speak about his/her associations that refer to the topic of the lesson or any concept of information and media literacy. Such associations can become good introduction to the lesson and tune in students.

(S2) Step 2. What is digital storytelling?

The teacher presents two short videos, "What is Digital Storytelling?" and "Types of digital stories".
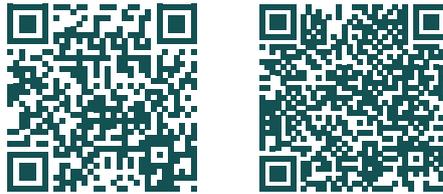
Students have to watch the videos and take notes of the definition and the process of storytelling, the types and components of digital stories, their length, and their function.

After watching the videos, the teacher asks students to discuss the main points and make conclusions. The possible questions are:

- How do you understand the term "digital storytelling?"

- Do you like telling stories or do you like being told the stories? What are these stories about?

- What is the role of storytelling in the person's language and literacy development?

- What technology tools are possible to use to enhance digital storytelling?

- In what way digital storytelling could be useful in terms of family/friends relations?

- What are the advantages and disadvantages of digital storytelling?

(S3) Step 3. A modern fairy tale.

The teacher reviews the main components of any story (setting, plot, characters, climax, etc.).

Then, the teacher divides the class into groups consisting of 3-4 students. The teacher gives them the task of making a modern fairy tale, which should contain all the traditional components. They can choose any fairy tale from the list ("The Princess and the Pea," "Rapunzel," "Sleeping Beauty," "Cinderella," "The Ugly Duckling," "The Elves and the Shoemaker," "Three Little Pigs," "Hansel and Gretel," etc.).

Students brainstorm ideas and create a modern version of the famous world fairy tales by adding their own contemporary elements to the original storyline.

The writing process should be done in the following way: first, students write one paragraph

for beginning, middle, and end of the story, and second, add conversational elements, paying attention to the peculiarities of English grammar.

The teacher can ask students to visualize their modern fairy tales by finding relevant photos on the Internet.

After working in groups, the students present their modernized fairy tales to the class. The presentations are followed by discussion and conclusions about the role of storytelling in classroom.

S4 Step 4.

The teacher presents an example of digital storytelling – a video "I'm an introvert".

Then, the teacher asks students to think of any topic which is personally relevant to them (environmental protection, modern lifestyle, bullying at school, jobs, relationships with friends and parents, cultural identity, etc.). The task is to brainstorm ideas for writing a personal opinion paragraph on the chosen topic, as well as to decide on the visual and sound background of the story.

The task final product can be a presentation in PowerPoint or another program/app for making digital stories (Shorthand, Boomwriter, Buncee, Elementari, HeadUP, etc.).

Students will be able to share their digital stories on social media (Facebook, Instagram).

Conclusions:

Digital storytelling is a good way for a person to reflect on important issues that are relevant to them. Such stories can widen people's horizons and even change their lives. Digital storytelling is an effective tool in classroom as it enhances students' competence in technology, improves their writing process, develops critical thinking skills, and encourages sharing and cooperation.

The teacher can offer students the opportunity to discuss some of the conclusive points.

Variations:

The activities could be performed online by using an interactive board (Twiddla, MIRO, Awwapp, Groupboard, NoteBookCast, Drawchat, Limnu, Classroomscreen, Ziteboard), Google Docs, or Shorthand, Boomwriter, Buncee, Elementari, HeadUP.

10. Name to tame

Aims

skills - speaking, writing and listening;

language – identifying advantages and disadvantages of traditional and new media, distinguishing ways to improve one's relationships with media, comparing issues under study, using appropriate vocabulary for delivering information.

Learning outcomes:

Students will be able to make informed judgements by critically evaluating main stages of development of the information ecosystem; analyze the versatility of the concept "media" and identify its different types; apply critical thinking strategies, provide support to one's opinion, and articulate argumentation; master vocabulary and grammar appropriate for discussing and sharing out their viewpoints; interact with their peers on the topic.

Type of exercise:

topic/discussion.

Preparation:

five pieces of paper per student (5cm x 10cm) and pens, cards with the names of both traditional and new media, computer and screen for showing video and PowerPoint presentation.

Time:

80 min.

⚙ | Procedure:

🅢1 Step 1. "Better letter to name media".

The teacher unites students into groups and gives each of them five pieces of paper (roughly 5cm x 10cm). Students are asked to choose any five letters of the alphabet and write down one letter on each piece of paper. Letters should not be shown to the other members of their team. When all the participants of a small group have finished with their cards, they mix the latter into one pile. The teacher sets a five-minute time limit and challenges the teams to use their cards to make as many **Names for Media** as possible, using each of their letter cards only once. The group with the most words wins.

🅢2 Step 2. Game "Creating order out of media chaos".

Students stand in a circle and the teacher distributes cards with the names of both traditional and new media (e. g. manuscripts, telephone, TV, Internet, etc.) to each person. After the entire group has got their card, each participant begins to search for those media that might have appeared before or after that one they have. Once they have found their "neighbors," they must arrange themselves so that the sequence they build represents chronological development of media through ages. When students have finished completing the task, the teacher demonstrates **IREX Handout** "**Stages of Information Ecosystem Development"** to check the chronological order.

If time permits, the teacher may play an eight-minute video **"**The Evolution of Traditional to New Media**"** to provide details on the topic.

🅢3 Step 3. Group work "Traditional media versus new media".

The teacher breaks up the group in half. One team will discuss Traditional Media from different perspectives, the other will concentrate on New Media.

Stage 1. "Buzz and Discuss"

Each of the two teams is asked to split into three smaller groups that will rotate through three stations of their particular media block discussing certain topics from the perspective of their media. Groups should choose one person who will jot down all their ideas on the sheets of paper they find at the station. The teacher assigns five minutes as a time limit per station and signals with a previously arranged sound (e.g., a clap of hands) when it is time to rotate.

Suggestion: This activity may be conducted in a different way: participants of each of the three groups stay at their locations while their leaders move from station to station and try to complement their initial findings with additional facts suggested by other groups.

Groups at Station 1 discuss advantages of their media, whereas those at Station 2 elaborate on its disadvantages. Students at Station 3 for either type of media have to sketch out all possible ways

to improve their relationships with the media they represent.

Upon the completion of the task at the last location, groups return to their original stations to discuss everything that was added by the participants of other groups and sort out key ideas to be shared out afterwards.

TRADITIONAL MEDIA (TM) TEAM	NEW MEDIA (NM) TEAM
Station 1: Advantages of TM	**Station 1: Advantages of NM**
Group 1	**Group 1**
Station 2: Disadvantages of TM	**Station 2: Disadvantages of NM**
Group 2	**Group 2**
Station 3: Ways to improve your relationships with TM	**Station 3: Ways to improve your relationships with NM**
Group 3	**Group 3**
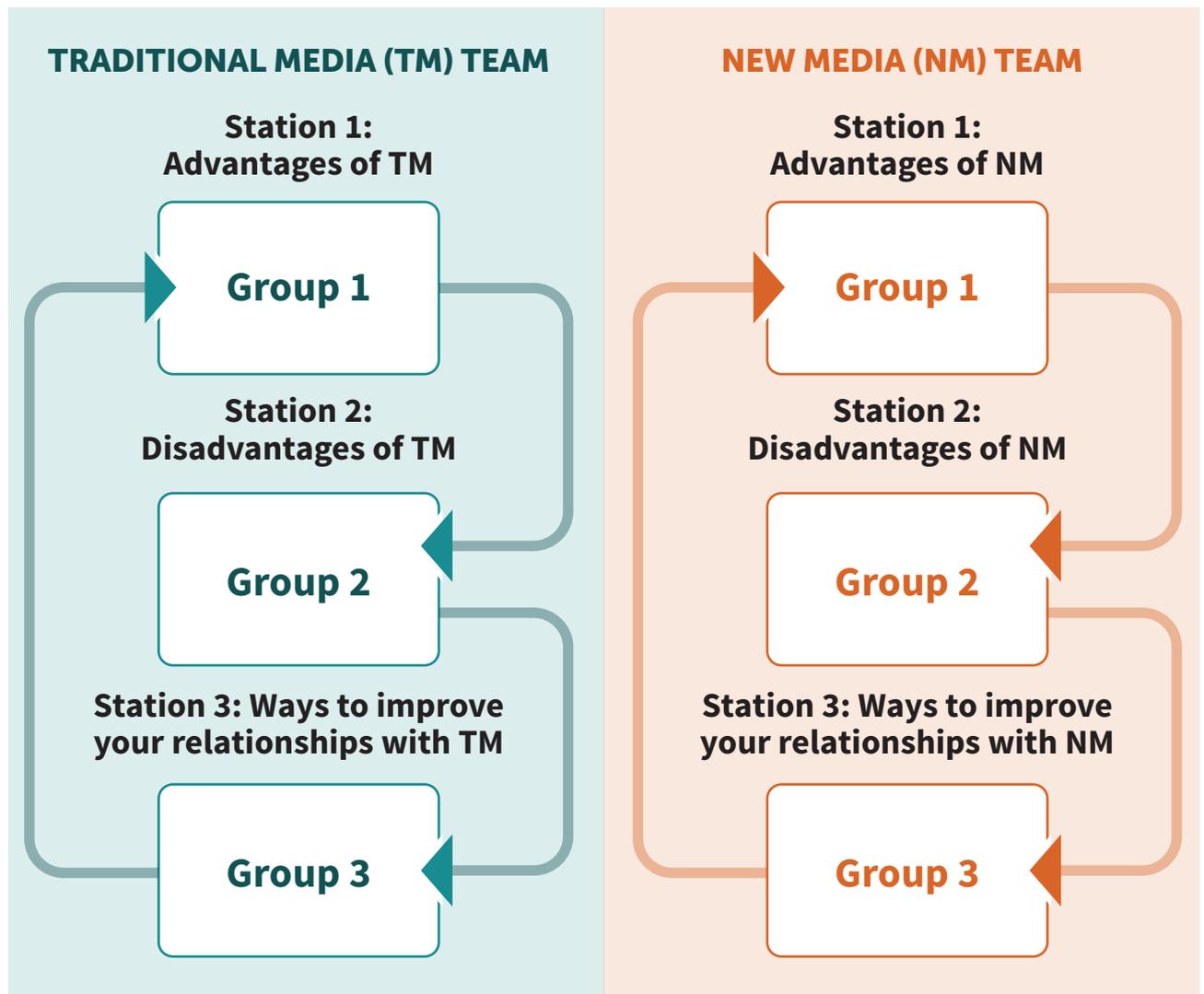
Stage 2. "Compare and Share"

During this stage groups with similar number unite to compare their media in terms of the topic they discussed first. For example, Group 1 of Traditional Media Team present the advantages of their media while Group 1 of New Media Team share out strong points of theirs. Then, groups should identify the main similarities of the media they represent and choose two of their participants to report on the results of the group work. Other groups do the same with the topics of their stations. The time limit assigned for this stage is 20 min. (5 minutes for groups to compare their media and 5 minutes for each of the three group presentations).

TRADITIONAL MEDIA (TM)		NEW MEDIA (NM)
Station 1: **Advantages of TM**		**Station 1:** **Advantages of NM**
Group 1	⟷	**Group 1**
Station 2: **Disadvantages of TM**		**Station 2:** **Disadvantages of NM**
Group 2	⟷	**Group 2**
Station 3: Ways to improve your relationships with TM		**Station 3: Ways to improve your relationships with NM**
Group 3	⟷	**Group 3**
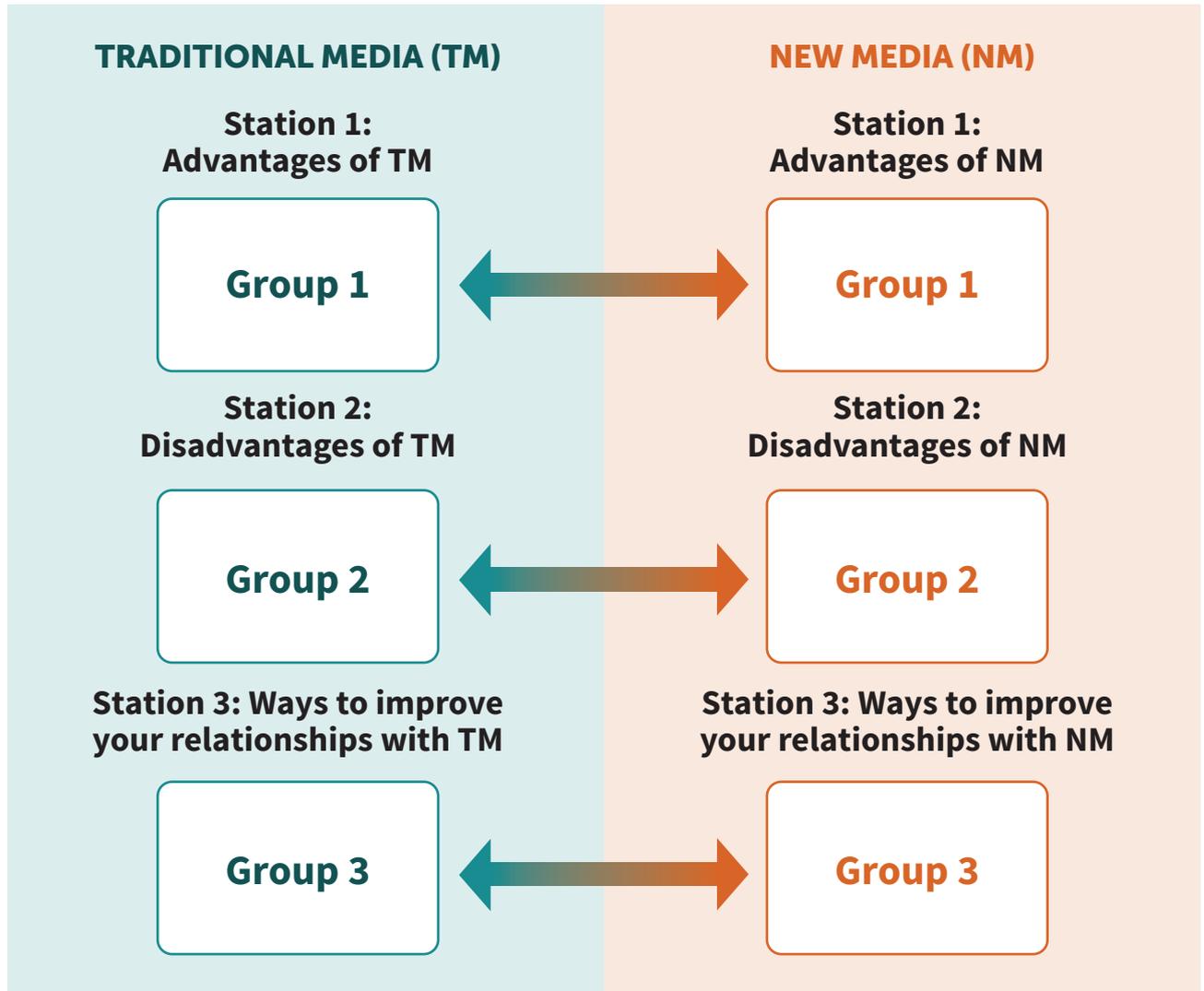
Conclusions:

Since the media has a complex impact on recipients, simultaneously affecting them through different channels, it is of paramount significance for today's consumer of information to know the main stages of its ecosystem development so that they can easily distinguish the channels of information and avoid being manipulated.

Stages of information ecosystem development

3000 BC Writing on clay tablets
2400 BC Papyrus
6th BC Postal communication
1st century BC Manuscripts
1430 Printed books
1600-s Newspapers
1830 Telegraph
1870 Phone
1880 Cinema
1900 Radio
1920 TV

1940 Cable TV
1960 Internet
1970 Email
1998 Google
2004 Facebook
2005 YouTube
2006 Twitter
2007 Smartphone
2010 Tablet
2010 Instagram
≈2015 Virtual (augmented reality)
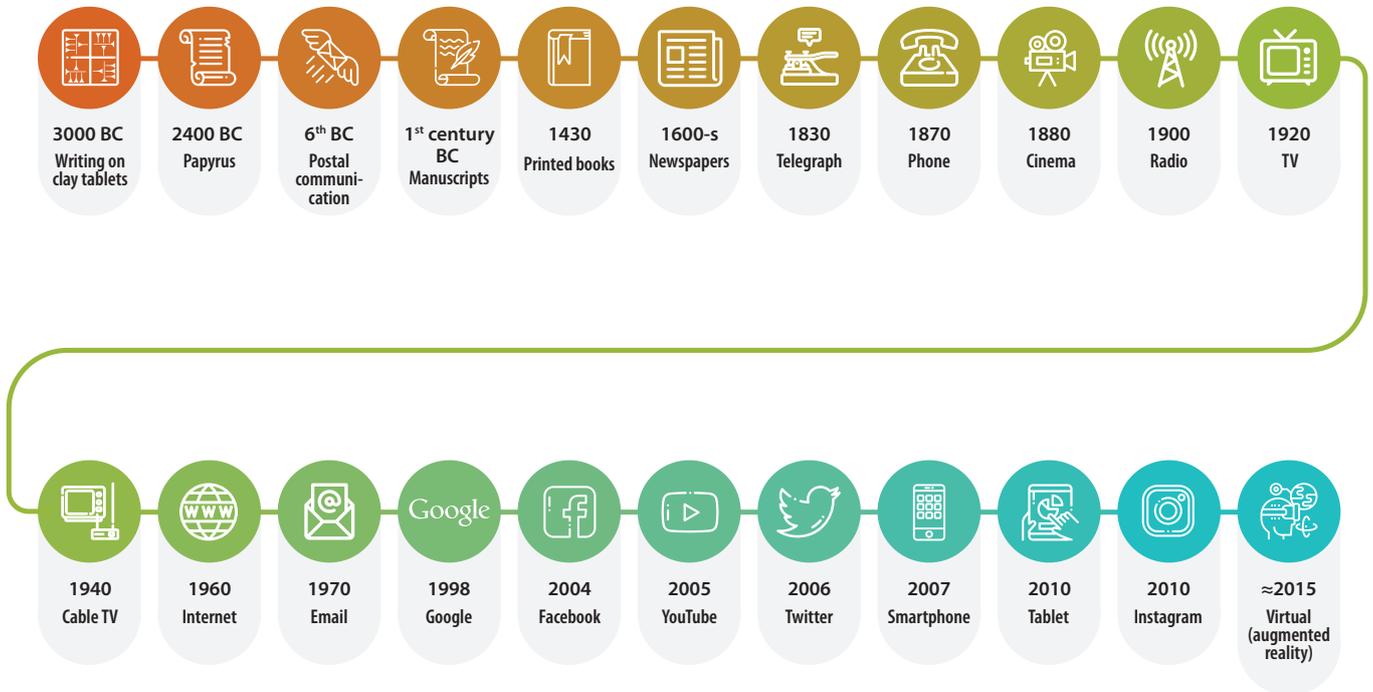
11. To trust or not to trust media: evaluating web sources

Aims

skills - writing, speaking, listening, and reading;

language – recognising main ideas, skimming the text to identify main information, using appropriate vocabulary for making general statements and referring to specific concepts.

Learning outcomes:

Students will be able to search for information efficiently, analyze the content of the web source and identify relevant information, ask questions, justify their own position, assess and interpret the issue under study.

Type of exercise:

topic/discussion.

Preparation:

different colored sticky notes, computer and screen for showing video and PowerPoint presentations.

Time:

45-50 min.
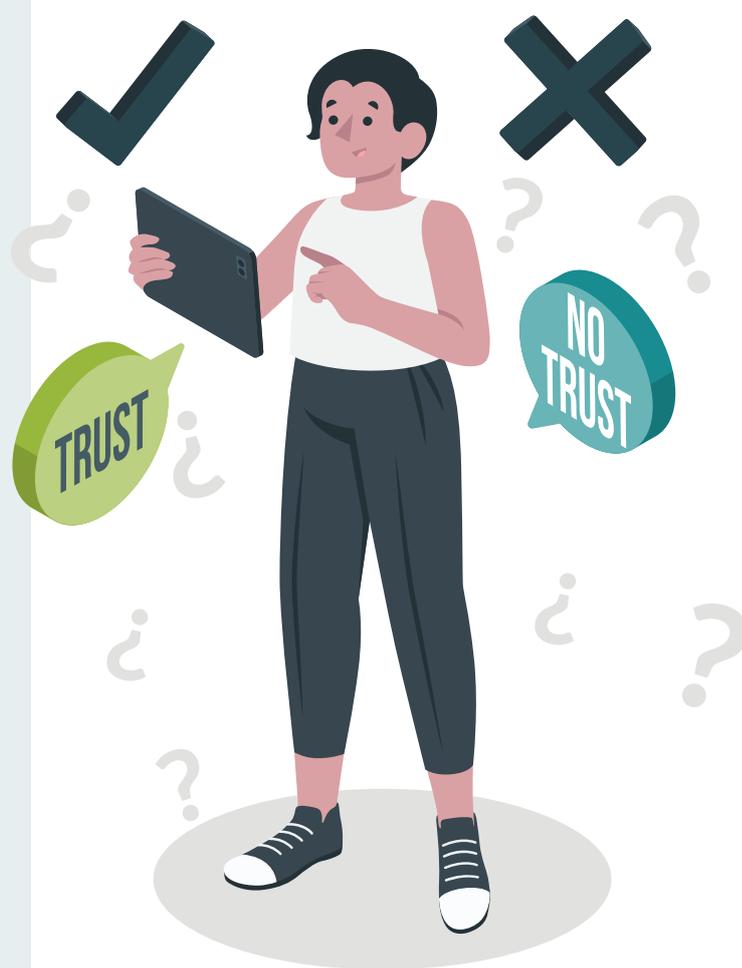
Procedure:

S1 Step 1. Game "File-hosting service".

The teacher invites students to create with their classmates a so-called "file hosting service," i.e., an Internet resource where one can post information and freely download files. Students are asked to come up with their nicknames (usernames for the websites) and write a message under this username on the topic "The most important source of information in my life." The message (a "file") should be written on a piece of paper and posted on the board (a "file hosting service").

Students are invited to go to the board, read the messages shared by their classmates and evaluate credibility of these "files" and how much they can be trusted.

Discuss:

Which "files" do you feel you can trust most?
Are there any messages you cannot rely on? Why?

S2 Step 2. Group work "What should we know while working with a website?"

To familiarize students with key terms they will hear in the video, the teacher assigns the task (either in a form of a presentation on the screen or as a worksheet) to match these terms with their definitions.

Term	Definition
1. Ad (advertisement)	a) A keyboard key that invokes a function in the operating system or application when pressed.
2. Site navigation	b) A long, narrow area on a computer screen that contains buttons or names you can choose to move to different parts of a website or window.
3. Plug-in	c) A picture, short film, song, etc. that tries to persuade people to buy a product or service, or a piece of text that tells people about a job, etc.
4. Heading	d) A small computer program that makes a larger one work faster or have more features.
5. Shortcut key	e) Skill which you apply to a web site that helps visitors move from one page to another.
6. Search box	f) Words written or printed at the top of a text as a title.
7. Navigation bar	g) A space on a computer screen or web page where you type a word or piece of information that you want to find.

Answers: 1. C; 2. E; 3. D; 4. F; 5. A; 6. G; 7. B.

Sources of definitions:

Next, students are invited to watch a short video, "**Tips for Reading Webpages**," and jot down the main strategies mentioned there to be followed while working with a webpage.

There are the following strategies mentioned in the video:

- locate the main content;

- block ads, site navigation, and social media plugins out and just focus on the main content;

- skim the page to find just the information that you are looking for;

- use headings before each section to help you skim faster;

- use the browser's back button to go to the previous page to look at some of the other results or start a new search.

Discuss:

What is the first thing you need to locate while reading a webpage?

What should you block out while searching for the information on a webpage?

What does it mean "to skim a page?" What should we pay attention to while skimming a web source?

What should you do if you do not find anything useful on the site?

Step 3. Evaluating the web source.

The teacher presents the main guidelines to help students determine whether the webpage is appropriate for its use.

Students are united into groups of 3-4 and asked to evaluate two of any of the webpages they most often use or have visited recently. Students identify the quality of the site according to certain criteria (*Timeliness, Relevance, Authority, Accuracy, Purpose*) providing answers to the questions listed in each of these sections.

Suggestion: The teacher may choose two sites of different levels of credibility and ask students to find out which of the two is a reliable source of information and which is not, providing evidence.

Worksheet

Term	Definition
1. Ad (advertisement)	a) A keyboard key that invokes a function in the operating system or application when pressed.
2. Site navigation	b) A long, narrow area on a computer screen that contains buttons or names you can choose to move to different parts of a website or window.
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- -

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12. Clickbait and its design

skills - reading, speaking, listening;

language – discussion, fast responses, explaining.

Learning outcomes:

Students will be aware how clickbait works and how to resist fake news; differentiate between clickbait and typical ads; analyze language formulas used in clickbait headlines.

Type of exercise:

thematic exercise, case-study.

Preparation*:

university lab with personal computers or students' gadgets and Internet access, personal Internet access, projector, computer, and handouts, broadsheet, and markers.

Depending on the mode of exercise, implemented stages and way of interaction, a teacher may choose one of the above-mentioned methods or add additional tools.

Time:

20-30 min.
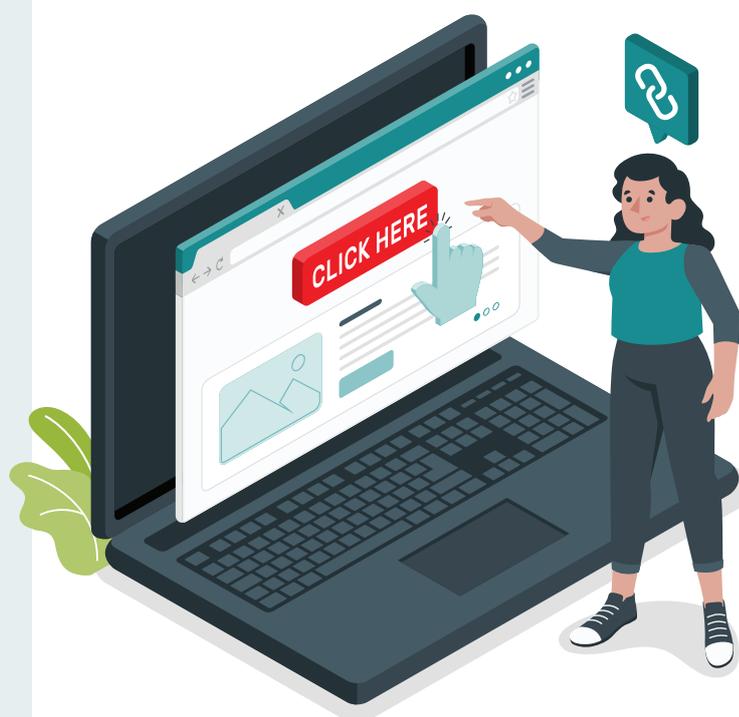
⚙ | Procedure:

🅢1 Step 1.

Students are given a set of headlines. They may be given as handouts, mixed printed sheets, or demonstrated on slides on the screen via projector. The headlines are deliberately chosen by the teacher and contain both clickbait and non-clickbait.

Students are asked to choose the titles that are intriguing, gripping, and stipulate them for further reading.

List of headlines (the first 4 are clickbait. The teacher can mix them up.)

1. Here's What a Perfectly Balanced Week of Workouts Looks Like

2. What Every Entrepreneur Must Know!

3. Girl Eats 4,000 Washing-Up Sponges

4. Why Girls Scream at Boy Band Concerts

5. Canada extends ban on passenger flights from India till Sept 21

6. Google employees who work from home could lose money

7. In Pakistan, attack on store selling national flags kills 1

8. Messi reaches agreement to join PSG, his father says

After the students have chosen the headlines, the teacher may count how many times they choose clickbait and whether they prevail. The discussion follows, in which students explain their choice and state what attracts them most.

The questions for discussion may be the following:

● What kind of news do you usually read or share? How are the headlines formulated?

● Do you often open pop-up news on the websites?

● Do you think the stories you share and read can tell people about you?

🅢2 Step 2.

After the discussion, the teacher proposes to name the features that characterize clickbait stories. The students are divided into groups based on the seasons when they were born. If the quantity in some of the groups is larger, the teacher may equalize the number of the students by sending those that were born at the end of the season to the other team. The students are given handouts where they write in the characteristics of clickbait. The time limit is 5 minutes.

A presentation of the ideas follows. The teacher then reveals the common list of features for clickbait and students compare them with their answers. The team that guessed the most wins.

A typical list of features includes:

Learn the New Trending Clickbaits with Examplesю. Pyxis Social. December 23, 2020.

Step 3.

Analysis of one's own social media news feed.

Students work individually. The handouts below are given to the students. They fill in the information using their personal news feed and write the first five news titles that pop in their feed (excluding sponsored ads). In the second column, they identify it as clickbait or not. If it is clickbait, they state the features that characterize it as a clickbait.

As a summary, each student may identify whether he or she is influenced by fake news and what type of news is generated for each of them.

Number	Headline	Clickbait – Yes/No	Features of Clickbait

Creating clickbait for various spheres.

Students work in groups of three. The division is based on the question "When do you last eat ice-cream/pizza/chocolate?" Students get into a line ranked in the order when they last ate that food. Afterwards, the teacher splits the line into three equal groups of a particular number.

Each group is given one of the following topics: Food, Health, Fashion, Business, Sport, Culture. They have to create three clickbait headlines.

When they present their headlines, other groups are invited to evaluate and say how many points they will give (from 0 to 3). In the end, they count which team was the most creative and professional in creating clickbait.

Conclusions:

Living in the society in which time, speed, and rivalry for readership have become of utmost importance in the (social) media world, the use of manipulation, fake news, and usage of hooks for attracting the reader has become very common. The commerce behind articles and hooks they throw into the media sets the trend for creating as much compelling headlines as possible. Blindly following, sharing, and clicking deceptive links lead to the information bubble and reading low-quality stories. This exercise is developed in order to teach the students differentiate between clickbait and non-clickbait, to analyze their social media feeds, and to create their own clickbait in order to understand how the whole industry works. The knowledge of this procedure will help students filter unnecessary and irrelevant news and

avoid fakes and manipulation in the world of media.

⌁ | Variations:

The following combination of tools may be used for the online format:

Step 1 – the headline examples may be presented in Google forms, which will give a generalized pie chart of the answers and percentage of those that are of the most interest.

Any other tools for grouping into columns may be applied; a questionnaire in Viber also works. In this case, a student has only one option to choose among all articles, i.e., the most gripping.

Step 2 – students may be sent word or pdf document with blanks, into which one of the students can fill in the feature they decide as a characteristic one for clickbait. The document may be sent back through any messenger used during the lesson or shared in the Google classroom.

Step 3 – the teacher may also send word or pdf documents and students can work with them online like in Step 2.

Step 4 – the key point here is that students can visually present their headlines as it is easier to comprehend them and they look more real, as clickbait are not audially perceptible. Padlet, and Google classroom enable students to see all projects or answers simultaneously.

Handout 1

« Here's What a Perfectly Balanced Week of Workouts Looks Like »

« What Every Entrepreneur Must Know! »

« Girl Eats 4,000 Washing-Up Sponges »

« Why Girls Scream at Boy Band Concerts »

« Canada extends ban on passenger flights from India till Sept 21 »

« Google employees who work from home could lose money »

« In Pakistan, attack on store selling national flags kills 1 »

« Messi reaches agreement to join PSG, his father says »

CLICKBAIT

Handout 3

Number	Headline	Clickbait – Yes/No	Features of Clickbait

13. On the hook

Aims

skills - speaking;

language – sharing opinions.

Learning outcomes:

Students learn to analyze clickbait influence and resist the temptation to get access to any and everything in one click. Students practice sharing their opinions by applying opinion expressions in sentence construction.

Type of exercise:

discussion.

Preparation:

samples of advertisements, magazine covers, TV program captions, etc.

Time:

10 min.

⚙️ | Procedure:

S1 | Step 1.

The educator asks students a few questions to prepare them for the lesson.

- What are your favorite online services?

- Do you usually watch movie trailers, read book introductions, or look through snapshots of the news?

- What makes you read a piece of information or follow the link in an advertisement?

The educator may sum up students' answers saying: people will read or watch anything if the content is interesting to them, deals with their professional or personal spheres, or the thumbnail sketch is sensational. We make our choices about reading and watching if we expect provoking, questioning, or entertaining information.

S2 | Step 2.

Students work in groups of two or three. They are offered samples of advertisements, magazine covers, TV program captions/pieces of news and analyze them according to this scheme:

Comment on:

- type of publication;

- color;

- text/message/display;

- feelings.

S3 | Step 3.

Students present the results of their analysis.

S4 | Step 4.

As homework, students are asked to make a thumbnail sketch of a book for pleasure reading/a snapshot of the latest news/a brief film description/advertisement.

💡 | Conclusions:

In today's fast-paced environment, clickbait has become a common thing. People do not read or go into the heart of the matter, but instead, form an opinion just by looking through the headlines. This is why headlines are often very loud, flashy, and sensational to attract readers' attention, but the content of the story is often not relevant to the headline. They are designed to entice users to follow the link and consume this piece of content. Clickbait can be defined by its characteristic of being deceptive, typically sensationalized or misleading.

The educator may show the reaction on clickbait demonstrating an image:

This is your brain on clickbait

intrigued excited disappointed angry depressed

approximately 3 seconds

Sample 1

Source: https://www.facebook.com/StopClickBaitOfficial/

Sample 2

Source: https://www.facebook.com/StopClickBaitOfficial/

Sample 3

Source: https://www.facebook.com/StopClickBaitOfficial/

Sample 4

MAEVE BINCHY 1940 – 2012 was born in Dalkey, in County Dublin, in 1940, the eldest child of a father who was a lawyer and a mother who was a nurse. ("I had a very happy childhood, which is very unsuitable if you're going to be an Irish writer," she told a lecture audience in Dayton, Ohio, in 1999.) Her multi-million-copy-selling novels not only tell wonderful stories, they also show that whilst times change, people often remain the same: they fall in love, sometimes unsuitably; they have hopes and dreams; they have deep, long-standing friendships, and some that fall apart. From her earliest writing to her most recent, Maeve's work has included wonderfully nostalgic pieces and also sharp, often witty writing which is insightful and topical.

 https://yorkcambridgeadvancedenglsih.blogspot.com/2015/09/telling-stories.html

Sample 5

 https://www.newscientist.com/issue/3268/
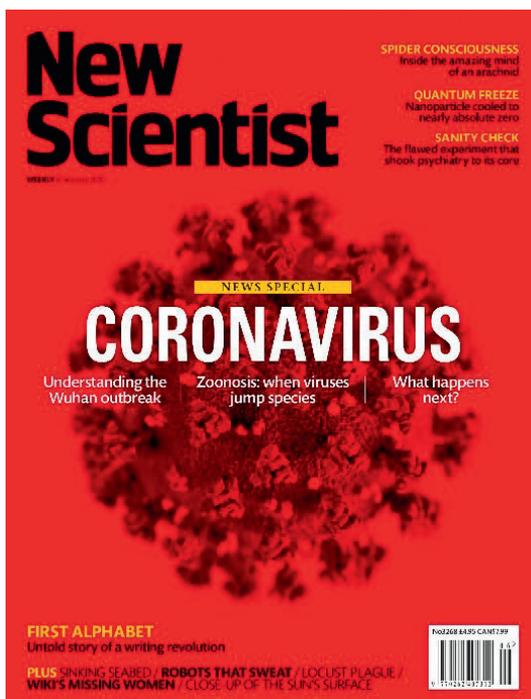
Sample 6

"Ukrainians are Russians" and external governance of Ukraine, now also from China.

https://texty.org.ua/articles/104043/disinfomonitoring-87-eng/

Sample 7

"The Crown" Netflix
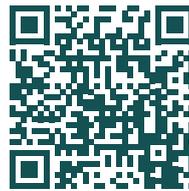
Sample 8

BBC presenter Lisa Shaw died of Covid vaccine complications, coroner finds

Shaw died of a brain haemorrhage caused by a blood clot three weeks after her first AstraZeneca dose

https://www.theguardian.com/media/2021/aug/26/bbc-presenter-lisa-shaw-died-of-astrazeneca-covid-vaccine-complications-coroner-finds

Sample 9

https://www.amazon.com/Three-Ted-Dekker-ebook/dp/B004EHZQXQ
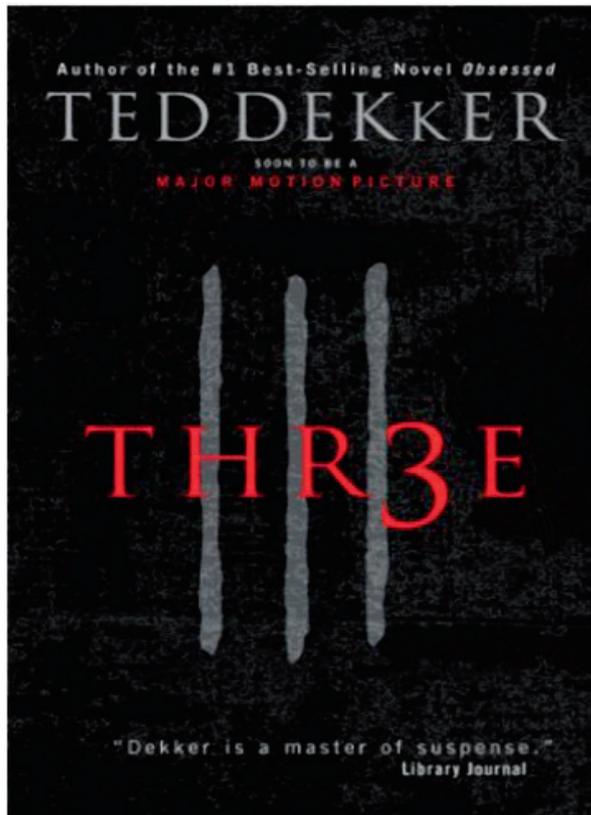
14. Advertising media

Aims

skills - reading, speaking;

language – analyzing, discussing.

Learning outcomes:

Students will be able to give arguments for and against traditional and social media; produce advertising pieces.

Type of exercise:

thematic exercise.

Preparation:

projector, computer, broadsheets, and markers.

Time:

30-40 min.

⚙️ **Procedure:**

S1 Step 1.

The teacher should start a lesson with the question, "What is traditional media and social media?", asking students to give as many examples for both of them as possible. Put all the names on the board in two columns. After this, discuss which examples of media in the two columns are the most popular. Students should back up their opinions with statistics from the internet.

S2 Step 2.

The teacher should divide the students into groups of 3-4. The teacher writes as many examples of traditional and social media as necessary for all the groups to pick up one. Traditional and social media should be equally represented. Students work in groups and make an advertisement to represent the advantages of their type of media, attracting new users and preserving existing ones. They should make use of the broadsheet they get and be as creative as possible. Each group will have 3 minutes to present their advertisement.

S3 Step 3.

After the group makes a presentation, other groups should ask at least one tricky question, pointing out the disadvantages of the media presented and clarifying what needs to be clarified.

💡 **Conclusions:**

The teacher should sum up all the presentations at the end, emphasizing that traditional media includes such modes of communication as television, radio, newspaper, magazine, newsletter, etc. In traditional media, only the sender decides what to publish or broadcast, and the receiver always receives the information passively. Social media is a two-way communication platform. There are online communities for sharing information, ideas, messages, and visual content via social networking sites or applications such as Instagram, Facebook, TikTok, Twitter, etc. At the same time, traditional media have found their ways of communicating with audiences via social media.

15. Problem-based learning (PBL) session

⌖ Aims
👥 **skills** - speaking involving suggestions, idea generating, contradiction, agreement, disagreement, describing advantages and disadvantages;
📋 **language** – words and phrases for expressing ideas and making suggestions, considering and comparing different options, etc.

🔍 Learning outcomes:

Students can explain and comment on the importance and relevance of including certain topics in media literacy syllabi; they develop the ability to function as participants of a problem-based discussion activating the respective vocabulary.

▤ Type of exercise:

problem-based discussion, role play.

✂ Preparation:

make cards with a list of thematic modules for a media literacy syllabus or show the list on the screen or board.

🕐 Time:

40 min.
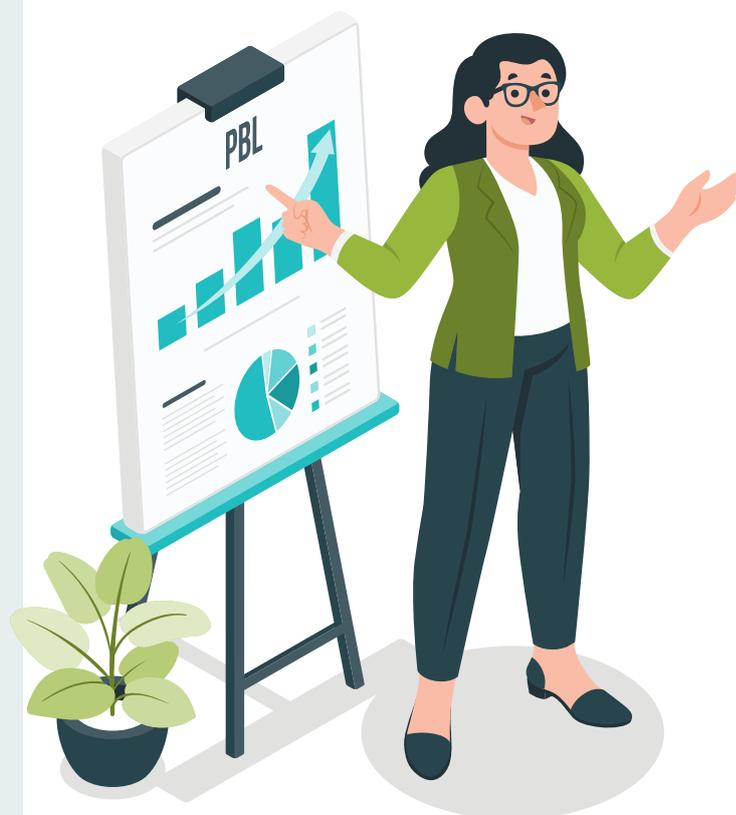
⚙ | Procedure:

Ⓢ1 Step 1.

Students act as a group of media experts deciding on why the following topics should be included in courses of media literacy for different age groups. They also discuss what skills or knowledge each topic may develop and the challenges of learning each respective topic.

Suggested thematic modules:

- Visual Literacy: How to "Read" Images and Colors.

- Persuasion Techniques: Information vs. Manipulation.

- Language Tricks in Political and Commercial Promotion.

- Thought-terminating Clichés and Stereotypes in Modern Media.

- Netiquette as the Code of Behavior in Cyberspace.

- Types of Cyberbullying and Ways of Combating It.

Ⓢ2 Step 2.

The students then make a poster summarizing their ideas and conclusions.

💡 | Conclusions:

One or two members of the group present the poster, highlighting the most original ideas expressed during the discussion.

🖧 | Variations:

The students may be encouraged to make up their own list of thematic modules they find relevant for media literacy development and then organize a discussion.

16. Brush up your media literacy basic knowledge

🎯	**Aims**
👥	**skills** - speaking, reading, listening;
📑	**language** – definitions, questions, comparing own answers with others, giving reasons etc. (students will practice affirmative sentences).

🔍 Learning outcomes:

Students will check their awareness on the topic "Media and media literacy" using an online introductory questionnaire; find out their groupmates' knowledge on the topic; compare their results with each other

📋 Type of exercise:

warming-up activity, introductory questionnaire, multiple choice test.

✂️ Preparation:

university lab with individual computers or students' personal devices and Internet access, university lab with projector and screen and a laptop for the teacher.

🕐 Time:

10 min.
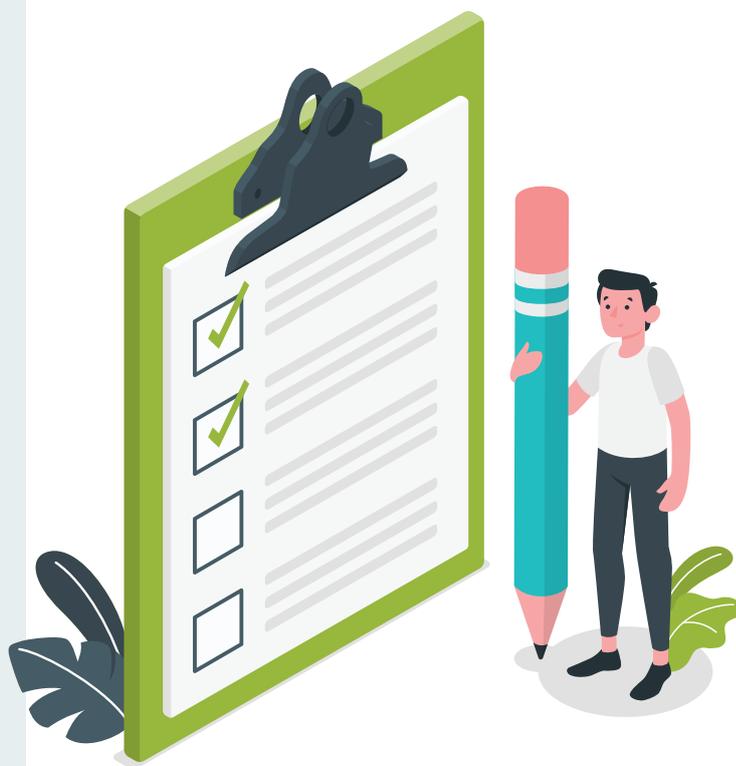
⚙ | **Procedure:**

Students are going to learn about the new terms connected with the topic "Internet Fraud." Prior to the new topic, the revision of basic terms and notions of Media Literacy is required. For this reason, students are asked to follow the link and complete the test tasks about basic notions such as types of media, media bias, necessary skills of information evaluation, decoding media, product placement, headline effects, photos and advertising in media, data tracking, etc.

Step 1.

Students use the available personal access to the Internet and complete the given test. The teacher sends the link via previously created Viber, Telegram group, or Google Classroom (or the link may be posted on the screen on the slide of the lesson presentation). The link should be shortened with the help of the suggested resources resources: https://cutt.ly or https://bitly.com.

The online test:

Step 2.

The teacher asks students who received high grades, who made no mistakes, and who made some or many. The teacher asks which questions were the most difficult or controversial. Then, students discuss the unfamiliar notions and clarify necessary items. At the end of the discussion, the students are ready to proceed to the next level of the topic.

Conclusions:

Summing up the discussion, the teacher underlines that media products are full of various biases. The students have the picture of their own level of knowledge of the topic and can reflect their internet habits and behavior and eliminate cases of the mentioned notions.

Variations:

Variation 1. The questions of the multiple-choice test appear one by one on the slides and students suggest their answers collectively or individually.

Variation 2. The document with the questions of the multiple-choice test is uploaded in the Google Classroom. The students answer the questions individually. When the test is completed, the teacher provides the correct answers and the group discussion begins.

Remarks:

It is necessary for the teacher to tell students to choose the "graded" option to complete the test. It does not reveal the correct answers immediately but gives the results at the end with the possible reviewing them afterwards. If the students go to the "review" option, they will not skip to the next question until they give the correct answer (the number of responses is countless). Thus, the "graded" option does not distort the quality of the test.

1. Find someone who…

Aims

skills – speaking;

language – putting questions.

Learning outcomes:

Students synthesize the data they have gathered and receive evidence that digitalization is an integral part of modern life; it replaces almost all traditional areas of activity. They learn to ask and answer questions and revise word order.

Type of exercise:

warm-up activity.

Preparation:

worksheet; handout; smart phone/laptop/desktop computer, internet connection for an online exercise.

Time:

7-10 min.

Procedure:

Step 1.

Students get cards with phrases\statements. Together with the instructor, they revise how to put different types of questions in Present Simple.

Step 2.

Students move around the classroom, interviewing 3-4 other students. It is possible to enhance the output asking the same questions about family members (siblings, parents, grandparents).

Step 3. Group discussion.

The instructor inquires about the interview results, emphasizing the age of interviewees and time spent online\offline. Revealing personal answers students may share their emotions they get when working online and offline (use a wheel of emotions).

The educator may put prompting questions:

- How much time do you spend checking mobile messengers in the morning?

- What news sites do you usually look at?

- Why don't you buy newspapers or watch TV to learn the news?

- Who in your family buys newspapers or watches TV?

- What is a library? Who usually goes there (what category of people: students, teachers, scholars)?

- Why don't you usually go to the library to get ready for the class? Etc.

Conclusions:

The synthesis of the group discussion is that digitalization is an integral part of modern life. Almost no one can do without digital tools despite their age, occupation, status, etc. But emotions which appear when working online and in person are different.

Variations:

This exercise may be done online using Padlet dashboard, then discussed in Zoom, Google Meet etc.

Worksheet

Interview 3-4 groupmates and find someone who:	Student 1 / siblings	parents / grandparents	Student 2 / siblings	parents / grandparents	Student 3 / siblings
Checks mobile messengers the moment they get up in the morning					
Looks through news sites every day					
Buys newspapers to learn the news					
Watches TV or has a TV set and turns it on occasionally					
Knows what the library is					
Goes to the library to get ready for the class					
Surfs the Internet to get ready for the class					
Uses post offices to send/receive letters					
Has been using email for more than five years					
Regularly gets in touch with friends\relatives\ businesses online					
Regularly gets in touch with friends\relatives\ businesses in person					

Wheel of Emotions
Author: Robert Plutchik
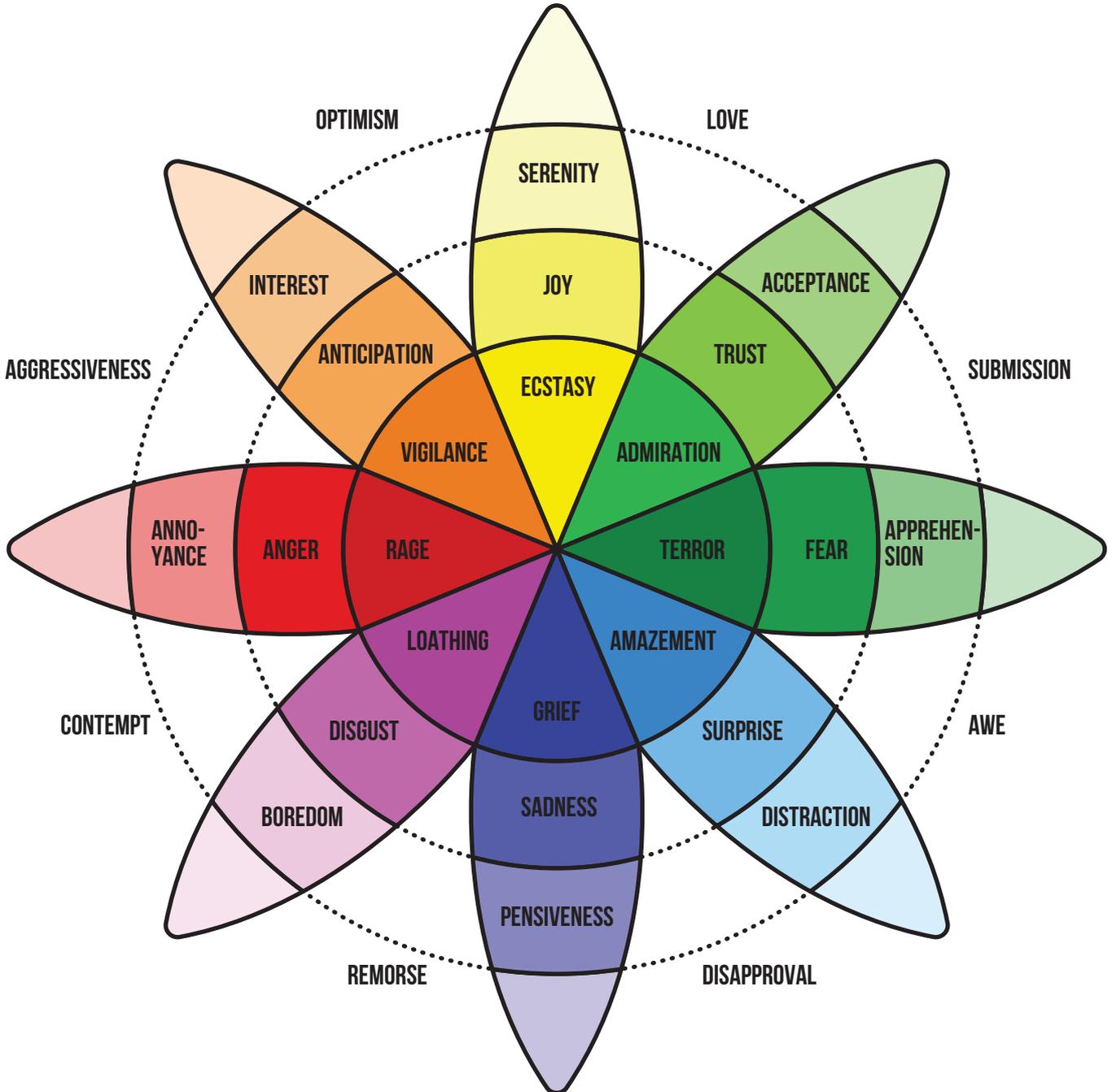
2. Talking cabbage

Aims

skills – speaking in the Q&A format;

language – sharing opinions and reflections on the suggested issues.

Learning outcomes:

Students can formulate their views on a range of media realities; they practice specific constructions used in opinionated utterances (*In my opinion…; As far as … is concerned…*etc.)

Type of exercise:

warm-up talking session.

Preparation:

The teacher writes or prints questions in big letters on separate sheets of paper (one question per sheet) and folds the first sheet so that it turns into a paper ball. The next sheet is to wrap the previous one so that the ball becomes bigger, and so on until a kind of a paper cabbage is created.

Time:

20 min.

⚙ | Procedure:

S1 Step 1.

The teacher takes the ball and throws it randomly to one of the students.

S2 Step 2.

The student takes off the upper sheet with a question and reads the question silently.

S3 Step 3.

Without reading the question aloud, the student gives a short answer to it.

S4 Step 4.

The rest of the students are to figure out what question the student is answering by listening to what they say attentively.

The game proceeds until the paper "cabbage" is completely undone, unwrapping the ball by removing the top layer sheet until no more are left. The student reads the question on the sheet, answers it and passes the rest of the ball to another student.

💡 | Conclusions:

The teacher asks the students to say which question was the most difficult/interesting to answer.

🔀 | Variations:

After removing a sheet, each student reads the question, challenges their classmates with it, and passes the rest of the ball to another student.

📝 | Remarks:

The teacher monitors the activity, puts down the most typical language errors, and writes up useful vocabulary on the board.

Suggested questions for the "cabbage" sheets:

- What are the three features of a good blog?
- How is political advertising similar to commercial advertising?
- What colors are used and not used in political advertising?
- Is independent journalism possible? How?
- What makes it hard to spot if the news is real or fake?
- What are the challenges of working as a newsreader?
- What's a recent piece of news that went viral?
- Why is the life of celebrities so interesting for people?

3. Project "Media landscapes"

🎯 Aims

skills – speaking, reading, writing, listening, critical thinking;

language – definitions, questions, describing specifics of media content, giving reasons, using topical vocabulary, etc.

🔍 Learning outcomes:

Students can deepen and implement their knowledge of media and effective media consumption; improve the ability to identify different manipulative techniques; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify online content.

Type of exercise:

summarizing, motivating, individual work.

✏️ Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Zoom.

Optionally for off-line work: A3 paper, markers, projector or TV.

🕐 Time:

20 min.

⚙ | **Procedure**:

🌐 **Step 1.**

The teacher divides students into groups and provides them with homework. For two weeks, they have to watch the evening news on the 5 most popular TV channels. Then, their task is to carry out a comparative analysis of the presented content based on various parameters (for example, factuality, emotional coloring, subject matter, etc.) and to establish possible factors that are decisive for the emergence of these characteristics. Project results should be presented in the form of a multimedia presentation (up to 15 slides).

🌐 **Step 2.**

Students present their projects in Zoom. The presentation of projects is accompanied by cross-analysis with confirmation or denial of previous conclusions. The teacher should not make any judgements concerning the content and results of students' investigations. Students must be encouraged to make the conclusions in the process of discussion. The teacher can only support the process of students' interaction.

💡 | **Conclusions:**

This project work intensifies the use of the thematic vocabulary of the module and expands students' awareness of the factors that affect the quality of the provided media content.

📊 | **Variations:**

Offline students' presentations can be demonstrated with the help of a projector or TV connected to the laptop. Students can also prepare the projects on A3 papers.

4. Fortune telling for the media

Aims

skills – speaking; making predictions;

language – constructions serving the prediction mode of speaking: to be likely/unlikely, probable/improbable, definitely, and future forms.

Learning outcomes:

Students are able to project future developments in the media following modern trends and tendencies in media consumption and media design.

Type of exercise:

warming-up discussion.

Preparation:

cards with a list of predictions.

Time:

15-20 min.

⚙ | **Procedure**:

Students are divided into pairs and receive cards with statements about the future of media and media consumption. They are to rate them as Likely to Happen (L) or Unlikely to Happen (UN).

💡 | **Conclusions:**

The class may follow up by discussing the following questions:

- Which of the predictions would you really like to become a reality? Why?

- Which of the predictions did you find most likely to come true?

- Which of them sound most improbable to you?

- What are your own predictions concerning the future of mass media and social media?

Handout

	Likely to happen	Unlikely to happen
There will remain only one social network (Which one do you think it might be – Instagram, Telegram, Viber, Twitter?). The rest will go out of use.		
An exam in media literacy will be compulsory in high school.		
Language of hate will be treated as a criminal offence.		
Television and printed media will be replaced by independent Internet channels.		
Bloggers will be able to work for the press and television even if they don't have any formal degree in journalism.		
Robots will replace people in the positions of newsreaders and weather forecasters.		
Before hiring professionals to do jobs employers will not only read their CVs but also trace their digital footprint.		

5. Be my eyes!

Aims

skills – speaking, listening;

language – vocabulary: topical vocabulary, depending on the plot of the video; grammar: narrative tenses, with special focus on progressive tenses; communication: discussion, providing evidence to support opinion.

Learning outcomes:

Students will develop their visual attention; capture relevant details and convey the ideas represented by the visuals; compare the roles of audio and visual components in overall comprehension of audiovisual media and become aware of the importance of visual perception in the process of media consumption; report orally what they observe on the video; summarize what they heard from their peers; use progressive tenses to describe the actions in process; improve comprehension skills, develop speech fluency and accuracy, state and justify their opinions, practice and improve peer-to-peer interaction.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

whiteboard or interactive board, projector, laptop/desktop.

Time:

25 min.

⚙️ | **Procedure:**

S1 Step 1.

The teacher puts the students into pairs and gives them instructions. The students in each pair stand facing each other, Student 1 in each pair has to stand with their back to the board, Student 2 faces it.

S2 Step 2.

The teacher tells the students that they will be shown a video two times. The students facing the screen will be "describers." While watching, they will have to tell their partner everything they see. The students with their back to the screen will be the "listeners."

S3 Step 3.

The teacher shows a part of a short video (4-5 min) on the topic studied on the whiteboard or interactive board (with the sound OFF). The "describers" (students watching the video) watch and try to get the plot of the video.

S4 Step 4.

The teacher shows the video one more time. While watching, the "describers" have to tell what they see to their partner ("listener") for 1-1.5 minutes. The listeners are supposed to use simple, progressive, and/or past tenses.

S5 Step 5.

In the middle of the video the teacher pauses it and asks the "listeners" to retell the story back to their partner (without looking at the screen) using progressive tenses.

S6 Step 6.

The students change their positions and roles (the "listeners" now face the screen and become "describers").

S7 Step 7.

The teacher plays the next minute of the video. The new "describers" tell their partner what's going on in the next part of the video, and after a pause, the new "listeners" retell the story. They repeat this until the video is over.

S8 Step 8.

It the end, everyone faces the screen, and the teacher replays the entire video with the sound ON.

S9 Step 9.

The students decide together in each pair which details they have missed or misinterpreted and report it to the class.

The teacher discusses with the students the importance of the visuals and their adequate interpretation in the process of decoding a media message.

Points for discussion: Was the task challenging? Why so? Did you manage to describe all the important details? What did you mostly concentrate on? What was harder – watching, speaking or doing it simultaneously? What influenced the way you described the video? What were the obstacles to adequate and full description? What would contribute to a better result? Did the content of the video correspond to the image, the statements to what was being shown? If not – why? What is the role of visuals in media? What can/should we do to enhance our visual literacy skills?

Conclusions:

The teacher tells the students that the information in the video was rethought depending on the conditions in which they perceived and had to transmit it. The fact that the video was shown with muted audio, however, as well as the need to follow and describe the actions simultaneously, made it harder to convey the plot of the video. Therefore, the "describers" often neglected the details and tried to simplify the plot in order to cope with the task. It is worth emphasizing that even without the audio, they managed to convey the main ideas of the video, as the visuals provided them with the context.

As a result of the discussion, the teacher encourages the students to come to the conclusion that it is better for us to orient ourselves when we see the whole visual "picture" and, at the same time, hear the soundtrack. The more "channels" of perception are engaged, the more information we get. Equally important is the integrity of the information message, which is complete and not reduced by the author or interpreter who ignores some details.

Variations:

The "reverse" activity is also possible. Students listen to the soundtrack of the video without watching it, they try to guess and describe the visuals (setting, participants, and other details). Then they watch the video with the sound and discuss whether their guesses were correct/close to the original.

Remarks:

For lower-level students the teacher can play the video in slower motion, give a list of recommended topical vocabulary and revise the use of progressive tenses as a pre-watching task.

6. 4 in 1

Aims

skills – speaking, listening;

language – vocabulary: topical vocabulary, depending on the plot of the picture; grammar: modal verbs and expressions to describe assumptions; communication: discussion, argumentation, providing evidence to support opinion.

Learning outcomes:

IML focus: students develop their visual attention; they capture relevant details and convey the ideas represented by the visuals, define the role of visual constituent in overall comprehension of the media, and become aware of the importance of visual perception in the process of media consumption.

Language focus: students describe orally what they observe to peers, compare their ideas with the other students' opinions and summarize, use modal verbs to describe their assumptions about the plot of the picture, improve comprehension skills, develop speech fluency and accuracy, state and justify their opinions, and practice and improve peer-to-peer interaction.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

whiteboard or interactive board, projector, laptop/desktop, printed photo or picture (presumably a portrait, or a narrative painting) cut into four parts.

Time:

15-20 min.

Procedure:

Step 1.

The teacher cuts the printed photo or picture (presumably a portrait or narrative painting) into four parts. Each of the four parts of this picture is supposed to suggest a different character or narrative.

Step 2.

The teacher puts the students into four groups and gives them the instructions. Each group gets a fragment of the picture.

Step 3.

Each group studies their part of the picture, discusses it, and makes assumptions what might be the full image and what kind of person/plot it might describe.

Step 4.

Each group's speakers present to the class their ideas about the whole picture and their version of the story behind it using modal verbs and expressions.

Step 5.

The teacher shows the students the full image (on the board or by giving the whole picture as a handout). The students decide together which details they have misinterpreted and why.

Step 6.

The teacher discusses with the students the importance of the visuals and their adequate interpretation in the process of decoding a media message.

Points for discussion: In what ways were the groups' assumptions different? Which group was closer to guessing about the whole image? Which details were the most illuminating? How do various details combine into the whole picture? Why is it important to take all of them into consideration? How can partial information mislead our interpretation of the case? What is the role of visuals in media? What can/should we do to enhance our visual literacy skills?

Conclusions:

The teacher tells the students that some information about the picture could be guessed from the details of the fragment they had received. Still, they had to get access to all the details to convey the plot of the whole picture.

As a result of the discussion, the teacher encourages the students to come up with the idea that it is only possible to get full information from the visuals when we see the whole image. Equally important for the author or interpreter is to take into consideration even the slightest details. Quite often the perception of information is complicated, when the recipient gets it in separate portions or fragments, with lost completeness and omission of important details. So, we have to develop visual literacy skills to perceive the visuals in their integrity.

Variations:

The shorter version of the activity is also possible as a warm-up; the teacher demonstrates only one fragment of the picture, and the class tries to guess and describe what might be depicted on the whole one. Then, the students see the full version and discuss whether their guesses were correct/close to the whole image.

Remarks:

With lower-level students, the teacher can brush up the rules of using modal verbs to express assumptions. The teacher may also provide lower-level students with a plan or a list of questions to answer.

7. What happened?

Aims

skills – speaking, listening;

language – vocabulary: topical vocabulary, depending on the plot of the photo; grammar: narrative tenses, modal verbs and expressions to describe assumptions; communication: discussion, argumentation, providing evidence to support opinion.

Learning outcomes:

IML focus: students develop their visual attention, capture relevant details and convey the ideas represented by the visuals, define the role of visual constituents in overall comprehension of the media, and become aware of the importance of visual perception in the process of media consumption.

Language focus: students describe orally what they observe to peers, compare their ideas with the other students' opinions and summarize them, use narrative tenses and modal verbs to describe their assumptions about the plot of the picture, improve comprehension skills, develop speech fluency and accuracy, state and justify their opinions, and practice and improve peer-to-peer interaction.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

whiteboard or interactive board, projector, laptop/desktop.

Time:

15 min.
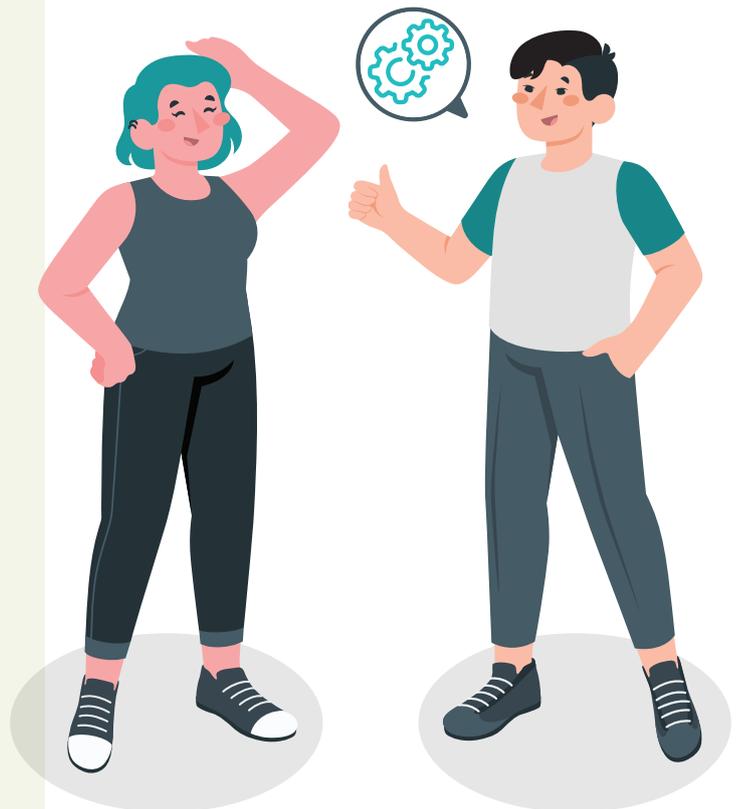
S1 **Step 1.**

The teacher shows the students a curious/strange photo (like the one below) and gives them the instructions.

Image by DELOS JOHNSON 2011 from:

S2 **Step 2.**

The students have to create headlines to go with the image and describe what might have happened (the story behind the photo) or what kind of news this photo could possibly accompany.

S3 **Step 3.**

Each group's speakers present the headline they devised and their ideas about the story behind it using narrative tenses and modal verbs.

S4 **Step 4.**

The students compare their stories and decide which ones were the funniest, the weirdest, the most incredible, and the most plausible.

S5 **Step 5.**

The teacher can demonstrate the students another photo and elicit versions of its headline and plot. The students decide together in what ways their stories are different and why.

S6 **Step 6.**

The teacher discusses with the students the importance of the visuals and their adequate interpretation in the process of decoding a media message.

Points for discussion: What influenced the different ways of interpreting the photo? What is the role of visuals in media? How can visuals add to the media message or mislead the recipient? Can we guess the content of a media message only from photos attached to it? What can/should we do to enhance our visual literacy s kills?

Conclusions:

The teacher tells the students that the visuals accompanying a media message catch our eye and seem to tell us the story. Because of the desire to save time, we find it tempting to guess the content of a media message just looking through the images it contains. They quite frequently do not reveal or even contradict the content, however. Re-working the proverb, "Don't judge a book by its cover," we can state, "Don't judge the media story by its photos."

As a result of the discussion, the teacher encourages the students to conclude that it is only possible to get full information from the media message if we consider the combination of all its constituents. The visuals add to our perception, but they cannot convey the whole story. So, we have to develop visual literacy skills to consume media messages in the integrity of their components.

Variations:

The shortened version of the activity is possible as a warm-up – the teacher demonstrates the photo and the class tries to guess and describe what might have happened in the photo. As an online activity, the teacher can show the photo as a screen demonstration and ask the students about their versions of the story behind it.

Remarks:

For lower-level students, the teacher can brush up the topical vocabulary, the rules of using modal verbs to express assumptions, and main narrative tenses. The teacher may also provide lower-level students with a plan or a list of questions to answer.

8. What are your sources?

Aims

skills – speaking, listening, reading;

language – vocabulary: topical vocabulary, depending on the choice of issues; grammar: degrees of comparison, comparative constructions; communication: discussion, providing evidence to support opinion.

Learning outcomes:

IML focus: students reflect on the numerous information sources available today, become aware of the factors that influence the reliability of the media resources, learn about primary/secondary/tertiary sources of information, identify which type the source belongs to, and build awareness and critical thinking skills in regard to each information source.

Language focus: students can report orally why they trust various sources, give reasons to explain their ideas, use adjectives in different degrees of comparison and comparative constructions to describe the ranking results, improve comprehension and argumentation skills, develop speech fluency and accuracy, and state and justify their opinions.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

whiteboard or interactive board, projector, laptop/desktop, smartphones, Internet access.

Time:

20 min.
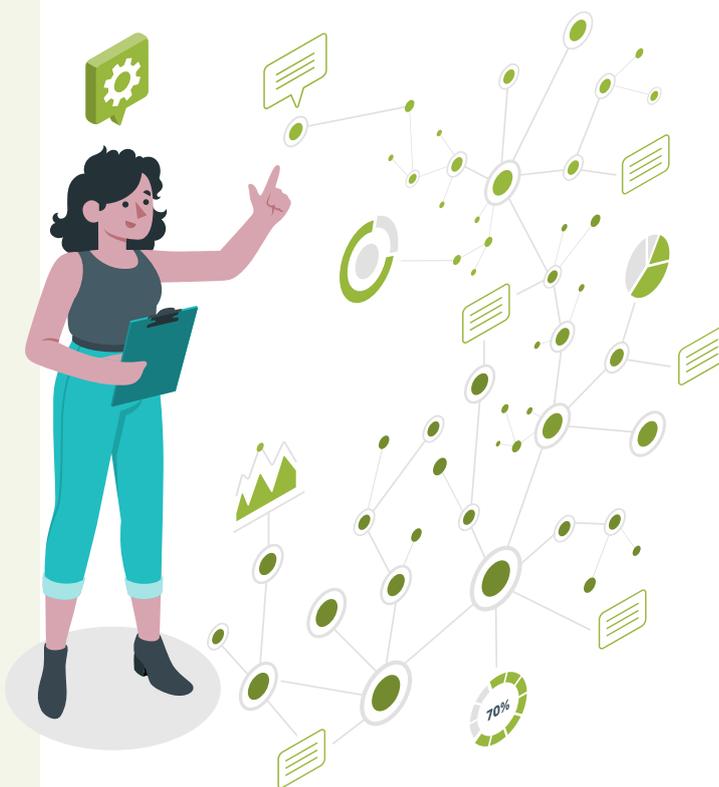
S1 **Step 1.**

The teacher creates an interactive "Ranking" slide in advance on www.mentimeter.com. The slide includes 8-10 various potential sources of information (about any issue depending on your topic, e.g.: *new movies, results of sporting competitions, weather forecast, fashion trends, educational establishments, political parties,* etc.). Possible sources include BBC World Service, a Facebook friend, a neighbor, your mom/dad, "TSN" news, a famous blogger, etc.

S2 **Step 2.**

The teacher brainstorms with the students as many sources of information as possible and asks the students which main sources they usually get the news from and whether they really care about the sources.

S3 **Step 3.**

The teacher asks the students to go to www.menti.com, enter the code from the board and rank the suggested sources of information from the ones they trust the most to the least reliable ones.

S4 **Step 4.**

The students analyze the results of the polling together. They explain the reasons for their choice, the overall degree of trust they put in different sources of information, and the factors that influence it.
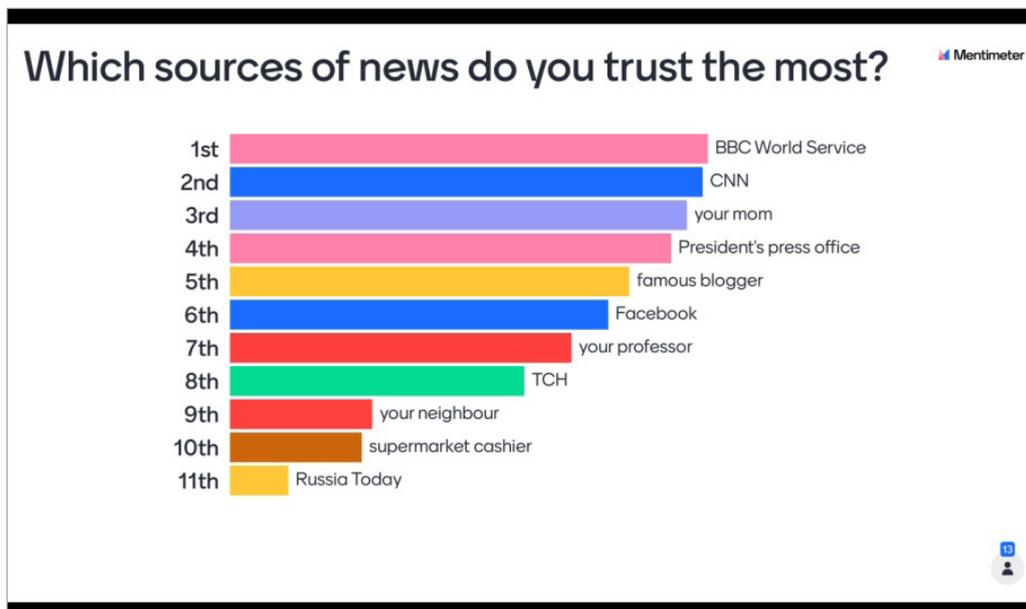
S5 **Step 5.**

The teacher presents the idea of primary/secondary/tertiary sources of information and asks the students to identify whether the sources of information are primary, secondary, tertiary, or mixed (*diary, textbook, online chat, photo, letter, journal, blog, newspaper, encyclopedia entry, magazine, manual, Wikipedia, etc.*).

Step 6.

The students define which types the sources from the Mentimeter slide belong to. They discuss and decide what kind of sources tend to be more reliable.

Points for discussion: Why do we have to pay attention to the sources and types of the information we get from the media? Which sources seem to be more objective and unbiased? How can they be evaluated for credibility?

Conclusions:

The teacher tells the students that throughout time, the need to gather and evaluate information has been a basic survival skill. The numerous information sources available today can be grouped in various ways (such as written, visual, or audio, or by their earliest introduction, or degree of reliability). Many of them combine text, images, and sound, and influence the consumers in a variety of ways.

As a result of the discussion, the teacher will sensitize the students to the idea that they should be selective as for the sources of information, and question everything they see and hear, particularly if the intent of the information is to motivate or convince.

Variations:

As a follow-up activity or homework assignment, the students can be asked to compare the information on some topic (e.g. covid-19 vaccination) from various sources (*an official authority source; a medical company website; the website of a health-oriented magazine; the home page of a pharmacy or a clinic; a tabloid; a blog run by a private person; a discussion forum, etc.*). They have to report about the similarities and differences in the ways various sources represent the information.

Remarks:

For lower-level students, the teacher can brush up the topical vocabulary, revise the rules of using adjectives in different degrees of comparison, and comparative constructions.

9. Headlines

Aims

skills – speaking, listening, reading;

language – vocabulary: topical vocabulary, depending on the choice of words for the cards, "Headline English;" grammar: passive voice, infinitive to describe future actions; communication: discussion, providing evidence to support opinion.

Learning outcomes:

IML focus: students examine and decode the headlines of media messages they encounter every day, convey the ideas represented by the headlines, and become aware of the importance of analyzing headlines properly in the process of media consumption.

Language focus: students report orally the stories behind the headlines to their peers, become aware of the peculiarities of "Headline English" and use this knowledge to construct their own headlines, use infinitives to describe future actions and verbs in Passive Voice, improve comprehension skills, and develop speech fluency and accuracy.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

whiteboard or interactive board, projector, laptop/desktop, several identical packs of game cards (according to the number of groups).

Time:

20-25 min.

Procedure:

Step 1.

The teacher asks the students what they first pay attention to in news stories and looks for the answer "headlines."

Step 2.

The teacher demonstrates several headlines and asks the students what information they can retrieve and what news the headings might accompany (*FOOTBALL FANS IN FIGHT, PRESIDENT TO VISIT EU SUMMIT, UK MUSEUM ROBBED, STAR WEDS*).

Step 3.

The students comment on the language used there (laconic wording, short dramatic/emphatic words, abbreviations, no articles/auxiliaries, simple word forms, passive verb forms, infinitives to describe future actions). They transform the headlines from Step 2 into ordinary English.

Step 4.

The teacher puts the students into small groups (of 4-6) and gives them the instructions.

Step 5.

Each group gets a pack of cards containing a number of random nouns, adjectives, verbs, and adverbs (30-40 cards). Each word has a value (1 to 5 points). The students have to make up news headlines from these words trying to score as many points as possible, and then explain what the news item can be about. The group with more points wins. (Based on the card game "Man bites dog" by University Games Corporation, San Francisco, 2014).

Step 6.

The teacher discusses with the students the importance of headlines and their adequate interpretation in the process of decoding a media message.

Points for discussion: What did you mostly concentrate on? What is the function of headlines in the media? Why is "Headline English" so specific? Can we easily guess the media message from the headline? What can/should we do to improve our skills of decoding headlines?

Conclusions:

The teacher tells the students that headlines are supposed to catch the reader's eye, so the language of headlines is specific in a number of ways. "Headline English" uses laconic wording, short dramatic/emphatic words, abbreviations, no articles/auxiliaries, simple word forms, passive verb forms, and infinitives to describe future actions.

As a result of the discussion, the teacher encourages the students to surmise that headlines are specially designed to attract our attention, but one can't judge about media stories from their headlines alone, as they can be ambiguous and misleading.

Variations:

For the online version of the game, the teacher can offer the sets of cards previously prepared in the form of similar packs of stickers placed on several online interactive board frames (e.g., Jamboard, Padlet, etc.). The students then are put into breakout rooms. Each group receives an access to their own frame, and they construct their headlines on that frame.

Remarks:

With higher-level students the teacher can go deeper into the details of "Headline English" (see: McCarthy M., O'Dell F. English Vocabulary in Use. Upper-Int. CUP, 1994. Pp. 184-185).

For lower-level students the teacher can brush up topical vocabulary as a preliminary task and revise passive voice and the use of infinitives to describe future actions before doing the activity.

10. No time for anything

Aims

skills – reading, writing, speaking;

language – time expressions, adverbs of frequency, questionnaire.

Learning outcomes:

Students learn to check the information, match headings to the information, and make up flashy headings. Students also demonstrate knowledge of vocabulary through reading and speaking and apply time expressions and adverbs of frequency in sentence construction.

Type of exercise:

vocabulary, discussions.

Preparation:

handouts, internet connection.

Time:

15-20 min.

⚙ | Procedure:

S1 Step 1.

Students are given handouts with a text and missing headings. They match headings to the paragraphs (Handout 1).

S2 Step 2.

One paragraph contains an invented piece of information. They try to guess which one. Then, they work in groups of two to check the information and find out invented content. Paragraph 4 "No time to write" is false, as there is no such networking site.

The educator emphasizes that each paragraph contains features of fact, so it is often difficult to discern a true piece of information from invented or false one.

Students discuss how fast our life is (Questionnaire, Handout 2).

S3 Step 3.

Students are asked to open any news internet service, find a heading which attracts their attention, and explain their choice without reading the article. Everyone describes why this or that heading was chosen.

The educator asks students whether headings always convey the plot of the article; they together discuss why not.

S4 Step 4.

Students are asked to make up headings, which can attract readers' attention. Students can also look for flashy pictures or create ones of their own.

💡 | Conclusions:

The quantity of information has increased significantly for the last years. People have no time to work out the information thoroughly. So, they often read only headings and develop their opinion or view. The educator may explain that arbitrary attention to the heading causes different emotions such as interest, indignation, surprise, curiosity or deals with a professional field or the area the students live in.

Handout 1

Read an article about living faster and match the headings to the paragraphs.

No time for Snow White	More time on the road
No time to write	No time for Van Gogh
No time to wait	No time to stop

1 ....

People in cities around the world walk 10% more quickly than they did twenty years ago. Singapore, a world business center, is top of the list for fast walkers.

2 ....

In the USA, there is a book called *One-Minute Bedtime Stories for Children*. These are shorter versions of traditional stories, written for busy parents who need to save time.

3 ....

People aren't as patient as they were in the past. If the lift takes more than 15 seconds to arrive, people get very impatient, because they think they're wasting time. It's exactly the same when an Internet page does not open immediately.

4 ....

Written communication on the Internet is getting shorter and shorter and using more and more abbreviations, like BFN (by for now) or NP (no problem). Twitter only allows you to use 140 characters, and now a new social networking site has a limit of just ten words.

5 ....

Even in our free time we do things in a hurry. Twenty years ago, when people went to art galleries, they spent ten seconds looking at a picture. Today, they spend much less time – just three seconds.

6 ....

Our cars are faster, but the traffic is worse, so we drive more slowly. The average speed of cars in New York City is 15km/h. We spend more time than ever sitting in our cars, feeling stressed because we aren't going to arrive on time.

Handout 2

Questionnaire "How fast is your life?"

1. Do people tell you that you talk too quickly?

....
....
....

2. Do you get impatient when other people are talking?

....
....
....

3. Do you walk out of shops and restaurants if there is a queue?

....
....
....

4. Do you scroll your mobile at mealtimes?

....
....
....

5. Can you do anything else while surfing the internet?

....
....
....

6. Do you feel frustrated when people you are meeting scroll their mobiles?

....
....
....

7. Are you fond of multitasking? What things do you usually do simultaneously?

....
....
....

11. Jigsaw listening

Aims

skills – speaking, listening, reading, writing;

language – vocabulary: topical vocabulary, depending on the plot of the graphic novel; grammar: narrative tenses, reported speech; communication: discussion, providing evidence to support opinion.

Learning outcomes:

IML focus: students develop their cognitive skills, learn to capture relevant details, and convey the ideas represented in the story, become aware of the factors that influence the adequate comprehension of media stories, and reflect on information distortions in the process of media perception.

Language focus: students retell what they have read to peers and summarize what they have heard in writing, use narrative tenses and reported speech to describe the plot of the story, improve comprehension skills, develop speech fluency and accuracy, and practice and improve peer-to-peer interaction.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

printed versions of a story, blank A4 paper, pens.

Time:

25 min.

⚙ | **Procedure**:

S1 **Step 1.**
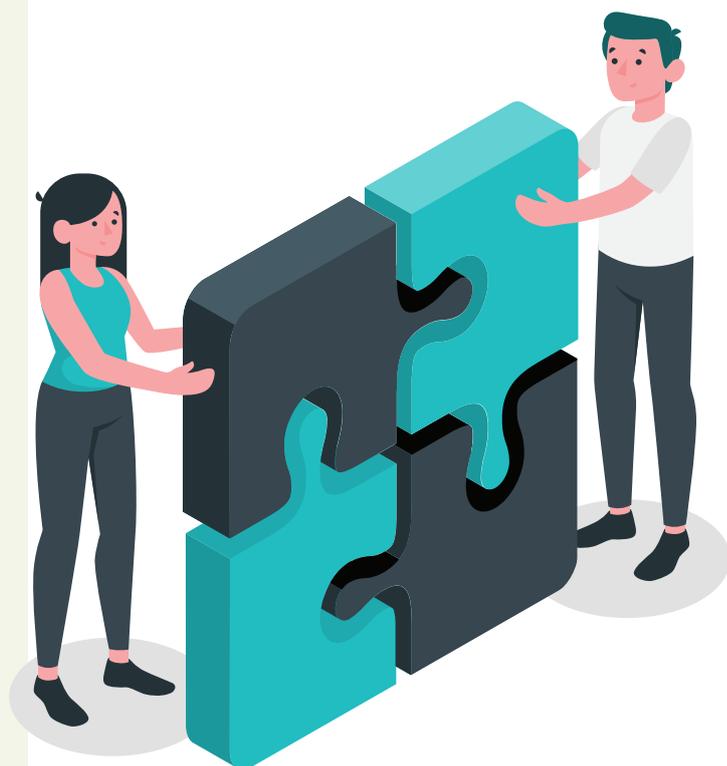
The teacher prepares in advance several printed versions of a story within the studied topic and cuts the story into five fragments.

S2 **Step 2.**

The teacher puts the students into six groups and gives them the instructions. Group 1 should have five members ("speakers").

S3 **Step 3.**

Each "speaker" (student from Group 1) gets one fragment and has to read it attentively and be ready to retell it before giving it back to the teacher.

S4 **Step 4.**

The teacher creates five stations (for Groups 4-6) and gives them paper and pens to make notes.

S5 **Step 5.**

"Speakers" go to the stations (in random order) and retell their part of the story to the students at the station. Time is limited. Then, they move clockwise and proceed until they visit all the stations.

S6 **Step 6.**

Afterward, Groups 2-6 are given time to complete the story (they write it on paper).

S7 **Step 7.**

"Speakers" are given the original story. Then, they go to the stations again and compare the original stories and those completed as a result of the collective activities.

S8 **Step 8.**

Groups analyze the information distortions and their possible reasons.

Points for discussion: In what way were the groups' stories different from the initial one? Which group was closer to conveying the whole story? Which details were distorted or omitted by the "speakers" and by the groups? Why is it important to take all of them into consideration? How did time limit influence the story reproduction/comprehension? How can partial and distorted information mislead our comprehension of the story? What can/should we do to enhance our reading/listening skills?

💡 | **Conclusions:**

The teacher tells the students that the amount of information we receive from the media is gigantic, and it can be distorted and misinterpreted by the consumers for various reasons. This makes us vulnerable to wrong comprehension of mass media's ideas, information, and products.

As a result of the discussion, the teacher encourages the students to come up with the idea that we

need to apply our attention and logical thinking to analyze and critically evaluate what is seen, heard, and experienced in the media. As such, we have to develop critical thinking and information and media literacy skills to handle the "information avalanche" of today.

| Variations:

For the online version of the activity, the teacher puts the students into breakout rooms and provides each Group 1 student with their fragment via personal messages, then redirects "speakers" to join other groups.

| Remarks:

For lower-level students, the teacher can provide the vocabulary from the story as a preparatory task. Besides, the number of story fragments (and, correspondingly, number of "speakers", other groups and stations) can be reduced to 3-4.

12. Story based on the graphic novel

Aims

skills – speaking, listening, writing;

language – vocabulary: topical vocabulary, depending on the plot of the graphic novel; grammar: narrative tenses, reported speech; communication: discussion, providing evidence to support opinion.

Learning outcomes:

IML focus: students develop their visual attention and creative writing skills, capture relevant details and describe the ideas represented in the images, become aware of the factors that influence the adequate comprehension of visuals, and reflect on the role of images in the process of media perception.

Language focus: students retell the story they have created to peers, use narrative tenses and reported speech to describe the plot of the story, improve comprehension skills, develop speech fluency and accuracy, and practice and improve peer-to-peer interaction.

Type of exercise:

thematic exercise (vocabulary, grammar, discussion).

Preparation:

printed sets of graphic novel fragments.

Time:

20 min.

⚙️ | **Procedure**:

S1 **Step 1.**

The teacher presents the idea of a graphic novel and discusses its peculiarities with the students.

S2 **Step 2.**

The teacher puts the students into groups and gives them the instructions.

S3 **Step 3.**

Each group gets a series of 6-8 images (parts of a graphic novel). Possible sources:

https://readgraphicnovels.blogspot.com/,

https://globalcomix.com/browse/graphic-novels/,

https://comiconlinefree.net/,

https://readgraphicnovel.online/.

The students have to put them in the order they consider appropriate to form a storyline.

S4 **Step 4.**

Then each group creates a story based on the pictures, writes it down, and presents it to the whole class.

S5 **Step 5.**

The students compare their stories and discuss the similarities and differences in logic and order of events, in interpretation of certain details and features (characters, setting, plot development, etc.), and the power of images.

Points for discussion: How do the visuals help us guess about the plot of the story? Which details are the most significant? Why can the same details be interpreted in different ways? What are the benefits and drawbacks of a graphic novel as a media product? Is it possible to convey a story using visuals only? Can the visuals be self-sufficient or is the visual component just supplementary to the main text?

💡 | **Conclusions:**

The teacher tells the students that today we live in a visual world. Our news comes through visual media; images are an integral part of modern education, entertainment, technology, etc. Researchers

estimated that we process visuals 60,000 times faster than text, because we take in all the data from an image simultaneously, while we process text in a sequential fashion (Armstrong S. Information Literacy: Navigating & Evaluating Today's Media. Shell Education, 2008. P. 25). Images can be both distracting and helpful.

As a result of the discussion, the teacher encourages the students to come up with the idea that we have to thoughtfully examine the images in a variety of media and develop our visual literacy skills.

| Variations:

For the online version of the activity, the teacher puts the students into breakout rooms to prepare the story and provides each group with their set of fragments via chat messages. When the time limit is over, the teacher closes the breakout rooms, and the speakers from each group present their stories to the class.

| Remarks:

For lower-level students, the teacher can provide the vocabulary for the story as a preparatory task. The number of fragments can be reduced to 4-5.

13. What is in a quotation?

Aims

skills – speaking;

language – analyzing the author's purpose; drawing inferences based on verbal communication.

Learning outcomes:

Students determine the author's purpose; students interpret quotes using critical thinking.

### Type of exercise:

warm-up activity.

Preparation:

screen or a blackboard (optional); quotation of a famous person about media.

Time:

10-15 min.
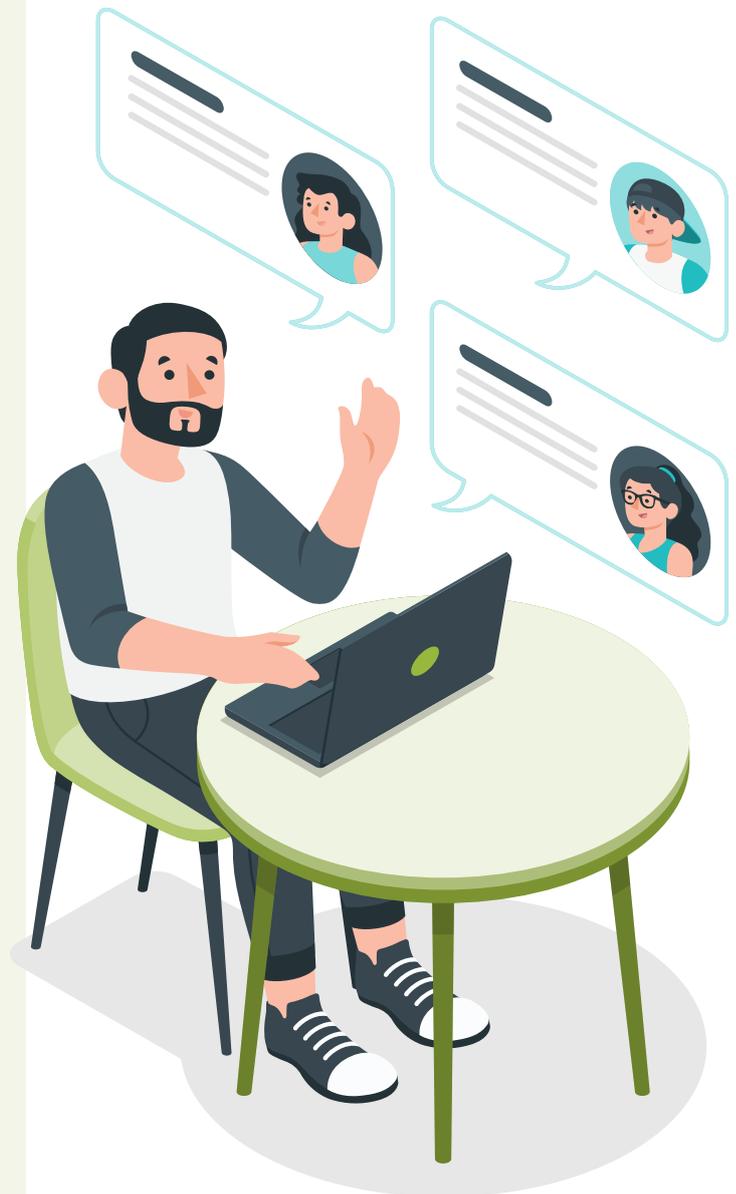
⚙️ | Procedure:

Ⓢ❶ Step 1.

The teacher informs students that they are going to exercise their creativity, working with an unfinished quotation of a famous person. Students are asked not to look for the original variant; they will have a chance to compare their variants with the original one a little bit later.

Ⓢ❷ Step 2.

The teacher divides students into pairs and dictates the quote, missing some words: "*Cinema, radio, television, magazines are a school of………: people look ………, listen ………..*" Instead of reading the quote, the teacher can show it on the screen or write it on the blackboard. Then, the teacher explains to students that their task is not only to fill in the gaps with their own ideas, but they also have to explain their point of view. After completing the task, each pair reads their version of the given quote and explains their choices.

Ⓢ❸ Step 3.

The teacher says that now they are going to read the original variant of the quotation. The quote can also be shown on the screen or written on the blackboard. The teacher informs students that this is the quotation of a French film director Robert Bresson, whose works are regarded as preeminent examples of minimalist film and influenced a number of filmmakers, including Andrei Tarkovsky, Chantal Akerman and some others. The teacher gives the original variant which reads as follows: *"Cinema, radio, television, magazines are a school of inattention: people look without seeing, listen in without hearing".* Then, the teacher divides students into groups and asks them to discuss why Bresson calls cinema, radio, television, and magazines a school of inattention. Students are also asked to consider to what extent they agree or disagree with Bresson's opinion. The teacher tells students to choose a spokesperson and have that person to share the main ideas with the rest of the class.

💡 | Conclusions:

Summing up the exercise, the teacher indicates that different people have different points of views on a certain subject. By interpreting the quotations and agreeing or disagreeing with someone's opinion, students develop their critical thinking. The teacher points out that students must remember whether it is a quotation, a short piece of writing taken from a longer work, or a media text, it is first developed with a broad purpose in mind. Second, people observe the world through their own lenses. It means that they interpret it in terms of their accumulated life experiences. Much of our thinking is biased, incomplete, half-formed, or prejudiced. It is critical thinking that calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it leads.

🔗 | Variations:

Step 2 (optional).

The teacher can suggest some other quotes for discussion, for example:

1) a quote by American internet entrepreneur Alexis Kerry Ohanian, who is best known as the co-founder and executive chairman of the social media site Reddit: *"It takes discipline not to let social media ………"*

("It takes discipline not to let social media steal your time.")

2) a quote of Bob Woodward, American investigative journalist, who currently holds the title of associate editor of the newspaper "The Washington Post: *The central dilemma in journalism is that ……...*" ("The central dilemma in journalism is that you don't know what you don't know.")

The teacher can explain the meaning of the phrase "investigative journalist," which means a form of journalism in which reporters deeply investigate a single topic of interest, such as serious crimes, political corruption, or corporate wrongdoing. An investigative journalist may spend months or years researching and preparing a report. Practitioners sometimes use the synonymous terms "watchdog reporting" or "accountability reporting" (more information available at: https://en.wikipedia.org/wiki/Investigative_journalism).

14. Big algorithm is watching you!

Aims

skills – speaking, listening, reading and writing;

language – critical thinking, analyzing and evaluating, providing definitions, discussing and expressing personal opinion supported by evidence.

Learning outcomes:

Students define key terms such as "echo chamber," "filter bubble," and "algorithm," reflect on their advantages and disadvantages, identify main strategies for avoiding being curated by personalized algorithms.

Type of exercise:

topic/discussion.

Preparation:

pens and paper, poster paper or whiteboard, computer, sticky notes, Handout 1: "Filter Bubbles and Echo Chambers", Worksheet with quotes by Eli Pariser to be cut into strips, Handout 2: "Make Your Filter Bubble Visible".

Time:

80 min.

Key terms:

Echo chamber is a situation in which people only hear opinions of one type, or opinions that are similar to their own (Cambridge Dictionary Online).

Filter bubble is a situation in which someone only hears or sees news and information that supports what they already believe and like, especially a situation created on the internet as a result of algorithms (= sets of rules) that choose the results of someone's searches (Cambridge Dictionary Online).

Algorithm is a set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem (Cambridge Dictionary Online).

⚙ | **Procedure**:

Ⅰ Introduction.

Today, we often use a variety of search engines, social networks, and other Internet platforms, without taking into consideration the fact of our being controlled by Internet algorithms. These algorithms this way determine the content we might be interested in to prioritize it in our feed. It determines our "filter bubble," which is a condition where we are served with the information chosen as a result of our previous searches on the Internet. It is of paramount significance to learn how tech platforms determine our filter bubble and learn how to control this situation.

S1 Step 1. Filter bubbles and echo chambers.

Introduce the topic by discussing the following questions:

- What pictures or ideas do you conjure up when you hear a phrase "**an echo chamber**"?

- What do you think "**a filter bubble**" is?

- How do these concepts relate to your life?

The teacher gives participants the Handout "*Filter Bubbles and Echo Chambers*" and asks them to fill in the blanks in the text while watching the video (3:17).

After watching the video, the teacher goes over the answers and has students check whether they got them correct and invites participants to discuss the video providing answers to the following questions:

- According to Scene 1, what is "a filter bubble?" Provide a definition from the video.

- According to Scene 1, which information do algorithms keep track of?

- According to Scene 2, what is the main downside of algorithms?

- According to Scene 3, what is "an echo chamber?"

- Answer the questions in bold you have been asked in Scene 4: Are algorithms created by corporations equipped with the same ethical foundation? Are you limiting your own views? Are you learning anything new?

- According to Scene 5, which kind of information can reach us in our bubble?
- According to Scene 6, what makes personalized information engines advantageous to us?
- According to Scene 7, what should we do to stop living in a filter bubble?

Step 2. Quote discussion (group work).

The teacher sets the scene by drawing a bubble on the board and cutting Worksheet 1 with quotes by Eli Pariser cut into strips.

Students are divided into groups of 3 or 4. One member of the group is asked to select a strip with any of the quotes and is given sticky notes to write out the characteristics of the filter bubbles mentioned there. The teacher assigns a time limit and has the students in each group work together.

Afterwards, the groups take turns going to the board to stick their notes on the drawing of a bubble on the board and present their ideas to the class.

Suggestion: To sum up the discussion, the teacher may ask the students to provide their own definitions of the key terms (echo chamber, filter bubble, algorithm) based on the video they watched and the quotes they analyzed and compare them with those from Cambridge Online Dictionary.

Step 3. Blow your filter bubble/get out of your filter bubble (individual work).

The teacher invites students to reflect independently on the contents of their own Filter Bubble. Students are given Handout 2: "*Make Your Filter Bubble Visible*" with a list of instructions for how to check one of the tech platforms they use daily (Google, Facebook, Instagram, etc.).

Afterwards, the teacher asks the participants to review their feed and write examples inside the picture of the filter bubble they see in the Handout. Students should explain whether they agree with everything they have identified about their filter bubble or not.

Next, students are asked to think over the main steps one should take to pop their filter bubble and write them below the drawing.

Suggestion: If time permits, the teacher may show the video "How can you burst your filter bubble?" (1:51) and have students discuss the main strategies that may help them fool the algorithms.

Step 4. Cinquain "Filter Bubble".

The teacher invites students to create a cinquain (didactic cinquain), a poem consisting of five unrhymed lines dedicated to the topic.

Line 1 has **one word** which is the subject of the poem and simultaneously its title.

In Line 2, students write down **two adjectives** describing the title word.

In Line 3, students write down **three verbs** related to the subject of the poem.

Line 4 should contain a phrase or sentence of **four words** describing author's attitude towards the

subject.

Line 5 contains **one word,** which is a **synonym** of the title word.

The teacher asks some of the students to read their poems and discusses them with the rest of the class.

Conclusions:

Filter bubbles distort our perception of reality. The world around us may resemble our smartphone or our computer where whatever we read and see coincides with what we like. On the other hand, everything that does not fit into this picture is usually perceived negatively and even antagonistically. This is a result of the manipulation of personalized algorithms various platforms use to determine the content they want to their audience to maximize likes, clicks, and other interaction. This is what makes filter bubbles dangerous.

To burst one's filter bubble, it is necessary to read and watch sources of information other than those you usually engage with. Liking things, you usually disagree with or commenting on the posts you would ordinarily skip may enrich your echo chamber and allow you to come in contact with alternative viewpoints on the things that are important to you.

Handout 1

Filter Bubbles and Echo Chambers

Watch the video and while watching fill in the blanks in the text below.

Scene 1. "Filter Bubble" is a theory that the algorithms from companies like Facebook and Google bases the information given to you on data acquired from things like, your .... , your past .... , the type of your .... and your .... Therefore, limiting the topics that reach you to a bubble of only your own formulated interests and personalized search subjects.

Scene 2. The term was coined by Eli Pariser who wrote a book on this subject explaining that these .... are "closing us off to new ideas, new subjects and important information". What he means is that you are not given information outside your own political views, religious views or even other data like for example updates on women's rights and animal rights.

Scene 3. Another way of saying this is " .... ". Echo chamber is when information, ideas, or beliefs are repeatedly pushed in an enclosed system like your .... , your .... , or your .... , while other views are prohibited.

Scene 4. It's not so different as it was back in the old days where our great-grandfathers chose only one type of newspaper. However, as time went on, the curators and editors of old media realized the important effects they had on the world and spent decades to develop their ethical foundation. **Are algorithms created by corporations equipped with the same ethical foundation? Are you limiting your own views? Are you learning anything new?**

Scene 5. .... may have had some responsibility in the 2016 election. During the Obama administration, the concerns of the American working class in the Midwest have been ignored and rejected. This led to a hardening of their political stance. Another example is the opposing side, the liberals had believed they held an extraordinary lead until the election ballots were counted. And then of course as always in an aggressive campaign, many people felt that attacks on their candidate were like attacks on themselves which lead them to retreat into their bubble where only .... information can reach them.

Scene 6. It's not necessarily that .... are a bad thing. They do help edit out the massive amount of information provided online to cater to what's important to us. After all, we can't process all the news that's affecting people in Syria, China, North Korea, Africa, Germany, Kim Kardashian and then finally to news of our own country.

Scene 7. It really comes down to actively .... of the content you see. Actively .... your .... source and .... your .... on interested topics. Being that we are a generation that is given the opportunity to easily get a chance to open our minds to other viewpoints. It seems like it would be a shame just to close yourself off in a little filtered bubble.

✂

"Your filter bubble is your own personal, unique universe of information that you live in online. What's in your filter bubble depends on who you are, and it depends on what you do. But you don't decide what gets in – and more importantly, you don't see what gets edited out."

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

"The Google self and the Facebook self, in other words, are pretty different people. There's a big difference between "you are what you click" and "you are what you share".

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

"The filter bubble tends to dramatically amplify confirmation bias – in a way, it's designed to. Consuming information that conforms to our ideas of the world is easy and pleasurable; consuming information that challenges us to think in new ways or question our assumptions is frustrating and difficult. This is why partisans of one political stripe tend not to consume the media of another. As a result, an information environment built on click signals will favor content that supports our existing notions about the world over content that challenges them."

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

"One of the best ways to understand how filters shape our individual experience is to think in terms of our information diet. As sociologist danah boyd said in a speech at the 2009 Web 2.0 Expo: Our bodies are programmed to consume fat and sugars because they're rare in nature.... In the same way, we're biologically programmed to be attentive to things that stimulate: content that is gross, violent, or sexual and that gossip which is humiliating, embarrassing, or offensive. If we're not careful, we're going to develop the psychological equivalent of obesity. We'll find ourselves consuming content that is least beneficial for ourselves or society as a whole."

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

"Personalization is based on a bargain. In exchange for the service of filtering, you hand large companies an enormous amount of data about your daily life – much of which you might not trust your friends with."

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

"The personalized environment is very good at answering the questions we have but not at suggesting questions or problems that are out of our sight altogether. It brings to mind the famous Pablo Picasso quotation: "Computers are useless. They can only give you answers."

Eli Pariser, *The Filter Bubble: What the Internet is Hiding from You*

Handout 2

Make Your Filter Bubble Visible

1 Check one of your favorite platforms following the instructions you see below.

Instructions:

Google

Log into the following website (with whatever Google account you use the most): https://adssettings.google.com/authenticated

As long as Ad personalization is ON at the top of the screen, you should be able to scroll down and see what factors influence the ads that you see on Google services.

Facebook

Log into Facebook, then click on: Settings → Ads → Ad Preferences → Your Interests → See all your interests
Review the interests that Facebook thinks you have!

Instagram

Log into Instagram, then click on: Settings → Ads → Ad Activity
This should give you an indication of what kind of ad activity you receive on Instagram.

(Spencer Greenhalgh. Filter Bubble Teaching Activities. October 7, 2014. spencergreenhalgh.com)

2 Reflect on your feed and write its examples inside the image of the filter bubble you see below. Do you agree with everything you have identified about your filter bubble?

....
....
....
....
....
....

3 What do you think are the main steps one should take to pop their filter bubble? Write them below.

....
....
....
....
....
....

15. The art of entertainment

Aims

skills – speaking, reading, writing, listening, critical thinking;

language – definitions, questions, describing advantages and disadvantages of using online media, giving reasons, using topical vocabulary, etc.

Learning outcomes:

Students consolidate and implement their knowledge of media literacy and effective media content consumption; develop their skills of providing and sharing information; improve critical thinking skills to be able to verify online content.

Type of exercise:

summarizing quest.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; microphone connected; Altspace VR.

Time:

120 min.

⚙ | **Procedure**:

(S1) **Step 1.**

Teacher divides students into five groups and provides them with homework. Each group is encouraged to develop a quest in Altspace VR for other small groups. The quest should consist of five tasks, based on the topic of the current module of their English language class (e.g., "The Art of Entertainment" from the reference textbook On Screen. C 1. Student's Book) and reflect the issues raised in the Very Verified course. Each group creates a space in Altspace VR for their quest performance. In Altspace VR, they can use buttons, portals, different rooms, a projector, posters, etc. Students should get the quest ready for other groups to complete it.

Examples of the quest tasks for students:

1) The coded concept of "information bubble" should be defined by selecting the appropriate hashtag to move on to the next task. Students see different hashtags. Their task is to select the one, which stands for the concept of "information bubble." If they do it correctly, they find the next task in the nearby button.

2) Students watch two videos about the same celebrity. In one – facts, in the other one – judgments. Students should identify the one which contains the facts and use the portal with the name of this video to proceed to the next task.

(S2) **Step 2.**

Students complete quests created by other groups in the class. The first group to successfully complete other groups' quest tasks is the winner.

💡 | **Conclusions:**

The purpose of the proposed project work is to use the thematic vocabulary of the English language class module and consolidate the acquired knowledge from the Media literacy/Very Verified online course.

🖧 | **Variations:**

Quest can be performed off-line in class or on the playground. In this case, students should prepare the printed variants of tasks and use a projector/TV/laptop for video demonstration.

📝 | **Remarks:**

The teacher should encourage students' creativity in the quest development.

16. Creating strong social media content

Aims

skills – speaking, listening, reading, and writing;

language – analyzing and evaluating, critical thinking, discussing and expressing personal opinion supported by evidence, producing clear, detailed text on a wide range of subjects, and explaining a viewpoint on a topical issue giving the advantages and disadvantages.

Learning outcomes:

Students will be able to understand how media influences our emotions, ask questions and justify their own position, maximize skills to plan and design a text of a post, use appropriate vocabulary and grammar to target their audience, implement ideas using digital tools, and use media for social good.

Type of exercise:

topic/discussion.

Preparation:

three pieces of flip chart paper; flip chart markers in three colors (blue/black, red, and green); thinking cube with such questions on each side: *Who? What? When? Where? Why? How?*

Time:

80 min.

⚙ | Procedure:

🅢1 Step 1. Watch – listen – describe.

Participants should be paired up. All the students are divided into two lines, with partners facing each other and one line facing the screen.

Those facing the screen will watch an excerpt of the video "The Christmas Turkey" twice with the sound muted for 1 minute (0:00–01:00), simultaneously describing everything they see to their partner in front, who will later have to retell everything they have heard (without watching the video).

The teacher emphasizes that students who describe the video should pay attention to the information that will answer the key questions: Who? What? Where? When? Why? How?

Then, students are asked to swap their positions and repeat the exercise. Now, those who have been listeners previously describe the next part of the muted video (01:00–02:00) to their partners. The teacher continues playing the same video for a minute without sound.

The students continue swapping over and fulfilling the task in the same way until the video ends.

Finally, the teacher plays the whole video to the class with the sound on. Students discuss what was difficult and what was easy in this activity and how this may be applicable to their real life.

Discuss:

● How easy is it to describe something you have not seen yourself?

● Should one spread anything they have not witnessed themselves?

🅢2 Step 2. "How to sound strong on social media?"

Students break into three groups which rotate through three stations. Students' task lies in reviewing three different sites that give tips on creating strong and shareable Social Media content. There is one sheet of flip chart paper at each station to write on and flip chart markers in three colors (blue/black, red, and green).

The number of tips the sites give varies from 7 to 26. The task of each of the groups at their initial location is to select those pieces of advice they consider the most essential and jot down some of their thoughts on the flip chart sheet with a blue/black marker. Time limit assigned for work at one station is ten minutes, depending on the level of language of the students.

At their second location, teams look through the information delivered by another source and the list of the tips the previous group elicited from it. Students are told to use a red pen if they want to add anything to this list or cross out.

Afterwards, when students rotate for the last time, their task is to complement the list drawn up by the other two groups with their own ideas concerning making up strong and shareable Social Media content. They write with green markers.

Upon the completion of the task, teams return to their initial stations and analyze everything written there by other participants. During this short 3–5-minute discussion, they prepare to share

their conclusions about how they can improve their Social Media content. During the whole-group discussion, the class may choose their top ten tips and write them down on the board.

Students read tips from the following sites:

Station 1: Melonie Dodaro. 7 Social Media Content Writing Tips. socialmediatoday. com. May 31, 2019.

Station 2: Rachel Bartee. 12 Tips for Creating Shareable Social Media Content. onlinemarketinginstitute.org. October 17, 2017.

Station 3: Debbie Hemley. 26 Tips to Create a Strong Social Media Content Strategy. socialmediaexaminer.com. June 25, 2013.

Step 3. Create with a cube.

Students are asked to draft a social media post following the tips they have found out in the previous activity. The topic may be "Vaccination of young people: pros and cons."

The teacher demonstrates a Thinking Cube, each side of which represents one of the key questions a person is supposed to ask and respond to while composing a message of any kind. This method encourages students to answer the following 5W's and How questions (Who? What? When? Where? Why? How?) and sound both persuasive and credible.

When the posts are written, the teacher asks several students to read them aloud for others to evaluate. The audience assesses whether its message is strong enough and of good quality. Students should also decide if they would "like" it and "share" as a Social Media post.

Conclusions:

It is important for media creators to feel their target audience as much as possible. A media product created according to certain standards has a high chance of hitting the target as accurately as possible.

WHO

WHY WHAT HOW

WHEN

WHERE
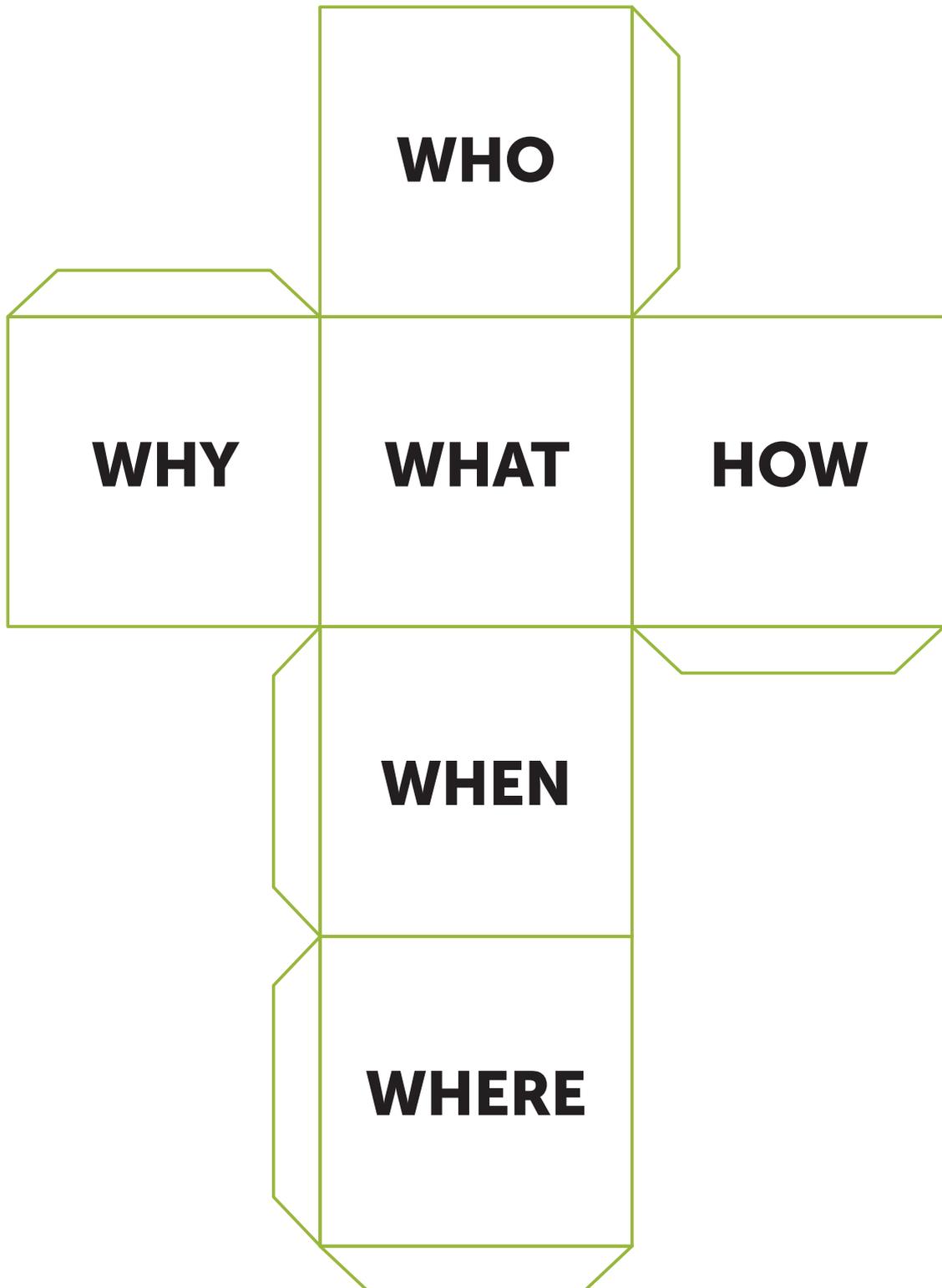
Source: www.fortheteachers.org

17. Six types of islands

Aims

skills – speaking;

language – opinion words, linking words of result and purpose.

Learning outcomes:

Students argumentatively express their own opinions, analyze and interpret events, analyze reasons and consequences, and analyze and describe the events from another point of view.

Type of exercise:

warm-up/discussion.

Preparation:

study opinion words and linking words of result and purpose, study theoretical material on 6 types of contents, have stickers/ sheets of paper with the names of the islands (Reporting, Propaganda, Opinion, Social Advertisement, Commercial Advertisement, and PR) and find different types of content on the topic.

Time:

15-20 min.

⚙️ | **Procedure**:

S1 **Step 1.**

The teacher sticks the islands on the floor (Reporting, Propaganda, Opinion, Social Advertisement, Commercial Advertisement and PR).

S2 **Step 2.**

The teacher gives the students the instructions: Today, we are going to discuss the topic of "Healthy Eating Habits" (this topic is just as an example). I am going to read you some statements and you are to decide what type of content it belongs to. Once you have decided on the type of content, you are to join the corresponding island.

S3 **Step 3.**

The teacher reads the statement. The students vote by moving to the island they choose.

S4 **Step 4.**

After everybody has joined an island, the students discuss and explain for their choice. They have to discuss it in small groups on the corresponding island and explain their choice to the rest of the class.

S5 **Step 5.**

After the teacher has read all the statements, they start the discussion according to the following questions:

● What helped you to differentiate the type of content?

● How often did you just follow the people you trust?

● What are advantages and disadvantages of following the others?

💡 | **Conclusions:**

If a person is able to differentiate the six types of content, they are able to analyze the purpose of the message and what ideas or beliefs it is expected to instill. In the context of informational flooding, it is extremely important to differentiate the types of content that are aimed to persuade and to change one's point of view.

Handout

ISLAND	STATEMENT
Reporting	Many studies have shown that drinking water can increase weight loss and promote weight maintenance, and it may even slightly increase the number of calories you burn each day.
Propaganda	It is impossible to have healthy eating habits in our country due to long working days, low salaries, and high prices. If you want to get fitter and healthier, leave this country and try living in China.
Opinion	I am aware of the fact that almost every girl since the age of 13 or even younger is eager to get slimmer, but I just like myself as I am.
Social Advertisement	Obese people have higher chances of heart attack. If you don't want your children to be orphans, start controlling your weight today.
Commercial Advertisement	You have just booked your flight to Thailand, but your swimming suits seems to be too small? Take 3 pills of SuperPupperSlimmer and don't miss your flight.
PR	Google has donated $1,000,000 for the research on the negative consequence of coach potato lifestyle on an average American's lifestyle.

18. It's time to watch TV

Aims

skills – speaking, writing;

language – describing the purpose of television programs, sharing opinions.

Learning outcomes:

Students investigate the aims of the most viewed TV programs within the group, try to define the features of different types of content related to the TV programs, and create their own media product.

Type of exercise:

discussions.

Preparation:

handouts, pens, big sheets of paper, markers, internet connection if working online.

Time:

10-15 min.

S1 **Step 1.**
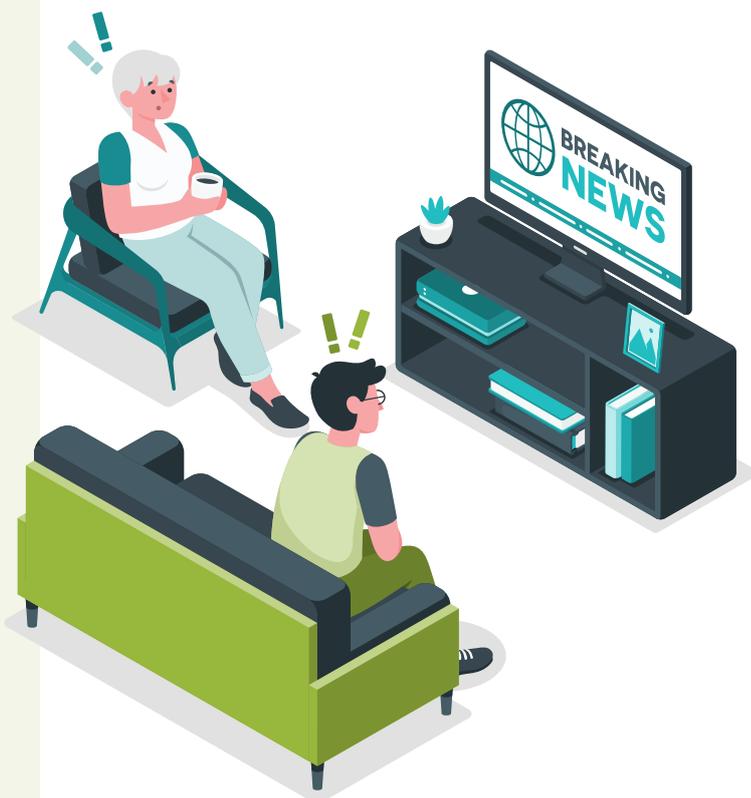
The educator asks students a few questions to introduce the topic:

- Do you watch TV? Why not? Who most often watches TV in your family?

- What are the most often viewed TV programs in your family?

Relating to students' answers the educator makes up a table of the most often viewed TV programs.

S2 **Step 2.**

Students split up into small groups of three or four and discuss the purpose of each television program, then complete the table, identifying the features of different types of content related to the mentioned TV programs.

TV programs	Features of content
News	
Weather reports	
Political shows	
Documentaries	
Advertisements	
Movies	

S3 **Step 3. Group discussion.**

The educator facilitates the discussion on the purpose of the TV program and highlights the mechanisms each type of content uses.

S4 **Step 4.**

Students get their homework, which they complete in small groups. At home, they make a short film/ advertisement/ documentary/ news/ weather forecast, etc.

⟨💡⟩ | Conclusions:

The group comes to the conclusion that young people do not watch TV at all or very little, however, as TV is sometimes on the background, they become passive listeners. Young people can watch films, shows, news programs etc. online, but they can't do it without ads and cookies. This unfiltered stream of information creates information noise. The students can work out the ways of reducing the influence of information noise.

After the group discussion, students should be able to distinguish different types of content and their influence on users. They should know the emotions, impression, consequences each type of content provokes, how and what for different TV programs (types of content) affect the viewer (inform, provoke negative or positive emotions, influence the choice, influence the way people think and perceive information etc.).

When checking the homework, students should analyze presentations according to the wheel of emotions and results or consequences of each piece of presented information.

⟨⊡⟩ | Variations:

For online activity the educator can offer students to complete the dashboard in Padlet. Then students work individually. After working in Padlet, group discussion may be organized in Zoom, Google Meet etc.

⟨📝⟩ | Remarks:

To make this activity more dynamic and interactive, students may change stations. After they work in small groups (Step 2), each group receives a big sheet of paper and writes down the name of TV content (news, weather reports, political shows, documentaries, advertisements, movies). Then, each group puts down the features of the type of content. Next, students move clockwise to the next station and write down the features of the given type of content. Each group should work at each station for one minute.

Handout

TV programs	Features of content
News	
Weather reports	
Political shows	
Documentaries	
Advertisements	
Movies	

19. Independence Day

skills – speaking, reading;

language – analyzing and comparing the same news on different online platforms, sharing opinions.

Learning outcomes:

Students read about celebration of the 30th anniversary of independence in Ukraine from different resources. They look for the similarities and differences and then discuss in pairs or small groups. Thus, they develop critical thinking skills, namely analyzing and comparing pieces of news on the same topic from different platforms.

Type of exercise:

discussions.

Preparation:

smartphone, internet connection.

Time:

15 min.
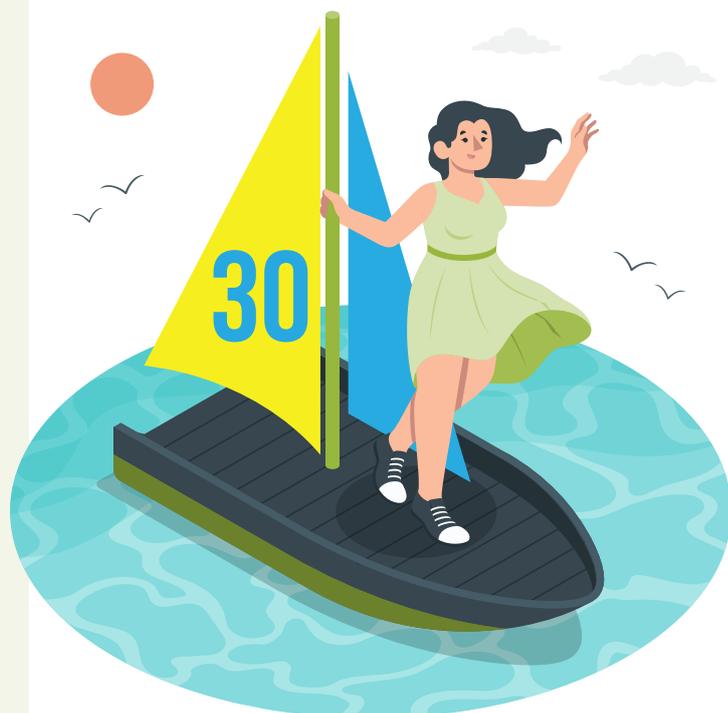
⚙️ | Procedure:

🅢1 Step 1.

The educator introduces the topic by asking the following questions:

- Have you ever read about/listened to/watched the same piece of information but with different interpretations? What was the subject?

- What did the interpretation depend on?

Students share their recollections and opinions.

🅢2 Step 2.

Students split up into groups of two or three. They read several articles on Ukraine's 30th anniversary of independence from different online resources. Students should find the similarities and differences, define the tone of the articles, and express their emotions while reading.

🅢3 Step 3.

Group discussion of the articles.

💡 | Conclusions:

It's necessary to remember that very few media resources are independent. When reading, listening, or watching a piece of information, one should keep in mind that the media resource works in coordination with the owner's interests, as the resource broadcasts the ideas of oligarchs, politicians who are close to them, the state, or other institutions.

📝 | Remarks:

Advanced students may search for the information about the owners/beneficiaries of the media resources and discuss their influence on the users.

Handout

1. Ukraine's 30th Anniversary of Independence

https://www.euronews.com/2021/08/24/watch-live-ukraine-celebrates-independence-day-amid-tensions-with-russia

2. Celebration of the 30th anniversary of Ukraine's independence "You are my only one"

https://www.president.gov.ua/en/news/vidznachennya-30-richchya-nezalezhnosti-ukrayini-ti-u-mene-y-69885

3. Ukraine National Day – 30 Years of Independence

https://www.state.gov/ukraine-national-day-30-years-of-independence/

4. Ukraine Celebrates 30 Years of Independ

https://www.rferl.org/a/ukraine-independence-30-years/31425757.html

20. Where did I get it from?

Aims

skills – speaking;

language – view exchange; describing advantages of studying at the university / department.

Learning outcomes:

Students learn to discern different types of content, search for information effectively, and check photos and video content.

Students analyze what influenced their choice of university, how critical and informed they were during the application stage. Thus, students learn to ask questions, state their opinions, and assess and interpret the positions of other people.

Type of exercise:

mingling discussion.

Preparation:

word order revision of interrogative sentences in Present and Past Simple.

Time:

15-20 min.

⚙️ | Procedure:

Ⓢ1 Step 1.

The educator inquires about the name of the university where their students are studying and gives a brief history or interesting facts about the university.

Ⓢ2 Step 2.

Students are invited to walk around the classroom and ask their fellow students about find out how they learnt about the university and who or what influences their decision to study there.

Ⓢ3 Step 3.

Students mingle in the classroom and gather ideas.

Ⓢ4 Step 4.

The educator asks students to use a flipchart/blackboard/sheet of paper and mark pens and write down their ideas, including how often it was mentioned. If there are more than ten students in the class, they may be split up into two small groups.

💡 | Conclusions:

Students answers may include the following ideas: parents, other relatives or teachers, TV and paper media, and the Internet (Instagram, telegram, snapchat, twitter etc).

Of course, parents, relatives, and teachers are thought leaders for young people. The educator may ask thought-provoking questions: *Why do you trust thought leaders? Are thought leaders always right? Do you use counterarguments to refute their point of view? Did you verify the information you got about the educational establishment/ how often did you do it? What made you check the information? What online resources did you use to learn about the educational establishment?*

During the final discussion it is necessary to emphasize on the importance of effective ways of looking up essential information, discerning different types of content, and checking photos and videos. Students can google the information they need using keywords and analyze the most popular search results.

📝 | Remarks:

To make Step 4 more engaging, students may draw the ideas on the flip chart and the teams should decode each other's drawings.

For the final discussion, the educator may look up samples of different types of content about the university on the Internet or ask students to do it and then discuss the results.

21. True or false, fact or opinion

Aims

skills – reading;

language – essential vocabulary, collocations on the topic "My University."

Learning outcomes:

Students learn to discern facts and opinions, search for information effectively, check the information, and create different kinds of communication according to types of content.

Students understand and interpret written language on the topic, identify and apply patterns in sentence construction, demonstrate knowledge of vocabulary through reading, speaking, actions, and writing.

Type of exercise:

vocabulary.

Preparation:

handouts, flip chart, markers, internet connection.

Time:

30-40 min.
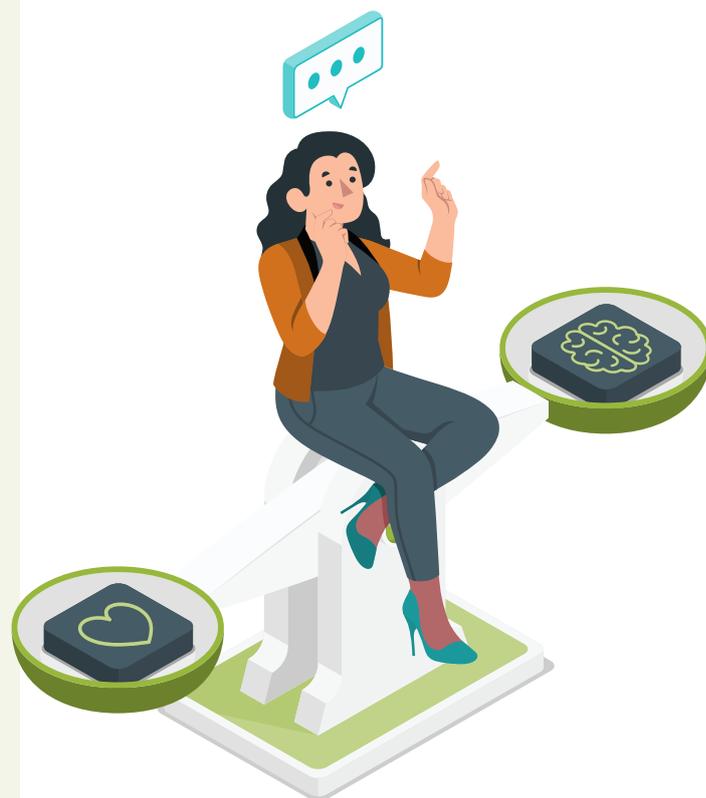
⚙️ | **Procedure**:

S1 Step 1.

Students read and translate the text "Vinnytsia State Pedagogical University" and work with the essential vocabulary.

S2 Step 2.

Students split up into small groups of two or three. The educator asks students to guess whether the parts in bold are true or false, then verify the information in bold.

S3 Step 3.

While checking the task, students share the sources they used for verification. The educator helps them to identify the most trustworthy ones and explains ways of searching and verifying the information.

S4 Step 4.

The educator asks students what parts of the text are more emphatic and what makes them so. The educator explains the features of facts and opinions. The students cite examples of facts and opinions from the text.

S5 Step 5.

The educator distinguishes different types of content. They may say that while verifying the information from the text, students might come across various types of communication, and inquire what types of communication they looked through. The educator may present samples of different types of content on the topic "University."

S6 Step 6.

The students split up into groups of 4-5 and elaborate the features of information/ opinion/ advertisement /PR /propaganda (the choice of types of content depends on the level of the group's media literacy). They should write down their ideas on the flip chart/ sheet of paper/ blackboard.

S7 Step 7.

Students split up into small groups according to the chosen types of content and get their homework: to make up a media product about the university they are studying at using different types of content.

💡 | **Conclusions:**

Students should understand the difference between facts and opinions and be able to differentiate types of content. The educator accentuates that *opinion* is subjective, emotional, interpretive, inherently biased. In a piece of information, you can come across phrases like, "I think that," "I feel that," "My belief is that," "It's all quite personal," etc. Opinions may be identified by biased words (good, better, the best, bad, worse, the worst, worthless, praiseworthy, etc.) and qualifiers (always, never, all, possibly, probably, etc.). *Facts* can be proven true or false, are accepted by majority, confirmed with other sources, and

generally, contain information but don't tell us what to do or think. *Advertising* grabs public attention to promote products and services. It tells buyers or consumers what to buy or consume. *Propaganda* twists facts and information to change public opinion about the product or service. It tells buyers or consumers what to think. Public relations *(PR)* is the practice of managing the spread of information between an individual or an organization and the general public. There's an old saying: "if advertising is what you pay for, then PR is what you pray for." PR takes into account the interests of all strata of society, involves dialogue between the parties, and takes responsibility for one's own actions and programs. While ads are aimed at the promotion of goods and services, they don't communicate with the consumers and aren't responsible for the quality of the advertised goods or services.

Read the text and check the information set in bold, correct if necessary.

VINNYTSIA STATE PEDAGOGICAL UNIVERSITY

Vinnytsia Mykhailo Kotsyubynskyi State Pedagogical University is one of the oldest and largest educational institutions in Ukraine. **It was founded in 1902** as Teachers' Training Institute with a three-year course of studying. **The Institute trained teachers for primary schools** and had 100 students.

It is named after Mykhailo Kotsyubynskyi – a great Ukrainian writer. **There is a monument to Mykhailo Kotsyubynskyi near the University**.

The University trains teachers in 21 specialties. **There are 8 departments in our University:** the Department of Foreign languages, the Department of Philology and Journalism, the Department of History, Ethnology and Law, the Department of Mathematics, Physics and Technological Education, and other departments.

At present about 6,000 **full-time but no correspondence students study at the University**. The course of training **lasts 3 or 4 years and a half**.

Teaching is maintained at a very high level at our University. About 400 professors, principal lecturers, lecturers, assistant lecturers teach students and carry on research work in various branches of knowledge.

The University provides students with a high standard of theoretical and practical knowledge. The students get training in Physics, Chemistry, Biology, Foreign languages, Computer sciences, History and Psychology.

The academic year is divided into two terms. Each term ends with examinations. **The students have only summer holidays**. Many students get state grants. **Unfortunately students are not provided with hostel accommodation**.

There are many class-rooms, laboratories, special rooms for training and some sports halls in the University. The students of the University combine theoretical studies with practical work at school. Teaching practice is arranged in the best schools of Vinnytsia.

The University has a rich library. It holds more than 500,000 copies of educational, fiction books and periodicals.

The University is situated in Ostrovskoho Street not far from the centre of the town. **It consists of 3 main buildings. Building #1 is the oldest and the most beautiful one.** The architecture of this building is wonderful with its columns and balconies.

The whole area near three University buildings is designed attractively; there is a lot of space between each building. **You can see lovely lawns**, **flower beds** and **cosy benches under the trees** where students can sit and relax in the warm months. A nice alley with busts of prominent Ukrainians leads to the central square of the campus. There you can admire fascinating views on rose bushes and exotic trees, **listen to soothing sounds of a beautiful fountain, make a date near a local Big Ben**.

Vinnytsia Mykhailo Kotsyubynskyi State Pedagogical University is really very beautiful, comfortable and ensure high standards of teacher training in the area.

VINNYTSIA STATE PEDAGOGICAL UNIVERSITY

Vinnytsia Mykhailo Kotsyubynskyi State Pedagogical University is one of the oldest and largest educational institutions in Ukraine. It was founded in 1912 as the Teachers' Training Institute, with a three-year course of study. The Institute trained teachers for primary schools and had 100 students.

It is named after Mykhailo Kotsyubynskyi – a great Ukrainian writer. There is a monument to Mykhailo Kotsyubynskyi near our University.

The University trains teachers in 21 specialties. There are 7 departments and 1 institute in our University: the Department of Foreign languages, the Department of Philology and Journalism, the Department of History, Ethnology, and Law, the Department of Mathematics, Physics, and Technological Education, the Institute of Pedagogics, Psychology and Arts, the Department of Physical Culture and Sports, the Department of Natural Sciences and the Department of Postgraduate and Doctorate Education.

At present, about 6,000 full-time and correspondence students study at the university. The course of training lasts 4 years or 5 years and a half.

Teaching is maintained at a very high level at our university. About 400 professors, principal lecturers, lecturers, and assistant lecturers teach students and carry out research work in various branches of knowledge.

The university provides students with a high standard of theoretical and practical knowledge. The students are trained in Physics, Chemistry, Biology, Foreign languages, Computer sciences, History, and Psychology.

The academic year is divided into two terms. Each term ends with examinations. The students have winter and summer holidays. Many students get state grants. They are provided with hostel accommodation.

There are many classrooms, laboratories, special rooms for training, and some sports halls in the university. The students of the University combine theoretical studies with practical work at school. Teaching practice is arranged in the best schools of Vinnytsia.

The University has a rich library. It holds more than 500,000 copies of fiction and non-fiction books, and periodicals. There are five reading rooms with a seating capacity of 475.

The University is situated in Ostrozkoho Street, not far from the center of the Vinnytsia. It consists of three main buildings. Building #1 is the oldest and the most beautiful one. The architecture of this building is wonderful, with columns and balconies.

The whole area near the University buildings is designed attractively; there is a lot of space between each building. You can see lovely lawns, flower beds, and cozy benches under the trees, where the students can sit and relax in the warm months. A nice alley with busts of prominent Ukrainians leads to the central square of the campus. There, you can admire fascinating views of rose bushes and exotic trees, listen to soothing sounds of a beautiful fountain, and have a date near a local Big Ben.

Vinnytsia Mykhailo Kotsyubynskyi State Pedagogical University is very beautiful and comfortable, and ensures high standards of teacher training in the teacher training area.

1. Advertisement

2. PR

Clifford Chi. 14 of the Best Public Relations Examples to Inspire Your Next Campaign. blog.hubspot.com

Fearless Girl

Photo by Federica Valabrega
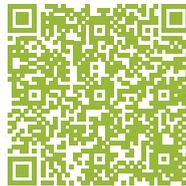
3. Propaganda

Elon University
2 hrs · 🌐

Moving from the regional category to the National Universities category brings great U.S. News and World Report recognition for #Elon. #1 for study abroad, #2 for teaching excellence, #11 for innovation, #23 for alumni support.

Details here: https://buff.ly/2N05agp

#BestColleges

👍❤️ 172   1 Comment 32 Shares
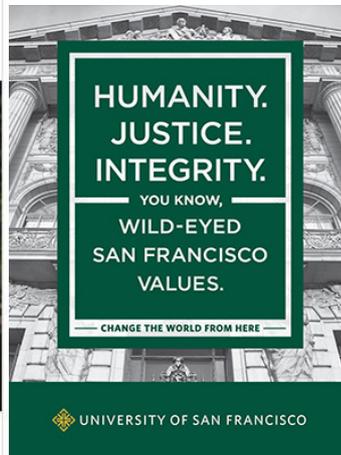
HUMANITY.
JUSTICE.
INTEGRITY.
YOU KNOW,
WILD-EYED
SAN FRANCISCO
VALUES.
— CHANGE THE WORLD FROM HERE —

UNIVERSITY OF SAN FRANCISCO
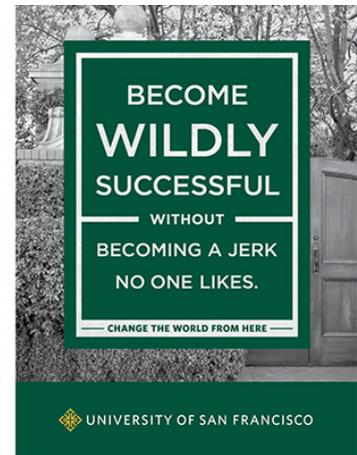
BECOME
WILDLY
SUCCESSFUL
WITHOUT
BECOMING A JERK
NO ONE LIKES.
— CHANGE THE WORLD FROM HERE —

UNIVERSITY OF SAN FRANCISCO
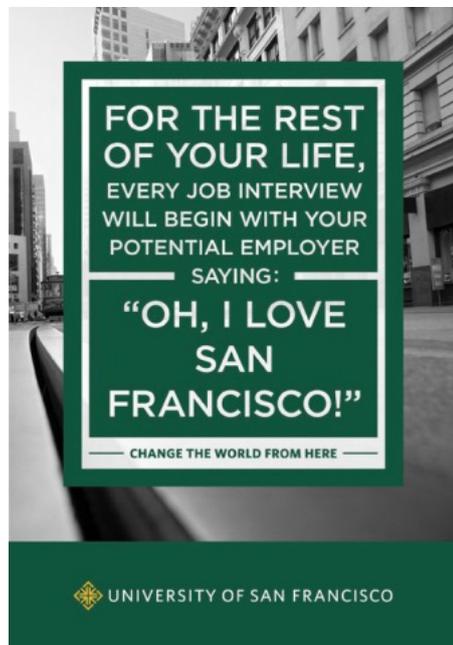
FOR THE REST
OF YOUR LIFE,
EVERY JOB INTERVIEW
WILL BEGIN WITH YOUR
POTENTIAL EMPLOYER
— SAYING: —
"OH, I LOVE
SAN
FRANCISCO!"
— CHANGE THE WORLD FROM HERE —

UNIVERSITY OF SAN FRANCISCO

UNIVERSITY OF THE
BEST CITY EVER.
— CHANGE THE WORLD FROM HERE —

UNIVERSITY OF
SAN FRANCISCO

1. The effect of different types of advertisements

Aims

🏃 **skills** - reading, speaking, writing, listening;

📋 **language** – definitions, building your opinion, reasoning, and describing effects and objectives of advertising.

🔍 Learning outcomes:

Students will learn the difference between three types of ads; discover the effect of advertisement types; differentiate between advertisements and create own samples.

☰ Type of exercise:

thematic exercise, discussion, identifying, brainstorming.

✏️ Preparation*:

university lab with terminals (personal computers or students' gadgets) and Internet access; projector, computer, handouts, broadsheet, and markers.

Depending on the mode of exercise, implemented stages, and way of interaction, a teacher may choose one of the above-mentioned ways or add some tools.

🕐 Time:

30-40 min.

⚙ | Procedure:

🔵 Step 1. Learning new terms.

A teacher shares the link with information on the three types of advertising: "Informative, Persuasive, and Reminder Advertising."

Students have five minutes to read the text and to write out five key words connected with each type of advertising in the way they describe them. After that, three students present their key words (one student per one type) and share what they have found and what was new for them.

The teacher may add the video "Types of Advertising: Informative, Reminder, and Persuasive" – YouTube (6 minutes) on these types to solidify the information for comprehension and distinction:

🔵 Step 2. Test to check the understanding of information.

The teacher may suggest completing this five-question test to see how well students understand the information from the article and the video.

1. The awareness for the product as well as the company is built with the help of … advertising:

   a) persuasive
   b) informative
   c) reminder

2. Persuasive advertising techniques lead to the situation where the winning products:

   a) possess benefits that are superior to, or compete strongly with, the competition
   b) are re-launched or updated
   c) do not differentiate themselves from the competition

3. Previous promotional information is reinforced in … advertising:

   a) persuasive

b) informative

c) reminder

4. What is NOT the aim of informative advertising:

    a) explain how the product works
    b) show new ways to use the product/service
    c) use to rebrand or reposition your product

5. The example of Coca-Cola advertising usually refers to:

    a) reminder
    b) persuasive
    c) informative

Key: 1b, 2a, 3c, 4c, 5a

S3 Step 3. Practical study.

The teacher asks students to guess the type of advertising (Handout 1). They may explain how/ why what shows that an advertisement belongs to a particular type. If the time allows, they may suggest their own examples of ads.

Key: 1 – reminder; 2 – persuasive; 3 – persuasive; 4 – informative; 5 – reminder; 6 – persuasive; 7 – reminder; 8 – informative; 9 – persuasive; 10 – informative.

S4 Step 4. Full-spectrum analysis of the advertising.

A teacher asks students to work in pairs or small groups and to fill in the tables with the information to describe fully how advertising works.

🖧 | Variations:

Variation 1: Students work together and the teacher or one student fills in the necessary info on the broadsheet or board.

Variation 2: Each small group is given a task to describe the features of one advertising (Handout 2). Then, they share their projects with others and add corrections.

S4 Step 4 (optional): Advertising creation.

If there is enough time, students may create their own types of advertising using pens and paper or computers and applications for poster creation to create an imaginative commercial for a non-existing product. On the basis of the features that they use, others should guess which one of the three types a particular commercial is an example of.

Conclusions:

The exercise is aimed at building understanding of the effect of various types of advertising, the ability to differentiate them, and analyzing the effects and objectives, thus helping students avoid manipulation by popular products and filter advertising influence. It is also helpful in the way that if students are going to create their own brand, they will know how to connect with their audience properly and what factors should be taken into account when presenting their product.

Variations:

Online format:

Step 1 – sharing the link of text and videos via messengers or screen sharing, the key words may be written on the sheets, in chats or Padlet boards.

Step 2 – Google form or screen sharing. The answers may be commented on by the teacher afterwards.

Step 3 – sharing of QR codes via messengers or giving the link to the document online. Google presentation is also acceptable.

Step 4 – Zoom breakout rooms or other messengers that unite students for small group working.

Handout 2

Features/Advertising type	Informative	Persuasive	Reminder
Definition			
Strategy			
Objectives			
Effectiveness			
Examples			

2. Ad hunt

Aims

skills - extensive interactive speaking, analytical reading;

language – specific terms and notions of advertising; argumentation, cause-effect speaking mode, exemplification.

Learning outcomes:

Students are able to explain the intended impact of commercial and political appeals on people's emotional sphere; students develop the ability to pursue a theme-based conversation involving higher-order thinking skills such as critical analysis, comparison, synthesis, and argumentation.

Type of exercise:

reading and discussion.

Preparation:

two sets of paper cards: a) names of advertising appeals with their explanation; b) authentic advertising texts employing one of the appeals.

Time:

60 min.

Procedure:

Step 1.

The participants are divided into two teams. Team A is given slips of paper with names of advertising appeals and their explanation. Team B receives those with examples of real texts. The teams line up opposite each other.

Step 2.

Both teams are given one minute to read what is in their cards.

Step 3.

One of the students from Team A presents the advertising appeal described in their card without reading it. Team B listens and decides which of the texts in their cards demonstrates the use of the appeal. The two students pair up and move away from the lines. This continues until all the cards get matched.

Conclusions:

Reflection and discussion: What other examples of the appeal mentioned in your cards can you provide? Which category of people is the target audience of this appeal? What kind of products are normally advertised with the use of this appeal?

Variations:

Examples of the use of advertising appeals are printed on A4 sheets and stuck to walls around the classroom. Students work in pairs first. Both of each pair receive the two sets of cards and match the names and definitions of advertising appeals with their examples. After they are done, they stand up and walk around the room reading the advertising texts from the sheets on the walls. They try to figure out which appeal was used in each text. At the end the students discuss their conclusions with the teacher.

Online version: Names of advertising appeals with definitions and examples of their use are placed on a Padlet board. The task is to match them.

Handout 1

Names and definitions of advertising appeals

Status appeal

Words that suggest a desire for personal status are attached to the product.

Youth appeal

The advertiser appeals to the desire for appearing youthful through words that suggest the health, vigor, and busy activities of the younger generation.

Transfer of authority

A seal of approval, awarded by a professional institute or authority, is used to suggest the guaranteed worth of the product. The buyer feels secure in the authority approval

Health appeal

Everyone desires good health. By using words that suggest positive, glowing health, advertisers can persuade the public to purchase a product that may bring them overflowing health.

Beauty appeal

Since almost everyone has a desire to look more physically attractive, the advertiser describes their product with words that suggest the beautiful female or the handsome male.

Bandwagon appeal

Words and phrases are used to suggest that everyone uses a particular product. People buy them feeling that it would be better to be part of the crowd than be an outsider. Thus, they join the "bandwagon" of users of that particular product.

Plain folks appeal

The plain folks appeal is the use of ordinary people to promote a product or service. The goal is to show that the product or service is of appeal and value to everyone.

Celebrity appeal

Using a famous person's image to sell products or services by focusing on the person's money, popularity, or fame to promote the products or services.

Increased effect appeal

Shows the extraordinary effect of the product in its functional use. Normally the advertiser stresses upon the advantage of the product over others of its kind.

Handout 2

Examples of ad texts

My husband prefers good, old-fashioned plain food. Nothing fancy. Aunt Clara's home-made, fresh-frozen, deep apple pie is just plain, good, old-fashioned food. Nothing fancy. Not even the prices.

Pink Flamingo soap always gives the beauty that comes with the blushing glow of a bride.

Why be half alive when one Lively-Liver capsule a day will pour health-giving energy back into your minerally starved system.

Wonderwizz detergent turns your almost white wash into new, improved, wonder white.

When you buy a home in Executive Acres, you move into a world of aristocratic charm and quiet elegance.

This vacuum cleaner was awarded the Dustless Living Institute seal of approval.

Winston Churchill smoked Amigarilla cigars.

McDonald's hamburgers: billions and billions served!

It's better to feel young on the inside! Get a Snickers! Win the Pool!

3. Ad color rainbow

Aims

skills - speaking based on sharing personal experience, emotional memory, observation.

language – phrases for describing emotions (relaxed and refreshed, alert, have mixed feelings), cause-effect structures (as a consequence…, due to the fact that…etc.).

Learning outcomes:

Students will be able to establish connections between the commercial use of colors, the emotional effects colors have on consumers, and the commercial messages they tend to carry.

Type of exercise:

group discussion, team project (quest).

Preparation:

get pictures of the color rainbow printed or prepare its exposure on the screen.

Time:

30 min.

⚙ | Procedure:

ⓢ❶ Step 1.

The teacher initiates a lead-in discussion following the questions like the following:

- Have you ever felt any influence of colors on how you feel?

- Would you agree that the world without color would look very depressing?

- What associations/memories do you have in connection with the white/black/red/blue colors?

ⓢ❷ Step 2.

The students look at the picture of the color rainbow and expand on how these colors are seemingly related to the commercial message of the brands.

ⓢ❸ Step 3.

Next, they pick photos of the most popular local brands, shops and producers' logos and comment on their commercial message.

💡 | Conclusions:

Students are encouraged to share and analyze their view on colors and understand how different and stereotypical their opinions might be. Understanding this perspective is vital for developing critical thinking skills.

🖧 | Variations:

As a variation of Step 3 and a quest activity, the students may go around the city and collect pictures of brand logos in different colors, take selfies, and prepare a presentation for the next class.

COLOR EMOTION GUIDE

https://thelogocompany.net/psychology-of-color-in-logo-design/

4. Let know or make buy?

Aims

skills - reading and speaking;

language – descriptive adjectives used for highlighting the benefits of a product.

Learning outcomes:

Students will be able to differentiate between informative and persuasive statements.

Type of exercise:

discourse identification.

Preparation:

handout.

Time:

15-20 min.
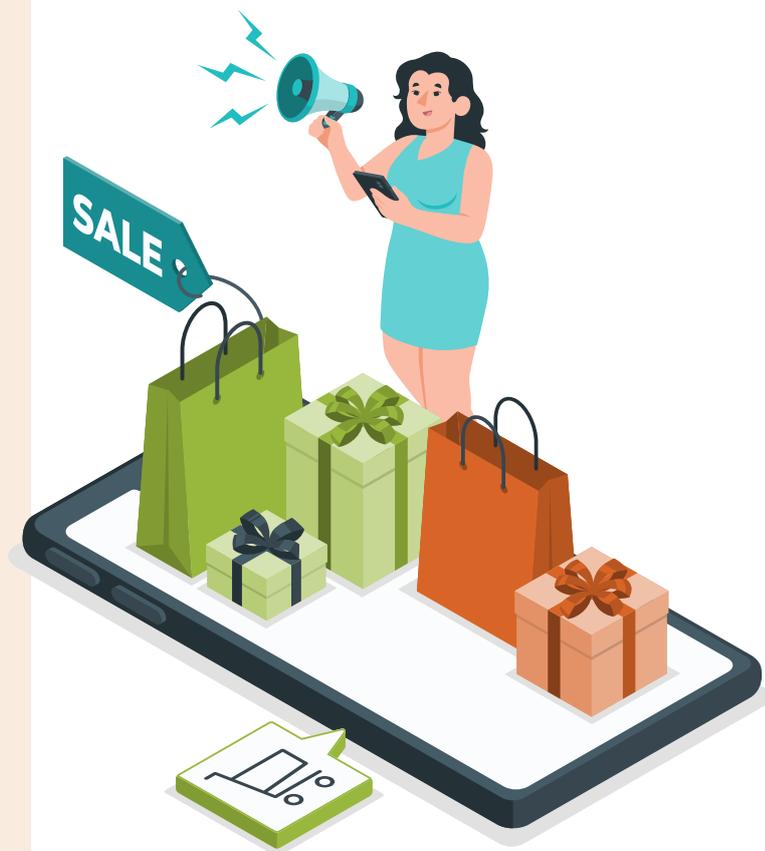
Procedure:

Step 1.

The students receive task cards and mark the bits of statements with P for "Persuasion" and I for "Information."

Step 2.

Then, students pair up to make the statements complete and logically finished using some more persuasive or informative elements.

The students may proceed by making up their own persuasive and informative statements about various things (from university to holiday destinations).

Conclusions:

Difference between information and persuasion is seemingly obvious, but at the same time, it is not always easy to differentiate between these utterances in practice. Knowing and using these differences will help everyone to build persuasive and successful pieces of oral and written utterances.

Handout

Analyze the following pieces of advertising texts. Which of these expressions just provide information and which of them are used for persuasion? What kind of specific means are being used?

1. You can download the newsletter from ....

2. Cool, crisp, and distinctly masculine ....

3. There is real greatness ....

4. A 300-pixel camera ....

5. You don't have to worry about anything ....

6. We organize travel to and from resorts ....

7. All our resorts are full of fun ....

5. What is manipulation?

Aims

skills - speaking, listening;

language – statements, questions, comparing own answers with others.

Learning outcomes:

Students will learn that perception is unique to the individual; identify similarities and differences in their individual perceptual reactions to different visual stimuli; synthesize how individual perceptual differences can affect information processing and response to stimuli; realize that everyone can be easily manipulated by media products.

Type of exercise:

warm-up activity, brainstorming, information analysis, and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher.

Time:

15 min.

⚙ | Procedure:

Students have to look at the controversial photos and share their thoughts of what they see. They identify how these images are related to the topic of "Manipulations and Distortions."

S1 Step 1. Picture analysis.

The students are led into the topic of distortions and manipulations. They are given four pictures for analysis. The teacher shows the students pictures on the screen and asks them not to comment immediately. After several seconds (in a form of a discussion or question-answer format) the teacher asks:

- What do you see in the picture?

- What are your comments about the pictures?

- Do all of you see the same?

🕐 | Time: 10 min.

Picture 1

The Black Dot
Stare at the black dot, and the grey haze will shrink and disappear.

https://www.techworm.net/2017/09/30-insane-optical-illusions-will-blow-mind.html
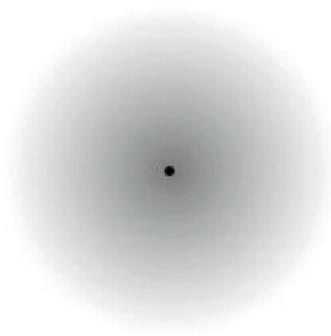
Notes: The longer you stare, the more the grey haze surrounding the dot will disappear. Our focal point is the dot itself; it is sharply defined against the grey and so we are naturally drawn to it. The grey shades, by contrast, appear to be out of focus, allowing them to recede the longer we stare. Notice that the shades of grey grow darker towards the center. Our brains focus on this area, allowing the outer circle to practically vanish. Our eyes detect light, but our brains interpret it differently.

Fish or Girl?
What do you see? Is this a plate with a fish on it, or a girl winking at you?

https://www.techworm.net/2017/09/30-insane-optical-illusions-will-blow-mind.html
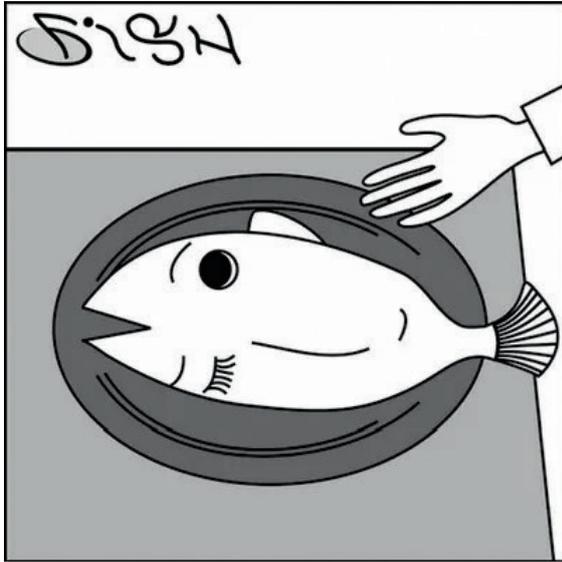
Picture 3

Mirror Carrying
What can you see? A man? Describe him.

https://www.techworm.net/2017/09/30-insane-optical-illusions-will-blow-mind.html

Note! This man is carrying a mirror on his shoulder with the reflective side toward the camera. It looks like he has no head.

Picture 4

A word

Can you see the word (LIFE) in this checkered black and white image? Does the word act strangely?

https://www.moillusions.com/everyday-life-optical-illusion/

Note: We can distinguish the word "Life" from the background of black and white because it is outlined with a black line. When we focus on it, however, it seems to break apart. The lines do not make complete letters and our brains cannot cope with these strange interruptions. Optical illusions like this can trick our minds because of the graphic styles and use of black and white. If we move our heads to the left or right of the image, the letters repair themselves.

Step 2. Group discussion.

The teacher asks the students:

- What have you discovered analyzing these pictures?
- Do you see how each of us can be easily manipulated?
- What examples of media manipulations can you recall?
- Can media manipulate your emotions, visions, and opinions? In what ways?

Time: 5 min.

Conclusions:

Summing up the discussion, the teacher underlines that media products are always full of biases. An information recipient needs to develop the necessary skills of information perception and evaluation. The exercise is developed in order to teach the students how to spot visual manipulation and to create own perception and attitude to media products in order to understand how the whole media industry works. The students have the picture of their own level of knowledge of the topic and can eliminate cases of the visual manipulations.

Variations:

If there is no possibility to view the pictures on a screen or personal gadgets, the teacher may provide each student with photocopies of them.

6. Always check twice

Aims

skills - speaking, writing;

language – talking about emotions; word formation: adjectives from nouns.

Learning outcomes:

Students will be able to identify and analyze different emotions, boosting their emotional intelligence.

Type of exercise:

vocabulary work, discussion.

Preparation:

a smartphone (a laptop/computer), a notebook, a pen, Internet access.

Time:

25 min.

⚙️ | Procedure:

🅢 Step 1.

Ask students whether they are familiar with the term "emotional intelligence" (IE). Elicit students' answers and briefly tell them about the theory of emotional intelligence introduced by Peter Salovey and John D. Mayer in the 1990s, and later developed by Daniel Goleman. (Information can be found here: http://www.psychologytoday.com/intl/basics/emotional-intelligence)

🅢 Step 2.

Direct students' attention to "The Wheel of Emotions" (It can be either printed or sent to their phones). Provide them with the information on its creation and meaning. (Details can be found here: https://www.healthline.com/health/emotion-wheel#plutchik-wheel)

🅢 Step 3.

Make sure that students understand the meaning of each abstract noun written on the Wheel. Ask them to make up adjectives (when possible) from these nouns. (For example: apprehension-apprehensive, serenity-serene etc.)

🅢 Step 4.

Let students watch a commercial. They are to watch it twice. First, don't show them the screen, so they just hear the music of the commercial. After playing it, ask them to mark their feelings on the Wheel of Emotions (they can mark up to three feelings) and try to guess what is being advertised. Write down their ideas on the blackboard.

🅢 Step 5.

Let them watch the commercial again, this time with video. Ask again to mark their feelings on the The Wheel of Emotions.

Discuss the results. At first, students mostly choose positive emotions, guessing that a product being advertised has something to do with cars, household appliances, beauty products etc., then, their attitude may change into surprise or anger. Whatever the change is, it is important to emphasize that the feeling has changed. Don't forget to note that the video itself is a kind of a joke, created to show that not everything we see on screen is worth appreciation.

💡 | Conclusions:

Our emotions can be misleading, that's why our ability to recognize and understand them is crucial in order to protect us from spontaneous decisions like sharing unproved striking news online. Emotions can become a source for manipulation. When we don't have a whole picture of an event (like in our example, just music and no video), we can easily get the situation wrong. That's why before making any

conclusions and sharing any information, we should double-check it.

Remarks:

Let students consult any available dictionary while working with the words from "the Wheel".

Variations:

The activity can be done online with the help of any online platform (Zoom, Google Meet etc.) In this case, the poster and the commercial are shown using the *Share Screen* option.

7. 7 ways to trick you

Aims

skills – speaking;

language – vocabulary related to advertising, shopping.

Learning outcomes:

Students will be able to identify different types of propaganda used in advertising.

Type of exercise:

discussion.

Preparation:

a smartphone (a laptop/computer), a notebook, a pen, Internet access, handout (posters).

Time:

25 min.

⚙ | **Procedure**:

S1 Step 1.

Write down the following quotation on the blackboard: "Advertising is legalized lying" (H.G. Wells). Give students some time to discuss it in pairs. Ask volunteers to share their opinions with the class.

S2 Step 2.

Show students two posters and ask them to choose the one that looks more appealing to them. Explain that both posters are examples of propaganda techniques used in advertising.

(plain folks - ordinary people are used to promote the product, emphasizing that the product is meant for everybody)

(transfer - the usage of well-known recognizable images for promoting the product in order to transfer their positive characteristics onto it)

S3 Step 3.

Provide students with basic information on propaganda (it can be found here https://www.britannica.com/topic/propaganda) or ask them to find the definition on the Internet and read it aloud.

S4 Step 4.

Write down the names of the most popular propaganda techniques on the board: Bandwagon, card stacking, glittering generalities, plain folks, transfer, testimonial, name calling.

S5 Step 5.

Show students posters and let them guess what type of propaganda technique is used. While guessing provide students with the proper definitions.

Transfer: Certain qualities (this can either be positive or negative) of a person, ideology, or object are transferred to other things and people in order to evoke certain associations.

Plain Folks: The ultimate goal here is to demonstrate how the product is meant for everybody and will provide value to everyone.

Bandwagon: Bandwagon propaganda is all about persuading the target audience to take action.

It's about creating an urge amongst people to become a part of the "in crowd."

Glittering Generality: Here, we have the usage of emotional appeal or/and vague statements to influence the audience. For better effect, brands may use hyperboles, metaphors, or lyrical phrases to attract more attention.

Testimonial: Testimonial propaganda uses renowned or celebrity figures to endorse products and services. When a famous person vouches for something, viewers are likely to believe in the credibility and popularity of that person.

Name Calling: This propaganda technique involves using derogatory phrases to create a negative opinion about another person, brand, or idea.

Card Stacking: This technique involves the deliberate omission of certain facts to fool the target audience. The term card stacking originates from gambling and occurs when players try to stack decks in their favor. A similar ideology is used by companies to make their products appear better than they actually are. Most brands use this propaganda technique to downplay unsavory details about their products and services. For instance, some companies may cleverly conceal "hidden charges" and only talk about the benefits of their products and services. (https://www.advergize.com/advertising/examples-of-propaganda/)

Suggested answers (Handout):

1. Transfer. The colorfulness of a rainbow is transferred to the candies.
2. Plain Folks. Ordinary people are used to promote the product.
3. Bandwagon. Everyone drinks Cola: family, friends etc.
4. Glittering Generality. "Strong positive" words are used: mom, love.
5. Testimonial. A well-known person promotes the product.
6. Name Calling. Cola is just a "coat" for Pepsi.
7. Card Stacking. It tells nothing about loan interest.

S6 Step 6.

Divide students into 3-4 groups. Ask each group to choose any object they see in the class and create an ad for it using one of the propaganda techniques.

S7 Step 7.

Each group is to present their ads without telling which technique has been used, and the other students should guess what it is.

Conclusions:

There are different types of propaganda techniques, but all of them have one common goal: to persuade potential customers to buy the product. Advertising is not the only sphere where these techniques are used, as political and social campaigns also utilize them in order to convince people to support this or that political or social view. Understanding propaganda techniques may help a person not to become a victim of manipulation and deception.

Remarks:

Steps 6 and 7 may be assigned as homework. Students may be asked to find their own examples of different propaganda techniques in commercials, political posters, etc., or they can search for examples of positive propaganda, like anti-hunger or environmental ads.

Variations:

The activity can be done online with the help of any online platform (Zoom, Google Meet etc.) In this case the posters are shown using the *Share Screen* option.

8. Have you noticed?

Aims

skills – speaking;

language – talking about housing, describing pictures.

Learning outcomes:

Students will get familiar with manipulative techniques.

Type of exercise:

warm-up activity.

Preparation:

a smartphone (a laptop/computer), a notebook, a pen, Internet access.

Time:

7 min.

⚙️ Procedure:

ⓢ1 Step 1.

Ask students to describe the exteriors of the places where they are currently living. Would they like to change it? Why yes? Why not?

ⓢ2 Step 2.

Tell students that they are about to watch a short video depicting an ordinary street. Ask them to watch it very attentively, as the video is meant to check their attention level. While watching they are supposed to name the colors of the buildings. It is important to show only 55 seconds of the video, then stop it and elicit students' answers. (Colors: white, pink, green, etc.)

ⓢ3 Step 3.

Ask students whether they have noticed anything else unusual. Let them watch the video up to the end. (There are 5 main changes: a van changes to a taxi, a scooter changes to a pair of bicycles, there appears a lady holding a pig, the entire street looks different, there is a gorilla sitting on the roof of one of the houses).

💡 Conclusions:

When people are concentrating too much on one thing (in this case, colors) or when they are told to do so, they are deprived of the possibility to get the full picture of the event. This is one of the ways manipulation works. Manipulators may distract attention or appeal to emotions in order to hide true facts or change people's attitudes.

🖥 Variations:

The activity can be done online with the help of any online platform (Zoom, Google Meet etc.). In this case the video is shown using the *Share Screen* option.

9. Fact-checking booster

Aims

skills - speaking, listening, writing and reading;

language – analyzing and evaluating, critical thinking, discussing and expressing personal opinion supported by evidence.

Learning outcomes:

Students identify disinformation and tools of manipulation, understand how media influences our emotions, analyze and check images, claims, and sources, search for information efficiently, and ask questions and justify their own position.

Type of exercise:

topic/discussion.

Preparation:

Handout "Master Your Fact-Checking Skill"; Worksheet "Stop & Check".

Time:

50 min.

⚙ | **Procedure**:

Ⓢ1 Step 1. "Be a truth checker".

Students stand in two circles, one inside and one outside, facing each other with each student on the inside paired with a student on the outside. Students on the inside are asked to say two true statements about themselves and one false. The task of the students on the outside is to guess which one is false. Pairs are assigned a minute and a half to fulfill the task. After a minute and a half, the students on the outside circle move one space to the right and stand in front of a new person. The process is repeated until all students have met each other.

Before the game starts, the students in the inside circle should be given some time to think over the matter.

Ⓢ2 Step 2. "Stop & check".

The teacher divides students into three small groups that will rotate through three stations fulfilling varied tasks. At their initial station students are given a copy of the worksheet (the teacher may give one worksheet for a group or an individual copy of a worksheet for each of the participants) which they have to complete at each of the three locations.

At a station, groups find a Handout with a QR-code, watch a short video and capture their answers in the Worksheet note tracker.

The teacher assigns a five-minute time limit to work at one station. When time is up, participants change their location and work with a new video according to the same plan.

Students watch the following videos (See Handouts for QR codes):

Station 1. "Skill – Check the Claim"
Station 2. "Skill – Check the Image"
Station 3. "Skill – Check the Source"

By watching above mentioned videos and fulfilling the tasks at each of the locations, students will compile a list of useful tips on fact-checking.

Station Tasks *(Answers are in red)*:

Station 1. "Check the Claim:"

1. What can help you tell if a claim is credible (0:13)? *Quick check*

2. What are the main steps mentioned in the video one should make to check the claim?

   ● *type the keywords into a Google search bar* (0:18)
   ● *examine the results* (0:26)
   ● *look for work from fact-checking sites* (0:46)

3. Which fact checking sites are mentioned in the video (0:51)?

   ● *Snopes*
   ● *App fact check*

- *Factscan*
- *The Washington Post Fact Checker*
- *Politifact*

4. What else can help you know the search is true (0:54)? *Web search*

5. How can one know the story is true (1:23)? *Many reliable sources are reporting the story*

Station 2. "Check the Image:"

1. Which three quick steps should one take to quick check the image?

   - *press the image and hold* (0:29)
   - *select "Search Google for this image"* (0:33)
   - *review the results* (0:39)

2. What can "Reverse image search" tell a person (1:15)?

   - *where else an image has appeared*
   - *if it has been fact-checked*

Station 3. "Check the Source:"

1. What is a good place to look up unfamiliar sources?

   - *go to your browser toolbar* (0:28)
   - *delete everything after the 'root' URL, including the slash* (0:33)
   - *add the space* (0:38)
   - *type 'Wikipedia'* (0:39)
   - *hit 'Enter'* (0:42)

2. Which credibility signals should you look for (1:19)?

   - *reputation*
   - *age*
   - *circulation numbers*

Extra Task. Quiz: "Can you spot the signs of fake news?"

If time permits, the teacher may invite students independently or as a group do the quiz created by BBC to practice spotting the signs of fake information. Source: https://www.bbc.co.uk/bitesize/articles/zwfm8hv.

Step 3. Spot the fake to stop it!

For this activity, the teacher may rearrange students into new groups of 4-5 students and give them a task to determine which piece of news is true and which is false. They should use the tips they have collected previously as their checklist.

First, students are asked to try to guess which piece of news is true and which is false by reading

its title and having a quick glance at the link below.

Then, they should give each of the posts a thorough check and evaluate their credibility providing evidence.

1. **Lightsaber dueling registered as official sport in France**

2. **Judge rules 30-year-old must move out of his parents' house**

3. **Justin Trudeau Claims He Could "Probably Take" Vladimir Putin In A Fight**

4. **95% of severe patients in Israeli hospitals are vaccinated, warns doctor**

5. **Man stops in the middle of highway to catch Pokemon's Pikachu, causes major highway accident**

6. **Fisherman Captures 3,000-Pound Great White Shark in Great Lakes**

7.   Gorilla Discovered Knitting at National Zoo

Answers: **1.** True; **2.** True; **3.** False; **4.** False; **5.** False; **6.** False; **7.** False.

Conclusions:

If you know the main means of manipulation and distinguish them in your everyday life, you can consciously separate credible sources from false information, and, consequently, will be less subject to the manipulative influence of media messages.

Handout

Master your Fact-Checking Skill

Video 1

"Skill — Check the Claim"

Video 2.

"Skill - Check the Image"

Video 3.

"Skill — Check the Source"
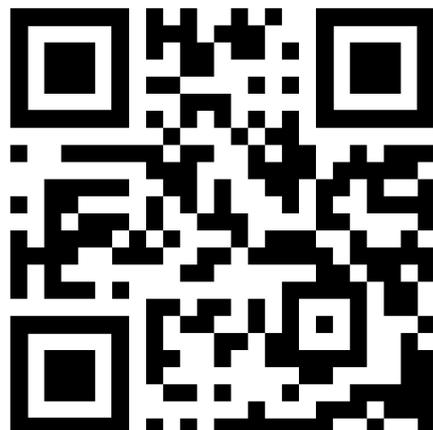
Worksheet

Stop & Check

STATION 1. "Check the Claim:"

1. What can help you tell if a claim is credible?

   (0:13) ....

2. What are the main steps mentioned in the video one should take to check the claim?

   (0:18) ....

   (0:26) ....

   (0:46) ....

3. Which fact checking sites are mentioned in the video (0:51)?

   ....

   ....

   ....

   ....

   ....

4. What else can help you know the search is true?

   (0:54) ....

5. How can one know the story is true?

   (1:23) ....

STATION 2. "Check the Image:"

1. Which three quick steps should one take to quick-check the image?

   (0:29) ....

   (0:33) ....

   (0:39) ....

2. What can 'Reverse image search' tell a person (1:15)?

   ....

   ....

STATION 3. "Check the Source:"

1. What is a good place to look up unfamiliar sources?

    (0:28) ....

    (0:33) ....

    (0:38) ....

    (0:39) ....

    (0:42) ....

2. Which credibility signals should you look for (1:19)?

    ....

    ....

    ....

10. 3-step interview

Aims

skills - listening, speaking, writing;

language – identifying, analyzing, interpreting, creating.

Learning outcomes:

Students will critically analyze their ability to identify fakes; shape their algorithms of spotting fakes; learn how to tell the difference between real and fake photos.

Type of exercise:

thematic exercise, defining, grouping, analyzing.

Preparation*:

university lab with terminals (personal computers or students' gadgets) and Internet access; projector, computer, and handouts.

Depending on the mode of exercise, implemented stages, and way of interaction, a teacher may choose one of the above-mentioned ways or add some tools.

Time:

30 min.

⚙ Procedure:

🔵 Step 1. Pair interview.

The first stage of the exercise is aimed at revealing background knowledge and experience of using the Internet, whether it is easy to detect fakes, and how often they may be found in news, stories, and ads. The teacher asks their students to join in pairs or triads and ask each other the following questions:

- How do you spot fake photos in social media?

- What features point to the photo fakes?

- Where can photo fakes most often be found?

Then, the students are asked to join with other pairs or groups making teams of 4-6 and present the information they gathered to other members. In this way, they exchange their experience and may ask each other additional questions.

🔵 Step 2. Shaping your fakes' identification level.

The teacher then asks all the students to brainstorm and create a list of things one should pay attention to when identifying fake photos. They have five minutes to complete this task.

When the list is completed, the teacher gives some time for the students to look through the text "7 Tips to Spot a Fake Image and Not Let Photoshoppers Fool You." Then, the teacher asks them to complete the K-W-L Chart

- What did I **know** so far?

- What do I still **want** to know?

- What did I **learn**?

🔵 Step 3. Identifying fakes.

The teacher proposes a set of photos and asks students to tell which of them are fakes. Some photos may be familiar to the students and they may know the answer. In such a case, the teacher may ask what the original photo looks like.
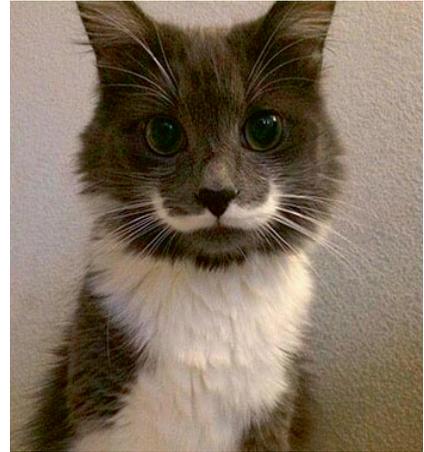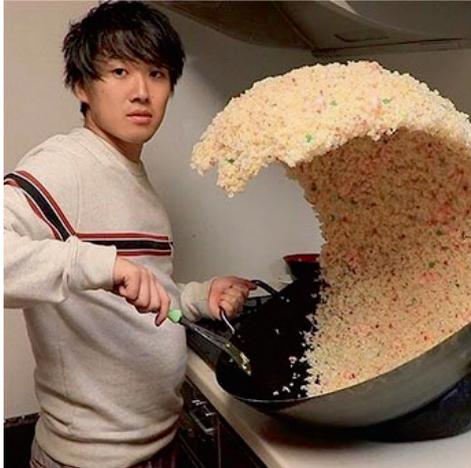
The key:

If there is enough time, students may also suggest their partners guess whether the photos are real or fake. They can find some examples on the Internet, as well as the original photo. The task may be completed in teams. Both first find a set of 10-15 photos and then present it to another team. Those who guess more correctly win.

Step 4. Generating faces with AI.

The students are going to learn about an application that helps them create real-time faces with the parameters you set with one click. Students try Face Generator and create their person. After that, they may share their results with others. The set of questions may follow:

- How can you spot that it is a synthetic photo?

- Can they be used for commercial purposes?

- Where can generated photos be used?

🧠 | Conclusions:

During the lesson, students learn how to detect photo fakes, what features to pay attention to, and checked their skills through spotting fake and real photos that are internet-famous. They have the possibility to brainstorm the list of how fakes can be identified and compare it with the list given to find how some fake but viral images are eventually identified. Some new information is connected with learning how artificial intelligence works to create real-like faces for various purposes and how to detect if one is AI-generated or not.

🖥️ | Variations:

In the online mode, steps can be realized as follows:

Step 1. The work in pairs may be organized in written form in messengers and the larger group work may be shifted to a whole-class discussion or students' own personal meetings.

Step 2. The link is sent through messenger and supported by discussion with questions posed verbally or by writing them on the Padlet board.

Step 3. Students will be able to work in live mode through screen sharing or Google forms.

Step 4. The discussion may follow in an online live mode with exchanging the photos through any possible and convenient for educational purposes messenger.

11. Do you believe your eyes?

Aims

skills - speaking, reading, listening, writing;

language – definitions, questions, comparing own answers with others, giving reasons, etc. (students will practice affirmative sentences), practicing presentation skills.

Learning outcomes:

Students will develop critical thinking skills; check their awareness on the topic "video manipulation"; learn the meaning of three types of video manipulation "missing context," "deceptive editing," and "malicious transformation"; notice the difference between these three types; find out the tips to tackle a manipulated video.

Type of exercise:

thematic activity, discussion, identifying, brainstorming, group work.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher; broadsheets and markers.

Time:

50 min.
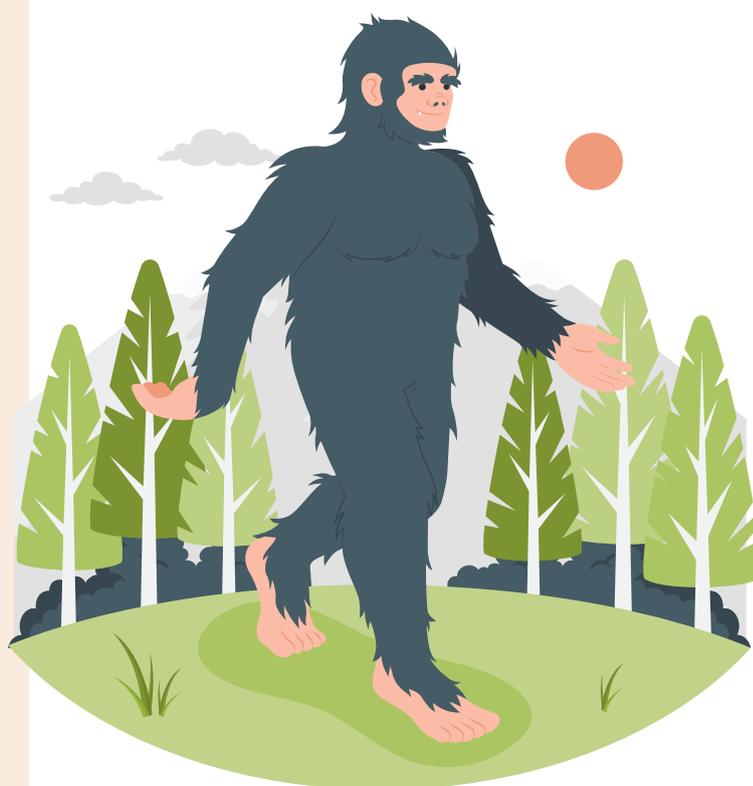
⚙ | **Procedure**:

Students are going to learn about photo fakes and tools for photo verification. They are given several photos to check using the suggested online sites for photo verification. The activity is aimed at teaching the students how to detect photo fakes and gain necessary skills for everyday life situations. It is presupposed that students have some knowledge and experience of photo manipulations in the media.

S1 **Step 1. Introduction into the topic.**

The students are led into the topic of photo manipulation. The teacher displays on the screen several photos and asks students to guess whether these are photo fakes or original photos.

Photo 1.

Photo 2.

Photo 3.

Photo 4.

Photo 5.

🕐 | **Time**: 8 min.

🔄 Step 2.

The teacher explains that there is a variety of online tools to check whether the photo is original or manipulated. The students have to use the following online sites for photo verification and check the suggested photos:

1. TinEye https://tineye.com/

2. FotoForensics https://29a.ch/photo-forensics/#forensic-magnifier

3. Jeffrey's Image Metadata Viewer http://exif.regex.info/exif.cgi

Students present their findings.

🕐 | **Time**: 20 min.

Keys: Photo 1 is fake. Photoshoppers often copy one area of an image and insert it somewhere else. Our brain is wired to search for patterns, and the cloning errors are quickly spotted. When a picture of an Iranian missile test appeared in the media, it was noticed that the second missile from the right is basically a copy of the missile to its left and the smoke from the missile to its right. Indeed, this missile was photoshopped on the original image, which contained only three missiles.

Photo 2 is not fake.

Photo 3 is fake. This popular 'fried rice meme' shows a man making an incredible rice wave in his pan. This interesting photo quickly received a lot of attention online and people from all around the world started to send in their own photoshopped images of the rice wave. Unfortunately, the original itself is already a fake photo since the rice wave is a sculpture that is sold in a fake food shop in Tokyo.

Photo 4 is not fake.

Photo 5 is fake. A meme shows a photo of Egypt's famed Giza pyramids near Cairo purportedly covered in snow.

The image, posted to a Facebook page managed from Australia, includes the text: "Wow! It snowed in Egypt! The first time in a hundred and 18 years!" The post includes the caption text: "Global warming sure can be a bitch."

At the time of publication, the February 28, 2021 post had been viewed more than 18,000 times.

Supplementary sources:

Step 3. Small group investigation.

Students are divided into small groups of 2-3. They are asked to think of any celebrity, choose 2-5 of his/her photos and check them using online sites for photo verification.

Students present their findings mentioning their choice, the resources used and their feelings and emotions during the investigation process.

🕐 | **Time**: 20-25 min.

Conclusions:

Summing up the exercise, the teacher underlines that media products often turn out to be false and fake. Photo fakes are spread for many reasons – popularity, shock, attention, politics, etc., and they are viewed by millions. This means "seeing is not always believing." An information recipient needs to develop the necessary skills of information perception and evaluation. Thus, students develop critical thinking skills and certain algorithms to differentiate between original and fake photos spread in the media.

Variations:

Variation 1. Step 3. The teacher may use it as homework and listen to the presentations during the next class.

12. Detect advertorial

Aims

skills - reading, speaking, writing, listening;

language – definitions, building your own opinion, reasoning.

Learning outcomes:

Students will learn new concept of advertorial and its types; understand the features and challenges of modern information war; realize the need of critical approach to media products; develop critical and creative thinking.

Type of exercise:

thematic exercise, reading, discussion, identifying, brainstorming.

Preparation:

university lab with terminals (personal computers or students' gadgets) and Internet access; projector, computer.

Time:

40-50 min.

Procedure:

Students are introduced to the term "Advertorial" ("Jeansa" in Ukrainian). They read the text and determine the features of advertorial. They create infographics using special sources to represent the concept of advertorial.

Step 1. Learning new terms.

The teacher introduces the term "Advertorial".

Advertorial is ordered materials of image or advertising nature which promote the interests of certain subjects of the election process or subjects of economic activity. Advertorial may be **economic** and **political**. These materials are usually unbalanced and one-sided; they "raise" the image of certain political forces or economic companies. These materials are often unlabeled as advertising, although, according to the Law of Ukraine "On Advertising," all advertising materials must be labeled as "advertising" or "advertising rights." That means advertorial must be identified and separated from the general news feed.

Students comment and add their own understanding and provide examples of advertorial.

🕐 | **Time:** 5 min.

Step 2. Text analysis.

Students are given the article written by Olena Makarenko "Jeansa: vehicle of oligarchs, Ukraine's largest threat to media freedom." Euromaidan Press. April 6, 2018.

Students have 10 minutes to read the text and to write out five key words connected with the features of advertorial that describe this notion. After that, the students present their key words (one student per type) and share what they have found and what was new for them.

🕐 | **Time:** 15-20 min.

Step 3. Test to check the understanding of information.

The teacher may suggest completing the test of five True/False questions to see how well students understand the information from the article and the video. Students have to justify their choice.

1. Advertorial occurs when doctors are paid to promote certain medicines and treat ordinary patients.

   a) True

   b) False

2. Temnyky required negative coverage for then-president Leonid Kuchma, the head of his administration, Medvedchuk, and the members of the SDPU(o) – Social Democratic Party (united).

    a) True

    b) False

3. Ukrainian newspaper *Segodnya* has many examples of advertorial related and unrelated to its owner, the richest oligarch in Ukraine, Rinat Akhmetov.

    a) True

    b) False

4. The boom of advertorial in differing forms is expected in the periods preceding presidential and parliamentary elections.

    a) True

    b) False

5. Commercial advertorial is more complex than political.

    a) True

    b) False

Key: 1T, 2F – they required only positive information, 3T, 4T, 5F - The commercial variety can imitate a real article or a newscast spot about a product, service, or business and does not say that it is advertising. Usually, on TV such news immediately follows the newscasts. Also, it can be a fully commercial text prepared by copywriters and PR agents without corresponding advertising markings. Another option is to mention some products, services, or businesses in materials, similar to product placement in the cinema. For example, a beauty magazine might publish an article on how to care for skin and mention a particular cream. Political advertorial nowadays has become more complex.

🕐 | **Time**: 5 min.

Step 4. Practical study.

The teacher asks students to find up-to-date examples of advertorial in modern media. Students may perform the task individually or in pairs.

🕐 | **Time**: 10 min.

Step 5. Tips to detect advertorial.

Students work in small groups. They create infographics using special sources to represent the concept of "Advertorial" (e.g. https://www.canva.com/, https://piktochart.com/, https://www.visme.co/make-infographics/, https://infogram.com/, https://venngage.com/, https://snappa.com/, etc.)

🕐 | **Time**: 10 min.

| Variations:

Variation 1: Step 1. The teacher delivers handouts with the text of the article.

Variation 2: Step 3 may be omitted or set as a home task.

13. Bloggers – influencers or manipulators?

Aims

skills - speaking, reading, listening, writing;

language – definitions, questions, comparing own answers with others, giving reasons and providing arguments using affirmative and negative sentences.

Learning outcomes:

Students will check their awareness on the topic "Bloggers' manipulation"; find out their groupmates' opinions and experience related to the topic; find out the ways they may be manipulated or influenced without noticing it.

Type of exercise:

thematic activity, video watching, brainstorming, pair work, analysis, and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, loudspeakers, a laptop for the teacher.

Time:

45 min (4 steps).

⚙ | **Procedure**:

Students watch the video "4 Ways Influencers Manipulate You." They discuss the key aspects and find the cases in social media. The activity is aimed at teaching the students how to prevent being manipulated and led in life choices by bloggers and gain necessary skills for everyday life situations. It is presupposed that students have some knowledge and experience of watching different bloggers and following their ideas, choices, advice, etc. to different extent. The exercise develops critical thinking.

S1 Step 1. Defining a blogger.

The teacher asks students to explain the word "blogger." Their ideas are recorded on the screen/board/broadsheet. The teacher provides them with the definition: "**someone who writes a blog (= a regular record of someone's ideas, opinions, or experiences that is put on the internet for other people to read)**" (https://dictionary.cambridge.org/).

🕐 | **Time**: 2-3 min.

S2 Step 2. "Blogging essentials - characteristics of a successful blogger".

The teacher divides students into pairs and asks them to share their ideas on "Blogging Essentials - characteristics of a successful blogger." Then, the students read the article and discuss it - agree or disagree with the ideas provided. They add or improve their "Blogging Essentials." The teacher sends the link via previously created Viber or Telegram group or Google Classroom (or the link may be shown on the screen on the slide of the lesson presentation).

Darren Rowse. 10 Things You Should Know about Blogging (from Someone Who Didn't). problogger.com. April 15, 2021

QR-code to the article:

🕐 | **Time**: 10 min.

S3 Step 3. Bloggers' manipulation.

Students use the available personal access to the Internet and watch the video "4 Ways Influencers Manipulate You." The teacher asks them to write down the names of these 4 ways. Students should choose one and comment on the points the person shares.

The teacher sends the link via previously created Viber or Telegram group or Google Classroom (or the link may be shown on the screen on the slide of the lesson presentation). The link should be shortened with the help of the suggested resources: https://cutt.ly or https://bitly.com.

QR-code to the video:

🕐 | **Time**: 15 min.

S4 Step 4. Group discussion.

The teacher asks the following questions:

Do you have your favorite blogger(s)? How long have you been following them? Do you watch all their videos? Do you often comment?

Do bloggers really love their followers?

Do you buy the products they advise? Think about these products - what did you buy or would like to buy?

The teacher presents these words on a screen/board/broadsheet: **opinions, products, money, emotions**. The students are asked to discuss what they think is more related to the concept of a blogger and why.

| **Time**: 10 min.

Conclusions:

The teacher asks: *What have you learned about blogging?* Summing up the discussion, the teacher underlines that blogging is mostly treated as a business. Bloggers create content that informs, inspires, or interacts with the aim of monetizing their efforts. Followers need to develop the necessary skills of information perception and evaluation. The students have the picture of their own level of knowledge of the topic and can reflect their likes, favorites, blogger following habits and behavior, and eliminate cases of being manipulated or influenced.

Variations:

Step 2 may be omitted if the time does not allow.

14. Spot the malicious net citizen

⌖ Aims

skills - listening, speaking, writing;

language – discussion, reading and producing written content (project).

🔍 Learning outcomes:

Students will be aware of the difference between such similar notions as bots, trolls, bot farm, etc.; create a checklist for spotting bots and trolls; create informative posters for others on the issue.

Type of exercise:

thematic exercise, group work, information analysis.

Preparation*:

university lab with personal computers or students' gadgets and Internet access; personal Internet access; projector, computer, hand-outs, stickers, broadsheet and markers.

Depending on the mode of exercise, implemented stages and way of interaction, a teacher may choose one of the above-mentioned ways or add some tools.

🕐 Time:

55 min.

S1 Step 1.

⚙ Procedure:

1. The pre-watching stage of the exercises gives the possibility to lead the students into the topic of bots and trolls. In a form of a discussion or question-answer format, a teacher asks:

   - Have the students heard about the notions of bots, trolls, and bot farms/nets?

   - What is the difference between them?

   - Where are they usually found?

   - Why do they exist or emerge?

   - Do they have an experience of social media attacks by bots or trolls?

2. Students watch a short video "Manipulation: Bots and Trolls," which defines the difference between them. The video may be demonstrated via projector or on the screen.

After the video a teacher asks the following questions:

- How are bots and trolls connected?

- How do they influence propaganda?

- What are the features mentioned to identify them?

- What was new in the video for you?

S2 Step 2.

A test "Am I being an Intensive Troll."

Students check how they act on the Internet and how offensive or negative are their comments, responses and reactions to the posts or a piece of information.

The set of test questions:

Students count the scores they get. By answering 'Yes' to Green, they add 1 point, and by answering 'Yes' to Red or 'No' to the Green, they lose 1 point.

In the end, if they get more than 3 points, the teacher explains that they are acting as trolls.

S3 Step 3.

Using their own experience, students have to create a checklist for spotting bots and trolls and create their informative posters.

The online resources where students will be able to use templates for creating informative posters and checklists are *Canva* and *Venngage*, or any other available for free.

The task may be set as homework as it may require more time to concentrate and present it fully.

The teacher may suggest their checklist of identifying bots and trolls.

Checklist	
Bots	**Trolls**
▶ Use repetitive text	▶ Use off-topic comments, pictures, memes
▶ Same content is shared	▶ Deny evidence and fact
▶ Handles (username) have matching strings	▶ Seek for emotional contact
▶ Accounts are deleted or hidden later	▶ Post or comments are aggressive and inflammatory
▶ Same time and location of creation	▶ Are usually illiterate or ignorant
▶ No photos in profile or unreal avatars	▶ Believe that more people disagree with them
▶ Friends list is doubtful and includes people of various interests	▶ They rarely get provoked
▶ Are fake accounts	▶ Are real people

Step 4.

Students open their social media account and search for examples of bots and trolls.

Students may be divided into two large groups with further subdivision into two smaller ones. One group may search for trolls and bots in English-speaking media spaces (social media, for example) and the other – for trolls and bots in the Ukrainian-speaking space, or one may search for trolls in both language spaces, while others – for bots in both spaces.

The findings may be arranged in the form of a Google presentation in Classroom, Padlet board, or Viber messaging.

During presentation of the findings, students mark the features that point to the fact of a particular net citizen and help them identify it.

Conclusions:

The task is aimed at raising social media literacy of students and so that they are not deceived by the high popularity of some posts which can be produced by botnets. Another aspect of the activity shows how trolls may be identified. Students learn the ways bots and trolls can be detected. The acquired knowledge in Steps 1-3 forms a basis for case study analysis in Step 4 that summarizes the activity and forms practical skills of identifying malicious net citizens.

Steps may be implemented separately during the lesson or combined.

Variations:

An **online** form presupposes the shift to the web-resources and online interaction. Each stage may be modified by a teacher with the emphasis on the needs, interests, or applications that are familiar to the students. The following combination of tools may be used for the steps:

Step 1 – questions may be converted into Google form. After students fill in the answers, one may get a summarized list of answers from the whole group which helps to trace the tendency of awareness of the topic and compare the answers.

Another alternative is Padlet sheet in various formats that are proposed by the program.

Step 2 – the path of the questionnaire may be presented on a slide with further screen-sharing by a teacher or by sending a link to the test via Viber or other messengers.

Step 3 – the easiest way to carry out group work online is the combination of Google classroom presentation (for visualizing and creating the poster or checklist) and breakout rooms in Zoom.

Google classroom may be changed for other sites helping to create posters. Any sites can be shared to the micro-group which students work in and one of the teams may insert the info.

Further presentations may be combined in Zoom, Google classroom, Viber/Telegram, etc.

Step 4 – is easily converted into online format as it is based on the tools that are used for both offline and online modes of work.

15. Red Riding Hood

Aims

skills - speaking, listening, reading;

language – statements, questions, making arguments, exemplifying, comparing own answers with others.

Learning outcomes:

Students will develop critical thinking skills; learn to see the same event (fact) from different perspectives; compare different points of view; synthesize how individual journalists' personal opinions and prejudices, as well as editorial policy, can affect information objectivity or distortion; realize that everyone can be easily manipulated by media products.

Type of exercise:

thematic activity, brainstorming, information analysis and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher; presentation; handouts with the text (for every student in a class).

Time:

30 min.

⚙️ | **Procedure**:

Students come to understand how journalists' personal opinions and prejudices, as well as editorial policy, influence the content the consumers receive. The aim is to stimulate interest in studying different sources of media information to compare different points of view.

Step 1.

The teacher asks students to talk about the plot of Charles Perrault's fairy tale and recall the film adaptation of Little Red Riding Hood.

● About the Little Red Riding Hood (USSR, 1977)
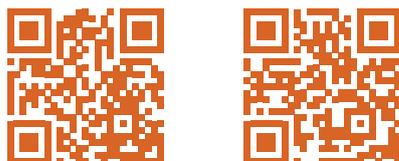
● Hoodwinked! (USA, 2005)

🕐 | **Time**: **3 min.**

Step 2. Different views.

The teacher breaks students into small groups of 3-5 people. Each group has a different task: to retell the plot of the fairy tale in the format of journalistic material for:

Group 1 – TV channel "Wolf-TV," which talks about the need to protect and defend wolves - animals from the Red Book.

Group2 – the official newspaper of the fairy-tale kingdom, glorifying the exploits of loggers and other inhabitants.

Group 3 – a radio program, the guest of which is a defending children's rights activist against abusive parents who send their children to the forest.

Each of the small groups offers their version of the media product in a convenient form for them (reading text, staging an interview or report, etc.).

🕐 | **Time**: **15 min.**

Step 3. "Red riding hood" revised.

The teacher asks students to read the text of the fairy tale (the original story was written in Russian

by popular blogger Frumich).

🕐 | **Time**: **7-8 min.**

S4 Step 4. Discussion.

The teacher asks: What does this story show us? How does it show us this? How is this related to Journalistic Standards? Summing up the discussion, the teacher underlines that when Journalistic Standards are violated it is difficult to understand what is a fact and what is an opinion, and the consumers may be easily manipulated by the author of the media product.

🕐 | **Time**: **2-3 min.**

💡 | **Conclusions:**

Living in the society when time, speed, and rivalry for the reader's attention become of utmost importance for (social) media, there has arisen a situation of manipulation, fake news, and usage of hooks for attracting the reader. Journalism is about supporting someone or something's point of view. The exercise is developed in order to teach the students to differentiate between facts and opinions, revise what journalist standards are, understand what editorial policy is, and create their own perception and attitude in order to understand how the whole media industry works. This knowledge will help students filter unnecessary and irrelevant information and news and avoid fakes and manipulation in the world of media.

🖥 | **Variations**:

Variation 1. Step 1 - The teacher may suggest watching pieces of these film adaptations or trailers in the class.

Variation 2. Step 3 - Students may read the text one by one, passage by passage, in front of their class. The teacher may also choose modelled reading* (reading aloud by himself/herself).

Modelled reading involves students listening to a text read aloud by the teacher. The teacher models skilled reading behavior, enjoyment, and interest in a text. It provides an opportunity for teachers to demonstrate their enjoyment in reading and allows students to see a purpose in learning to read.

"Red Riding Hood" revised

"Old man, tell us a fairy tale," the children asked.

"Sit down, little brats," the old man smiled archly and put away the newspaper.

"I'll tell you a fairy tale. Once upon a time there was a wolf. A huge scary gray wolf. Huge as a wolf, terrible as the cry of a retired woman from the first floor, gray as my everyday life. The wolf lived in the woods, as all wolves do. The huge wolf needed a huge amount of food, but all the birds in the woods were always frightened by people: noisy, rude loggers and singing girls. Moreover, people were gradually regaining woodland for their gardens and houses. A huge, proud animal was starving. A strong and freedom-loving beast capable of hunting could not find food. On the paths where he used to hunt, children were rambling those days, singing songs loudly and scaring the birds. And one day the wolf could not stand it and rushed to the house, which insolent people built right in the wood. He broke into the house and devoured an old woman. After eating, he wanted to rest and lay down on the empty bed. But people did not let him sleep. There was a girl who asked stupid questions. And when the wolf wanted to devour her, she screamed. Loggers ran to the cry and brutally killed the wolf. And they made fun even of a dead wolf. They ripped open his stomach and were proud of their atrocities. So the last of the proud wolves died."

"Loggers are non-humans!" one of the children shouted angrily. "I will grow up and I will take revenge on them."

"You're wrong," the old man replied calmly, lighting the pipe. "Loggers are brave and strong people who, despite the wild, blood thirsty animals, worked tirelessly to ensure the elderly and children with the wood needed to make houses and the firewood needed to heat houses. They were working hard when they heard a frantic scream of a little girl. A terrible picture appeared before their eyes in the old lady's house: a huge, terrible wolf, a grandmother who was still moving in the belly of the cruel animal, and the legs of a little girl in the mouth of the beast. The wolf tried to swallow her alive. The loggers could not but come to rescue the old woman and a little girl. And they ripped open the belly of the wolf only to save these helpless people. And, thank God, they succeeded."

"The girl is bad! Girl!" said one of the boys. "But for her stupid questions, no one would be hurt."

"And the grandmother ?!" said another indignantly. "The hell with that granny, right? What if it were your granny and she were eaten ?!"

"Moreover, to come to this grandmother the wolf was led by the instructions of this little girl," the old man nodded and let out a cloud of smoke. "After all, she told the wolf where to find her grandma."

"Haven't I said it? The girl is so mean!" triumphantly said the first boy.

"You're wrong," the old man shook his head. "The girl was brought up well. She could not lie to the wolf, because it is impossible to lie under any circumstances. She brought a cake to her granny. She wasn't even afraid of the dark dense wood, just so that her beloved grandmother could sink her false teeth into the freshly baked cake. Her mission was to make the grandmother feel loved and not forgotten in her house in the dense wood. And the girl went into the woods against her will. She was sent by her mother. A little girl… Alone. To the wood. Because of some cake …"

"The girl's mother is bad!" exclaimed the children.

"By no means," said the old man. "The woman did not forget about her mother - she sent her a treat. She lovingly embroidered a red hat for her little girl. After all, everyone knows that most wild animals are afraid of red. She raised her daughter obedient and polite. The woman could not bring the treat by herself - she was busy with the cake all night, and she felt like she was on her last legs."

"Old woman! The old woman is bad!!! Why did she have to live in the woods?! Why?!" said one of the children.

"The old woman decided to spend the rest of her days close to nature," the old man said calmly. "She didn't need anything - only peace, a vegetable garden and relatives sometimes visiting her. But she was captured and deceived by a strong, wild animal that swallowed her. The wolf's evil intention is indicated by the fact that he did not run away after what he had done, but put on the poor old lady's clothes and lay down on her bed. Isn't this mockery?!"

"You've confused us, old man!" the children said indignantly. "Everyone turns out to be good this time and bad the next time! Who's bad in this tale, huh?"

"Oh, that, children, depends on the narrator," the old man smiled. "As he decides who is what".

"So is the narrator lying?" one girl squinted slyly.

"Not a word of a lie. I swear!" the old man assured. "Everything was as I told you".

"This is a delusion!" the girl stamped her foot. "Not a single word of a lie, and the bad guys are ones, then others..."

"This is not a delusion, kids." The old man got up and picked up his newspaper. "It is journalism."

Translation of the original story written by blogger Frumich.
Source: http://frumich.livejournal.com/263000.html.

16. Video manipulation checker

Aims

skills - speaking, reading, listening, writing;

language – definitions, questions, comparing own answers with others, giving reasons etc. (students will practice affirmative sentences), practicing presentation skills.

Learning outcomes:

Students will develop critical thinking skills; check their awareness on the topic "video manipulations"; learn the meaning of three types of video manipulation "missing context," "deceptive editing," and "malicious transformation"; notice the difference between these three types; find out the tips to tackle a manipulated video.

Type of exercise:

thematic activity, discussion, identifying, brainstorming, group work.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher; broadsheets and markers.

Time:

30 min.
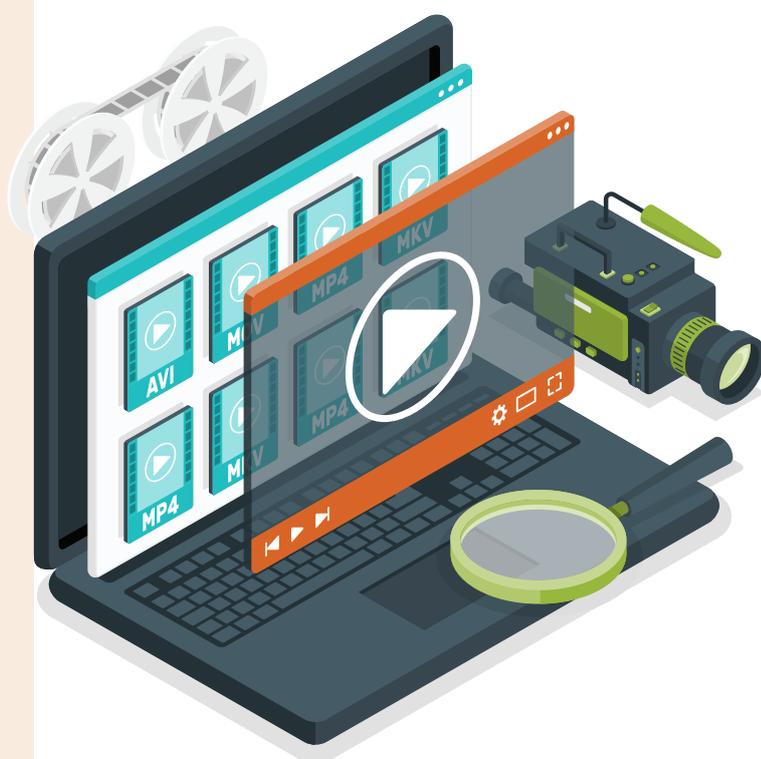
⚙️ | **Procedure**:

Students are going to learn about the new terms connected with the topic "Video manipulations," namely *missing context, deceptive editing* and *malicious transformation*. They find out the distinction between these similar concepts. The activity is aimed at teaching the students how to detect these phenomena and gain necessary skills for everyday life situations. It is presupposed that students have some knowledge and experience of video manipulations in the media.

The task is to differentiate between the types of video manipulations in suggested videos.

S1 Step 1. Introduction to the topic. Types of video manipulations.

The students are led into the topic of video manipulations.

1. The teacher presents the students the names of three basic types of video manipulations on the screen (on the board or on the broadsheet) and asks them to guess what each type is about.

2. The teacher agrees or disagrees with the students' answers and elucidates these types.

Missing Context - The video's framing lacks or misstates the context in which events occurred (e.g., *misrepresentation* when using incorrect dates or locations, or *isolation* when sharing a brief clip from a longer video, point-of-view video, etc.)

Deceptive editing - The video has been edited and rearranged (e.g., *omission* or editing out large portions from a video and presenting it as a complete narrative, despite missing key elements, or *splicing* - editing together disparate videos, etc.)

Malicious transformation - Part or all of the video has been manipulated to transform the footage itself (e.g., *doctoring* that means altering the frames of a video — cropping, changing speed, using Photoshop, dubbing audio, or adding or deleting visual information; *fabrication* when using Artificial Intelligence to create high-quality fake images, deepfakes, etc.)

🕐 | **Time**: 5 min.

S2 Step 2. Define the type of video manipulation.

The teacher asks the students to watch three videos. Students have to decide which of these three types of video manipulations each video belongs to.

🕐 | **Time**: 12-15 min.

Video 1. A video of American House Speaker Nancy Pelosi circulated online
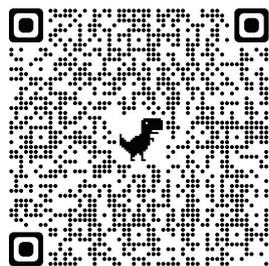
Video 2 D. Trump campaign senior adviser Katrina Pierson, on Twitter, May 5, 2019 posted this video with the words *"650 Rockets being fired into Israel from Gaza in an attempt to overwhelm Israels' Iron Dome: 173 intercepts, 4 people killed and 28 wounded. What is @IllhanMN response to this violence? Will she condemn it?"*

A quick Google search made it clear the same video has been widely circulated on the Internet
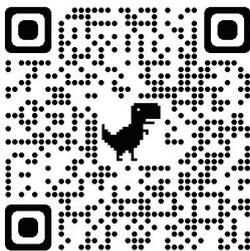
Video 3. A video of American democratic presidential candidate Joe Biden claimed he had called for a "physical revolution" when asked about how to work with Senate Republicans who opposed his agenda.

Original full video (play 19:55-22:33)
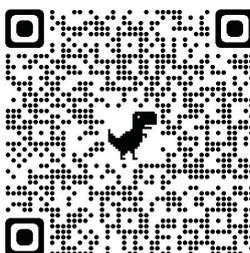
Keys: Video 1 - **Malicious transformation** - the doctored video of House Speaker Nancy Pelosi that circulated online was slowed down, making it look like she was intoxicated.

Video 2 - **Missing Context -** misrepresentation, incorrect location - in the Tweet post Senior Trump campaign adviser Katrina Pierson said that represented rockets fired from Gaza into Israel but the video was filmed around or before 2014 in Belarus, 2000 miles away.

Video 3 - **Deceptive editing -** The video has been edited and rearranged. This is the case of omission as the shared Twitter clip removed important parts of Biden's quote before and after those words changing the meaning of his real answer.

S3 Step 3. Group work. Discussion.

The teacher divides students into groups of 3-5. Each group has to provide "**Video Manipulation Checker**" - tips to tackle a manipulated video. It may be done in any format - questions (e.g., Who is the author of this video? Are there clues that help identify time and location? etc.), phrases (e.g., Focus on the natural details; Make sure everything matches, Check the metadata, etc.). Students put down their ideas on a broadsheet and every group presents their product.

Then students discuss their ideas and add necessary items if needed.

Time: 7-10 min.

Complementary sources for the teacher:

Conclusions:

Summing up the discussion, the teacher underlines that media products are always full of biases. The Internet is increasingly populated with false and misleading videos. These videos are spread by politicians, advocacy groups, and everyday users, and they are viewed by millions. This means "seeing is not always believing." An information recipient needs to develop the necessary skills of information perception and evaluation. Thus, students de velop critical thinking skills and certain algorithms to differentiate between true and manipulated videos spread in the media.

Variations:

Variation 1. Step 2. The teacher may suggest watching the discussion of video 1 by CNN Business.

17. Let's stop the misinformation pandemic

Aims

skills - to develop student's listening and speaking skills;

language – definitions of misinformation and disinformation.

Learning outcomes:

Students will be able to understand the difference between the terms "misinformation" and "disinformation", understand where misinformation comes from and how it is spread, understand the impact of misinformation, talk about the ways to limit the spread of misinformation, identify the key points of the message.

Type of exercise:

listening for specific information.

Preparation:

podcast; worksheet with the tasks.

Time:

30 – 35 min.

⚙️ | **Procedure**:

🔵1 Step 1. Pre-listening task:

The teacher tells students that they are going to listen to the podcast "Misinformation pandemic" from the University of Minnesota's School of Public Health.

But first, the teacher should familiarize students with the key words to smoothen the listening process: *search for solutions, dedicated to understanding and stopping the pandemic spread of misinformation, contagious, destructive, alarming rate, mitigation measures, solid, reliable, and valid information, search for solutions, gain a foothold.*

Then the teacher divides students into groups and asks them to discuss the following questions: *1. What kind of information are people searching for nowadays and what do they expect to get? 2. If information is a power, then what is misinformation?*

🔵2 Step 2. While-listening task:

The teacher distributes the worksheet with several while-listening tasks. The first is a note completion task. Students are asked to listen to the audio (0 - 01:40) and fill in the gaps in a short paragraph (Worksheet 1, Task 1.).

After checking the first task, the class proceeds with listening (1:50 - 16:20) and completes the True or False task, they are also asked to correct the false statements (Worksheet 1, Task 2).

🔵3 Step 3. Post-listening task:

Discussion (group work).

The teacher divides students into groups and asks them to explain:

- why the speaker compares misinformation to coronavirus
- what main difference between misinformation and disinformation is mentioned in the podcast
- where misinformation comes from
- how it spreads
- what ways to curb the spread of misinformation mentioned in the podcast the students find the most effective and why
- why Gary Schwitzer, who specializes in health care journalism, advises us never to believe one story, one study, or one expert.

The teacher encourages students to think about their own ideas about measures that should be undertaken in order to limit the spread of misinformation.

As homework, the teacher can ask students to make up an educational poster "Let's stop misinformation pandemic." The materials which students will be able to use while working on a poster:

1. Nadia Naffi, Ann-Louise Davidson, Houda Jawhar. 5 ways to help stop the 'infodemic,' the increasing misinformation about coronavirus. The Conversation. May 21, 2020.

U3 **Manipulations and advertising**

2. H. Colleen Sinclair. 7 ways to avoid becoming a misinformation superspreader. The Conversation. March 18, 2021

3. Habiba Abbasi. Misinformation in a Global Pandemic: Where Does it Come From and How do we Stop it? Journal of Young Investigators. November 23, 2020.

🔅 | Conclusions:

Misinformation is inaccurate or false information intentionally set to deceive. Misinformation in a pandemic can negatively affect human health. Disinformation is false or misleading information that is spread deliberately to deceive. This is a subset of misinformation, which also can be unintentional. Many people who create misinformation count on the fact that others will believe it and spread it. The further misinformation spreads from the source, the less it looks like a lie. Nowadays, a lot of misleading stories are fabricated and shared on social media without any source or quality check. The degree of uncertainty is one of the reasons of misinformation pandemic. The lack of trusted information creates a vacuum into which all sorts of misinformation can flow. Humans have a natural tendency to fill in the gaps in search of answers. We fill in the gaps with conspiracy theories or misinformation that lay on top of that field. Misinformation is absorbed swiftly. It can change people's behaviour, and what is more, it potentially leads them to take greater risks. In times of infodemic, try to follow the principles for crisis communication, developed by Surgeon General Vivek Murthy: be transparent and truthful in good, bad or uncertain times, be consistent, err on the side of sharing more, not less with a public, lead with scientist and science not politicians and politics, and be compassionate and show empathy.

🔅 | Variations:

While-listening task. Variant 2:

The teacher tells students to listen to the podcast and find the answers to the following questions:

1. **(4:03 - 4:57)** What world impact of misinformation circulating around Coronavirus was mentioned by Tim Caulfield?

2. **(5:00 - 6:24)** How does misinformation gain a foothold?

3. **(8:20 - 9:46)** What tips on how to handle approaching news about Coronavirus were given by Gary Schwitzer, who specializes in health care journalism?

4. **(15: 42 - 16:20)** What principles for crisis communication were developed by former Surgeon General Vivek Murthy?

Post-listening task. Variant 2:

Discussion (group work)

Step 1.

The teacher encourages students to discuss whether they find the tips on how to handle approaching news about Coronavirus given by Gary Schwitzer useful and why or why not. Students are also asked to think whether the principles for crisis communication, developed by former Surgeon General Vivek Murthy, are effective.

Step 2.

The teacher asks students to develop their own principles for crisis communication.

Worksheet

Task 1 (0:05- 1:40)

Fill in the gaps with the correct words from what you are going to hear:

(0:05- 0:39) If information is a 1) ……………………., then what is misinformation? One possible answer is that it's a lot like a 2) …………………., highly 3) …………………., 4) …………………. with no known treatment or 5) ………………. . Both coronavirus and misinformation are spreadzing around the world at an 6) …………………. rate. And all we have to 7) …………………. both from 8) …………………. are mitigation measures that require 9) …………………., 10)…………………. and above all solid, 11) ………………., 12) …………………. information.

(1:25 – 1:40) Misinformation is 13)…………….. or 14) ……………. information. Disinformation is 15)……………. or 16) ……………. information that is spread deliberately to 17)……………... This is a subset of 18)…………… which may also be 19)……………... .

Task 2. (1:50 – 16:20)

True or False. Correct false statements:

1. (2:00) Cailin O'Connor is the author of the book "The misinformation age."

2. (2:20) Cailin O'Conner points out that few people who create misinformation count on the fact that others will believe it and spread it.

3. (2:27) The further misinformation spreads from the source, less it looks like a lie.

4. (2:35) French and American study proves that about 60% of links shared on social media had never been clicked open by the sharers.

5. (2:59-3:23) Tim Caulfield, a professor of Health Life and Policy at the university of Alberta, believes that the degree of certainty is one of the reasons of misinformation pandemic.

6. (3:24-3:36) Tim Caulfield points out that humans have a natural tendency to fill in the gaps in search of answers. We fill in the gaps with conspiracy theories, with misinformation, that lay on top of that field.

7. (7:56) Dr. Emily Vraga, Associate Professor at the University of Minnesota Journalism School, claims that people share misinformation looking for incomes.

8. (8: 20) Gary Schwitzer, who specializes in health care journalism, advises people never believe one story, one study, or one expert.

9. (9:57) It can get easy to navigate public health recommendations when politics get involved.

10. (15:42-16:20) Five tried and true principles for crisis communication, developed by former Surgeon General Vivek Murthy, are as follows:

a) be transparent and truthful only in good times;

b) be consistent;

c) err on the side of sharing more, not less with a public;

d) lead with scientist and science not politicians and politics;

e) be compassionate and show empathy.

1. Gender stereotyping

Aims

🎯 **skills** - speaking, writing, listening;

📑 **language** – defining concepts, explaining personal point of view, learning the characteristics of English nouns (gender, word-formation) and adjectives (word formation and order), comparing things, practicing English word order.

Learning outcomes:

Students can explore stereotypes of different genders, understand what gender stereotyping means and its negative consequences of gender stereotyping, explore examples of gender stereotyping, consider the ways to reconsider gender stereotyping, accept and appreciate the benefits of celebrating who they really are.

Type of exercise:

topic/discussion (Step 1 – warming-up activity, Step 2, Step 3 – discussions).

Preparation:

computer and projector for showing videos, printed worksheets, chalkboard, chalk, flipchart paper, colourful highlighters, paper, pens, pencils.

Time:

50 min.
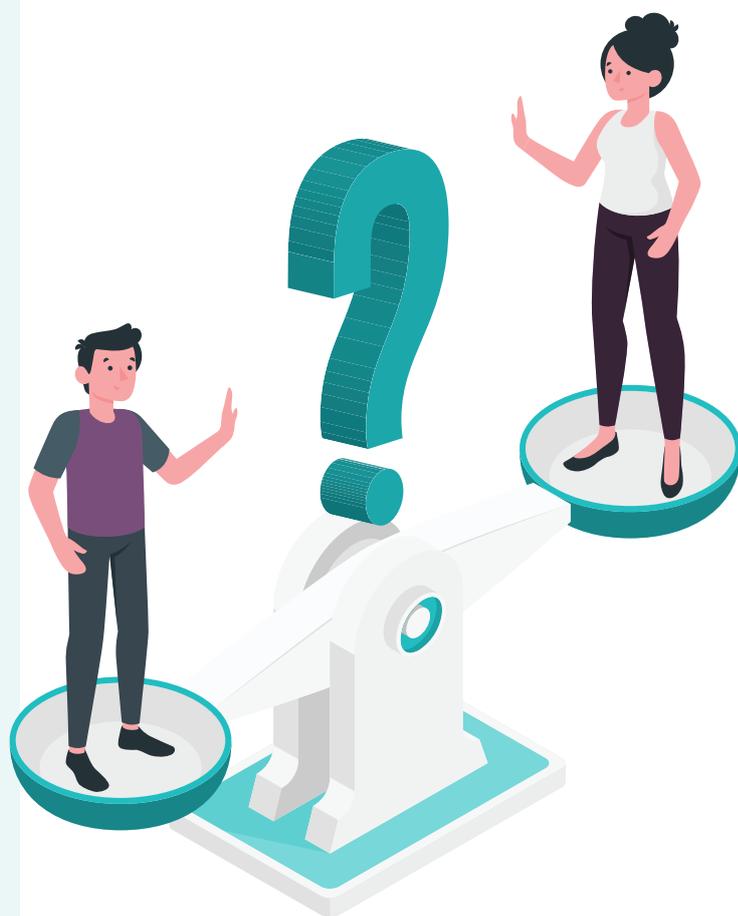
⚙ | Procedure:

S1 Step 1. Man and woman characteristics.

The teacher writes the words *man* and *woman* at the chalkboard or on a piece of flipchart paper and draws a vertical line between the two words to create a two-column chart. Then he/she asks students to draw the same chart in their notebooks and write some words and phrases that describe the characteristics of a man under the word *man* and words or phrases that describe a woman under the word *woman.*

After compiling the lists of characteristics peculiar to both genders the teacher divides the students into pairs and asks them to share with each other. Then the students get together to create a general list of words and phrases about males and females.

To conclude the teacher asks the following questions:

- Are you satisfied with the lists you have made up? Do you notice anything that could be added?

- Are there any features that do not belong to the heading they are under? Are there any characteristics that might fit for both genders?

- Is it reasonable and good to say that all men are hard-working while all women are into cooking?

S2 Step 2. Boy occupation or girl job?

The teacher presents a video about Billy Elliot. After watching the video students are asked about their feelings and whether they know anything about the boy in the video. They share their attitude to the male and female jobs and explain such treatment of the problem.

The teacher can provide students with some information about Billy Elliot: Billy Elliot was a working-class boy who had great passion and gift for ballet. But his father objected to the boy's gust because it was an occupation for "girls". So he was forbidden to practice. Nevertheless, Billy pursued his passion and became a successful danseur, dancing in Swan Lake.

S3 Step 3. Where do you stand?

The teacher reads out some statements and asks students to move to one of the three previously adjusted with labels places in the room ("AGREE", "DISAGREE", "IT'S A DIFFICULT QUESTION") that reflects their point of view. After students have positioned themselves, the teacher asks them the reason for standing in the particular place.

The list of possible statements for "AGREE", "DISAGREE", "IT'S A DIFFICULT QUESTION" (the questions can be read out or used for handouts):

- People should go for the jobs they think they would be good at and are most interested in.

- Maths is extremely difficult.

- Your gender should have no impact on your subject choices.

- I would always encourage my peers to do whatever subjects they want.

- Nursing is a profession best suited to women.

- Males and females are equal.

- Boys are better than girls at Maths.

- Girls do better in school than boys.

- Design Technology is a "boys" subject.

- Being the only male/female in a class would put me off choosing a particular subject.

- The best job for you is one that matches your skills, abilities and personal qualities.

- Boys are better at computers than girls.

- Girls are better at sports than boys.

The teacher sums up the activity by asking the following questions:

- Have you ever thought about the questions raised in this activity?

- What would you do about the issues mentioned in the real life?

S4 Step 4. KWL chart.

The teacher asks students to fill in the KWL chart to assess what they know, want to know and learn after doing the activity on Stereotypes. The teacher encourages students to share their ideas.

| Conclusions:

Since our childhood we have had a clear idea of different gender roles which include what things we like, behaviors and choices that are associated with being male or female. These ideas come from all sorts of sources – our families, the media, that surrounds us. Biological differences between the two genders do not mean that the stereotypes about them are correct or true. It is the media and the society around impose us what it is to be male or female. Thus, our task in the modern world is to filter all the surrounding influences so that we shouldn't be misled by the gender stereotypes from media messages.

| Variations:

Step 1. This activity is suitable for distance learning as can be done by using Padlet, Twiddla, MIRO, Classroomscreen, Ziteboard or any other interactive board where students can make tables, charts, diagrams, etc.

Step 3. Students can vote for the provided by the teacher statements online using Mentimeter.

Worksheet

KWL chart

What do you Know about the topic?	What do you Want to know?	What did you Learn?

2. Stereotyping

Aims

skills - speaking, reading, writing;

language – defining the concepts of prejudice and stereotype, describing the consequences of stereotyping and prejudiced assessment, grounding personal opinion on prejudiced attitude in media, using special clichés to express one's own point of view.

Learning outcomes:

Students can learn the concepts of stereotype and prejudice, the negative consequences of prejudice and stereotypes, identify and critically assess examples of stereotypes, prejudice in media, recognise personal and others' stereotypical and prejudicial attitudes.

Type of exercise:

topic/discussion (Step 1 – warming-up activity, discussion, Step 2, Step 3 – discussions).

Preparation:

computer and projector for showing videos, printed worksheets with pieces of news, colourful highlighters, paper, pens, pencils.

Time:

50 min.
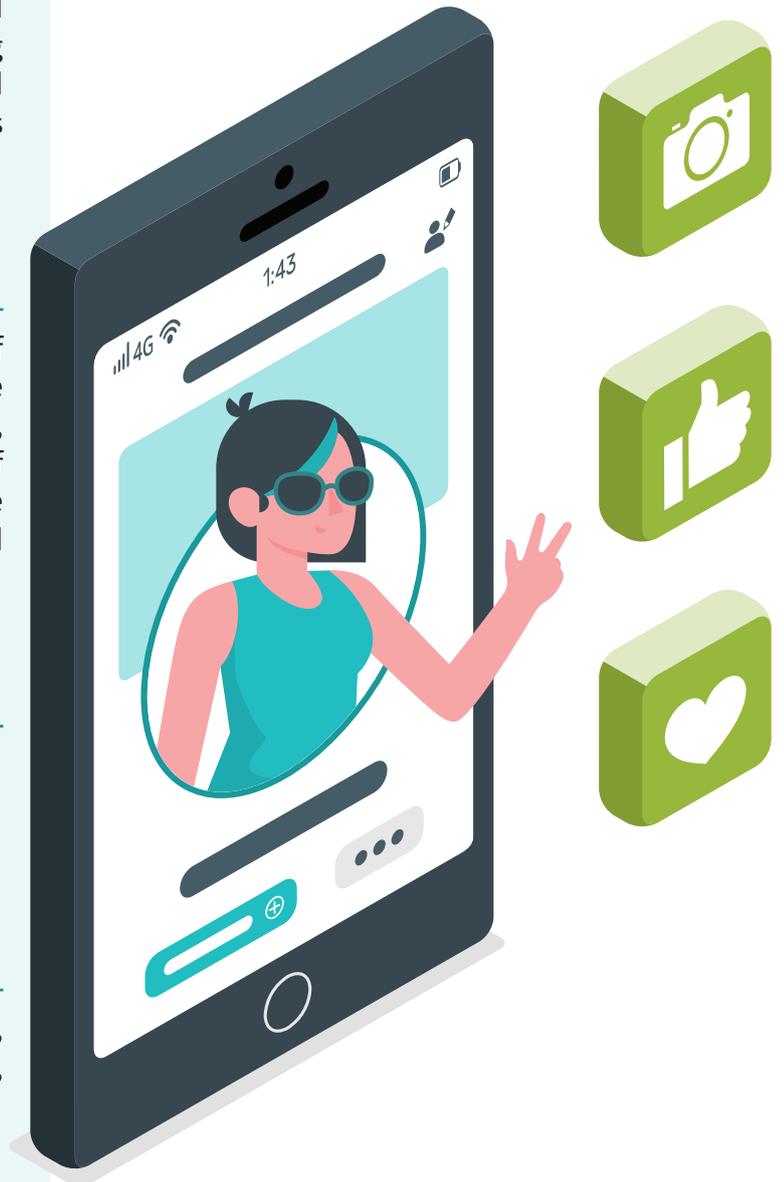
⚙ | Procedure:

🔵 Step 1. Choosing an employee.

The teacher presents the task of the activity to the students.

Imagine that you are an entrepreneur. You have to take on an engineer to set up life on the moon. It's a significant, challenging job that can make history. So you need the right apprentice with such traits of character as resilience, determination, perfect engineering knowledge and good team-work skills.

The teacher hands out a line of cards which is a personal apprentice line up. Each time the teacher reveals a layer of information about every apprentice, the students need to fire one person. Students fire employees one by one until, in the end, there will be one worker left.

At the end of Step 1 the teacher asks the students to discuss the following questions:

- Whom did you choose? Are you satisfied with the choice?

- If you had had the information about the apprentices' qualifications first, would you have made a different decision?

- What is hard in the situation when you have to judge people with little information?

- What do you think could have influenced your decisions?

- Do you believe that people often judge people like this in their everyday life?

- What are the consequences of pre-judging people?

The students are asked to use grammar constructions, expressing personal opinion (See Worksheet 1.)

The teacher makes a conclusion that everyone should be aware that stereotypes are not accurate reflections of individuals or social groups of people. The teacher can provide the definitions and examples of stereotype and prejudice from dictionaries.

Thus, tolerance and acceptance must be brought up in each human being to avoid further discrimination.

🔵 Step 2. Prejudice in the news.

Students are divided into pairs. The teacher spreads the worksheets with the news extracts and asks students to highlight any evidence of prejudiced attitudes. Students need to fill in the table with the information – what is the prejudiced attitude and who is the prejudice directed towards?

After students have filled in the table, they discuss and share what they have found in the provided pieces of news.

The teacher draws conclusions by asking students:

- What prejudicial views did you read about?

- What impact would the prejudiced attitude have on the individual and a group of people?

- How would you feel if you were treated in this way?

- If people respected each other's differences, would they have the same attitudes?

S3 Step 3.

Students should think about their own experiences and write a short paragraph about stereotyping. The teacher can present the following questions to help students think of the subject matter:

- Have you noticed in your university/city any stereotypes connected with race, age or gender? For instance, do most people believe that teacher profession is for women or that African-American people are all criminals?

- Were you aware of gender, race, age, job biases before you did that activity?

Conclusions:

People might have negative attitudes to other human beings based on different reasons (race, age, social variation, language, etc.). Thus, it is of great importance in the age of pluralism, globalization and mass communication to be able to distinguish prejudice and stereotypes, to recognise our own and others' stereotypical and prejudicial attitudes, be aware of the negative consequences of prejudice and stereotypes and know how to overcome all the problems connected with stereotyping.

Variations:

Step 1. This activity is suitable for distance learning as it can be done by using any interactive board (Padlet, Twiddla, MIRO, Classroomscreen, Ziteboard).

Step 3. The writing activity could be done by students in Google Docs and shared with the teacher and all the group.

Worksheet 1

Phrases expressing personal opinion

- In my opinion, …,
- In my eyes, …,
- To my mind, …,
- As far as I am concerned, …,
- Speaking personally, …,
- From my point of view, …,
- As for me / As to me, …,
- I hold the view that …,
- I would say that …,
- It seems to me that …,
- I am of the opinion that …,
- My impression is that …,
- I dare say that …,
- I guess that …,

- My view / opinion / belief / impression / conviction is that …,
- I think / consider / find / feel / believe / suppose / presume / assume that …,
- I am under the impression that …,
- My own feeling on the subject is that …,
- It is my impression that …,
- I have the feeling that …,
- I have no doubt that …,
- I am sure / I am certain that …,
- I hold the opinion that … ,
- It goes without saying that …
- I bet that ….,
- I gather that …,

Worksheet 2

Choosing an employee

Line 1.

Hasan	David	Jack	Jamie	Adriana	Chloe	Cameron

Line 2.

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford

Line 3.

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford

Line 4.

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
Physically fit but suffers from anxiety	Physically fit and mentally fit	Physically fit but wears glasses	Physically fit but suffers from asthma	Physically fit and mentally fit	Physically fit but pregnant	Physically disabled, mentally fit

Line 5.

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
Islam	Rastafarianism	Eastern Christianity	Western Christianity	Confucianism	Does not have any religious preferences	Christianity

Line 6.

Hasan Mahmudul	David Brown	Jack Smith	Jamie Olivier	Adriana Spencer	Chloe Bennet	Cameron Beckford
Ex N.A.S.A. engineer	Software engineer	Bussiness-man	Civil engineer	Engineering graduate	Project manager in engineering	PhD in egineering

Worksheet 3

Prejudice in the news

1. Farah Nasser. "It makes me feel like less of a person": Toronto artist says after being called a cripple. Global News. April 8, 2018.

2. Alley Wilson. The dark skin experience: What it's like to be dark-skinned in a world that tells you light is beautiful. Global News. May 30, 2017.

3. Chandra Thomas Whitfield. Black women are lowballed and overlooked at work. It's time to pay us what we're worth. The Guardian. August 3, 2021.

4. Zahid Mahmood. Almost two-thirds of female UK military staff report bullying, sexual harassment and discrimination, landmark report says. CNN. July 25, 2021.

5. Jessica Klein. Asexuality: The ascent of the 'invisible' sexual orientation. BBC. May 11, 2021.

	What is the prejudiced attitude?	Who is the prejudice directed towards?
News extract #1		
News extract #2		
News extract #3		
News extract #4		
News extract #5		

3. Distorted faces

Aims

skills - speaking, writing;

language – describing person's appearance, expressing agreement or disagreement.

Learning outcomes:

Students will be able to use the topic related vocabulary, make critical assumptions concerning stereotypical notions.

Type of exercise:

vocabulary, discussion.

Preparation:

a smartphone (a laptop/computer), a notebook, a pen, Internet access.

Time:

20 min.
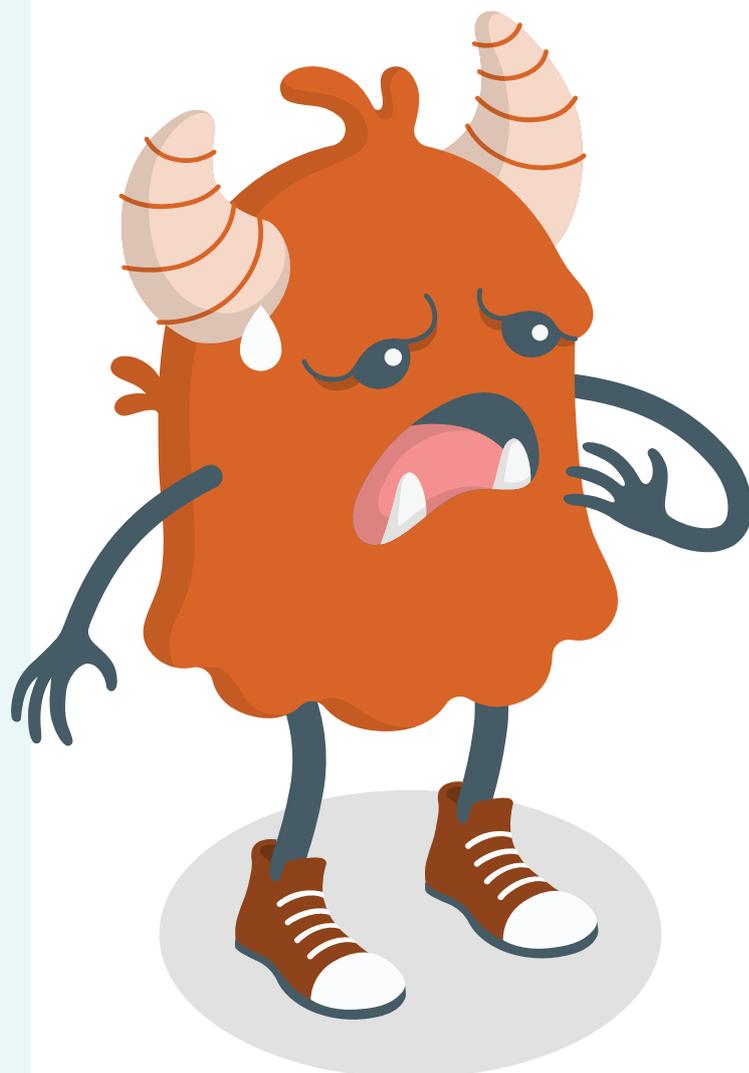
⚙️ | **Procedure**:

S1 **Step 1.**

The teacher refers students to the list of topic related vocabulary which can be found here

[QR code] or the teacher can use any other available lists containing face descriptions.

S2 **Step 2.**

Working together students are asked to make up a list of any 5 famous people. The teacher writes down the names on the blackboard. After that students vote and choose one person on any criteria basis they want. Then the teacher asks students to find a picture of that person on their cell phones, it is important to check that everybody has got the same photo. Working individually, students are supposed to write down a detailed description of the person using the words from the list. Then the teacher asks 3-4 volunteers to read aloud their descriptions.

S3 **Step 3.**

The teacher encourages students to answer the following questions:

1. Are the descriptions different or similar?
2. What could be the reasons that have influenced the choice?
3. Are the descriptions wrong?

(In most cases the descriptions are different, even if there are some similarities in the choice of words the constructions of sentences always differ; possible reasons: personal attitude to the person being described, level of English (some words are more difficult than the others), lack of time (some students need more time to complete the task) etc.; the descriptions are not wrong, despite containing various lexical units they portray the same person on the photo).

S4 **Step 4.**

To stimulate the discussion, the teacher asks students whether they agree or disagree with the statement: descriptions of the same person vary the same as peoples' views on different cultural and social issues. After listening to students' opinions the teacher can make the first conclusion that different points of view as long as they are based on valid facts, which in our case is metaphorically represented by the photo of a famous person, deserve to be heard and taken into consideration.

S5 **Step 5.**

The teacher writes the word *Stereotype* on the black board and asks students to provide their own definition of it. Then, summing up their ideas the teacher provides the definition taken from any available dictionary (For example: Stereotype – a set idea that people have about what someone or something is like, especially an idea that is wrong https://dictionary.cambridge.org/dictionary/english/stereotype).

S6 Step 6.

The teacher asks students to watch a video "*Shocking illusion - Pretty celebrities turn ugly!*"
(the video is to be sent before the class). It is important to note that the pictures in the video haven't been doctored. Students should follow the instruction given in the video that is to focus their attention on the cross in the middle of the screen, after 30 seconds the teacher asks students to pause the video and tell what they have noticed *(Human faces have monstrous looks)*. Then the teacher tells everybody to resume the video, but this time asks them not to focus on the cross but just look at the human faces. After watching, the teacher encourages students to share their views on the video and tell them that this type of illusion is called distorted face illusion and it occurs because the human brain can decode visual signs in unexpected ways. More detailed explanation can be found here

and here .

S7 Step 7.

Then students are asked how the video can exemplify the notion of any stereotype: gender, cultural, social etc. (If we imagine that the cross we see at the screen is our strong belief in something (for example: Men are better drivers, a woman can have either a career or a family etc.) and the photos of celebrities stand for other peoples' beliefs, then we can see what happens with them, in our eyes they become totally invalid and even hostile. On the other hand, if we stop being so self-concentrated we can see that opinions that differ from our own are normal). After listening to students' ideas the teacher can make the second conclusion: when people are too sure in their own points of view, style of life etc., other people with their choices appear monstrous, such attitude can lead to cruelty and weaken the whole social system.

Conclusions:

People as social creatures very often forget that societies are formed not only from those who support and share their points of view but also those whose opinions they don't really like or just ignore. The ability to see "beyond the borders" of our own stereotypical worlds can help to stabilize arguments concerning sensitive social issues (feminism, queer rights, discrimination etc.)

Remarks:

Instead of making a list of random famous people, students may be given such a list, for example with the names of Ukrainian YouTubers: Artem Albul "Klyatiy Rationalist", Vitalii Hordiienko "Zagin Kinomaniv", Michael Shchur "Toronto Television", Tyler Anderson "Geek Journal", Tetiana Mykytenko "Ragulivna", Liliia Tsvit "Cooking with Liliia", Eugenia Kuznetsova "Mova-Mech", Yaroslava Kravchenko, Nati Avdeeva, Kateryna Motrych "Ebaut" (if they do not know them it will be a good chance to discover new interesting personalities).

Variations:

The activity can be done online with the help of any available platform (Zoom, Google Meet etc.). In this case the photos and the video are shown using the Share Screen option.

4. A perfect candidate

Aims

skills - speaking, writing;

language – talking about professions, giving reasons.

Learning outcomes:

Students will be able to give reasons, explain their choices, and analyze stereotypes existing in the professional world.

Type of exercise:

group-work, discussion.

Preparation:

a smartphone (a laptop/a computer), a notebook, a pen, Internet access, handout (photos).

Time:

25 min.
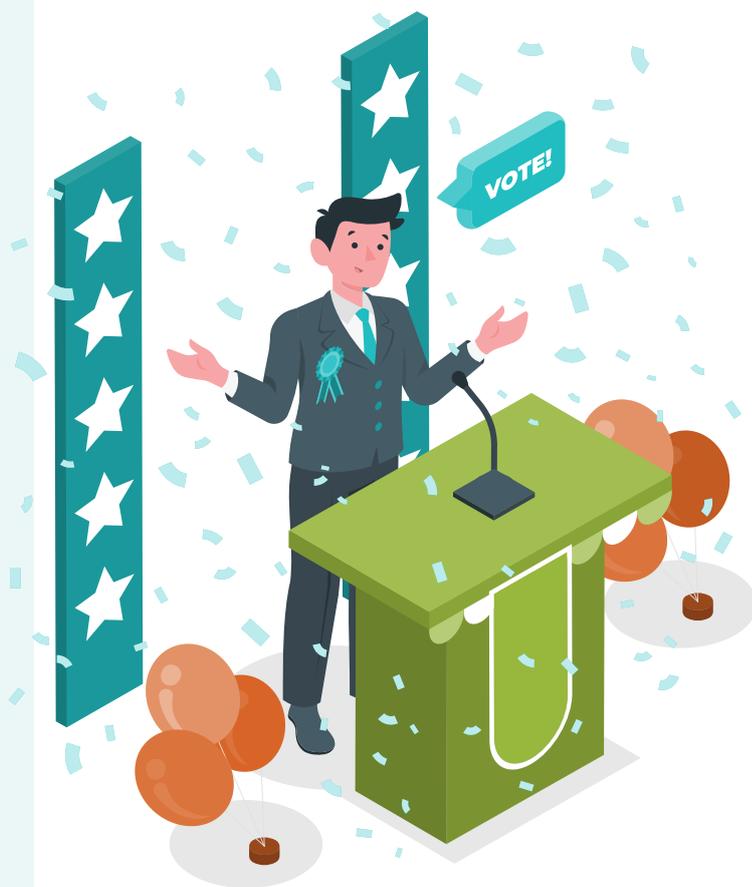
⚙ | Procedure:

🅢1 Step 1.

Draw a four-column table on the blackboard and title each as shown in the example.

"Women" professions	"Men" professions	Prestigious professions	Non-prestigious professions

The teacher asks students to brainstorm names of at least 5 professions which can go in each column, write down their variants. Elicit explanations from 3-4 volunteers.

🅢2 Step 2.

The teacher divides students into small groups (3-4 members), let each group choose any 2 professions from the table and write a resume of an imaginary perfect candidate to suit the positions. Students are allowed to use any resume temples which can be downloaded from here or here. Let the groups choose a speaker who will introduce the results to the class.

🅢3 Step 3.

Students continue working in groups. Have them write down the following list of professions: doctor, broadcaster, pilot, pre-school teacher, scientist, football commentator, flower artist, and web-designer. Show students the pictures of eight people (handout). Explain that the task is to match a photo to a profession. Emphasize that pictures depict images of real people and students should provide an explanation for their choice.

🅢4 Step 4.

Let each group present their results and explanations. Encourage students to compare and discuss their choices.

🅢5 Step 5.

Reveal the right answers providing students with short biographical information about each person. (**1**. La-Toya Mwoombola is an intern at one of Namibia's state hospitals, also a rather popular rapper known as Lioness (Namibia); **2**. David Attenborough is a broadcaster, writer, and naturalist famous for his educational television programs (England) ; **3**. Tetiana Kovkina is a pilot who works for SkyUp Airlines (Ukraine); **4**. Borys Nikitishyn is a pre-school teacher from Khmelnytskyi (Ukraine); **5**. Taylor Wilson is a physicist and inventor, at 14 he became the youngest person in history to produce nuclear fusion (the USA); **6**. Jacqui Oatley is a leading football commentator and sports presenter (England); **7**. Makoto Azuma is a flower artist, botanical sculptor (Japan); **8**. Zsofi Koller is a graphic and website designer (Canada).

U4 Stereotypes

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S6 Step 6.

Direct students' attention to the questions: Are you surprised with the results? Why yes? Why not? What was the easiest choice and what was the hardest one?

Conclusions:

Professions don't have gender; to become an expert in any field, person's skills and qualification are all that matter. Professions are not trademarks; there could be an experienced, wealthy and intelligent plumber as well as a poorly qualified and ignorant lawyer. Unfortunately, stereotypical views on what a "pure" man/woman job is or what is cool and what is not often lead to the wrong professional choices making the labor market unstable and lowering potential quality of life.

Remarks:

The exercise can be performed without resume temples, in this case essential parts of CV (personal information: name, address, phone number; education; previous work experience; skills; references) can be either dictated to the students or written on the board.

Variations:

The activity can be done online using Zoom. The photos and the video are shown with the help of Share Screen option, group work is organized in breakout rooms. Brainstorming activity can be performed using such online services as https://www.wordclouds.com/ (no registration is needed) https://wordwall.net/ (requires prior registration) https://www.mentimeter.com/ (requires prior registration).

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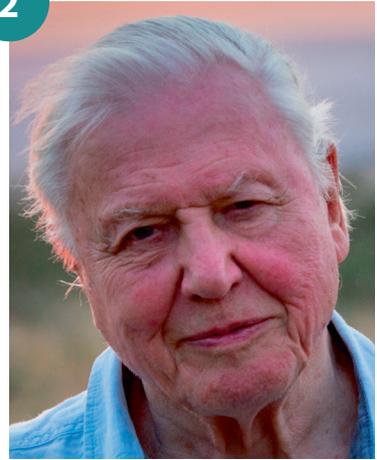
5. Media effect

Aims

skills - listening, speaking;

language – talking about entertainment (TV shows); deducing, inferring, summarizing the information about gender stereotypes in media.

Learning outcomes:

Students will become aware of stereotypical images presented in media and discuss their potential impact.

Type of exercise:

group-work, discussion.

Preparation:

a smartphone (a laptop/a computer), a notebook, a pen, Internet access.

Time:

20 min.
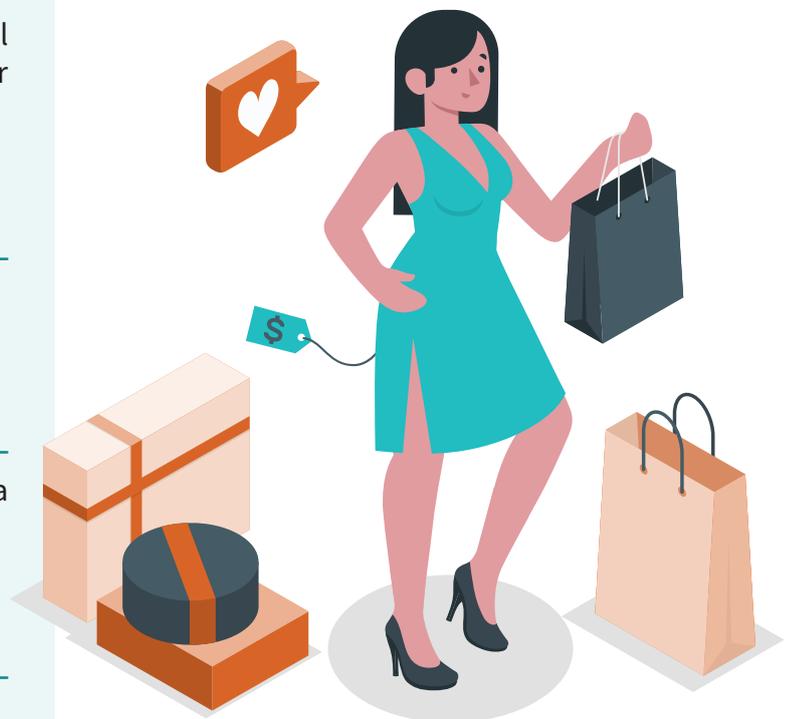
S1 Step 1.

The teacher asks students whether they (their relatives, friends) watch (or watched) any entertainment TV shows. What are they? What are they about? What are the key features they like about them? Is there anything in these TV shows they find awkward, strange or even inappropriate? Write down the titles of TV shows and the characteristics students mention on the blackboard. If students cannot give many examples, prompt them by mentioning such TV shows as: "Bachelorette" («Холостячка»), "Bachelor" («Холостяк»); "Leaving a house to a dad" («Хата на тата»); "The Goddess of shopping" («Богиня шопінгу») etc.

S2 Step 2.

Let students work in small groups (3-5). Each group is supposed to single out from the shows any 6 characteristics used to depict a woman and a man (3 for a man and 3 for a woman). For example, women compete to get married ("Bachelor"), a man is helpless at household chores ("Leaving a house to a dad").

S3 Step 3.

Write down on the blackboard the word combination "gender stereotype". Tell students to comment on its meaning and ask which of the characteristics they have mentioned can be called stereotypical. Provide students with the definition given by United Nations Human Rights Office of the High Commissioner:

"A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. A gender stereotype is harmful when it limits women's and men's capacity to develop their personal abilities, pursue their professional careers and/ or make choices about their lives".

S4 Step 4.

Tell students that they are going to listen to a short recording "How stereotypes in TV shows and movies may impact your child's development". While listening, they are to write down the answers to the following questions:

According to the authors of the video, what are the things parents are mostly concerned about? (Suggested answer: Sexualization of girls and women; violence against girls and women; boys and men shown as hyper violent and aggressive).

What labels do parents mention?
(Suggested answer: a girl playing sport seen as a tomboy; a boy who likes pink or purple is considered strange).

How do media images impact the way girls think they should look?
(Suggested answer: It concerns 3 things: make-up, body shape, body type).

What do kids mention about stereotypes?

(Suggested answer: They don't like the way girls are portrayed in media: belly shirts, too short skirts; girls don't have to follow the boy's lead, they can do whatever they want; all colors are the same, there are no such thing as boy colors and girl colors).

S5 Step 5.

Encourage students to share their views, whether they agree or disagree with the authors of the video.

Conclusions:

Gender stereotypes can lead to violence and cruelty: stalking, sexual abuse, domestic violence are just rare examples which have stereotypical gender views in their cores. The first step to bust gender stereotypes is to become aware of them. Breaking these stereotypes is not about destroying gender identities (a man won't stop being a man if he cooks dinner or wears a pink shirt) it is about gender equality and mutual respect in all spheres of life.

Remarks:

For more detailed information advise students to visit https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts (Gender in Media: The Myths & Facts. Geena Davis Institute on Gender in Media).

Variations:

The activity can be done online using Zoom. The video is shown with the help of Share Screen option, group work is organized in breakout rooms.

6. For girls or for boys? For everybody!

Aims

skills - speaking, writing;

language – talking about shopping; using constructions *used to/didn't use to*; comparing and contrasting.

Learning outcomes:

Students will be able to identify and analyze gender stereotypes in ads.

Type of exercise:

group-work, discussion.

Preparation:

a smartphone (a laptop/a computer), a notebook, a pen, Internet access, handout (a poster).

Time:

25 min.
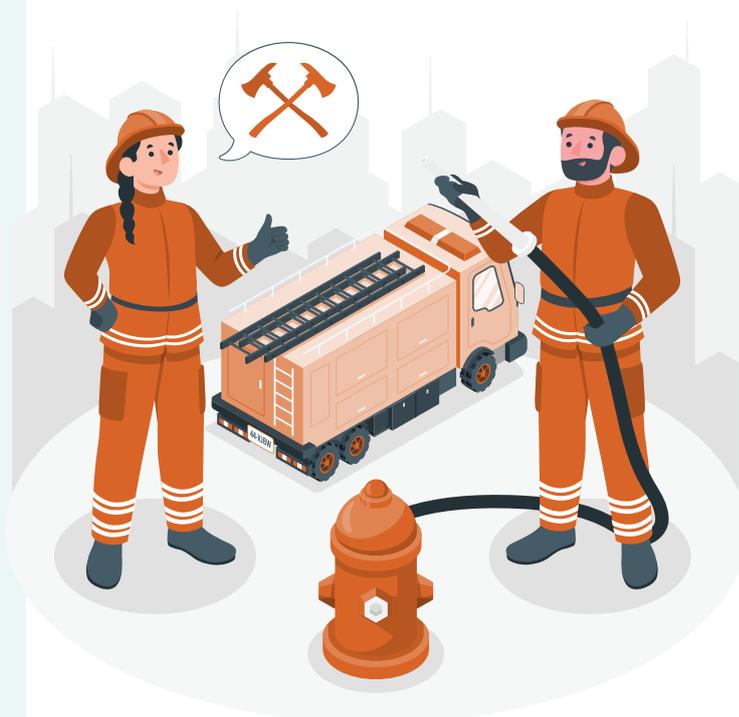
⚙ | Procedure:

S1 Step 1.

To introduce the topic, ask students the following questions:

As a child what was your favorite toy? Why? Were there any toys that you really wanted to have but you didn't? Do you like shopping for presents? What were the last presents you bought for your male/female friend/relative? (Remind students to use the constructions *used to/didn't use to* while talking about their past).

Allow students to discuss the questions in pairs and then elicit answers.

S2 Step 2.

Direct students' attention to the poster (it should either be printed out before the class, one copy per 2 students, or sent directly to students' cell phones). Ask students to comment on the colors of the poster and what they stand for (blue represents boys, pink – girls). In a chain fashion students are to analyze each square in the poster, paying attention to stereotypical messages coded in them.

S3 Step 3.

Tell students that they are going to watch various commercials on toys. Their task is to find out which commercials are gender neutral and which reinforce gender stereotypes. The commercials can be shown in different order.

S4 Step 4.

Let students choose any 2 contrasting commercials and write down their short description using phrases from Useful Language Box (the phrases can be either dictated or written on the board). Students are supposed to pay attention not only to the characters presented in the commercials but also to the colors, sounds, music and settings whose task is to make the messages of the ads more powerful.

Useful Language Box

> **Compared to, in contrast, in the same way like, similar to, also, unlike, similarly, on the contrary, however, yet, even though, although, still, but, nevertheless, at the same time, despite, while, on the one hand … on the other hand, regardless**

The suggested commercials:

(Rose Petal Cottage). The commercial reinforces the traditional gender roles: it is up to girls/ women to cook, clean and take care of children etc.

(Big Builders Workshop). The commercial reinforces the traditional gender roles: boys/men deal with "serious" staff-constructing, building, repairing etc.

(Moschino Barbie). The commercial is gender neutral: it shows the excitement of both a boy and a girl while playing with a doll.

(PG Masks Toys). The commercial is gender neutral: boys and girls play together with the same set of toys.

(Oonies). The commercial is gender neutral: boys and girls are equally eager to play with the toy.

(Creepy Crawlers). The commercial reinforces the gender stereotypes: girls/women get scared easily; boys/men are tough and enjoy doing creepy staff.

Conclusions:

Media can reinforce stereotypes but it can also serve as a powerful tool for breaking them. The world is too diverse to have a strict division into blue and pink. Children shouldn't be deprived of the chances to try themselves in various role models, because in future it will open more doors in front of them.

Remarks:

For more detailed and precise information on gender stereotypes not only in ads but also in different spheres of Ukrainian social life, advise students to visit povaha.org.ua.

Variations:

The activity can be done online with the help of any available platform (Zoom, Google Meet etc.). In this case the poster and the commercials are shown using Share Screen option. The descriptions of the commercials are to be sent to the teacher via email.

Logical			Weak			Strong
Emotional		Sweet			Rational	Soft
Inflexible		Ambitious		Wild	Pretty	

7. Student stereotypes. Which one are you?

🎯 Aims

👥	**skills** - reading, speaking, writing skills;
📄	**language** – understanding the difference between the terms 'stereotype', 'bias', 'belief'.

💡 Basic concepts:

stereotype, bias, belief.

🔍 Learning outcomes:

Students will be able to define and differentiate student stereotypes and discuss the reasons for their creation; make inferences and support their thinking with facts from the text; talk about the ways to avoid stereotypes.

📋 Type of exercise:

identifying the main idea.

✏️ Preparation:

a word definition worksheet/a matching task worksheet; handouts with texts and pictures.

⏱️ Time:

30-40 min.

⚙ | Procedure:

Before-Reading activities:

S1 Step 1.

The teacher asks students if they have ever heard of stereotypes about students. If yes, which ones? The teacher breaks students into groups and let them write down the list of student stereotypes they know. The teacher tells students to choose a spokesperson and have that person to share the main ideas with the rest of the class. Then groups compare their lists.

S2 Step 2.

The teacher tells students that they are going to read a text about student stereotypes but first, they have to match the pictures to the types of student stereotypes (Handout 1).

S3 Step 3.

Before reading the text the teacher gives students a worksheet to study the words (Worksheet 1).

S3 Variant 2 of Step 3:

Before reading the text students are given the task to match the words to their definitions (Worksheet 2). If students can't find the matching, ask them to pass on to the next point and get back to it later.

While-Reading activities:

S1 Step 1.

The teacher encourages students to read the text and guess what type of student each paragraph is about. (Worksheet 3).

S2 Step 2.

The teacher gives the task to find the metaphor in paragraph 6 meaning 'something immense and unpleasant to appear' and explain the purpose of its usage.

Post-Reading activities:

S1 Step 1.

Students work in pairs, each pair is given one paragraph from the text. The teacher encourages students to write down one sentence for a paragraph that expresses the main idea. Having completed the task, students read their variants.

S2 Step 2. Discussion.

The teacher encourages students to think what type of student they are if any and state their point of view. Students are asked to think about the author's purpose of writing an article and how the content of the article relates to what they know about the topic, whether stereotypes mentioned

in the article are true, why they agree or disagree with the author, and how to avoid stereotypes.

Variant 2 *of Post-Reading activities***:**

The teacher asks students to write a short problem solution essay (250 – 500 words) to a youth journal on the topic "The ways to avoid student stereotypes". Each paragraph should have at least 3 sentences. The teacher encourages them to start with a plan of the essay, otherwise it will be poorly organized.

The structure of the essay:

S1 Step 1. Introduction.

The teacher recommends students to state the purpose of writing an essay and why the topic is important. Students should write no more than 6-7 sentences. To make the introduction more appealing they can include a quote. The last sentence in this part should be a transition statement that moves the reader to the next paragraph smoothly.

S2 Step 2. Body of the essay (3 paragraphs).

Here students have to respond to the problem by supporting their ideas/describing solutions.

There are no strict rules on how to write body paragraphs, tell students to discuss the strongest points in the first paragraph of the body. Then they can illustrate less important arguments and present solutions.

S3 Step 3. Conclusion.

The teacher tells students that in this part of the essay they should restate the importance of the topic and review the main points.

The teacher recommends that students can use the 'Transitional Words and Phrases' available at:

Conclusions:

Stereotyping affects our first judgment when we meet new people. Sometimes the outcomes of stereotyping are distressing. For instance, depression, low self-esteem and self-reliance can result from verbal offence. To avoid stereotyping students should try to identify their own biases by frankly scrutinizing their inward thoughts and be fair about what they have discovered. Next step is to educate themselves, learning more about other cultures, people's psychology. Further, pay attention to other things about a person not taking into account the stereotypes of the group they belong to. Finally, try to be tolerant to diversity and respect people.

Worksheet 1

Study the words

1.stereotype [ˋsteriətaɪp]	a simple idea that many people believe about a large group of people that is not true for everyone in that group
2.bias	a term used to describe a tendency or preference towards a particular perspective, ideology or result, especially when the tendency interferes with the ability to be impartial, unprejudiced, or objective
3. belief	the feeling of being certain that something exists or is true
4. gap year	a year between leaving school and starting university that is usually spent travelling or working
5. to keep a lid on something	to keep (something secrete) from being known
6. macchiato UK [mækiˈɑːtəʊ] US [ˌmɑːkiˈɑːtoʊ]	strong coffee topped with a thin layer of foamed milk
7. vent	coffee cup size (20 US fl oz (US fl oz = United States fluid ounces) or 590 ml – for hot coffee; 26 US fl oz or 750 ml – for iced coffee)
8. to feign [fein]	to pretend to be interested
9. abnoxiously [əbˈnɒkʃəsli]	in a very <u>unpleasant</u> way
10. a bass line	the lowest part or sequence of notes in a piece of music
11. FOMO (Fear of Missing Out)	a social anxiety stemming from the belief that others might be having fun while the person experiencing the anxiety is not present. It is also characterized by a desire to stay continually connected with what others are doing.
12. antics	foolish, outrageous, or funny behavior
13. narcolepsy	a condition characterized by an extreme tendency to fall asleep whenever in relaxing surroundings
14. doe-eyed	having large innocent-looking eyes.
15. amalgamation	result of combining or uniting
16. a slob	1) an ordinary person/ 2) a slovenly or boorish person
17. a quirk	an unusual habit, or something that is strange and unexpected

Worksheet 2

Match the word to its definition

1.stereotype [ˋsteriətaɪp]	a) to keep (something secret) from being known
2. gap year	b) having large innocent-looking eyes
3. bias	c) the feeling of being certain that something exists or is true
4. belief	d) a term used to describe a tendency or preference towards a particular perspective, ideology or result, especially when the tendency interferes with the ability to be impartial, unprejudiced, or objective
5. to keep a lid on something	e) a simple idea that many people believe about a large group of people that is not true for everyone in that group
6. macchiato UK [mækiˈɑ:təʊ] US [ˌmɑ:kiˈɑ:toʊ]	f) foolish, outrageous, or funny behavior
7. venti	g) to pretend to be interested
8. to feign [feɪn]	h) an unusual habit, or something that is strange and unexpected
9. abnoxiously [əbˈnɒkʃəsli]	i) in a very unpleasant way
10. a bass line	j) result of combining or uniting
11. FOMO (Fear of Missing Out)	k) a condition characterized by an extreme tendency to fall asleep whenever in relaxing surroundings
12. antics	l) strong coffee topped with a thin layer of foamed milk
13. narcolepsy	m) a social anxiety stemming from the belief that others might be having fun while the person experiencing the anxiety is not present. It is also characterized by a desire to stay continually connected with what others are doing
14. doe-eyed	n) a year between leaving school and starting university that is usually spent travelling or working
15. amalgamation	e) the lowest part or sequence of notes in a piece of music
16. a slob	o) 1) an ordinary person/ 2)a slovenly or boorish person
17. a quirk	p) coffee cup size (20 US fl oz (US fl oz = United States fluid ounces) or 590 ml – for hot coffee; 26 US fl oz or 750 ml – for iced coffee)

Read the text and match the titles to the paragraphs, one title is extra

a) the one that leaves everything to the last minute

b) the "typical student"

c) the one with too many gap year memories

d) the coffee addict

e) the party animal

f) the obnoxiously loud one

g) the diligent one

h) the forgetful one

i) the sleeper

This list incorporates some of the main student stereotypes that you'll discover at university, from the introverts to the extroverts and everyone in between. Bearing in mind that it's these people who will make your university experiences interesting – heck, you probably fall into a couple of categories yourself – you might not want to discount them as potential friends straight away. The purpose of this list is to make you all aware of what's out there, and to help you limit some avoidable bad habits before upping and leaving for university.

1. This student doesn't just forget their text book once, or twice (which is pushing it), or even three times. S/he forgets everything s/he could possibly need for every single lecture and seminar all term. Even the nicest classmate is going to draw the line at lending stationary at some point, and then what will happen? If you're not sure whether you match this student stereotype, the signs start with a gentle "No sorry mate, I don't have a spare pen/piece of paper/clue" and end with a less-than-sympathetic "Sort your life out, Andrew/Sarah/Peter/Laura". Get yourself a planner. Now.

2. This student can never seem to keep his/her eyelids open for more than two minutes. When not web-diagnosing themselves with **narcolepsy**, they can be found slumped against a desk, idly picking their noses with a pen instead of making notes. The sleeper means well; after all, they turned up, which is more than you can say for the party animal, but it's hard to do group work with the person who keeps nodding off in student-led "thought showers". Although they might appear harmless and **doe-eyed**. In order not to fall behind in class they need to get a regular wakeup call and a better sleeping pattern.

3. Students who take gap years are better prepared to benefit from higher education or decide the form of education they wish to pursue. So what if their gap year taught them things that education never

could, or if it made them more mature and attuned to the rest of the world than we ever could be – they won't be making any friends at university if that's all they can talk about. Unquestionably, a gap year is brilliant thing to experience, but not everyone will have been able to do it. So my advice if you did take a gap year: unless anyone expresses a particular interest, try to keep a lid on it!

4. "You've only had two coffees today? I'VE HAD FIVE!" Oh, we're sorry; we didn't realize liking coffee was a competition. Just two months ago, before starting university, the coffee addict pronounced espresso with an 'x' and denounced its bitterness, but now his/her **triple-shot venti macchiato** is all s/he can talk about. If this is you, our advice would be to cut down and to stop talking about your caffeine issues to anyone who feigns interest because: a) you're a student now and coffee is expensive, b) nobody likes people who go on about their vices all day, and c) you're so wired that you've started to go a little bit cross eyed.

5. An **amalgamation** of all the previous student stereotypes listed; this student is a bit of **a slob**, will occasionally sleep in until gone midday, will sometimes play his/her music a fraction too loud, might mention that gap year a few more times than strictly necessary (it was life-changing after all), will sometimes forget his/her notes and will probably embarrass themselves on a night out at least once within the first week of starting university. This student is probably you. But that's okay because it's also the majority of students. And, as long as you know how annoying some of your **quirks** can be before starting university, then it'll be easy to make sure that you don't get stuck being categorized as student stereotypes numbers one through seven.

6. Although they've had seven months to prepare, research, write, and hand in their final 10,000 word assignment, these students still find themselves with six days left before the deadline and the majority of work left unwritten. The one that leaves everything to the last minute will have a brilliant university experience… at least, that is, until that **mammoth** end of term deadline rears its ugly head. You'll come across these students hunched over a laptop in the darkest, smelliest corner of the library, surrounded by crumpled cans of Red Bull and an aura of intense anxiety.

7. You'll probably come into contact with this student type sometime at 3am through the paper-thin walls of your student abode (the obnoxiously loud ones don't always have bad taste in music, but when they do it's probably electro-house). Little do they care that it's Wednesday night and dissertation season; their love of loud music makes them forget all else. These students should invest in noise-canceling headphones immediately or be prepared to spend the rest of their days as the most secretly resented person on campus.

8. This type of student is actually a totally different breed. To be found at any pub/club/event within a five-mile radius of campus, the party animal (alternatively known as the BNOC – Big Name on Campus) has a big case of FOMO (Fear of Missing Out) that will inevitably lead to bad grades, worried parents and an eternal hangover. The party animal sees university as one huge celebration and when not out getting the shots in, s/he will be planning the next Facebook event in his/her dimly lit room full of stolen traffic cones and hundreds of tired-looking glow sticks. Admittedly befriending the party animal will make your university experience an eventful one, but ultimately it's likely that s/he will end up dropping out before reenrolling and doing exactly the same the following year. Make sure you don't too get drawn into their antics.

Adapted from Laura T. Student Stereotypes: Which One Are You? topuniversities.com. March 13, 2021.

8. Gender perspectives

Aims

skills - speaking, reading, writing, listening;

language – vocabulary: jobs, career, numerals; grammar: Past Simple; communication: describing professions, giving reasons.

Learning outcomes:

IML focus: students can understand a mixed influence of stereotypes on our life, draw the appropriate conclusions and make reasonable judgements, foster tolerance, co-operation, communication and concern for others.

Language focus: students can revise vocabulary on professions and careers, adjectives characterizing jobs, numerals; they can build up sentences in Past Simple; give reasoning to their opinion; sequencing - students can clearly outline career steps, record ideas in a graphic organizer.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

screen, projector, whiteboard, flipchart paper, marker pens; e-boards (Jamboard, Padlet if you work online).

Time:

35 min.

S1 **Step 1.**

The teacher puts the students into 2 groups and asks them to read the situations and consider how this is possible:

Situation 1. _A father and a son are travelling to school by car. As they are travelling a tree falls on the car, the father is knocked unconscious and the son breaks a leg. The ambulance rushes the son to hospital and the father is left behind where he is looked after by a doctor. When they arrive at the hospital the surgeon looks at the boy with the broken leg and says "this is my son!"_

Situation 2. _Two soldiers were sitting in the barracks, a Colonel and a Private. (A private is a soldier of the lowest military rank. A Colonel is a senior military officer). The Private was the son of the Colonel, but the Colonel was not the father of the Private._

S2 **Step 2.**

The students express their opinion and give their reasons. They should get rid of restrictive ideas and come to the conclusion that "the surgeon" and "the Colonel" are women (Situation 1. The surgeon is the boy's mother. Situation 2. The Colonel is the Private's mother).

S3 **Step 3.**

Points for discussion: What interferes with your understanding of the situations? Are there any professions considered suitable only for men/ women? Name them (in a chain). Why are some professions associated with males/females? Are there any "gender-neutral" professions? How do you know? The students are asked to suggest the criteria for "gender-bound/gender-neutral" jobs in the community and to write them on the board. They are supposed to come up with various ideas: "prestigious", "complex", "easy", "hard", "tedious", "manual", "intellectual", etc.

S4 **Step 4.**

The teacher puts the students into 2-4 groups (up to 5-6 students in each). Group (s) 1-2 are given an initial and final phrase referring to a biography of a man. Group(s) 3-4 are given an initial and final phrase referring to a biography of a woman. They are supported with a table of key landmarks (the landmarks can be edited, though the number of sentences is offered by the teacher). The students are asked to fill in the missing part of Mariia's/Ivan's biography.

e.g. 1980 - Mariia/Ivan was born in a small Ukrainian village.

_1984_

_1987_

_1997_

_2002_

_2005_

_2010_

_2015_

2021 - Mariia/Ivan became a member of the Government.

S5 Step 5.

The students present Mariia's/Ivan's biographical timelines they completed and compare the groups' ideas.

S6 Step 6.

Points for discussion: How did the described people's gender influence the students' choice of ideas for their possible biographies? How do our expectations and perception of people around depend on their/our gender? How far are our expectations from reality?

Conclusions:

The teacher encourages the students to draw conclusions on the role of gender stereotypes in our life. The students are supposed to realize that stereotypes facilitate our life, as we can rely on them in case we lack knowledge or personal experience. Although, stereotypes often distort our perception of reality and result in wrong judgements. With stereotypical perception, we look at others through the prism of ready-made sets of characteristics generated by the philistine opinion, and so deprive ourselves of the opportunity to build our own judgments.

The students should express their opinion standing up behind their chairs on reflection over the activities done. They share their ideas on how they can apply the practical experience acquired in class in their every-day-life to overcome gender biases. The teacher encourages the students to conclude that gender differences are objective, though gender stereotypes can play a destructive role. Females and males differ in clothing style, lifestyle, responsibilities, hobbies, etc. Each person is unique and she/he can be capable/incapable of one activity, possessing a talent for another, regardless of gender. Stereotypical patterns developed by society are neither stable, nor reliable.

Variations:

Online activity in Zoom applying interactive boards like Jamboard or Padlet.

The exercise can be done online. The teacher is to prepare Jamboard or Padlet frames for groups beforehand, and share the links with students for Step 4. The students are put in groups (breakout rooms) in Zoom and work on frames simultaneously. Padlet.com suggests different types of templates, and you can choose "Timeline" for this activity. The students place content along a horizontal line. Afterwards, they join the common session to present biographical timelines and share their ideas.

Remarks:

For lower-level students, the teacher can recommend to revise the vocabulary (jobs, adjectives, numerals), and grammar (Past Simple) to facilitate further activities.

9. Analyze me

Aims

skills - speaking, reading, writing, listening;

language – vocabulary: appearance, jobs, career; grammar: Present Simple, Past Simple; communication: describing appearance, professions, giving reasons.

Learning outcomes:

IML focus: students can understand how stereotypes interfere with the opinions concerning other people (their appearance, achievements, etc.), draw the appropriate conclusions and make reasonable judgements, foster tolerance, co-operation, communication and concern for others.

Language focus: students can revise vocabulary on appearance, professions and careers; they can build up sentences in Present Simple, Past Simple; give reasoning to their opinion.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

screen, projector, whiteboard, flipchart paper, marker pens; e-boards (Jamboard, Padlet for online work).

Time:

25 min.
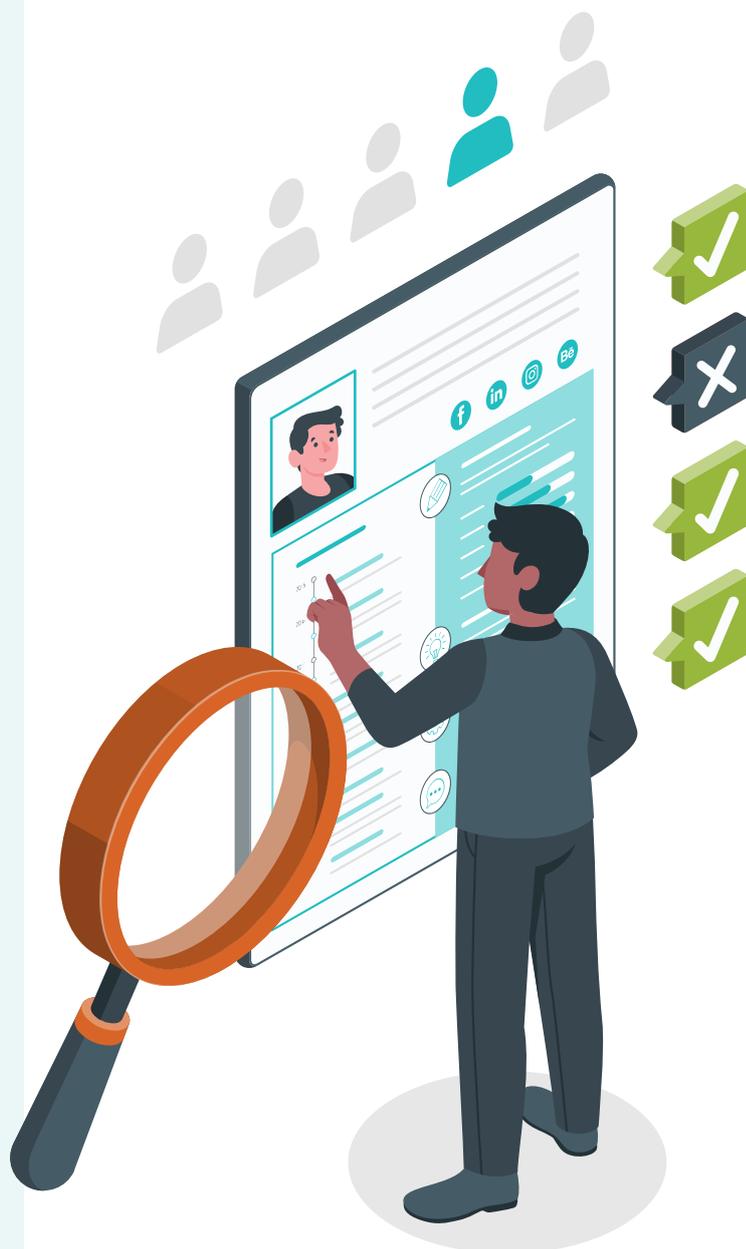
⚙️ | **Procedure**:

S1 Step 1.

The teacher puts the students into 2 groups and gives each group a photo of a person (the same to each group) to describe according to a certain plan: age, ethnicity, profession, character, achievements.

S2 Step 2.

The students from Group 1 present their descriptions. The students from Group 2 are asked to focus on the details. Then the groups swap the roles with a new photo.

S3 Step 3.

The students compare the results of their presentations, express their opinions and give their reasons for the differences in their assumptions.

S4 Step 4.

The teacher presents the real biography of the person in the photo, and the students discuss the discrepancies between the real biography and their assumptions.

S5 Step 5.

Points for discussion: How are the opinions formed? How can appearance influence our assumptions? What is the role of stereotypes in different spheres of our life?

Alternative:

S1 Step 1.

The teacher puts the students into 2 groups and offers a part of the CV of a person (the same to each group) with the information on the career and major achievements. The teacher asks the students to describe the person according to a certain plan: appearance, age, character, etc.

S2 Step 2.

The students from Group 1 present their descriptions. The students from Group 2 are asked to fix the details. Then the groups swap the activities.

S3 Step 3.

The students compare the results, express their opinions and give their reasons for the differences in their assumptions.

S4 Step 4.

The teacher presents the real photo and the biography of the person, and the students discuss the mismatches.

S5 Step 5.

Points for discussion: How are the opinions formed? How are achievements associated with a certain appearance, character, gender, ethnicity…? What is the role of stereotypes?

Conclusions:

The teacher encourages the students to draw conclusions on the role of appearance, gender, ethnic, professional, etc. stereotypes in our life. The students are supposed to realize that we cannot always rely on stereotypes as they often distort our perception of reality. We should understand that our perception is limited to the framework of our experience and to go beyond we should be free of labels.

The students share their ideas on the situations in their everyday life they can come across and get under the influence of wrongful assumptions. The teacher encourages the students to conclude that looks can be deceiving. They can discuss the proverb "Beauty is only skin deep" (or "Appearances are deceptive") and think of its origin and traditional usage.

Variations:

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

The exercise can be done online. The teacher is to prepare Jamboard or Padlet frames for Group 1 with a photo, for Group 2 with a part of the CV of a person with the information on the career and major achievements. The students are put in groups (breakout rooms) in Zoom and work on frames simultaneously. The students from Group 1 describe the photo according to the plan: profession, character, achievements. The students from Group 2 describe the person according to the plan: appearance, age, character. Afterwards, they join the common session to present their descriptions and compare their assumptions with the real evidence and facts.

Remarks:

For lower-level students, the teacher can recommend to revise the vocabulary (appearance, jobs, activities), and grammar (Present Simple, Past Simple) to facilitate further activities.

10. (In)compatibles

Aims

	skills - speaking, reading, writing, listening;
	language – vocabulary: social, gender, ethical vocabulary; grammar: Present Simple; communication: describing categories of people, giving reasons.

Learning outcomes:

IML focus: students can understand how stereotypes work, the technology of their reconstruction in our mind and influence on general judgements, students will be able to draw relevant conclusions and overcome limited perception of the world, foster tolerance, co-operation, communication and concern for others.

Language focus: students can revise vocabulary on social, gender, ethical nominations; they can build up sentences in Present Simple; give reasoning to their opinion.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

sets of cards with words that can generate stereotypes or refer to them, e-boards (Jamboard, Padlet).

Time:

20 min.
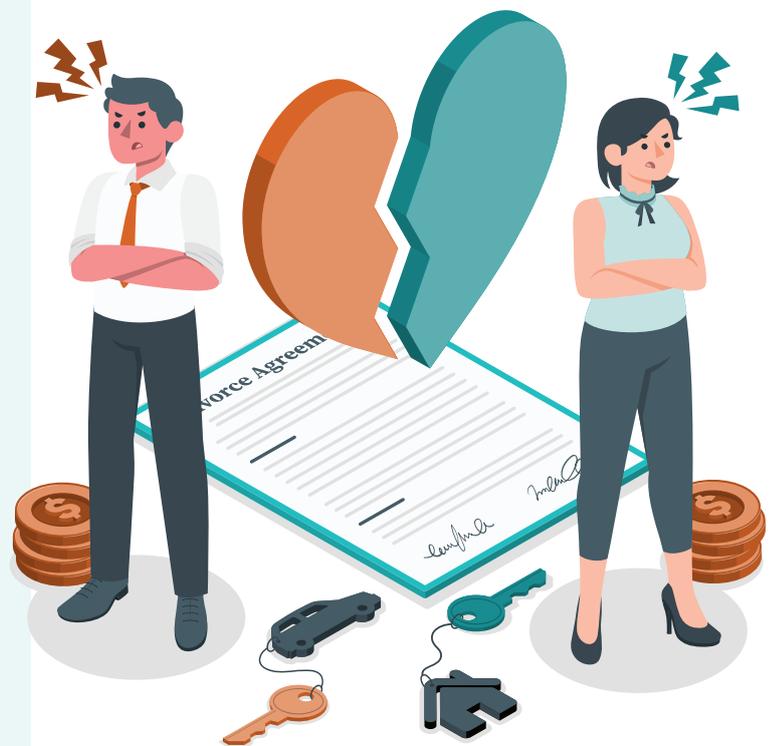
⚙️ | **Procedure**:

⑤① **Step 1.**

The teacher puts 2 sets of cards on the desk face down.

⑤② **Step 2.**

The teacher asks the students in turn to take a card from each set, look at the words on them and give an example of the person with the given features. The students draw cards, build up a collocation, think of a person to match the image and voice the name: E.g. "elderly"+"model" = Mae Musk, "wearing glasses"+"athlete" = Kareem Abdul-Jabbar (NBA player), red-haired + actress = Julianne Moore, left-handed president = Barack Obama.

Other classmates can come up with alternatives. If they don't know any, they can google and tell everyone, it will broaden the students' outlook and break their stereotypes. The exercise can be organized as a game in a competitive way – students can play in groups and get points.

⑤③ **Step 3.**

The students are asked to share their ideas on the new information and interesting facts they got to know in the process of fulfilling the exercise.

⑤④ **Step 4.**

Points for discussion: What new information was surprising for you? Is there a link between individual characteristics – appearance, age, gender (verbalized with adjectives) and profession/status (verbalized with nouns)? If yes, how can it be explained? Do we have certain stereotypical image for characteristics/professions? Why does it happen?

💡 | **Conclusions:**

The teacher encourages the students to draw conclusions on the diversity and multiplicity of world representations – differences in age, appearance, character, race, gender, possibilities and capacities of individuals. The students give their ideas as for the possible links between individual characteristics and profession or status of people.

They should understand that this link is subjective and created by people, there is no factual evidence to prove the dependence and it is often a mere result of social stereotypes.

🔧 | **Variations:**

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

For online work the teacher should prepare two sets of stickers (Set 1, 2) beforehand on a Jamboard or Padlet. The students are put in groups (breakout rooms) in Zoom and work on Jamboard or Padlet frames simultaneously. Afterwards, they join the main session to present their examples, compare the results reached by groups, and share their opinions.

For lower-level students it is recommended to revise the vocabulary on age, appearance, professions, and grammar (Present Simple) to facilitate further activities.

SET 1

blond	elderly
red-haired	male
left-handed	female
wearing glasses	Jewish
Afro-American	Muslim
young	Asian

✂ ·

SET 2

scientist	artist
pop-star	athlete
president	writer
model	millionaire
influencer	

11. One and all

Aims

skills - speaking, reading, writing, listening;

language – vocabulary: social, gender, ethnical vocabulary; grammar: Present Simple; communication: describing categories of people, giving reasons.

Learning outcomes:

IML focus: students can understand how deep stereotypes are rooted in our consciousness, how they influence our judgements, draw relevant conclusions and overcome limited perception of the world, foster tolerance, co-operation, communication and concern for others.

Language focus: students can revise vocabulary on social, gender, ethical nominations; they can build up sentences in Present Simple; give reasoning to their opinion.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

2 sets of cards – Set 1 – racial, social, gender, etc. nominations as agents with generalization; Set 2 – potential characteristics or activities that can be typical of different categories of people; e-boards (Jamboard, Padlet for online work).

Time:

30-40 min.

⚙ | Procedure:

🄢 Step 1.

The teacher puts the students into 2 groups.

🄢 Step 2.

The teacher gives each group two sets of cards and asks them to match the cards from Set 1 and Set 2 to compose sentences (e.g., all Blacks are great basketball players; all men can drive; all women are caring, etc.).

🄢 Step 3.

Each group presents the result of their matching, the students compare the results and comment. They can give examples of people that go against/contradict/disprove these generalizations. They also share their ideas and give the arguments.

🄢 Step 4.

Points for discussion: How are generalizations formed? Can a certain member of a group form a stereotypical image? How is it possible? Why is it important to form our attitudes on the basis of an individual approach, to get rid of stereotypes, be objective and ground our reasoning on factual information?

💡 | Conclusions:

The teacher encourages the students to draw conclusions on the potential danger of generalizations, specificity and uniqueness of the possibilities and capacities of individuals. The students are supposed to realize that generalizations cannot give the objective picture of the world, they do harm and distort our reality. We should be wise and free of labels to succeed in our life and contribute to the formation of progressive tolerant society.

The students share their ideas on the importance of individual approach, supporting their judgements with the examples from their everyday life. The teacher encourages the students to conclude that stereotypical attitudes can be offensive, people are different and unique.

🖧 | Variations:

Online activity in Zoom applying interactive boards (Jamboard or Padlet). The teacher may use two sets of stickers and prepare them beforehand on a Jamboard or Padlet. The students are put in groups (breakout rooms) in Zoom and work on Jamboard or Padlet frames simultaneously. Afterwards, they join the common session to present their sentences, compare the results reached by groups and share their opinions.

📝 | Remarks:

For lower-level students, the teacher can recommend to revise the vocabulary (on social, gender, ethnic nominations, activities), and grammar (Present Simple) to facilitate further activities.

SET 1

All Blacks	All Indians
All Arabs	All journalists
All doctors	All teachers
All mothers	All women
All girls	All men

✂ ....

SET 2

scientist	artist
pop-star	athlete
president	writer
model	millionaire
influencer	earn much money
are excellent dancers	are bombers
are caring	can cook well
can drive	are fond of watching soaps

are great basketball players

12. The hidden message

Aims

skills - speaking, reading, writing, listening;

language – vocabulary: depends on the material chosen (fairy-tale vocabulary); grammar: Present Simple, Past Simple; communication: sharing opinions, giving reasons.

Learning outcomes:

IML focus: students can realize the ubiquitous nature of stereotypes, their deep roots in national traditions, the influence of stereotypes on children in the process of growing up, which can result in certain limited behavior patterns and prevent them from making reasonable judgements, co-operation, communication and concern for others.

Language focus: students can revise vocabulary depending on the material chosen (fairy-tale vocabulary); they can build up sentences in Present and Past and Future Simple; give reasoning to their opinion.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

cards with the names of famous fairy tales, screen, projector, whiteboard, flipchart paper, marker pens; e-boards (Jamboard, Padlet) for online work.

Time:

35 min.

S1 Step 1.

The teacher puts students into groups and gives them cards with images from famous fairy tales (cartoons/movies) or fairy tales' titles, making sure the students remember the plot.

S2 Step 2.

The students are given the task to elicit from the fairy tales as many stereotypes as possible.

S3 Step 3.

The students present their ideas (e.g., a link between external beauty and a good heart; evil witch is old and ugly, the female is in distress, the female is rescued by the heroic male, the happily-ever-after involves heterosexual marriage, the female marries into a royal family…).

S4 Step 4.

Points for discussion: Discuss the hidden messages behind these stereotypes. Are they rather positive or negative? How can the stereotypes from fairy tales influence behavior patterns of the children, when they become adults? What role models do they demonstrate? What do they teach the audience?

S5 Step 5.

The teacher puts the students into groups. Each group chooses a famous fairy tale from the list offered. Each group is asked to render the chosen fairy tale, changing the main character (female into male or vice versa). The students can alter the names and events to make them appropriate and relevant to the situation.

S6 Step 6.

The students either read the gist they got as a result or dramatize some scenes from the fairy tale. The other groups are to guess the origin of the remake.

S7 Step 7.

Points for discussion: What other changes did you have to make on replacing the main character to make the situation natural? What was the reason for the change? Was it easy to guess the original of the remake?

💡 | **Conclusions:**

The teacher helps the students to see the connections between the stereotypes, rooted in fairy tales and role models, behavior patterns people choose in their future life (e.g., girls may become preoccupied with idealized physical perfection, spend lots of time photoshopping their own selfies. They may see external beauty as a major priority and an indispensable element of a good heart. They may have a myopic focus on marriage and tend to keep to the "helpless beauty" pattern. Boys may get obsessed with the idea of heroism and get the phobia of weakness and mistrust of emotion).

The students should be aware of the influence of stereotypes, rooted in traditions. They should also realize that fairy tales express the picture of the world in ancient times. Modern situation is different, and people should get rid of stereotypes rendered subconsciously to our minds. The teacher may ask the students to recollect modern remakes (film versions) of fairy tales and name the differences, which show the tendency to overcome stereotypical vision.

| Variations:

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

The exercise can be done online. The teacher prepares Jamboard or Padlet frames with the names of the tales for groups beforehand. The students are put in groups (breakout rooms) in Zoom and work on frames simultaneously. Afterwards, they join the main session to present the results and share their ideas.

| Remarks:

For lower-level students and in case they lack cultural knowledge, the teacher is recommended to make sure the students identify the name and the plot of the fairy tales correctly, revise the vocabulary to speak on the plot of the fairy tales, and grammar (Present, Past, Future Simple) to facilitate further activities.

Cinderella

Elves and the Shoemaker

Emperor's New Clothes

Frog Prince

The Gingerbread Man

Goldilocks and the Three Bears

Hansel and Gretel

Jack and the Beanstalk

Little Red Riding Hood

The Pied Piper of Hamelin

Pinocchio

Princess and the Pea

Sleeping Beauty

Snow White and the Seven Dwarfs

Three Little Pigs

Thumbelina

Ugly Duckling

13. Are you politically correct?

Aims

skills - speaking, reading, writing, listening;

language – vocabulary: "politically correct" language, euphemisms, gender-inclusive language; grammar: compound words, collocations; communication: political correctness issues.

Learning outcomes:

IML focus: students are introduced with the notion of "political correctness", the origin and the reasons for the disputes on the issue; factors stimulating the coinage of politically correct vocabulary in modern media.

Language focus: students can get acquainted with the patterns of politically correct vocabulary coinage (euphemisms, gender-inclusive language).

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

stickers, 2 sets of cards, screen, projector, whiteboard, flipchart paper, marker pens; Mentimeter, e-boards (Jamboard, Padlet if you work online).

Time:

35 min.

Procedure:

Step 1.

The students are asked to share their knowledge on the notion of "political correctness" – brainstorm on the issue. The students write the words, which they associate with political correctness on flipchart paper or stickers and put them on the board.

Step 2.

When brainstorming the teacher assists in the development of the definition of "political correctness" (*Political correctness – term used to refer to language that seems intended to give the least amount of offense, especially when describing groups identified by external markers such as race, gender, culture, or sexual orientation [*https://www.britannica.com/topic/political-correctnes/]) and the notions related to it are to be identified (e.g. hate speech, bias, censorship, freedom of speech, sexism, racism, euphemism, etc.).

Step 3.

The teacher asks the students to read the article with the real-life examples of extreme application of political correctness (e.g., Rhian Hughes. 11 Examples of Political Correctness Gone Mad. hitc.com. 2012) and express their opinions on the reasons for the politically correct alterations.

Step 4.

The teacher puts the students into groups and gives a set of cards with "Do say" and "Don't say" vocabulary to match.

Step 5.

The students match the vocabulary pairs, they can also give additional examples of euphemisms and gender inclusive vocabulary (e.g., rationalizing of the workforce, developing nations, emerging nation, owning short-life property, economically disadvantaged, mentally challenged, firefighter, chairperson, humanity, etc.).

Step 6.

The students develop the definition of "Politically correct language" (known as PC language) and analyze it (e.g., PC consists of polite words and phrases that are used to replace potentially derogatory or insulting language, so that we can talk about something negative or controversial without causing offence). There are two kinds of PC vocabulary: Extreme PC Language: phrases that we don't use very often in everyday life, because they seem too extreme or sound silly; Everyday PC Language: phrases that we do need to use in everyday life, to avoid offending or stigmatizing other people, especially people who belong to minority groups.

S7 Step 7.

The teacher suggests categorizing PC language to avoid discriminating against other people (e.g., age, appearance, gender, health, personality, race, relationship status, religion, social status, work).

S8 Step 8.

The students are given two Statements: Statement 1 – "For Political Correctness" (e.g., Political correctness is necessary to create a future of tolerance and acceptance); Statement 2 – "Against Political Correctness" (e.g., Political correctness obstructs the debate needed for social progress). The students can generate their either for or against arguments in groups.

S9 Step 9.

Points for discussion: How has political correctness changed language? Are these changes positive? What are the reasons for the "politically correct vocabulary" tendency in media, what factors influence such changes? Do you approve of the tendency? Does it help to solve real problems? Does it create any new ones? To what extent?

Conclusions:

The teacher encourages the students to draw conclusions on the usage of politically correct vocabulary, the necessity to keep pace with the social trends and at the same time to be reasonable enough. The students should realize that political correctness is an important idea that protects people who are vulnerable to discrimination, but they are to be careful not to be misunderstood. People should have the right for freedom of speech, to say what they feel, but it also gives other people the right to point out if they are being offensive. We should keep in mind that the golden mean is always better.

Variations:

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

For online work "Mentimeter" can be used for brainstorming and developing the definition of political correctness and identification of the related notions. The students can work in breakout rooms in Zoom and develop arguments for or against politically correct tendency.

Handout

1. able-bodied ▶ non-disabled
2. actress ▶ actor
3. Australian Aborigine ▶ Native Australian
4. bald ▶ follically challenged
5. barman ▶ bar attendant
6. bin man ▶ cleanliness technician
7. black bag ▶ bin bag
8. black person ▶ Person of Colour
9. black sheep ▶ pariah
10. blackboard ▶ chalk board
11. blacklisted ▶ banned
12. blind ▶ sight impaired
13. blind drunk ▶ very drunk
14. boring ▶ differently interesting
15. broken home ▶ dysfunctional family
16. brother / sister ▶ sibling
17. chairman ▶ chair
18. Christian name ▶ first name
19. Christmas ▶ Winter Festival / Winterval
20. cleaner ▶ facility manager
21. clumsy ▶ uniquely coordinated
22. confined to a wheelchair ▶ wheelchair user
23. dead ▶ passed away / terminally unavailable
24. deaf ▶ hearing impaired
25. deforestation ▶ forest management
26. diabetic ▶ person with diabetes
27. dinner lady ▶ mealtime supervisor

28. disease ▶ disorder
29. drug addict ▶ person with a chemical dependency
30. drug habit ▶ substance use disorder
31. English ▶ British / UK citizen
32. Eskimo ▶ Inuit
33. fat ▶ overweight / big-boned
34. fireman ▶ firefighter
35. forefathers ▶ ancestors / forebears
36. Frenchman ▶ French person
37. get the sack ▶ be part of a restructuring
38. guys ▶ folks
39. hairdresser ▶ stylist
40. headmaster / headmistress ▶ director
41. homeless ▶ residentially flexible
42. homosexual ▶ same-sex
43. housewife ▶ homemaker / stay-at-home mum
44. husband / wife ▶ spouse / significant other
45. idiot / class clown ▶ behaviourally challenged
46. illegal alien / illegal ▶ undocumented worker
47. Indians ▶ Native Americans
48. job losses ▶ restructuring
49. junkie ▶ person with a drug dependency
50. juvenile delinquents ▶ children at risk
51. ladies and gentlemen ▶ everybody

#	Term		Alternative
52.	lost	▶	geographically disorientated
53.	male nurse	▶	nurse
54.	man in the street	▶	average person
55.	man up	▶	be brave
56.	manhole	▶	maintenance hole
57.	mankind	▶	humankind
58.	man-made	▶	synthetic
59.	manpower	▶	workforce
60.	men / women	▶	people
61.	Merry Christmas	▶	Happy Holidays
62.	midget / dwarf	▶	little person
63.	minority group	▶	numerically challenged group
64.	Miss / Mrs	▶	Ms
65.	nut	▶	person with a mental health condition
66.	Oriental	▶	Asian
67.	plastic surgery	▶	cosmetic surgery
68.	policeman	▶	police officer
69.	poor	▶	marginalised
70.	postman / mailman	▶	postal worker / mail carrier
71.	prison cell	▶	custody suite
72.	problem	▶	opportunity / challenge
73.	promiscuous	▶	sexually liberated
74.	prostitute	▶	sex worker
75.	salesman	▶	salesperson
76.	secretary	▶	administrative assistant
77.	sex change	▶	sex reassignment surgery (SRS)
78.	short	▶	vertically challenged
79.	single	▶	flying solo
80.	skinny / thin	▶	(very) slim
81.	slum	▶	economically deprived area
82.	spokesman	▶	spokesperson
83.	sportsmanship	▶	fairness
84.	steward / stewardess	▶	flight attendant
85.	suffers from / victim of…	▶	has… [condition]
86.	tax man	▶	tax officer
87.	the disabled	▶	disabled people
88.	the elderly / old people	▶	senior citizens
89.	Third World	▶	Developing Nations
90.	to lie	▶	to misspeak / be economical with the truth
91.	to man sth	▶	to operate / crew / run sth
92.	ugly	▶	unconventional-looking
93.	unemployed	▶	involuntarily leisured
94.	used (goods)	▶	pre-owned / pre-loved
95.	waiter / waitress	▶	server / waiting staff
96.	warehouse worker	▶	warehouse operative
97.	white European	▶	Caucasian
98.	woman priest	▶	priest
99.	workman	▶	worker
100.	wrong	▶	differently logical

14. Cultural labels in idioms

Learning outcomes:

IML focus: students are introduced with the notion of national specifics and national stereotypes; factors stimulating the spread of stereotypical perception of national communities.

Language focus: students can get acquainted with the notion of "idiomatic phrase", learn the most popular idioms with names of nationalities and countries, their origin and modern function.

Type of exercise:

thematic (vocabulary, grammar, discussion).

Preparation:

cards with popular idioms with names of nationalities and countries, screen, projector, whiteboard, flipchart paper, marker pens; Mentimeter, e-boards (Jamboard, Padlet) for online work.

Time:

25 min.

⚙️ | **Procedure**:

S1 **Step 1.**

The teacher asks the students to define the notion "idiom" (Idiom is a group of words established by usage as having a meaning not deducible from those of the individual words (https://www.lexico.com/definition/idiom) and give its essential characteristics (These expressions reflect the culture and history of the people speaking the language).

S2 **Step 2.**

The students are put into groups, given cards with popular idioms with names of nationalities and countries. They are asked to elicit their meaning and to think of the situations the idioms can be used (compose stories to demonstrate the meaning of an idiom). They try to trace down the etymology of the phrases, explain their meaning (they can google the information they need) (e.g. It's all Greek to me – this expression can be used when we cannot understand something we read or hear; To go Dutch – to split the bill in a restaurant between everyone who ate together; When in Rome (do as Romans do) – when you're visiting a different country, you should behave like the people who live there).

S3 **Step 3.**

The students present the results of their discussion and give their assumptions on the origin of the idioms. Then check them with the "Nationality expressions" (https://www.glossophilia.org/2016/04/nationality-and-very-un-pc-expressions/) and share their impressions.

S4 **Step 4.**

The students are offered a video "70 People Reveal Their Country's Most Popular Stereotypes and Clichés" (https://www.youtube.com/watch?v=4MRZbWuUmkk) and are asked to write down nationalities and their characteristics – "Nationality labels".

S5 **Step 5.**

The students name the nationalities and their characteristics and share their experience.

S6 **Step 6.**

Points for discussion: How come that such idioms are so widespread? What is the role of modern media in distributing them? How are cultural stereotypes formed? What events or factors stimulate their emergence?

💡 | **Conclusions:**

The students should realize that in most languages the origins of idioms are strongly associated with the cultural and historical ties countries and nationalities have with each other. Certain idioms with the names of countries and nationalities are widely used in our everyday life, though it's not always possible

to find out the true etymology of an idiom as different sources give different versions. The students should learn the most popular idioms to become fluent speakers and get a cultural background. They should also remember that cultural stereotypes are subjective and formed on the basis of limited expertise by certain communities. People are changing but cultural labels tend to remain fixed and can be offensive and it should be taken into account.

| Variations:

Online activity in Zoom applying interactive boards (Jamboard or Padlet).

During online class "Mentimeter" can be used for brainstorming and developing definitions of idioms. The students can work in breakout rooms in Zoom – discuss the meaning of idioms, create situations and stories.

Handout

Greek meets Greek

take a French leave

to go Dutch

it's all Greek to me

Chinese whispers

a Mexican standoff

when in Rome do as Romans do

talk for England

to play Russian roulette

to walk Spanish

15. Role play on stereotypical behaviour

⌖ Aims

👥 **skills** - speaking, listening;

📑 **language** – questions, giving reasons, excuses, explanations, pieces of advice, modals.

🔍 Learning outcomes:

Students can distinguish stereotypes about teachers (politicians), understand the difference between stereotypical thinking and discrimination, use their critical thinking to deal with them, communicate with partners in the framework of stereotypical behavior.

⚏ Type of exercise:

discussion, role play.

✎ Preparation:

study the theoretical material about stereotypes (online course "VeryVerified". Unit 4, Part C: https://verified.ed-era.com/manipulation/part-c);

study lexical units on character, personal characteristics, behavior, stereotypes.

🕐 Time:

15-20 min.
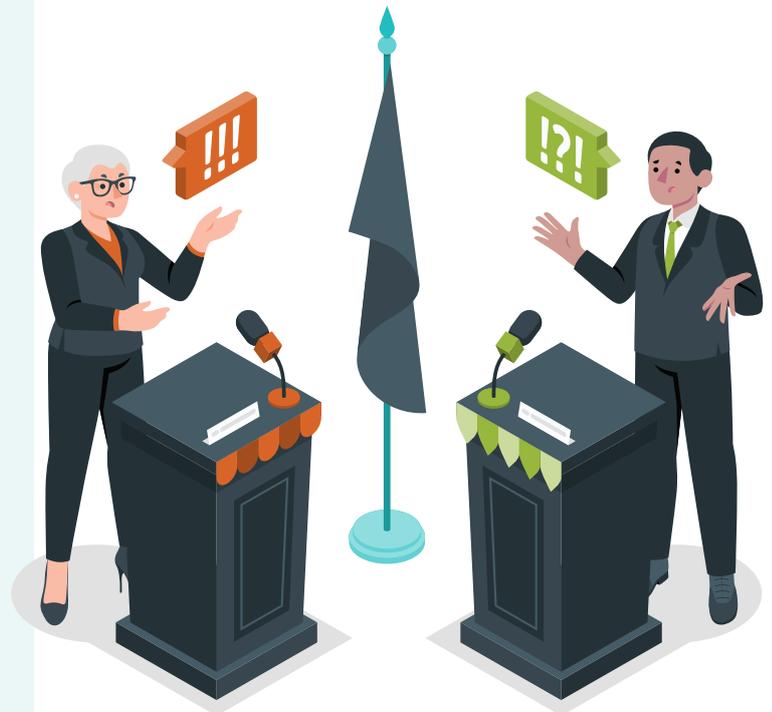
⚙️ | **Procedure**:

S1 **Step 1.**

The teacher chooses the topic of the role play (all the explanation further will be given on the example of a teacher and a student model).

S2 **Step 2.**

The teacher invites the students to brainstorm about stereotypical characteristics of a teacher's and a student's characters and behavior. The results of the brainstorm can be written down on a poster/ the blackboard (organized as a mind map on the poster/ written on separate pieces of paper and systematized in different semantic or logical groups to get some general picture of a typical teacher or a typical student).

S3 **Step 3.**

Students work in small groups of 3-4 people and analyze what the sources of the stereotypes are.

S4 **Step 4.**

The teacher gives out the cards with the roles and lets them create pairs with one teacher and one student in each.

S5 **Step 5.**

The teacher gives the students several minutes to study the role card to understand the role and then gives students 7-8 minutes to role play.

S6 **Step 6.**

The teacher also asks the students to make some notes about their feelings at the beginning and at the end of the conversation.

S7 **Step 7.**

The teacher organizes a separate group of teachers and a separate group of students and give them the instruction to analyse and discuss: their feelings at the beginning of the conversation; their feelings at the end of the conversation; decide if the goal set in the instruction was achieved; what was the most difficult for them during the role play; make some conclusions on how stereotypes influence our everyday life.

S8 **Step 8.**

The teacher rearranges the students into new small groups (3-4 persons) and gives them the task to create a list of 10 tips how to deal with stereotypes, how to avoid stereotypical behavior.

S9 **Step 9.**

Students present the results to the whole group, find differences, ask questions and comment on the answers of other groups.

S10 Step 10.

The teacher gives the students the task to make the conclusions.

Conclusions:

Stereotypes influence human's life even before the birth of a person. In reality much depends not so much on the stereotypes, but mostly on the attitude of the information consumer to them. The main problem is that people with low level of critical thinking rarely analyze the information they get from different sources such as social and traditional media, word of the mouth. It has a bad impact on human relations and can destroy not only relationships, but also career promotion or just attitude to the person in general.

If speaking about a typical teacher and a typical student, many problems can occur if they both are not flexible enough to avoid the stereotypical behavior / phrases.

Stereotypes are created by society and taught to the children in the kindergarten. The more time a little person spends in the society, the more stereotypes he/she believes. Very often the stereotypes are not only offensive, but they are also discriminating and manipulate the mentality of both a separate person and the society in general.

There are several steps to deal with the stereotypes:

1. Never trust stereotypes. Use your critical and analytical thinking to define the truthful and trustworthy information.

2. Avoid stereotypical behavior. Always try to imagine your partner (the person you work with or communicate to) to understand his/her feelings.

3. Distinguish between stereotypes and discrimination, although both can be offensive.

4. Be aware of the phrases and word-combinations you use in your everyday life.

Variations:

1. There can be different role cards for a pair (a teacher and a student, a politician and a journalist, a parent and a teenager) depending on the language topic studied.

2. Step 2 can also include not only stereotypical characteristics and behaviour, but also a set of word-combinations and phrases students can recollect from their school/university experience. In this case the instruction to the role play should also include the task to use as many of these stereotypical expressions as possible.

3. The task can also be completed online (preferably in Zoom as the teacher can split the students into small groups). Stereotypical characteristics/behavior / phrases can be systematized with the help of a shared Google Sheet / Mentimeter / Padlet or any other shared board.

STUDENT

You are a student. You haven't slept well this night because you have a little baby that is about to have his/her first tooth and therefore has been crying for the whole night. You haven't prepared your home assignment for today and you want your teacher to let you hand it in later this week.

► Explain to the teacher the reasons why you haven't done your home assignment;

► reassure the teacher that you should be given a chance to hand in the task, although you constantly do not hand them in on time;

► make some notes about your feelings at the beginning and at the end of the conversation.

TEACHER

You are a teacher. You have been working at the university for many years. You are absolutely sure that you can see all the students through. You are sick and tired of the students, who do not hand in their papers in time, because you are to spend much of your private time checking the papers later. You have your positions, and you are not going to make any kind of exceptions.

► Let the student understand that you do not consider his/her reasons to be serious enough;

► give the student your reasons, why you will definitely not give him/her a chance to hand it in later (lack of time, private matters, the student has never handed in anything in time, it's too early for him/her to have a baby while studying at university etc.);

► make some notes about your feelings at the beginning and at the end of the conversation.

STUDENT

You are a student. You don't like to wear traditional clothes, like experimenting with your appearance. At the moment you have pink hair, a piercing in your nose and a huge tattoo on your arm. Your teacher doesn't let you to his classes as he considers your appearance to be inappropriate.

► Persuade your teacher that your knowledge doesn't depend on your appearance;

► find the information about your legal rights to make your statements more reasonable;

► make some notes about your feeling at the beginning and at the end of the conversation.

TEACHER

You are a traditional teacher. You are a conservative person. Being a lecturer at the pedagogical university, you consider it to be your duty to develop the style of the future teachers for them to be a model. You don't let a student with pink hair, a piercing and a tattoo to your lectures as his/her appearance is inappropriate.

► Explain your position to the student;

► reassure him/her to change his appearance to become a good teacher;

► tell him/her that it influences his education in a bad way;

► make some notes about your feeling at the beginning and at the end of the conversation.

POLITICIAN	JOURNALIST
You are a politician being interviewed. The elections are in the nearest future, so you are really interested in high rate and positive attitude of the readers/viewers. But you know that journalists often show the politicians from the worst point of view in their publications.	You are a journalist at a quality paper ("The New York Times"). You are absolutely sure that all the politicians are liars and they promise much and do nothing. You are going to write an article to show that this politician is not worth being voted for.
▶ Persuade the journalist that not all the politicians promise more than can complete; ▶ explain it to him/her why people do need good politicians; ▶ reassure him/her that you are worth being voted for; ▶ make some notes about your feelings at the beginning and at the end of the conversation.	▶ Ask him/her some provocative questions; ▶ try to catch him at the act of lying; ▶ reassure him that people do not need politicians; ▶ insist on the idea that politicians never fulfill their promises; ▶ make some notes about your feelings at the beginning and at the end of the conversation.
PARENT	TEENAGER
You are a parent of a teenager who wants to become a vlogger and therefore doesn't go to the university. You are certain that your child should get higher education.	You are a teenager. You have already decided on your future professions. You are eager to become a vlogger as you think it is modern and can bring you much money. You are not going to enter any university. You parents are against it.
▶ Explain your point of view to your child; ▶ persuade your teenager to go to the university because all your family members have higher education; ▶ reassure him/her that you disapprove of him/her being a vlogger; ▶ make some notes about your feelings at the beginning and at the end of the conversation.	▶ Persuade your mother/ father to let you become a vlogger; ▶ give your reasons why higher education is not important to you; ▶ reassure him/her that higher education is not important nowadays; ▶ make some notes about your feelings at the beginning and at the end of the conversation.

GLOSSARY

Discrimination - treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit [https://www.dictionary.com/browse/discrimination].

Stereotypes - a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality [https://verified.ed-era.com/manipulation/part-c].

Vlogger – a person who has his own blog that features mostly videos rather than text or images [https://www.dictionary.com/browse/vlogger].

16. Role play on the story "A Friend in Need" by W. S. Maugham

Aims

🎯 **Aims**

👥 **skills** - speaking, reading, listening;

📑 **language** – judicial vocabulary, court procedures, professionals in the court, justice, causes and consequences.

🔍 Learning outcomes:

Students can express his/her point of view on friendship; use their critical thinking to analyze and evaluate human's deeds; find, analyze, classify facts and proofs, predict possible consequences and causes of the events; deal with the stereotypes about court system and friendship; use lexical units on judicial and court lexis, follow the court procedure; analyze and compare stereotypes and real facts about friendship and court system.

📊 Type of exercise:

discussion, role play.

✂️ Preparation:

to read a short story "A Friend in need" by W. S. Maugham;

to study lexical units on friendship, court system; to distribute the roles and to give the students time to get ready for the court; students should find all the necessary clichés, word combinations, read about the court procedure / watch some films about courts.

🕐 Time:

60 min.
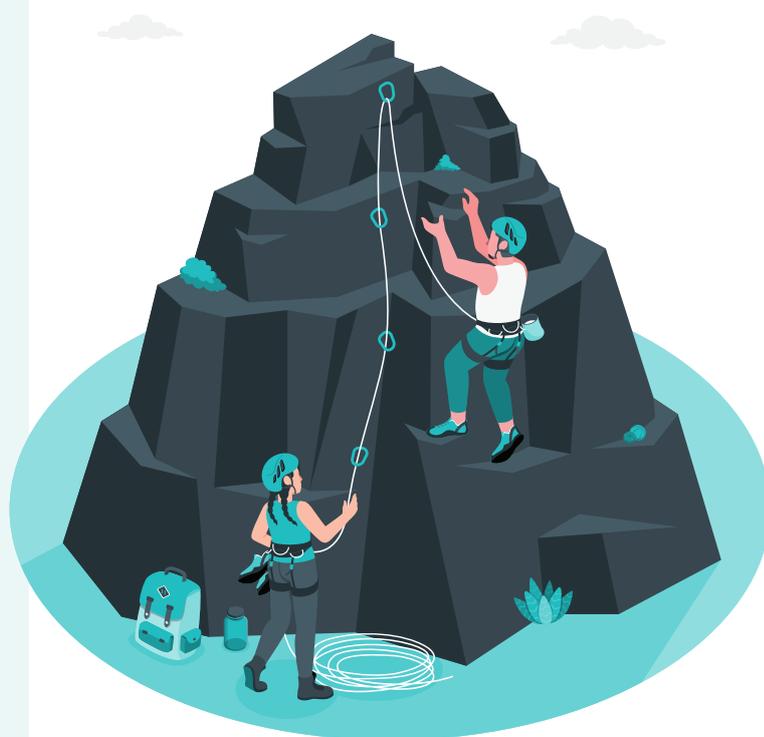
⚙️ | **Procedure**:

S1 **Step 1.**

The teacher suggests students reading the short story "A Friend in need" by W. S. Maugham.

S2 **Step 2.**

The teacher distributes the roles and lets the student get prepared for the court.

S3 **Step 3.**

The teacher divides students into two groups. The teacher organizes a brainstorming on stereotypes about friendship/court. Each group is to create a poster that illustrates the stereotypes about friendship / court and present it to another group.

S4 **Step 4.**

The teacher announces the main idea of the court – to decide if Burton is guilty of Turner's death.

S5 **Step 5.**

The teacher guides the role play of the students and controls the logic of the court procedure.

S6 **Step 6.**

After the announcement of the court sentence the teacher gives the students a task to make a list of the stereotypes about friendship and court that were mentioned within the role play.

S7 **Step 7.**

The teacher asks the students to recollect: the way they dealt with those stereotypes; how the stereotypes influenced their behavior.

S8 **Step 8.**

Students are suggested to make the conclusions.

💡 | **Conclusions:**

Friendship is a sophisticated issue as every person considers it from the point of view of their own life experience. Many people mistreat friendship for the use of people as it can be observed in the story by W. S. Maugham. Turner considered Burton to be his friend and stereotypically trusted him as his friend. Burton also considered Turner to be his friend, but he misled his friend which lad to death. In this context we can state that stereotypes can even ruin one's life if not dealt with properly. People have to critically analyze the stereotypes, stereotypical attitude to friendship, analyze and value human virtues. On the other hand, there are lots of different stereotypes and myths about the court system and legislation which can make people mistrust and disbelieve in justice.

Every person who was present in the court participated in the frameworks of his own experience and stereotypical behavior. It influenced the procedure of the court and the final decision of the judge.

So, stereotypes influence people's attitude to others, their way of thinking and behavior. It can have a negative impact if people do not use critical thinking.

Handout

BURTON

You are the main character of W. S. Maugham's story. You are rich and wealthy. You are sick and tired of people asking you for favours. You believe in the fact that everyone is responsible for his own destiny. You don't think it is your fault that Turner has sunk. Your task is to prove that it was not your fault.

TURNER (GHOST OF TURNER)

You are the ghost of the main character of W. S. Maugham's story. You have experienced hard times and turned to your friend Burton for help. He set a strange task to complete in return for financial aid. You really trust that he is your friend. Unexpectedly you were not able to complete the bet and you sank. You are disappointed, because you know that you mislead your family. Still, you don't think that it is Burton's fault.

CLERK 1

You work in Burton's office. You consider him to be a good boss, though he is not very generous and rather strict. You don't believe he could have made Turner kill himself. Your task is to prove that it was not Burton's fault.

CLERK 2

You work in Burton's office. You believe that he is a murderer, because he is very greedy and always fines his subordinates. Your task is to prove that it was Burton's fault.

POLICEMAN 1

You are a policeman. You have been on duty when you were informed that a person drowned in the river. You came to take the body of a drunkard when you found out that it was the result of the bet. You consider that drunk people die every day, just because they are drunk. Your task is to find proofs that it was not Burton's fault.

POLICEMAN 2

You are a policeman. You have been on duty when you were informed that a person drowned in the river. You came to take the body of a drunkard when you found out that it was the result of the bet. You are sure that even a drunkard is a human being and that a human's life is priceless. Your task is to prove that it was Burton's fault.

PROSECUTOR

You are a prosecutor. It is your direct duty to prove that Burton made Turner swim and drown. Your task is to find the witnesses and solid proof.

SOLICITOR

You are a solicitor. Burton has paid you enough money for him not to get behind the bars. Your task is to find the witnesses and solid proofs to prove that Burton is innocent.

JURY	JURY
You are a jury member. You have been drinking for many years, but now you have given up. Still you know that people being drunk overrate their abilities and possibilities and that it leads to the death. On the other hand, a drunk person would never jump into the river by himself. So your task is to listen to witnesses and proofs to make the final decision.	You are a jury member. You are a mother of 5 children and you know what it is to live without any money. You can imagine the feelings of Turner that made him turn to Burton for help. So, your task is to listen to witnesses and proofs to make the final decision.
JURY	**JURY**
You are a jury member. You are a gambler. You believe in luck and fortune. You also believe that the rich should help the poor. You think that Burton should have helped Turner. So, your task is to listen to witnesses and proofs to make the final decision.	You are a jury member. You are a fanatic believer. You are sure that every person is God's creature and deserves a better life. So, nobody has a right to take one's life as well as to make somebody kill himself. So, your task is to listen to witnesses and proofs to make the final decision.
JUDGE	**COURT SECRETARY**
You are a judge. You are the person to make the final decision. Your task is to listen to everybody, who participates in the court and to announce the sentence.	You are a court secretary. You are to help the judge. It is not your duty to decide on Burton's being guilty or innocent, but you will take part in the discussion later on, so make your own decision after having listened to all the witnesses.

17. Role play on the image of a typical student

⌖	**Aims**
👥	**skills** - speaking, writing;
📑	**language** – degrees of comparison of adjectives, word order of the adjectives, descriptive lexics (appearance, personality), chunks for expressing one's point of view; expressions for agreement and disagreement.

Learning outcomes:

A student can critically evaluate one's image, explain his/ her point of view and beliefs with the help of polite expressions for agreement and disagreement; can deal with the stereotypes; can describe the image of a typical student taking into consideration word order of the adjectives, degrees of comparison.

Type of exercise:

vocabulary/ discussion.

Preparation:

to study the lexical units on appearance; to study different chunks that are used to lead the discussion; to study expressions for agreement and disagreement; to study degrees of comparison and word order of the adjectives.

Time:

30-60 min.

⚙️ | **Procedure**:

S1 Step 1.

The teacher gives out the cards with the roles.

S2 Step 2.

The teacher gives the instruction: "Today we are all present at the school (university) conference which is to decide on the image of the modern student. All of you represent different social relations and jobs and therefore your attitude to the issue is quite different. Everybody has a right to express his/her opinion from the point of view of your role. As a result, we should create a set of rules that regulate the image of the student who studies at our university. Don't forget to be polite and respectful to each other and to use the word-combinations for agreement and disagreement".

S3 Step 3.

The teacher gives all the participants 3-5 minutes to study the card, to understand the role and to get ready with their speeches.

S4 Step 4.

The teacher suggests voting for the head of the meeting. Depending on the situation, participants either vote for the volunteers or make suggestions and vote for the people suggested. The task of the head of the conference is to lead the meeting, to give people a possibility to speak and to finalize the ideas.

S5 Step 5.

The teacher suggests voting for the secretary of the meeting. Depending on the situation, participants either vote for the volunteers or make suggestions and vote for the people suggested. The secretary of the meeting is the person who makes notes and creates the set of the rules according to the results of the discussion.

S6 Step 6.

The head of the conference gives all the participants a possibility to speak up. It is also important that the representatives of traditional and modern approaches speak in a row (one after another) for all the students to be able to compare the ideas as well as to decide on whose point of view is more reasonable.

S7 Step 7.

The head of the conference lets the participants ask 3 questions to each speaker in order to clarify their point of view. It should be also mentioned that sometimes the questions can be provocative, and the speaker should try to avoid the conflict using polite phrases and word-combinations for agreement and disagreement.

Step 8.

The head of the conference leads the voting after each pair of the participants have spoken up (e.g. a traditional parent and a modern parent) and the results of the voting are recorded by the secretary.

Step 9.

At the end of the conference the secretary is to speak up and to announce the final decisions on the image of the modern student according to the results of the discussion.

Conclusions:

Everyday people face stereotypes and their consequences. These stereotypes influence our attitude to the world around us as well as influence and sometimes damage our worldview. A great amount of stereotypes have come from the previous generations, when everybody should have been equal and to show off was considered to be ill-mannered. Nowadays, in the times of globalization and information flood it is important to think critically as well as to differentiate stereotypes and reasonable criticism.

It is important to be aware of the fact that the colour of one's hair doesn't influence his/her mental abilities as well as a tattoo has nothing to do with the quality of the work done. There are always several ways to deal with stereotypes: to aggressively express one's point of view and insist on its righteousness, to politely avoid the conversation; to politely express your vision and even probably to persuade the person.

Variations:

1. Before the discussion according to the appointed roles, the teacher splits the participants in 2 groups: traditional and modern.

The teacher gives the task to draw a word-picture of a traditional/modern typical image of a modern student.

The teacher asks the students to use these word-picture while discussing them.

2. At any of the steps of the role-play Mentimeter.com can be used to combine the idea and to make the image of a typical student more attractive and comprehensible.

Remarks:

The image of a typical student is a model topic for discussion. The idea of the task can be used in any other topic as for example to discuss the image of a typical president, politician, journalist, medical person etc.

Handout

A TYPICAL TRADITIONAL YOUNGSTER

You are a typical traditional youngster who has just entered the university of your dreams. You are aware of the fact that it is a great responsibility therefore you are sure that you should look tidy, smart and official.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL MODERN YOUNGSTER

You are a modern teenager who has just entered the university of your dream. Modern bloggers and celebrities proclaim the idea of being a bright individual. You are sure that the university time is the best time to experiment with your body.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL TRADITIONAL PARENT

You are a traditional parent. You know that a student's main duty is to study, to gain knowledge, to look neat and official to make a good impression on the teachers. Besides, your child should always share his/her emotions with the parents, retell all the events of the day at university.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL MODERN PARENT

You are a modern parent. You think that parents shouldn't influence the student's life after he/she reaches 18. His/her hairstyle, number of tattoos as well as habits like smoking are his/her own responsibility. Besides, students' years are the best years of one's life, so why waste them on studying itself.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL TRADITIONAL NEIGHBOR

You are a traditional neighbor who watches everybody in the house. It is you who controls what times the student comes home as well as discusses the student's hairstyles and make up with other neighbors. You think that modern youngsters look inappropriately and are all evil-bred.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL MODERN NEIGHBOR

You are a modern neighbor, who doesn't intrude into your neighbor-student's life. You are of the idea that only the students' years are the best chance to use the times to the maximum: to attend clubs and discos and to enjoy life to the fullest.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL TRADITIONAL TEACHER

You are a traditional teacher. You have been working in education for more than 20 years. You remember the perfect times when everybody had to wear school uniform, have their hair done and be respectful to the adults.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL MODERN TEACHER

You are a modern teacher. You have worked at school for 3 years. You don't think appearance can influence the results of education. Appearance doesn't matter. Desires, ambitions, good social skills and key competencies matter.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL TRADITIONAL GRANNY

You are a typical granny who has brought up the baby. You think that parents set too high standards for the child. In your opinion, a typical student is clever, wears glasses, is polite and smart, looks decent.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

A TYPICAL MODERN GRANNY

You are a modern granny who follows the grandson / granddaughter on all the social media. You know that appearance is a good way to attract one's attention. The more eccentric the person looks, the more chances are to be remembered.

Express your point of view. Describe your stereotypical image (appearance, behavior, personality), using degrees of comparison and correct word order of the adjectives. Use phrases and word-combinations for agreement and disagreement while answering your partners' questions.

18. A story of one word

Aims

skills - speaking, writing;

language – degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation.

Learning outcomes:

Students can compare notions and objects, speculate on the origin of the notions, create own stories; reasonably explain their point of view; evaluate and interpret events; analyse reasons and consequences.

Type of exercise:

creative writing.

Preparation:

study degrees of comparison, linking words, relative pronouns, past tense, modals of speculation.

Time:

60 min.
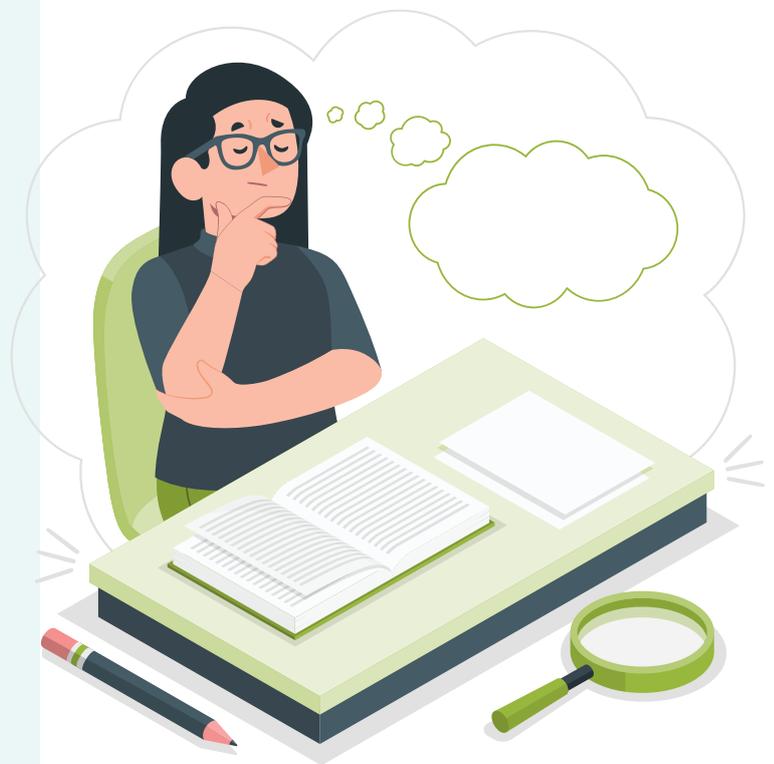
⚙️ | **Procedure**:

S1 Step 1.

The teacher splits the students into 7 groups.

S2 Step 2.

The teacher announces the topic of the creative task. For example, today we are going to discuss the notion of "Information".

S3 Step 3.

Each group gets its own task on a separate card and 20 minutes to complete it.

S4 Step 4.

The teacher explains the task and moderates the group work.

S5 Step 5.

Each group is to complete the task on a separate sheet of paper, which later on will be compiled into a wallpaper or printed out as a regular paper.

S6 Step 6.

After all the groups have completed the task, the groups are to present the results of their creative work.

S7 Step 7.

The teacher lets the students answer the questions:

- *How stereotypical were the creative stories?*

- *What does the choice of the objects to compare depend on?*

S8 Step 8.

The teacher explains the students that stereotypes and limits create restrictions in one's head.

💡 | **Conclusions:**

Stereotypes are present in all areas of human's life. Stereotypes are influenced by one's experience and worldview. When trying to create a definition, to classify the notions, to compare different objects, students usually rely on their background knowledge, life experience and worldview. It is important to be able to differentiate and to separate facts from the opinions, which can be stereotypical and influence one's attitude to the world around him/her.

This exercise is a good illustration of several issues:

1. the way people follow the instructions (the reality shows that having got the same instruction, different groups will complete the task in different ways);

2. the way stereotypes influence one's ability to creatively write;

3. the way people treat and understand classical notions through the looking glass of their life background.

| Variations:

The task can be completed with any kind of notions depending on the topic the students study according to the curriculum. It can be "Politics", "Sports", "Food", "Media" etc.

Handout

GROUP 1

Create the definition(s) of the notion "Information". Don't use any additional materials, don't google. Create the definition(s) of the notion the way you understand it. It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 2

Think of the possible classifications of the notion "Information". It is the choice of the group what criteria you are going to classify to. It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 3

All the notions and objects can be described from the point of view of 6 senses. The task of your group is to describe the notion of information they way you see, hear, feel, smell, taste it and what your intuition tells you about it. It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 4

Think of the possible origin of the notion "Information". Write a story about the creation of the notion "Information". What could have caused it, why could it have been called like that etc. It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 5

Let us imagine that information is a living being. The task of your group is to describe one day of life of the notion Information (When does the day of the Information begins? What does the Information do every day? etc). It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 6

It is always important to compare the notions to find the truth. Your task is to decide on the object you are to compare the information with. It can be something abstract as well as something physical. You can compare the information and a book; the information and the disinformation; the information and an apple etc. It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

GROUP 7

All the notions can be both praised and cursed. The task of your group is to create an advertisement or an anti-advertisement of the notion "Information". Describe pros and cons of the notion "Information". It must be creative, can be humorous or serious. Organize your definition(s) on a separate sheet of paper for it to be comprehensible and representative. Use infographics and pictograms, degrees of comparison, linking words, relative pronouns, past tenses, modals of speculation. Be ready to explain your answer.

19. A research on intercultural stereotypes

skills - speaking, writing;

language – linking words, relative pronouns, present tenses, modals of speculation.

Learning outcomes:

Students can effectively look for information, ability to differentiate facts and opinions; develop the ability to systematize information, to evaluate alternatives; compare notions and objects; reasonably explain their point of view; evaluate and interpret events; analyse reasons and consequences.

Type of exercise:

research / creative writing.

Preparation:

linking words, relative pronouns, present tense, modals of speculation.

Time:

30-45 min.

⚙️ | **Procedure**:

S1 Step 1.

The teacher divides the students into 5 groups.

S2 Step 2.

The teacher announces the topic of the research, e.g., typical British meals.

S3 Step 3.

Each group gets its own task on a separate card and 20 minutes to complete it.

S4 Step 4.

The teacher explains the task and moderates the group work.

S5 Step 5.

Each group is to complete the task on a separate sheet of paper, using infographics, diagrams, schemes to make the presentation more representative. These separate pieces of paper can be compiled into a wall paper or printed out as a regular paper.

S6 Step 6.

After all the groups have completed the task, they are to present the results of their research.

S7 Step 7.

The teacher invites the students to analyse the stereotypes found in the process of the research.

S8 Step 8.

The students are to summarize the advantages and disadvantages of the stereotypes and the ways they influence one's attitude to the world.

💡 | **Conclusions:**

Stereotypes influence our attitude to different notions. People often make their judgements based on the stereotypes created and spread by different media. It is especially dangerous when people create their understanding of the notion and attitude to it only based on the information from the media. For example, if a person has never been to the ocean, he or she can only believe that it is vast, endless, bottomless and is a home for many dangerous creatures. If this person is told that the water in the ocean is red and shown a bright picture broadcast by a well-known TV channel, in most cases the person will blindly trust it.

Many TV channels, social media and traditional media create stereotypical attitude of an average person to different political and civic issues. It is important to use critical thinking and logic to differentiate facts and opinions, stereotypes and reality.

| Variations:

The task can be completed with any kind of issue depending on the topic the students study according to the curriculum. It can be "Image of a typical teacher", "A Mobile phone in the student's life", "A typical Nurse" etc.

Handout

Group 1. Social Media

Do some research on typical British meals in modern social media. Define the main stereotypes about the typical British meals and write out phrases, word-combinations, statements and descriptions of them. Create a kind of a poster, using infographics, diagrams, schemes to make the presentation to be more representative. Don't forget to use linking words, relative pronouns, present tense, modals of speculation during the presentation of the results of your research.

Group 2. Films

Do some research on typical British meals in movies and films. Define the main stereotypes about the typical British meals and write out phrases, word-combinations, statements and descriptions of them. Create a kind of a poster, using infographics, diagrams, schemes to make the presentation to be more representative. Don't forget to use linking words, relative pronouns, present tense, modals of speculation during the presentation of the results of your research.

Group 3. Books

Do some research on typical British meals in books (modern literature). Define the main stereotypes about the typical British meals and write out phrases, word-combinations, statements and descriptions of them. Create a kind of a poster, using infographics, diagrams, schemes to make the presentation to be more representative. Don't forget to use linking words, relative pronouns, present tense, modals of speculation during the presentation of the results of your research.

Group 4. Printed media

Do some research on typical British meals in printed media. Define the main stereotypes about the typical British meals and write out phrases, word-combinations, statements and descriptions of them. Create a kind of a poster, using infographics, diagrams, schemes to make the presentation to be more representative. Don't forget to use linking words, relative pronouns, present tense, modals of speculation during the presentation of the results of your research.

Group 5. Traditional Media

Do some research on typical British meals in the traditional media. Define the main stereotypes about the typical British meals and write out phrases, word-combinations, statements and descriptions of them. Create a kind of a poster, using infographics, diagrams, schemes to make the presentation to be more representative. Don't forget to use linking words, relative pronouns, present tense, modals of speculation during the presentation of the results of your research.

20. Stereotypes in infographics

Aims

skills - speaking, writing;

language – giving advice / asking for advice, asking the way, modals, infinitives.

Learning outcomes:

Students can ask for a piece of advice and give a piece of advice, ask for directions/ give the directions, analyse pictograms, pictures and infographics, demonstrate intercultural tolerance.

Type of exercise:

warming-up activity/discussions.

Preparation:

study the lexical units on asking/giving directions, asking for/ giving a piece of advice; use of modals with infinitive.

Time:

20-30 min.

Procedure:

Step 1.

The teacher gives the instruction on the cards and explains the task.

Step 2.

The teacher divides the students into 2 groups according to the tasks on the cards (mostly representatives of two different cultures, e.g., London and Kyiv; Ukraine and the USA etc.)

Step 3.

Students have 15 minutes to create top 10 tips what to see and to do in London / Kyiv, using drawing, pictograms or infographics only.

Step 4.

The teacher moderates the work of the groups and guides them.

Step 5.

After all the groups have completed the task, they present their poster or 10 separate tips and let the second team try to understand the idea of the symbol.

Step 6.

After both teams have "read" the infographics of each other, the teacher suggests summarizing the task. There are several questions that should be discussed:

- Which symbols were easy to guess?
- Which symbols were difficult to guess?
- Which symbols can be offensive for the representatives of other cultures?
- How can they be avoided or substituted?
- What is more difficult: to create infographics or to read it?
- What kind of difficulties have you faced while completing the tasks?
- What is the role of stereotypes in creating / reading infographics?

Conclusions:

Stereotypes influence the way we understand and see the world around us. But for life experience and background knowledge there are also cultural stereotypes and peculiarities that can lead to misunderstandings and even conflicts.

Nowadays infographics is very popular especially with the young people and tourists, because it gives an opportunity to avoid language and cultural problems, but stereotypes can be misleading and prevent

people from understanding some plain issues.

It is important to think critically before accusing somebody of discrimination or any other kind of intercultural intolerance.

⊹ | **Variations:**

1. The teacher creates pairs with one representative from each group and lets the students communicate in the context of a communicative situation "Asking the ways".

2. The teacher creates pairs with one representative from each group and lets them read the infographics of each other. After the pairs have completed the task, all the students are invited to the final discussion on the questions mentioned above.

3. The teacher creates pairs with one representative from each group and suggests them roleplaying in frameworks of the stereotypical behavior of some certain culture (Spanish – vivid and emotional, German – strict, reserved etc.)

London

You are a real Londoner and you have been working as a tour guide for 25 years. You know your native city as your own five fingers. You are hired by a world-known tourist company to create a list of the top 10 tips for tourists what to see and to do when in London. Create the list of top 10 tips in the form of infographics so that it could be understood by representatives of any culture. Be ready to explain you symbols as well as to let people read them.

Kyiv

You are a real Kyiver and you have been working as a tour guide for 25 years. You know your native city as your own five fingers. You are hired by a world-known tourist company to create a list of the top 10 tips for tourists what to see and to do when in Kyiv. Create the list of top 10 tips in the form of infographics so that it could be understood by representatives of any culture. Be ready to explain you symbols as well as to let people read them.

Typical Ukrainian Food

You are a well-known patriot of your country and you were invited to create a special menu for the foreigners that would represent the typical Ukrainian menu. It should contains at least 12 different options (food and drinks) and can only be done in the form of infographics for the representatives of different cultures to be ready to read it. Be ready to explain your symbols as well as to let people read them.

Typical British Food

You are a well-known patriot of your country, and you were invited to create a special menu for the foreigners that would represent the typical British menu. It should contain at least 12 different options (food and drinks) and can only be done in the form of infographics for the representatives of different cultures to be ready to read it. Be ready to explain your symbols as well as to let people read them.

21. If my phone could speak

Aims

skills - speaking, writing;

language – conditionals, modals of speculation, expressing opinion.

Learning outcomes:

Students can argumentatively express their own opinion; analyse and interpret the events; analyse reasons and consequences; analyse and describe the events from another point of view.

Type of exercise:

creative writing / creative speaking.

Preparation:

study conditionals, modals of speculation, words and word-combinations of expressing opinion

Time:

30 min.

⚙️ | **Procedure**:

S1 **Step 1.**

The teacher gives the students the instruction: Imagine that your phone is a living being that follows you 24 hours a day. What kind of a story could your phone tell about your daily life? What does it think about you?

S2 **Step 2.**

The teacher gives the students 15 minutes for creative writing and guides the work.

S3 **Step 3.**

The teacher lets the students present their creative pieces of writing.

S4 **Step 4.**

The students are to listen to the presentations of others and make notes on the stereotypes mentioned in each speech.

S5 **Step 5.**

The students analyse the stereotypes and the reasons they occurred in their texts.

S6 **Step 6.**

The teacher makes the conclusions.

💡 | **Conclusions:**

Stereotypes are present in all areas of our life. In many life situations people consider their stereotypes to be classical and traditional point of view. Completing a task that presupposes looking at one's life from aside is a good way to reconsider one's life as well as to consider the stereotypes that surround one's everyday life.

🖧 | **Variations:**

1. The teacher gives out cards with the objects of everyday use (a mobile phone, a computer, a purse, a bag, a favourite pen, a tablet etc.). Instruction: Imagine that your mobile phone/ computer/ purse/ bag/ favourite pen/ tablet is a living being that follows you 24 hours a day. What kind of a story could your gadget tell about your daily life? What does it think about you?

2. The teacher gives the students a task to describe his/her daily routine from the point of view of different gadgets. As a summing up activity the teacher suggests the students to analyse the common points and the differences in the vision and attitude of different gadgets to their owner.

22. Finish the picture

Aims

skills - speaking, writing;

language – descriptive lexical units, prepositions of place linking words, relative pronouns, word order of the adjectives, modals of speculation.

Learning outcomes:

Students can argumentatively express their own opinion; analyse and interpret the events; analyse reasons and consequences; analyse and describe the events from another point of view; understand the whole event having analysed the part of it.

Type of exercise:

story-telling, creative writing.

Preparation:

to study descriptive lexical units, prepositions of place, linking words, relative pronouns, word order of the adjectives, modals of speculation.

Time:

45 min.

⚙️ | **Procedure**:

🔵 Step 1.

The teacher gives out the pictures to the students and asks them to draw some recognizable and comprehensible missing part of the picture. It should be mentioned that each picture contains a question that gives a hint about the probable picture-answer.

🔵 Step 2.

The teacher suggests the students write a short description of what could have happened in the picture.

🔵 Step 3.

The teacher invites the students with similar pictures to the group and to present their stories in the small groups.

🔵 Step 4.

After the students have shared their stories, the teacher sets the task to analyse the stereotypes present in the pictures and discuss in the small groups why people use stereotypes.

🔵 Step 5.

The teacher suggests the students summarize the task.

💡 | **Conclusions:**

Many people consider themselves to be creative and free of the stereotypical way of thinking. Still, tasks related to art usually deal with the subconscious processes which in its turn reveals the inner psychological state of the person as well as his/her stereotypical thinking. It is important to use critical thinking in order to avoid stereotypes that can have a negative influence.

🔀 | **Variations:**

The tasks can be extended with the help of several more steps.

Step 5. The teacher regroups the students into new groups (there should be 1 representative of each previous group in each of the newly created ones picture in each group).

Step 6. The teacher offers the students to create a complete story, using all the pictures in the group. They have freedom to put the events in any order as well as to use their imagination about the events.

Step 7. The students analyse each other's stories on the issue of stereotypes.

Step 8. The teacher invites the students make the conclusions.
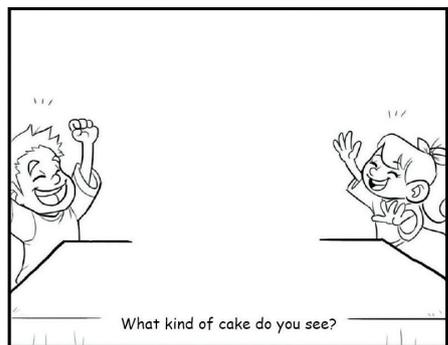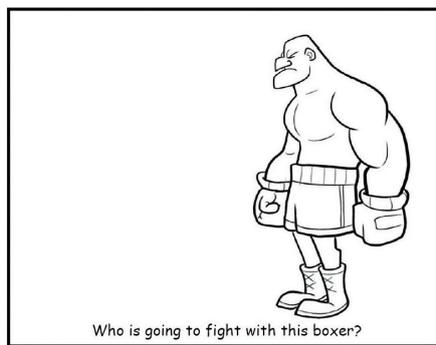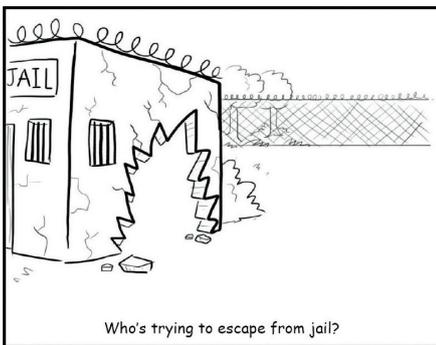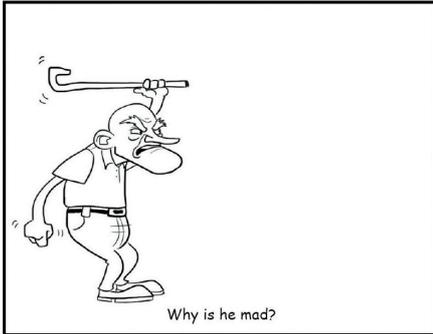
Why is he mad?

What is he afraid of?

What did he break?

Who's trying to escape from jail?

Who is going to fight with this boxer?

What kind of cake do you see?

Draw something to save
this explorer from quicksand!

What kind of pet does he have?

Why is she running?

23. I can read you

skills - speaking, writing;

language – descriptive lexical units, lexical units on shopping, appearance, personality, modals of assumptions, opinion words, relative sentences of result and consequence.

Learning outcomes:

Students can argumentatively express their own opinion; analyse and interpret the events; analyse reasons and consequences; analyse and describe the events from another point of view; understand the whole event having analysed the part of it.

Type of exercise:

creative writing.

Preparation:

to study descriptive lexical units, lexical units on shopping, appearance, personality, modals of assumptions, opinion words, relative sentences of result and consequence; to collect at least 30 receipts from different shops (possibly with description of people who went shopping).

Time:

25-35 min.

⚙ | **Procedure**:

S1 Step 1.

The teacher divides the students into groups of 3-4 people.

S2 Step 2.

The teacher lets the groups take out one shop receipt.

S3 Step 3.

The teacher gives the instructions: Have a look at the receipt. Analyse the objects on the list that a person has bought. Try to imagine the person. Describe him/her (appearance, personality, style of life) and give reasons for his shopping list. Be ready to explain your assumptions.

S4 Step 4.

After the students have completed the task, the groups present their descriptions to everyone. Other groups can ask additional questions to stimulate reasonable expression of one's opinion and logical assumptions; they also make notes on stereotypes that were observed in the description.

S5 Step 5.

The teacher summarizes the task.

💡 | **Conclusions:**

Stereotypes are present in all the areas of one's life and can be dangerous as they lead to discrimination and false judgements. The task shows the participants the negative influence of the stereotypes on one's way of thinking, because people judge others based on their personal life experience and worldview.

1. Warm-up TFD-discussion (True-False-Debatable)

	Aims
👥	**skills** - interactive opinionated speaking, possibly in the argumentative mode;
📝	**language** – specific expressions for opinionated and attitudinal speaking (inevitably, regrettably, personally etc.), descriptive adjectives (natural, critical, deplorable, advantageous etc.), topical vocabulary (digital footprint, newsfeed, clickbait etc.), linking words and phrases for argumentation (due to the fact that…, despite…, as a consequence of… etc.)

Learning outcomes:

Students are able to use reflective reasoning on issues related to their digital life as well as digital life in general, use appropriate vocabulary and grammar for expressing attitudes and opinions.

Type of exercise:

warm-up pair and possibly group discussion.

Preparation:

cards with a TFD-table.

Time:

20 min.
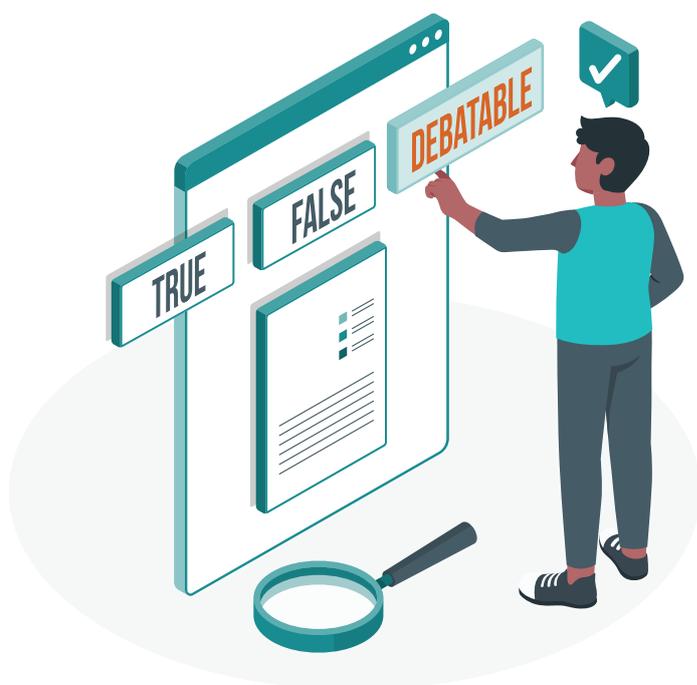
⚙️ | **Procedure**:

S1 **Step 1.**

Students receive cards with TFD-statements.

S2 **Step 2.**

Students work in pairs completing the TFD-card and marking each statement as T, F, or D (true, false, or debatable) according to what they think of it. E.g., clickbait is definitely a sign of bad taste as it is always based on hackneyed phrases and primitive language tricks.

💡 | **Conclusions:**

This exercise allows students to exchange different opinions regarding digital life in the form of a discussion.

🖧 | **Variations:**

The teacher may read each statement to the whole class and ask the students to get up from their desks and take one location if they think the statement is true, another one if they see it as false, and a third if they find it debatable. Then, they can arrange a discussion and express their arguments.

📝 | **Remarks:**

The teacher may provide some useful vocabulary on the board and monitor the activity so that students do not resort to code switching and receive help if needed.

Worksheet

	TFD
Clickbait is a sign of bad taste.	
It is possible to develop emotional resilience to media manipulations.	
Online bullying is the dark side of freedom of speech.	
Spending time on social media reduces depression and anxiety.	
What you post and repost does not really show what you are.	
Digital detox time should be on every person's daily agenda.	
Staying connected 24/7 will never let you feel lonely.	

2. Building your security planner

Aims

skills - speaking, reading;

language – demonstrate comprehension of the spoken English language in a variety of reading situations.

Learning outcomes:

Students will identify issues regarding online safety; consider personalized recommendations on safety topics; review and share their opinion on the risks of using devices and give feedback on this expert-advised site.

Type of exercise:

thematic activity.

Preparation:

university lab with personal computers or students' gadgets and Internet access; personal Internet access.

Time:

10-15 min.

⚙️ | **Procedure**:

Students are going to explore a service that provides an automatic expert advice and personalized recommendations on keeping social media accounts from being hacked, locking down devices ranging from smartphones to home security cameras, and reducing intrusive tracking by websites.

Students are given a link to the "Security Planner" website and by navigating the website, they answer several questions to get customized recommendations to help: 1) safely backup files, 2) browse online without tracking, 3) avoid phishing scams, and 4) prevent identity theft.

The link to the website: https://securityplanner.consumerreports.org/

QR-code:

🔢 **Step 1.**

Students use the available personal access to the Internet and visit the website.

1. They get to the page titled "Keep Your Data Secure With a Personalized Plan," scroll down and press "Let's Do It." This will move them to the page where they complete step-by-step choice – choose a device they use or want to secure (iPhone/iPad, Android Phone or Tablet, Mac computer, Windows computer, Baby monitor, etc.), then scroll down and press "Next."

2. On the next page, they choose what they want to protect (themselves from viruses and malware, data if a device is stolen, keep people from seeing the screen, etc.), then scroll down and press "Next."

3. On the final stage, they have to answer whether any of the proposed statements are true to make recommendations more precise and press "Get results."

4. The next page suggests a personalized Action Plan and tips to help you better secure our data and devices. In order to save the plan, students have two options: copy URL or Download PDF.

5. There is also a top priority suggestion, i.e., if you can do one thing, do this. Other tips contain either a text with explanations to stay informed and how to act in a particular situation, others provide apps to download that protect your device or communication.

The teacher may show the way from the beginning to the end, demonstrating how the site works and what results they get in the end.

💡 | **Conclusions:**

As a conclusion, students might exchange their findings in the form of a discussion, naming the three tips they consider most effective out of the proposed list. There might be some ways for generalizing results:

1. Students may present the results on the blackboard in a general mind-map.

2. They may draw a mind-map on separate sheets.

3. They may reflect on the received results by writing the feedback on a Padlet board some time after implementing the recommendations.

4. The conclusion is that the website gives practical recommendations and answers questions that are in top demand to identity safety risks when using various devices and the Internet.

Variations:

Variation 1. The teacher may create an interactive activity with the help of cards. This option is directed by the matter of unpredictable choice. The teacher prints out the options from all three steps and arranges them into the three sets according to the stages as they are on the site. The cards can be randomly placed on separate tables face down and the teacher nominates the students one by one to pick one card from each set. After all of them get a three-piece set, they may come back to their places or PCs and click the chosen options in the mentioned site to get the recommendation. In the end, they share the results and summarize the tips.

Variation 2. The online version may be implemented through Zoom Screen sharing while demonstrating the algorithm of an exercise by the teacher or via Online Card Creators, when students will be able to pick up cards online.

3. Applications that ensure the safety of online services usage

🎯 Aims

👥 **skills** - speaking, reading, listening, writing;

📝 **language** – definitions, questions, comparing own answers with others, practicing presentation skills, concise language of mind-mapping.

🔍 Learning outcomes:

Students will check their awareness on the topic "Security Apps to Keep Your Device Safe"; grade the existing security apps and find out the top ones; differentiate between real and fake safety applications.

☰ Type of exercise:

thematic activity, group research, and grading.

✂️ Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen; a laptop for the teacher, broadsheets; flipcharts, markers.

🕐 Time:

30-35 min.

⚙️ | **Procedure**:

Students are going to learn about the existing applications (free and paid) for protecting their privacy online. The revision of different types on Internet fraud (phishing, vishing, smishing, etc.) is required.

🅢1 **Step 1. Get acquainted with existing applications that ensure the security of privacy online.**

Students use the available personal access to the Internet and complete the given task. The teacher tells the students that nowadays, there is a huge variety of applications (some of them are free, many demand a certain fee). Students have a look at the most common and checked applications that ensure the security of one's privacy when online.

These services are: Avast, SaferVPN, LastPass, DuckDuckGo, McAfee Mobile Security, Lookout

The teacher asks students if these applications are new for them and if they or their friends/relatives have ever used these apps.

🕐 | **Time**: 5 min.

🅢2 **Step 2.**

The teacher asks students to investigate the security apps on their phones. The students answer the following questions:

- Are they set by default?
- Have you downloaded any from the market?
- Why have you been using them?
- Are they useful and how often do you apply them?
- Do they demand any further fee for some options?

They exchange the information on their own safety apps and determine which of them is best, possibly in pairs or in small groups.

🕐 | **Time**: 5 min.

🅢3 **Step 3.**

Using Internet access, students visit their Google Play or App Store to find other useful apps. They may find out which of them are in top demand according to the rates of reviews.

To complete the task, the class is divided into groups according to the Season method (summer-autumn-winter-spring + Indian summer if the group is too big). They present their research on sheets where they organize the found apps in the form of a mind map and stick the sheets (broadsheets) on the wall or board.

🕐 | **Time**: 15 min.

S4 **Step 4.**

The teacher asks each group to analyze and rank each of the proposed apps (presented on group mind maps) on the scale: do not trust - not trustworthy - less trustworthy - trustworthy - very trustworthy - most trustworthy. Students justify their choices and explain the advantages and possible flaws of each application.

✗	—	÷	÷	〒	✚
do not trust	**not trustworthy**	**less trustworthy**	**trustworthy**	**very trustworthy**	**most trustworthy**

The discussion and presentation follow if the time allows.

🗂 | **Variations:**

The teacher divides the class into two or four groups. One (two) of them are doing research on the useful and top safety apps for various phone systems (or each group separately for one phone OS) and one (two) group(s) investigate the apps which are designed for data theft and are fake copies of legitimate apps. They present their research on the sheets where they organize the found apps in the form of a mind map and stick the sheets on the wall or board. The discussion and presentation follow if the time of the lesson allows them to do this.

Time: 5-10 min.

Conclusions:

The personal safety apps that are investigated and analyzed in the lesson should show that your phone is protected against viruses, threats, and personal data theft. The teacher explains that students should stay ahead of any virus with application antivirus features like, phishing attack, camera, and mic protection, photo vault feature, guaranteed safer browser experience, or prevention of other mobile theft breach. The students gain important knowledge on how to scan their apps and to choose among the best up-to-date applications for their OS. The skills to identify fake copies of legitimate apps should prevent students from downloading malware scanners.

4. Are you aware how addicted you are?

Aims

skills - speaking, listening, writing;

language – definitions, questions, comparing own answers with others, providing arguments, exemplifying, practicing presentation skills, concise language of mind-mapping.

Learning outcomes:

Students will check their awareness on the topic "Smartphone Addictions"; analyze the presented ideas, discuss them, and find connections between the video and their own lives; develop critical thinking skills.

Type of exercise:

thematic activity, video watching, group work, analysis and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen; loudspeakers; a laptop for the teacher; handouts.

Time:

30-35 min (4 steps).

⚙️ | **Procedure**:

Students are going to analyze the issue of smartphone addiction.

Students watch a video presenting various cases of smartphone additions. They are given freeze-frames from the video (Handout 1) and they have to uncover the issues depicted there. Handout 2 comprises 4 C's strategy (Connections, Challenges, Concepts, and Changes). Doing this in small groups helps students process the multimodal media product to make sense of the content and provide relevant evidence to back up claims they make about topics they are studying. The discussion follows.

S1 **Step 1. Introduction to the concepts of Smartphone Addiction.**

Students use the available personal access to the Internet and watch the video "Microsoft Windows Phone 7 Funny Smartphone Addicts Commercial."

🕐 | **Time**: 2 min.

S2 **Step 2. Checking the understanding of the material.**

The teacher checks the understanding of the material presented. The teacher delivers Handout 1 to every student. Students look at the freeze-frames from the video presented and name every situation (in any type, mode or style according to their personal wishes). Students may watch the video again.

🕐 | **Time**: 10 min.

S3 **Step 3. The 4 C's visible thinking routine (Connections, Challenges, Concepts, and Changes).**

The teacher checks the understanding of the material presented. The teacher applies "4 C's Visible Thinking Routine." Students work in small groups and fill in Handout 2. This strategy helps students develop synthesizing and organizational skills, guides students to make connections, ask questions, identify key concepts, and contemplate changes/consider the application of what they've learned.

The teacher delivers Handout 2 to every group of 3-4 students. Students watch the video again to identify moments from the commercial that correspond to each of the C's.

In the group, discussion begins by one person sharing a connection that he or she made, recalling the episode from the video, and explaining the connection. Members of the group may add their comments on the offered episode. The next member of the group then shares his or her episode and ideas and the discussion continues until each member has shared a "connection." The group then moves on to the next "C," always making sure that the chosen video episode is first shared and then discussed.

Students write down their connections, challenges, concepts, and changes they thought of while they watched the video and discussed it in their groups.

🕐 | **Time**: 10-15 min.

S4 **Step 4. Demonstration.**

To demonstrate their thinking, groups come together and share their connections, challenges, concepts, and changes in a discussion. The teacher continually asks students to back up their responses with evidence. As students share their statements, assertions, or opinions, the teacher often would ask, "what makes you say that?" or "tell me more about that," etc. Students continue to add to their recording sheets as they hear the ideas of others.

🕐 | **Time**: 10 min.

💡 | **Conclusions:**

The issue of smartphone addiction is investigated and analyzed in the lesson. As a result, students should realize how addicted we are. The students gain important knowledge how to synthesize and organize information, make connections, identify key concepts, and contemplate changes/consider the application of what they've learned. The discussion should prevent students from using their phone too much and wasting time on that.

Think about a name to each situation depicted.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	

Image source: https://www.youtube.com/watch?v=ZbLAEdhaGrQ&t=58s.
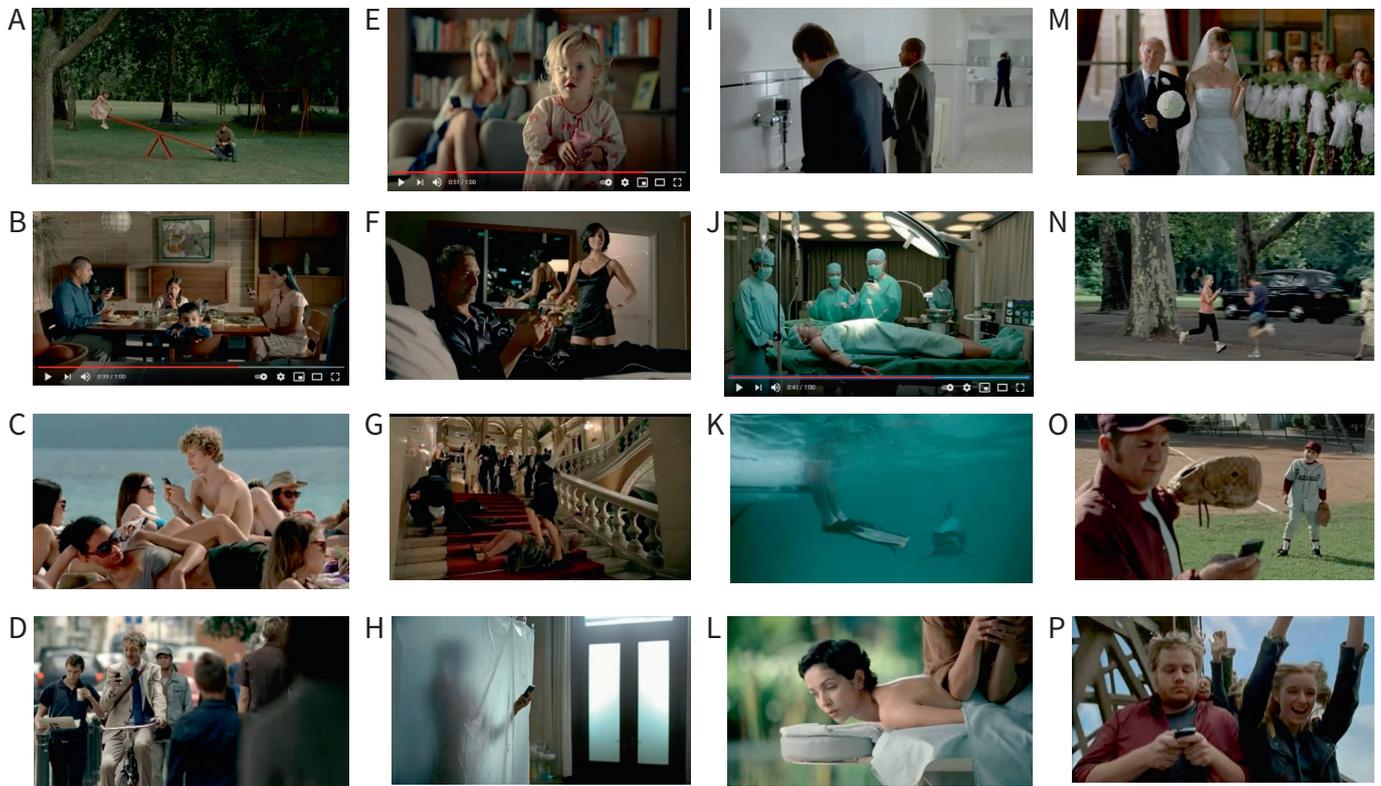
Handout 2

The 4 C's

Connections

What connections do you draw between the media product and your own life?

Challenges

What ideas, positions, or assumptions do you want to challenge or argue with in the video?

Concepts

What key concepts or ideas do you think are important and worth holding on to from the video?

Changes

What changes in attitudes, thinking, or action would you make, or how will you apply what you've learned from the media product?

5. 3-2-1 Bridge

⌖ Aims

🧑‍🏫 **skills** - speaking, reading, listening, writing;

📑 **language** – definitions, questions, comparing own answers with others, giving reasons, recalling own experience etc. (students will practice affirmative and negative sentences).

🔍 Learning outcomes:

Students will activate prior knowledge; uncover initial thoughts, ideas, questions, and understanding about the topic of mobile security and then to connect these to new thinking about the topic after they have received some instruction.

⚏ Type of exercise:

thematic activity, brainstorming, pair work, reading, analysis, and discussion.

✂ Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen; a laptop for the teacher; 2 sheets of paper for every student to put on their ideas.

⏱ Time:

40 min.

⚙️ | **Procedure**:

The 3-2-1 Bridge activity has students write down some of their thoughts on a topic before and after learning something new. Students are asked to read a text. Then, students are asked to look at their original thoughts and compare them with their new perceptions. Whenever new information is gained, bridges can be built between new ideas and prior understanding. This lets the teacher and the students see how their thinking on the issue has progressed and developed.

S1 Step 1. Introduction to the topic.

To start the 3-2-1 bridge exercise, the teacher has the students think about what they might already know on the subject of "Mobile Privacy" and have them write down:

3 Words related to the topic

2 Questions they have on the topic

1 Example, analogy, simile, or metaphor related to the topic.

Once the students have written down their thoughts, the teacher asks them to discuss their 3-2-1 with a partner.

🕐 | **Time**: 10 min.

S2 Step 2. New information - Reading.

The students are asked to scan the code and read the text. Their task is to identify new information, analyze key concepts, the importance of keeping your privacy safe, ways of protecting your personal information, and other features of mobile personal security.

🕐 | **Time**: 10-12 min.

S3 Step 3. Post knowledge.

The teacher has the students do another 3-2-1 activity. Without looking at their last responses, the teacher asks the students to write a new set of 3-2-1s. Just like the first round, once they have written down their ideas the teacher tells them again to share with a partner, group, or the class.

🕐 | **Time**: 15-17 min.

Conclusions:

The key to this activity is in the bridge. The 3-2-1 Bridge thinking routine is a metacognitive activity where students should look at how their thinking has changed and developed with new information.

The bridge part of the 3-2-1 Bridge activity is to have your students look at their responses from before and after they learned the material. The teacher makes them compare the differences in the responses and consider why their thinking on this topic may have changed.

Variations:

Variation 1. Step 1 and Step 3. The teacher can also collect students' responses and put down the similar ones on the board or broadsheet to get a picture of what they already know or are thinking about the topic.

6. If I were the Facebook/Twitter creator

Aims

skills - to develop students' speaking and online safety skills;

language – to teach students to use the second conditional.

Learning outcomes:

Students will be able to talk about advantages and disadvantages of Facebook and Twitter; understand how to stay safe online; understand how to form second conditional; use the second conditional in their speech.

Type of exercise:

discussion.

Preparation:

PowerPoint presentation with the sentence examples (optional); PowerPoint presentation with a verb list (optional); a blackboard.

Time:

15-20 min.

| **Procedure**:

Step 1.

The teacher tells students that they are going to talk about advantages and disadvantages of networking. To do this task, students are divided into four groups. The teacher explains to students that the first group should discuss what they like about Facebook. The second group should debate what they don't like about Facebook. The third group have to discuss what they like about Twitter. The fourth group is going to talk about what they don't like about Twitter. To make the discussion effective, students are given some phrases, they can use in their discussions: *a major source of entertainment; a very simple social network; available in various parts of the world; easy to find like-minded people; fake profiles created by stalkers or spammers; to establish partnerships between various projects; to make video calls; a real-time social networking site; to keep someone aware of the latest updates; Facebook privacy; to be full of fake profiles; people spend too much time on this vast social networking site; to be vulnerable to malware, viruses and identity theft; addiction; posting limits; spamming; mean tweets; bullying discourse; common social bots; to stay connected with the famous people; a limited message size; to be fast; to be very easy to use, can't upload the videos; to be mostly text-based; to combine your Twitter account with your Facebook account; to limit each tweet to 140 characters.*

Step 2.

After the group discussion session, the teacher tells students to choose a spokesperson and have that person to share the main ideas with the rest of the class.

Step 3.

Students are asked to think what they would change about networking. The teacher explains to students that to talk about a present situation they would like to be different they can use *wish/if only+ a past form of a verb.* The teacher shows the example sentences on the screen or writes them on the blackboard*: I wish Twitter didn't limit each tweet to 140 characters. If only my friend didn't spend hours on posting new photos on Facebook.*

Step 4.

The teacher invites students to play a game "If I were the Facebook/Twitter founder." The students' task is to talk about what measures should be taken by social media site founders to make their sites a safe place, using the second conditional "*If I were the Facebook/Twitter founder I would...*" Students are also offered a list of verbs they can use in their speech. The list can be displayed on the screen or the verbs can be written on the blackboard: *introduce, invent, initiate, reinvent, design, create, develop, construct, modify, alter, establish, improve, add, update, optimize, include, start, encourage, promote, protect, support.*

Step 5.

Students vote for their ideas. They have to choose: 1) the most interesting idea; 2) the most effective idea; 3) the most original idea; 4) the most practical idea; 5) the most innovative idea; 6) up-to-date ideas.

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| Conclusions:

Summing up the exercise, the teacher points out that social media platforms have become an essential part of our online lives. Social networks are a great way to stay connected with others, but social media sites like Twitter, Facebook, and some others become perfect targets for scams. To stay safe on the Internet, use a strong password, the longer it is, the more secure it will be. Having separate passphrases for every account helps to thwart cybercriminals. Students must be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account. Be accurate about what you share. Don't believe all the information you read on the Internet. Use critical thinking while analyzing the information sent to you without allowing personal bias or emotions to influence how you think. Don't display personal, sensitive, or confidential information. The more people post the easier it is to have their identity stolen. If a person is harassing or threatening you, remove them from your friends list, block them, and report them to the site administrator. Delete everything that looks suspicious.

7. Using social media for social good

⊙ Aims

👥 **skills** - to develop speaking skills;

📑 **language** – to practice lexical units that help students describe the advantages of the usage of social media for social good.

🔍 Learning outcomes:

Students will be able to understand the meaning of the terms "social media," "social good," "scam;" use appropriate language units while discussing how social media can be used for social good. Students will learn about some Online Social Tools (CharityMiles.org or dobro.ua) which can be used to help others; learn how to recognize fraudsters under the guise of philanthropists and how to avoid scams.

☰ Type of exercise:

problem-solving exercise.

✂ Preparation:

worksheet with phrases/ worksheet with statements; computer / laptop/ smartphone; Internet access.

🕐 Time:

20-25 min.

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⚙️ | **Procedure**:

The teacher informs the students that they are going to talk about the ways to use social media for social good, but first, they have to discuss the meanings of the terms "social media" and "social good" and do some vocabulary exercises.

S1 Step 1.

The students are split into four groups to share their understanding of the terms "social media" and "social good." After a short discussion, the leaders of the groups tell the whole class their points of view.

S2 Step 2.

The students are asked to work in pairs. The teacher distributes Worksheet 1 and asks the students to match the parts of the given phrases correctly. After checking the exercise, the teacher tells the students to determine the central theme that unites all these phrases and then they are encouraged to talk about the ways people can benefit from social media, using the phrases from the previous task (Worksheet 1).

S3 Step 3.

The students are asked if they ever heard about Online Social Tools which can be used to help others, for example, dobro.ua or CharityMiles.org. The first group is given the task to explore the platform dobro.ua. The second group is asked to study the platform CharityMiles.org. While exploring the platforms, the students are requested to discuss such questions as:

- What is the purpose of the platform?
- Who can benefit and in what way?
- Is safety guaranteed?
- How to recognize fraudsters under the guise of philanthropists?
- What should be done to avoid scammers?

💡 | **Conclusions:**

To sum up, the teacher points out that the term "social good" means something that benefits the greatest number of people in the largest possible way in the spheres of healthcare and literacy. It also implies a positive impact on individuals or society in general. The term "social media" refers to interactive technologies that allow the exchange of knowledge or information via network. Social media differs from traditional media (newspapers, magazines, TV or radio broadcasting) in a number of ways, including usability, frequency, and quality. Social media tools can be used to encourage people to take good actions. They enable people to share ideas, advocate, and fundraise to solve urgent community issues. Through online platforms and communities, individuals can add their voices to a cause more easily than ever before and feel like they are an agent of change. A "scam" is an illegal plan for making money that involves tricking people. In order to avoid scammers, don't let anyone rush you into making a donation. If you see any red flags or if you're not sure about how a charity will use your donation, consider giving to a different charity. Check for a charity organization or fundraiser online by searching

the name in Google. Don't forget to check data in registers. If it is a legal entity (fund), then you just need to enter the EDRPOU code in the Register of non-profit organizations. To check people who raise funds, you can go to the website of the charity and look at the people who are the team of the foundation and their pages can always be found on social networks. This also applies to a person who raises funds for ID cards. Read the comments under the posts, try to understand what a person did for a living before fundraising. Check reporting, a charitable organization that works transparently should have a separate section "Reports," where you can see the financial activities of the fund or reports on individual projects.

⁂ | Variations:

Variant 1:

The teacher distributes Worksheet 2 and asks students to choose the statements that contain positive recommendations on the ways how to use social media for social good and then, divides the students into four groups, asking them to think about some other ways.

Variant 2:

The teacher splits the students into four groups and asks them to brainstorm their own ideas about the ways to use social media for social good in times of social distancing. The second task is to discuss how to avoid fake coronavirus-related charity or "person in need" scams, for example, scammers that pretend to be a relative or friend who claims to be ill and stranded in a foreign country and asks to send money.

Variant 3:

The teacher informs the students that they are going to make recommendations. The students of the first group have to make recommendations to a teenage boy on the ways he can use social media for social good. The second group is assigned the task of discussing recommendations to a teenage girl on what she should do to reduce the harmful effects of social media.

Worksheet 1

Match the parts of the given phrases correctly

online	with one's network
to post someone's	discussion groups
influx	collaboration
to have a positive impact on	social tools
social	time offline
to inspire	feedback and ideas for new products
to provide	network
to decrease	for your creativity and self-expression
to stay socially connected	of social media users
to foster	only truthful and reliable information
to set up	others to do smth
to share	free educational resources
to take	loneliness
to find an outlet	on the society

Choose the statements that contain positive recommendations on the ways how to use social media for social good:

1. Use pictures and a narrative to tell your community stories that inspire.

2. Share news about yourself more than messages about others.

3. Retweet other organizations' posts, share web content relevant to your interests, and post kind words and questions.

4. Write blog posts about your personal grievances.

5. Establish relationships with media leaders to further spread your messages and have a supportive voice.

6. Share positive volunteer experiences to gather interest to encourage others to learn more about you or share your message.

7. Create a community of like-minded students.

8. Share with your friends all posts you see in Facebook.

9. Use Online Social Tools such as CharityMiles.org or dobro.ua to help others.

10. Give medical or legal advice to people over social media.

11. Young people can use their social media profiles to highlight their projects, sports, volunteer work, or hobbies**.**

8. Snares of social media

Aims

skills - to develop speaking skills, to teach students to interact effectively with peers;

language – to teach students to express and justify their points of view, talk about the traps of social media; talk about the ways how to stay safe online.

Basic concepts:

social media traps, social media safety.

Learning outcomes:

The students will be able to use appropriate phrases while expressing and justifying their points of view; identify the social media traps; outline the ways of avoiding social media traps; exchange their ideas about social media safety.

Type of exercise:

discussion.

Preparation:

the poem "Social Media Snare" by Paul Sebastian,

handout with pictures.

Time:

25-30 min.

⚙ | **Procedure**:

S1 | **Step 1.**

The teacher asks if the students are familiar with the term "snares." If not, the teacher explains that a snare is a trick or situation that deceives someone or involves him/her unexpectedly in a problem (available at: https://dictionary.cambridge.org/). Students are also asked to think about the synonyms to the word snare (*trap, spring).* Then, they have to explain the meaning of the phrase *keep abreast with latest happenings* (The phrase means to remain closely informed about something or make sure that you know all the most recent facts about a subject, available at: https://idioms.thefreedictionary.com/keep+abreast+of+something) and think about whether it is necessary to keep abreast with latest happenings and justify their points of view. To justify their points of view the students are advised to use the following phrases: *My opinion/view/belief is*….., *I hold the view that*……., *The reason I believe that is*…., *The main reason I feel this way is*……, *There are several reasons I believe this. The first is*……, *There are a lot of evidence to support my point of view. For example*….., *I firmly believe that*….., *I have no doubt that* ……

S2 | **Step 2.**

The teacher asks the students if they have ever read poems on social media. If yes, which ones? The teacher explains that such poems can be found on the online platforms "PoetrySoup" or "Poem Hunter."

The teacher informs the students that they are going to read the poem "Social Media Snare," written in 2014 by Paul Sebastian, the Principal Trainer and Consultant in Business Skills Training Centre, former Principal and current Academic Consultant in Master English Language Centre, Kuala Lumpur, Malaysia, whose life motto is: "Only a life lived for others is a life lived worthwhile."

While reading a poem, the students are asked to make a list of problems raised in the poem. Then, in groups, the students check the items in their lists.
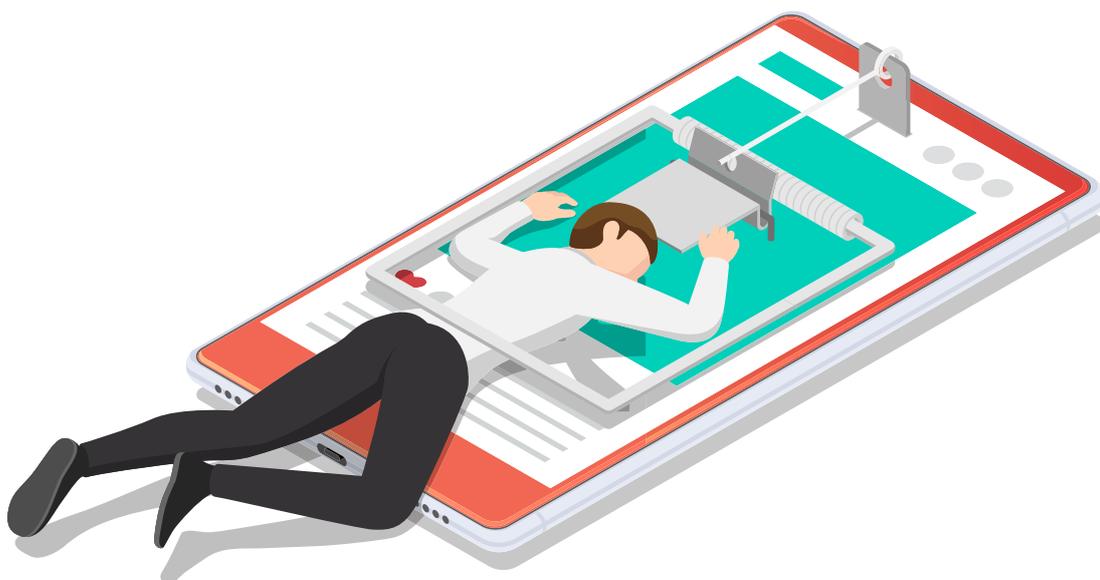
Step 3.

The teacher distributes the Handout with pictures. The students work in pairs. The students have to match the pictures to the problems they have listed and describe them.

Step 4.

The teacher divides the students into groups and asks them to discuss the following questions: The poet mentions that networking has become for many a mania, what makes him think so? Do you agree with the poet? What traps of modern social media are reflected in the poem? What is the poet trying to say in the last line, "Or bitterly learn your lesson, if you don't care?" What tips for using social media sites safely are given in the poem? Did the poem match your expectations? Can emotions be spread through social networking sites?

Step 5.

The students work in groups and are encouraged to discuss the tips that can help their younger siblings stay safe online.

Conclusions:

Although social media is a valuable and necessary modern tool that has been designed to give humans the power of instant knowledge and instant communication, it contains some traps if used unreasonably and excessively. Scientific research shows a negative relationship between the simultaneous use of different sources of information and the amount of working memory. A British scientist and writer Susan Greenfield, who studies the impact of modern technology on the human brain, believes that the contemporary generation growing up on social media is losing empathy – the ability to share someone else's feelings, to feel compassion and understand others. It is very difficult to learn interpersonal communication "via the Internet:" to take care of someone, to look them in the eyes, express emotions, or have a real dialogue. Another trap is social media addiction which is caused by excessive use of social media. Undoubtedly, one of the biggest problems with social networking is wasted time. Excessive fascination with the digital world, which alienates people from nature and from each other and deprives them of physical activity and concentration. Limit your time spent on social media and make lists of exactly what you want to achieve in each online at-work session. Be careful with personal data to avoid tracking account-passwords, stealing bank balance, criminals harass, or blackmail. It's wise to limit the amount of information you share on social media, regardless of what the site asks for on your profile.
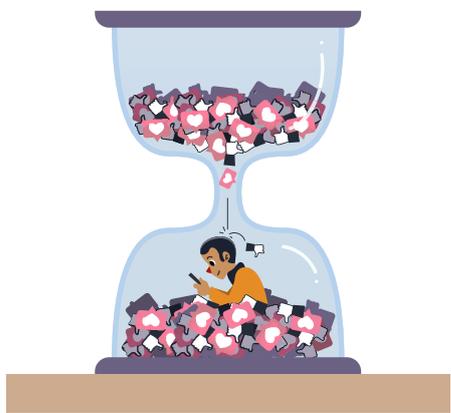
9. What is on the other side of your screen?

Aims

skills: to develop students' listening and speaking skills; to develop students' critical thinking;

language – words on the topic "Negative impact of social media"

Learning outcomes:

Students will be able to interpret the meaning of a phrase "the dark side of social media", understand negative effects of social media, talk about the consequences of people's dependence on social media.

Type of exercise:

active listening.

Preparation:

Internet access; PowerPoint presentation – slides with the questions to be discussed.

Time:

20-25 min.
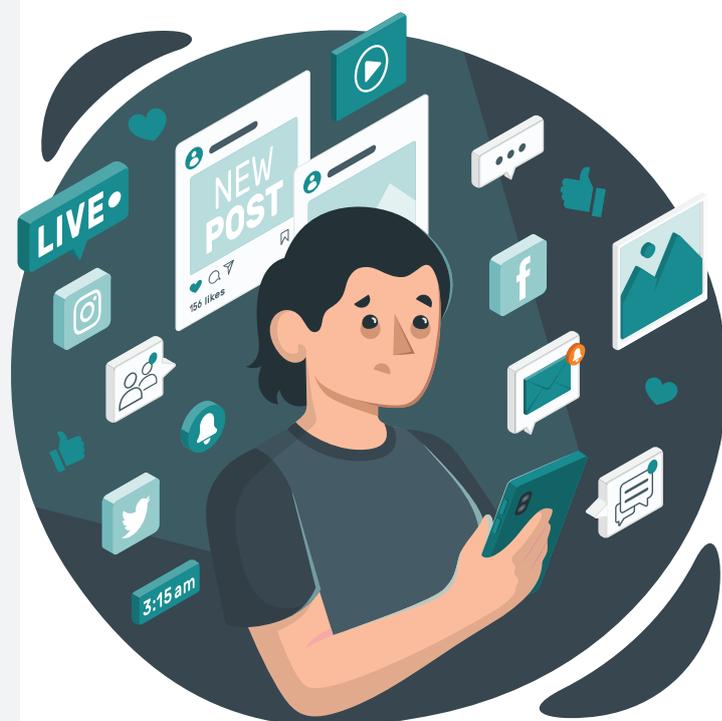
⚙️ | Procedure:

Ⓢ1 Step 1.

Pre-listening task:

Students are divided into groups. The teacher tells students to choose a spokesperson and have that person to share the main ideas with the rest of the class. The teacher invites students to answer the questions. The questions are displayed on the screen: 1. What does the phrase "the dark side" mean? 2. Do you think that social media can have a dark side? Why do you think so? 3. What do the words "cyberbullying," "cyberstalking" "trolling," and "online deception" mean? 4. What impact does social media have on your daily life?

Ⓢ2 Step 2.

Listening task:

Students are invited to watch the official trailer for "The Social Dilemma".

The teacher tells students that a film "The Social Dilemma" is a 2020 American docudrama directed by Jeff Orlovsky. The teacher explains to students that "docudrama" is a shortened form of the phrase "documentary drama." The teacher tells students that while watching the video, they have to find answers to the questions. The questions are displayed on the screen:

1. Is everything that people are doing online being tracked?

2. What is a thing that most people don't realize while being online?

3. What did Facebook discover?

4. What is the effective tool to control the population of a country?

5. What negative impact of technology is mentioned in the video?

After watching the video, the teacher checks the answers to the questions. According to the information presented in "The Social Dilemma" official trailer:

1. Every single action you take is carefully monitored and recorded.

2. People don't realize there's entire teams of engineers whose job is to use your psychology against you.

3. Facebook discovered that they were able to affect real world behavior and emotions without ever triggering the user's awareness.

4. If you want to control the population of a country, there's never been a tool as effective as Facebook.

5. Technology creates mass chaos, loneliness, more polarization, more election hacking, more inability to focus on real issues.

Step 3.

Post-listening task: The teacher invites students to work in pairs. The teacher asks students to interpret the meaning of the phrase "we are toast" used in the statement "*If technology creates mass chaos, loneliness, more polarization, more election hacking, more inability to focus on real issues, we are toast*." After the discussion, some students are invited to share their opinions with the whole class.

Step 4.

The teacher asks students to write down in their exercise books at least five consequences of people's growing dependence on social media. When the written task is completed, the students are divided into groups and encouraged to share their ideas. After the group discussions, some students are invited to share their opinions with the whole class.

Conclusions:

Although social media platforms and big tech companies have provided some positive change for society, an extended amount of media consumption, excessive or compulsive use has a negative impact on individuals. To stay mentally healthy and resist manipulative techniques, we must understand how social-networking sites work and know the dangers of the Internet. For example, big social media companies manipulate users by introducing algorithms that cause addiction to their platforms and spread disinformation and conspiracy theories that have a negative effect on people's mental health. Examples of "dark sides" of social media include: addictive use, cyberbullying, cyberstalking, rising teen suicide rates, trolling, and online deception. Facebook discovered that they were able to affect real world behavior and emotions without ever triggering the user's awareness. Fake news spreads six times faster than true news. We are being bombarded with rumours. Another problem is not that many people don't know they are being tracked and influenced. The problem is that they don't care about it. Getting people to care, that's the real challenge.

10. Social media safety tips

Aims

skills - speaking, reading, writing, listening, critical thinking;

language – definitions, questions, describing the tips for the safe usage of online media, giving reasons, using topical vocabulary, etc.

Learning outcomes:

Students will be able to deepen and implement their knowledge of cybersecurity and its role in the safe social media usage, improve the ability to identify and combat the online threats; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify the online content.

Type of exercise:

complex activity including warming-up, vocabulary, discussions etc.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Zoom; Viber chat; Mentimeter.

Time:

120 min.

⚙️ | **Procedure**:

Step 1.

The teacher prepares the questionnaire on Mentimeter. Students are provided with the link. Choosing 8 out of 16 possible options, students should answer the question: What is the role of social media in your life? When everyone has voted, teacher elicits the results. Students are encouraged to discuss them, paying attention to the most and least frequent answers.

Use Mentimeter to answer the question: What is the role of social media in your life? Select 8 options that are true for you. Discuss the results with the whole group.

- ▸ use it as a source of information;
- ▸ use it as a means of communication;
- ▸ use it to network career opportunities;
- ▸ use it to find people across the globe with like-minded interests;
- ▸ use it to share my thoughts, feelings, insights, and emotions;
- ▸ use it to share photos, videos, and other media;
- ▸ use it to share news and ideas;
- ▸ use it to discover, save, and share new content;
- ▸ use it to find and review businesses;
- ▸ use it to publish content online;
- ▸ use it to share interests and hobbies;
- ▸ use it to shop online;
- ▸ use it to trade goods and services;
- ▸ use it to communicate anonymously;
- ▸ don't use it;
- ▸ other.

Step 2.

The teacher divides students into pairs. They are encouraged to discuss with their partner the questions: *Do you use social media safely? Why?/Why not?* They get five minutes for discussion. Then, the teacher invites some students to share the results of their discussion.

Step 3.

Students work in one group. They are encouraged to discuss a question: *What safety tips for using social media do you know?* The teacher gives every student an opportunity to provide an opinion, even if they repeat the already mentioned information.

Step 4.

The teacher provides students with a link to the video "Social media safety tips" (https://www.youtube.com/watch?v=vPlWDFtP0T0) or demonstrates the video on TV.

After watching, students get the text of the article "Social media unsafety tips." Their task is to read the article to find out in what way it is different from the video. It should be emphasized by the teacher, that students should try to find all the differences in the presented information. Students get 10 minutes for the task.

Watch a video "Social media safety tips" and read the article below (Handout) to find the differences.

Step 5.

After the time limit has ended, students are invited to discuss the answers and watch the video again to check them. If necessary, they can use the video script. It is important to discuss all the differences as they represent the most important tips for the safe usage of social media content.

Discuss the answers and watch the video again to check them.

Step 6.

Students work individually to write a review for the video "Social media safety tips". They are invited to exchange the reviews with the partner to get the feedback.

Work individually to write a video review. Exchange the reviews with your partner to get the feedback.

Step 7.

Students are encouraged to read their video reviews to the rest of the group. The teacher asks only the volunteers. If there are no volunteers, then they select some of the students to share.

Step 8.

Invite students to share what new information they have learnt within the session and in what way it will be useful for their everyday usage of social media.

Conclusions:

This activity does not only give students an opportunity to learn some safety tips for the effective usage of social media content, it also emphasises the main points and draws students particular attention as they have to distinguish the false tips. Moreover, the activity is based on the Three Times Practice Approach, which makes students return to the same material three times, gradually scaffolding the tasks.

Handout

Social Media Unsafety Tips

Social media is a platform that can both be useful and dangerous for its consumers. In this article, we are going to speak about five basic tips to make your experience of using social media dangerous and unsuccessful.

1. Overshare

It is so tempting to share every detail of your life on social media. So do it!

Sharing your vacation posts doesn't give criminals an open invitation to your empty home.

All those quizzes that ask you to share your mother's maiden name or the street you grew up on are random questions. They may seem fun, and they aren't an easy way for someone to gain access to your account.

2. Don't Limit Access to Data

Social media sites can have full access to your data. It's harmless when you play a game or take a quiz on a social media site, though you are often giving a third party access to your data. In this way, they cannot gain access to your email and personal information, or even post to your social media account. That game or quiz is worth risking your data.

3. Don't Be Wary of Spam Content

Spam content can be easily distinguished. So don't worry about it!

Spam content like, "I saw you in this video and can't believe you did this," with a link to a video or website, often leads you to a site requesting you update your software to view the content and you are really updating your software, not installing malware onto your computer.

4. There Is No Need to Understand Your Privacy Settings

No matter whether you are a social media influencer, who makes their money by posting content, or an ordinary user, you should leave your accounts public. It has nothing to do with staying safe on the internet.

Review your privacy settings and don't lock down your accounts. Anyway, only people you trust will view your content.

5. Don't Have Unique Passwords

Use the most common passwords. They are easy to memorise. Choosing a password that uses lowercase and uppercase letters, includes a number, and a special character, will not protect your accounts from getting hacked.

Use the same password for all your accounts. The hacker won't have access to all of your accounts anyway.

Beyond Social Media Unsafety Tips

These five social media unsafety tips are the only ones to be followed for personal cybersecurity.

Don't avoid the internet; you don't need to be smart about it.

Aims

skills - speaking, reading, writing, listening, critical thinking;

language – giving reasons, using topical vocabulary, mastering the review writing skills, etc.

Learning outcomes:

Students will be able to broaden their knowledge of media and cybersecurity; obtain information on the influence of the COVID-19 pandemic on personal cybersecurity issues; develop their skills in providing and sharing information; improve critical thinking skills to be able to measure the online media content.

Type of exercise:

discussions and article review.

Preparation:

computer / smartphone / tablet; Internet with a stable connection.

Optionally: cards with numbers of the articles; camera and microphone connected; Zoom.

Time:

30-40 min.

⚙️ | **Procedure**:

S1 **Step 1.**

Teacher asks students to work in pairs while discussing the question: In what way did the pandemic influence our lives and media consumption? They have five minutes for the task. Then, some students are encouraged to elicit the results of the discussion.

S2 **Step 2.**

Students are invited to select one of the four articles from the booklet developed by ESET company "Cybersecurity trends 2021: Staying secure in uncertain times", which describe the influence of COVID 19 on different aspects of cybersecurity worldwide.

- THE FUTURE OF WORK: Embracing a new reality

- RANSOMWARE WITH A TWIST: Pay up or your data gets leaked

- BEYOND PREVENTION: Keeping up with the shifting sands of cyberthreats

- BAD VIBES: Security flaws in smart sex toys

S3 **Step 3.**

Teacher asks students to write a review of the chosen article for Facebook readers.

S4 **Step 4.**

Students exchange their reviews with their partners (by sending through Viber or any other messenger) before presenting it to the rest of the group.

💡 | **Conclusions:**

After all the reviews have been presented to the rest of the group, the teacher asks students to think whether the reviews of the same article were similar. Why? Why not? What was different? Giving additional questions, the teacher leads students to the conclusion that Facebook review can carry the author's opinion and it can sometimes be wrong or different from yours.

🖥️ | **Variations:**

Step 1. Use breakout rooms to provide online work in pairs.

Step 2. To make the process of selecting the article for the review easier and more entertaining, teacher can provide students with the cards containing the number of the article (e.g. №1; №2; №3 or №4). Students are encouraged to choose a card with the number of the article s/he should review.

Step 3. If the task is given as homework, students will be able to prepare the review in the form of a video.

Step 4. If desired, students will be able to post their reviews on Facebook.

12. Fishing, vishing, smishing

Aims

skills - speaking, reading, listening, writing;

language – definitions, questions, comparing own answers with others, giving reasons, recalling own experience etc. (students will practice affirmative and negative sentences).

Learning outcomes:

Students will learn the definitions of the terms "Fishing," "Vishing," and "Smishing"; notice the difference between the three concepts; find out the ways to prevent the phenomena of fishing, vishing and smishing.

Type of exercise:

thematic activity, video watching, brainstorming, group work, analysis and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher.

Time:

45 min (4 steps).

⚙️ | **Procedure**:

Students are led into the essence of the new notions connected with the topic "Internet Fraud," namely ***fishing, vishing,*** and ***smishing***. They find out the distinction between these similar concepts. The activity is aimed at teaching the students how to prevent the mentioned phenomena and gain necessary skills for everyday life situations. It is presupposed that students have some knowledge and experience of being the participant of Internet fraud to different extent. The exercise develops critical thinking and forms the algorithms of preventing possible fraud impacts through phone calling, email, and messaging.

Ⓢ1 Step 1. Introduction to the concepts of *Phishing, Vishing and Smishing*.

Students use the available personal access to the Internet and watch the video "Phishing, Vishing, and Smishing" and notice the difference between the three concepts and ways to prevent these phenomena.
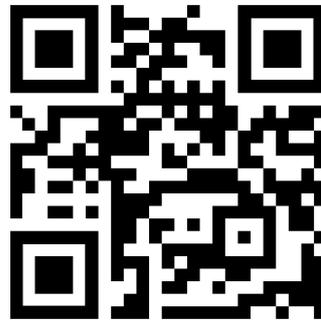
🕐 | **Time**: 2 min.

Ⓢ2 Step 2. Checking the understanding of the material, namely the delimitation by students of related concepts of *Phishing, Vishing, and Smishing*.

The teacher checks the understanding of the material, namely the delimitation by students of related concepts of Phishing, Vishing, and Smishing. The teacher divides the class into groups of three students by the method of A-B-C.

Each group receives Handout 1. Next the students read the situations presented on the printed sheets. Then, they determine what kind of fraud is described. In general, there are three types that are presented in Handout 1.

Firstly, they have to determine the name of the fraud (phishing, vishing, or smishing).

Type of FRAUD: *It is …*

It's bank: phishing

Phishing is when a fraudulent email is sent from a seemingly legitimate organization in an attempt to convince individuals to divulge personal financial and confidential information, such as passwords and credit card numbers.

HOW TO ACT?

What's happening?

You received a letter:

similar to the one you regularly receive from your bank

with recognisable bank logos and style

ERROR

you are asked to download malware or follow the embedded link

the formulated text looks like urgent

Type of FRAUD: *It is …*

It's bank: smishing

Smishing is a form of phishing that uses fake SMS (mobile phone text) messages to gain your personal information.

These messages could come from strange phone numbers you're unfamiliar with, or masquerade as a business. These messages will often invite you to download something or click a malicious link.

HOW TO ACT?

What's happening?

You receive SMS (mobile phone text) demanding to click a link or call a certain number to "check" or "recover" your account. But… the link directs you to a malicious site and the phone call is answered by a scam who pretends a bank agent.

Type of FRAUD: *It is …*

It's bank: vishing

The word 'vishing' is a combination of 'voice' and 'phishing.' It is the criminal practice of using the telephone system to gain access to personal and financial information from customers for the purpose of committing fraud. These scammers create panic to act immediately or these messages can also appear positive, a message claiming you've won a prize.

HOW TO ACT?

What's happening?

A mobile phone call - It is PrivatBank agent talking. Your account has our bank account has been compromised. Please, tell me the last 4 digits of your card, its validity period and the card CVV-code. To secure your account, you must hurry, as you could be at risk of losing all of your money or facing some other consequence...

S3 Step 3. Introducing new notions.

The next step is dedicated to the deepening of the understanding of the general notion ***phishing*** and how to avoid the hook. The exercise is performed using the Buzz lecture method. The teacher divides the class into groups of five. In each group the captain of the team is nominated. They are given Handouts 2 (2.1, 2.2, 2.3 - separate handout for each of the captain) that contain theoretical material on phishing, the bait and how to avoid the hook respectively. They have five minutes to scan the text and remember the key information.

Meanwhile, the rest of the group receives Handout 3, where the notions of *phishing, vishing, smishing*, bait, and avoid the hook are listed. On the basis of the previously analyzed information, they fill in the blanks with proper definitions, develop their thought by defining the term "bait," and suggest the ways of not being hooked.

When the time limit is over, the captain comes back to the team and explains in their own words the information they read. The students compare it with their own answers. The captains rotate clockwise and repeat the procedure - explanation and comparison.

In the end, each student will have filled out Handout 3 with proper and full definitions.

🕐 | **Time**: 25 min.

Step 4. Ways of preventing fraud.

The students come back to Step 2. They read the definitions of each type of fraud again and are asked to suggest the appropriate and useful ways of preventing fraud in each particular situation. They continue the work in the groups of five with the worksheets from Step 2 (Handout 1).

First, they have to suggest a set of actions on how to act in the provided situation.

Second, each group presents their findings; students discuss, compare, and recall facts from their personal experience.

Finally, the teacher presents the suggested way of acting in a particular situation. Students compare their set of actions and the teacher's ones.

Type of FRAUD: *It is …*
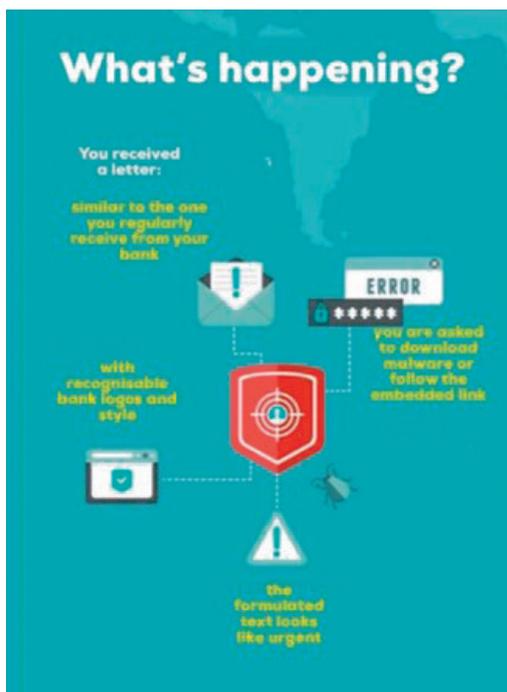
HOW TO ACT?

1. **Update software,** for instance, Internet browser, antivirus, operating system.

2. **Be watchful** when "the bank" requires confidential information, for instance, your pin-code to the system "Client-bank."

3. **Analyze the e-mail carefully,** compare the address with the previous original e-mails from the bank. Pay attention to grammar and spelling mistakes.

4. **Do not answer suspicious emails,** resend them to the bank.

5. **Never click on the embedded link and never upload any suggested apps or software.**

6. **If you doubt,** check the information on the site or call your bank.

Type of FRAUD: *It is …*
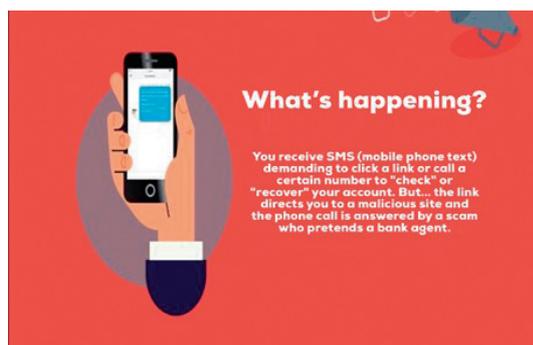
HOW TO ACT?

Deception and fraud are the core components of any SMS phishing attack.

The driving factors of this deception are three-fold: **Trust, Context** (using a situation that could be relevant to targets) & **Emotion**

1. **Do not respond.** Even prompts to reply like texting "STOP" to unsubscribe can be a trick to identify active phone numbers. Attackers depend on your curiosity or anxiety over the situation at hand, but you can refuse to engage.

2. **Slow down if a message is urgent.** You should approach urgent account updates and limited time offers as caution signs of possible smishing. Remain skeptical and proceed carefully.

3. **Call your bank or merchant directly if doubtful.** Legitimate institutions don't request account updates or login info via text. Furthermore, any urgent notices can be verified directly on your online accounts or via an official phone helpline.

4. **Avoid using any links or contact info in the message.** Avoid using links or contact info in messages that make you uncomfortable. Go directly to official contact channels when you can.

5. **Check the phone number.** Odd-looking phone numbers, such as 4-digit ones, can be evidence of email-to-text services. This is one of many tactics a scammer can use to mask their true phone number.

6. **Opt to never keep credit card numbers on your phone.** The best way to keep financial information from being stolen from a digital wallet is to never put it there.

7. **Use multi-factor authentication (MFA).** An exposed password may still be useless to a smishing attacker if the account being breached requires a second "key" for verification. MFA's most common variant is two-factor authentication (2FA), which often uses a text message verification code. Stronger variants include using a dedicated app for verification (like Google Authenticator) are available.

8. **Never provide a password or account recovery code via text.** Both passwords and text message two-factor authentication (2FA) recovery codes can compromise your account in the wrong hands. Never give this information to anyone, and only use it on official sites..

9. **Download an anti-malware app.** Products like ESET Mobile Security for Android can protect against malicious apps, as well as SMS phishing links themselves.

10. **Report** all SMS phishing attempts to designated authorities.

Type of FRAUD: *It is …*

It's bank: vishing

The word 'vishing' is a combination of 'voice' and 'phishing.' It is the criminal practice of using the telephone system to gain access to personal and financial information from customers for the purpose of committing fraud. These scammers create panic to act immediately or these messages can also appear positive, a message claiming you've won a prize.

What's happening?

A mobile phone call
– It is PrivatBank agent talking. Your account has our bank account has been compromised. Please, tell me the last 4 digits of your card, its validity period and the card CVV-code. To secure your account, you must hurry, as you could be at risk of losing all of your money or facing some other consequence...

HOW TO ACT?

1. **Don't pick up the phone.** Although it may be tempting to answer every phone call, simply let them go to voicemail. Caller IDs can be faked, which means you might not know who's calling. Listen to your messages and decide whether to call the person back.

2. **Hang up.** The moment you suspect it's a vishing phone call, don't feel obliged to carry on a polite conversation. Simply hang up and block the number.

3. **Slow down if you are requested to take urgent actions.** You should approach urgent account updates and limited time offers as caution signs of possible vishing. Remain skeptical and proceed carefully.
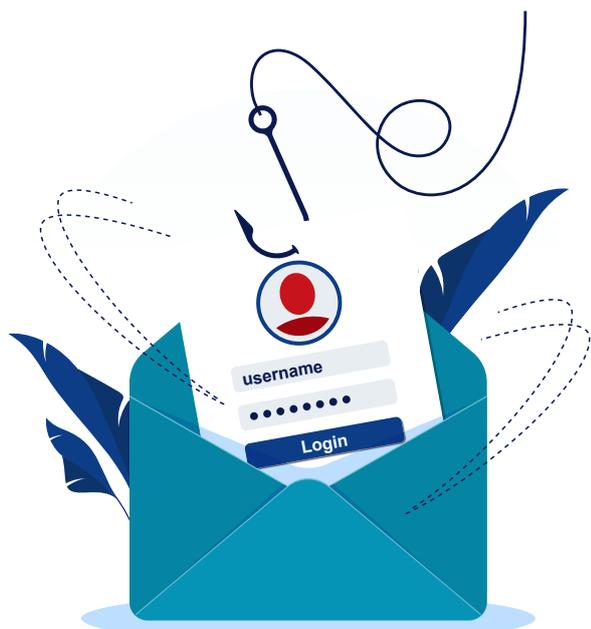
4. **Don't press buttons or respond to prompts.** If you get an automated message that asks you to press buttons or respond to questions, don't do it. For instance, the message might say "Press 2 to be removed from our list" or "Say 'yes' to talk with an operator." Scammers often use these tricks to identify potential targets for more robocalls. They also might record your voice and later use it when navigating voice-automated phone menus tied to your accounts.

5. **Never provide a password or account recovery code.** Never give this information to anyone, and only use it on official sites.

6. **Verify the caller's identity.** If the person provides a call-back number, it may be part of the scam — so don't use it. Instead, search for the company's official public phone number and call the organization in question.

7. **Report** all vishing attempts to designated authorities.

| **Time**: 15 min.

| **Conclusions:**

In conclusion, the students name the number of types of fraud they have potentially received and provide examples to share how they acted, whether they were hooked or not, and how they identified the fraud emails, calls and SMS. They summarize what is typical about fraudulent communication and identify key formulas of forceful language received in the mails or calls.

They present their handouts from Step 2 and reflect on what was new in the exercise personally for them.

| **Variations:**

Variation 1. The online format of the exercise may be presented in Padlet, with board sheets where each student may provide their answers. The teacher uploads the part of Handout 1 and the notions of Handout 3 on separate Padlet boards. It is easy to track and compare the provided answers.

Variation 2. The power point presentation with the parts of Handout 1 and Handout 3 may be presented on the separate slides in Google Classroom. The students may work on their own personalized slides or, if they are supposed to work in groups, Zoom breakout rooms may come in handy. In this case, one student from the group may fill in the information (like in Handout 3).

As for Handout 2, the information should be sent to the captains via Viber or Telegram personal messaging. Further work should be continued in Breakout rooms. The rotation of the captains is the responsibility of the teacher, who shifts them to the next group manually.
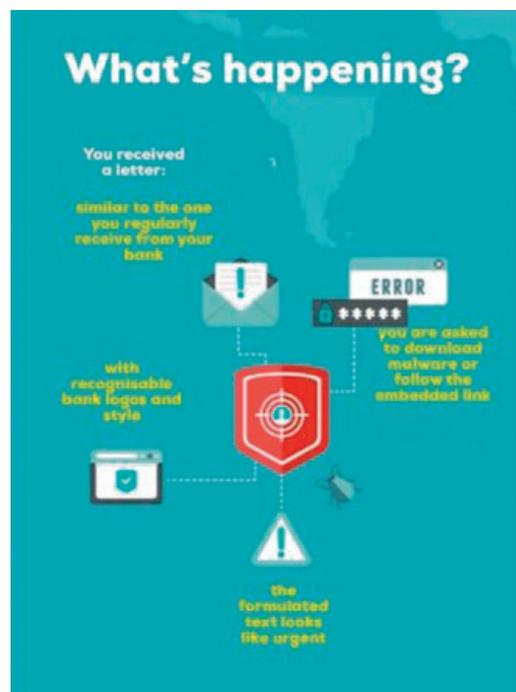
Type of FRAUD: *It is …*
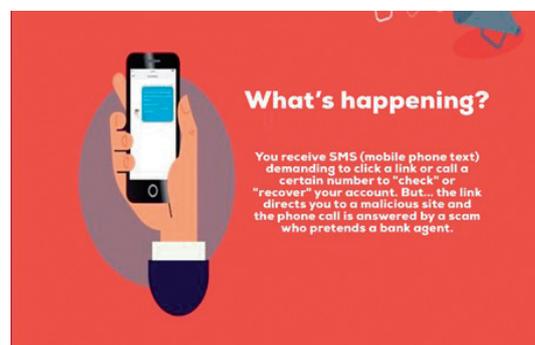
HOW TO ACT?

Type of FRAUD: *It is …*

HOW TO ACT?

Type of FRAUD: *It is …*

HOW TO ACT?

Phishing: Don't Take the Bait

Phishing is when you get emails, texts, or calls that seem to be from companies or people you know. But they're actually from scammers. They want you to click on a link or give personal information (like a password) so that they can steal your money or identity, and maybe get access to your computer.

Source: http://consumer.ftc.gov/consumer-alerts/2019/03/phishing-dont-take-bait.

Source: http://consumer.ftc.gov/consumer-alerts/2019/03/phishing-dont-take-bait.

Avoid the Hook

Check it out.

» Look up the website or phone number for the company or person who's contacting you.

» Call that company or person directly. Use a number you know to be correct, not the number in the email or text.

» Tell them about the message you got.

Source: http://consumer.ftc.gov/consumer-alerts/2019/03/phishing-dont-take-bait.

Phishing is ....

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Vishing is ....

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Smishing is ....

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Bait is ....

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Avoid the Hook ....

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13. Role play in Altspace VR on cyber security issues

Aims

skills – speaking, reading, writing, listening;

language – questions, dialogues, giving reasons, situational speech, topical vocabulary, etc.

Learning outcomes:

Students will be able to broaden their knowledge of media and cyberbullying; put knowledge about cyberbullying and ways of combating it into practice; develop their skills in providing and sharing information; improve critical thinking skills to be able to distinguish cyberbullying and develop the appropriate action plan of combating it.

Type of exercise:

dialogue, homework

Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Altspace VR.

Time:

35 min.
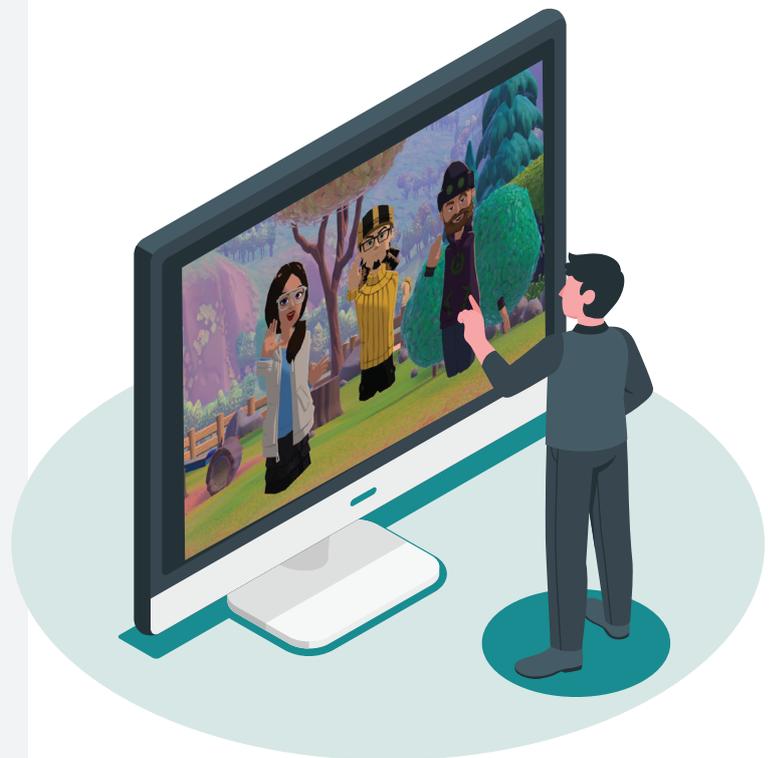
⚙️ | **Procedure**:

S1 **Step 1.**

Teacher divides students into groups and provides them with homework. They are encouraged to make up the situation of cyberbullying and should act out how it can be dealt with 1) Group 1 – at home (by parents, brothers, or sisters, etc.), 2) Group 2 – at school (by teachers, students, parents etc.) and Group 3 – on the internet (children, parents, cyber police, etc.). The time limit for each performance is up to 10 minutes. Teacher should tell students to think of and take into consideration the age specifics of children they are going to represent. It should be emphasised that they should create the VR space for their performance: school, home, or internet (the screen can be presented with the help of the projector in Altspace VR).

S2 **Step 2.**

Groups present their invented situations in turns. After each presentation, the teacher encourages students to discuss the situation, participants, and their actions. This should help them be able to think of the alternative action plans.

💬 | **Conclusions:**

The performance and discussion activities help students understand the negative aspects of cyberbullying and master the process of action plan development in this situation.

📊 | **Variations:**

The activity can also be performed off-line, using the traditional scenery and means of presentation.

📝 | **Remarks:**

AltspaceVR technically enables to create perfect scenery. Using the capabilities of the program, students will be able to represent the atmosphere of home, school, and playground.

14. How not to become a perfect cybercrime victim

Aims

skills – speaking, reading, writing, listening, critical thinking;

language – definitions, questions, discussion, topical vocabulary implementation, giving reasons, etc.

Learning outcomes:

Students will be able to broaden their knowledge of cybersecurity; obtain the ability to identify the incorrect/correct online behaviour and its role in cybercrime emergence; develop their skills in providing and sharing information; improve critical thinking skills to be able to measure the online risks.

Type of exercise:

project work, motivating.

Preparation:

computer/smartphone/tablet; Internet with a stable connection; camera and microphone connected; Zoom; Jamboard. For off-line work: A3 paper, markers.

Time:

45 min.

⚙ | **Procedure**:

S1 **Step 1.**
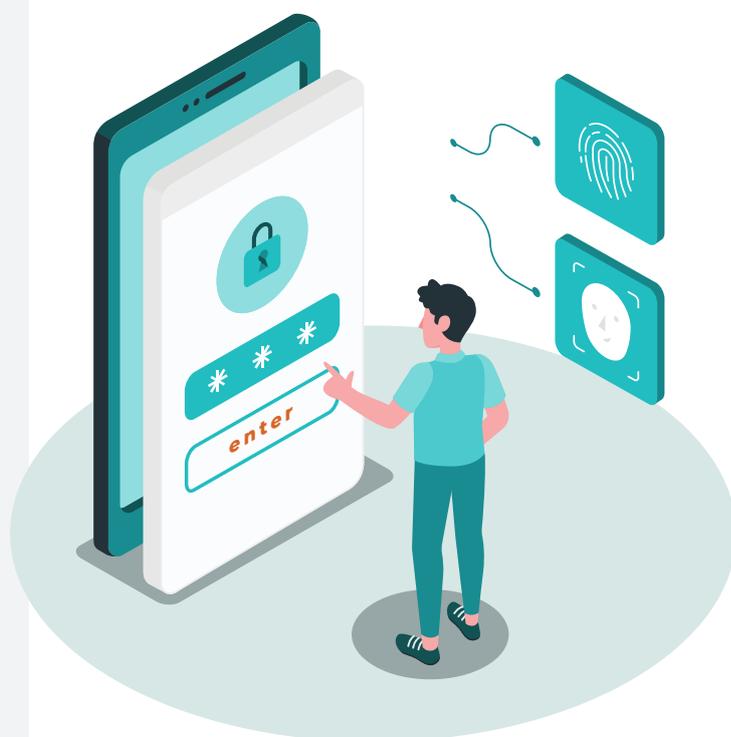
The teacher asks students to discuss the question: Does the cybersecurity depend only on the type of computer and program support? Depending on the number of students, the teacher asks everyone or just some volunteers.

S2 **Step 2.**

Students are invited to watch the TEDx video "Cyber Crime Isn't About Computers: It's About Behavior," presented by Adam Anderson. After watching the video, the teacher divides students into small groups to provide a poster on the topic "How not to become a perfect cybercrime victim," using Jamboard's technical capabilities. Students are allowed to search any necessary additional information online and get the link to the video, in order they could watch it in parts, if needed. They have ten minutes for the task.

S3 **Step 3.**

The students present their posters to the rest of the group and provide feedback on each other's presentations. The teacher encourages them to analyze whether they sometimes behave as potential cybercrime victims.

💡 | **Conclusions:**

Students are encouraged to analyze their online habits and develop the correct algorithm of dealing with media content.

🔗 | **Variations:**

Working offline, students create a poster on A3 paper and present it in class. The rest of the procedure is the same.

15. Advertising projects competition: the best "cybersecurity program" in your life

Aims

skills – speaking, reading, writing, listening;

language – definitions, questions, describing advantages of a cybersecurity program, giving reasons, using topical vocabulary etc.

Learning outcomes:

Students will be able to deepen and implement their knowledge of cybersecurity; improve the ability to identify different manipulative techniques; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify the online content.

Type of exercise:

summarizing, motivating, homework.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; microphone connected; Altspace VR.

Optionally: computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Zoom; Jamboard.

Time:

20 min.

⚙️ | **Procedure**:

🔵 **Step 1.**

The teacher asks students to divide into groups and provides them with homework. Their task is to develop advertising for a smart cybersecurity program that can help its user avoid any dangerous behavior online (including cyberbullying, phishing, etc.). During the development of advertising, students are set up to involve various manipulation methods and techniques, which are widely used in media content and are noted in the course Very Verified. The teacher should state that the presentation of projects will be performed in the form of a competition between teams (groups) in Altspace VR. The team that correctly identifies the most manipulative techniques used by other teams will win.

🔵 **Step 2.**

Teacher creates an entertaining space in Altspace VR to conduct the competition. Students are encouraged to present their advertisements. During the presentations, students are encouraged to analyze the proposed advertising content and identify the manipulative techniques used. They are supposed to write the techniques on the piece of paper. The teacher and students together check the results and determine the winner.

💡 | **Conclusions:**

The purpose of this project work is to use topical vocabulary and to consolidate the students' conscious understanding of the manipulative methods and techniques which they encounter every day and to automate their detection.

🔗 | **Variations:**

Altspace VR gives an opportunity to use a jury to judge the results of a competition. In this way, the project presentation can also be a performance representing a competition between advertising companies.

The activity can also be performed using Zoom. The procedure may be preserved, or the teacher can ask students to create projects in class using a Jamboard. In this case, the time to complete the activity will expand to 40 minutes.

Off-line projects can be presented on posters or using technical devices, to enable their demonstration (projector, TV etc.).

Aims

skills - speaking, reading, writing, listening, critical thinking;

language – definitions, questions, defining and describing the differences between cyber safety and cybersecurity, giving reasons, using topical vocabulary, etc.

Learning outcomes:

Students will be able to obtain, deepen, and implement their knowledge of cyber safety and cybersecurity issues; improve the ability to identify and confront cyber threats; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify the online content.

Type of exercise:

quest.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Altspace VR; Zoom; Viber chat.

Optional: computer / smartphone / tablet; Internet with a stable connection. For off-line work: paper, markers; projector or TV.

Time:

120 min.

Step 1.

A space for the quest should be created in Altspace VR by the teacher. It has to consist of six rooms, some of which are connected by portals and some are the neighboring ones. The teacher can create some thematic scenery to make the quest more entertaining.

Step 2.

Students join the class entering the created space in Altspace VR. There should also be some other connection between the students and their teacher (on Viber or Zoom). This will enable both parties to successfully solve the problems in the process of quest completion.

Step 3.

Students are divided into two teams. The teams have different tasks of the same type. The winner will be the team to get to the finish first. Students are also told that the task is not just to get to the finish, but also to have the answers to all the questions noted down. Students will be able to use Internet search while completing the tasks.

Step 4.

The quest itself. Students start simultaneously.

Task 1. In the first room of the VR space, students find the poster with the task with the group number. If they complete this task correctly, they move to the next one. The animals (lion and tiger) divide the space for two teams in this room. They mark the posters with the answers for each of the teams. Near each animal, there are two posters: one with the notion "cybersecurity," the other with the notion "cyber safety." Next to the poster with the correct answer, there is a button with the next task. Next to the wrong one, there is a button with *the words: You have read the article, but do it again and be more attentive. Try to complete the task one more time.*

GROUP 1. Read the article by Paul Fletcher "Cyber safety and cyber security: what's the difference?" (paulfletcher.com.au. August 20, 2019) and define whether these issues below are related to cybersecurity or cyber safety.

Find the poster with the similar name (cybersecurity or cyber safety) near the lion. Next to it, you will see a button with the next task.

A hacker obtains remote control of your computer and alters lines of code in its operating system; a company's network fails because hundreds of thousands or even millions of messages are directed at it by computers around the world; a virus freezes all your data and criminals then contact you offering to unfreeze the data if you pay a ransom.

Suggested answer: **cybersecurity**

GROUP 2. Read the article "Cyber safety and cyber security: what's the difference?" and define whether these issues are related to cybersecurity or cyber safety. Find the poster with the similar name (cybersecurity or cyber safety) near the tiger. Next to it you will see a button with the next task.

Person receives Facebook or Instagram messages from people they know, telling them that they are stupid or ugly or they should hurt themselves; a child watches age-inappropriate sexual or violent content online; an adult finds that a former partner has posted pictures of them naked on social media or on a pornographic website.

Suggested answer: **cyber safety**

Task 2. On the button next to the correct answer to the previous task, students find the next one. A hint is a set of buttons of a definite color in the next room. Only one out of six hidden buttons should contain the correct answer. The rest should be misleading (try again; you were close, but try again; wrong term, etc.). On the button with the right answer, students will find the next task.

GROUP 1. Read the description and determine the term defined by it. The hint, in one of the red buttons, can be found in the next room.

A type of computer program that, when executed, replicates itself by modifying other computer programs and inserting its own code. If this replication succeeds, the affected areas are then said to be "infected." This type of computer program generally requires a host program. It writes its own code into the host program. When the program runs, this type of computer program is executed first, causing infection and damage. A computer worm does not need a host program, as it is an independent program or code chunk. Therefore, it is not restricted by the host program, but can run independently and actively carry out attacks.

Suggested answer: **computer virus**

Source: wikipedia.org

GROUP 2. Read the description and determine the term defined by it. The hint, in one of the blue buttons, can be found in the next room.

It is considered a type of damaging behavior, which includes online pervasive or severe targeting of an individual or group. It is described as severe because even a single incident of this type of behavior, such as the publishing of personal information (like a home address) or some threat, can lead to serious consequences. The behavior is pervasive because it incorporates a chain of incidents or a coordinated onslaught, not some individual incidents of insults or spam. It takes place online through email, social media platforms (e.g., Facebook, Twitter, Instagram, and TikTok), messaging apps (e.g., Facebook Messenger, Viber, and WhatsApp), blogging platforms (e.g., WordPress, Tumblr, and Medium), and comments sections (e.g., on personal blogs, YouTube pages, digital media, and Amazon book reviews).

Suggested answer: **online harassment or online abuse**

Source: onlineharassmentfieldmanual.pen.org

Task 3. The room should contain four hidden buttons: two with the wrong answers (phishing, bullying) and two with the correct answers (cyberbullying, hacking attack). After the correct answer for the definite team, should be a statement: Use a portal next to the picture, if you are Group 1 (Group 2). Only this group can use the portal. The room should contain two flower bushes: a red and a blue one. The poster with the needed information should be behind the definite bush.

Students read the given tips and define which problem they are supposed to deal with. They have to find the picture with the definite term and use a portal next to it. If they choose the wrong one, they return to the previous task. The number of portals is similar to the number of pictures with the terms (4): two to the next task and two to the previous.

GROUP 1. Look at the poster behind the red flower bush. Read the given tips and define which problem they are supposed to deal with. Find the picture with the definite term and use a portal next to it. If you choose the wrong one, you will return to the previous task.

Poster

For kids and teens

- Know that it's not your fault.
- Don't respond or retaliate.
- Save the evidence.
- Tell the person to stop.
- Reach out for help.
- Use available tech tools.
- Protect your accounts.

Additional advice for parents

- Know that you're lucky if your child asks for help.
- Work with your child.
- Respond thoughtfully.
- More than one perspective is needed.
- What victims say helps most is to be heard. The goal is to restore self-respect.

Suggested answer: **cyberbullying**

Source: connectsafely.org

GROUP 2. Look at the poster behind the yellow flower bush. Read the given tips and define which problem they are supposed to deal with. Find the picture with the definite term and use a portal next to it. If you choose the wrong one, you will return to the previous task.

Poster

- Use Virtual (on-screen) keyboards.
- Restrict your downloads of software to approved app stores and reputable manufacturers.
- Keep your anti-malware and security software regularly updated.
- Disable pop-up windows in your browser.
- Exercise caution and due diligence when dealing with email messages and attachments.

- Use Virtual Private Network (VPN).
- Visit security awareness training.
- Avoid the use of free Wi-Fi hotspots.
- Avoid automatic connections.
- Ignore unexpected communications.
- Don't jailbreak your mobile devices.
- Avoid using apps from untrusted sources.

Suggested answer: **hacking attack**
Source: 9 Common Hacking Techniques and How to Deal With Them.
(Finjan Team. March 20, 2017).

Task 4. After students move by the correct portal to the next task, they get to another room. There they see two screens: one is marked GROUP 1, the other – GROUP 2. On the screen, students will be able to see the next task. They have to read the information about famous figures in the cybersecurity world and find their name on one of the posters in the room. They can use online search for help. On the button next to the poster, they will find the next task. Near the wrong name, the button will contain phrases like: try again; not exactly, try again; you are close, try again, etc.

GROUP 1. Read some information about a figure in the cybersecurity world and find their names on one of the posters in the room. On the button next to it, you will find the next task.

She holds the CEO position at one of the world's largest companies, and not just in tech. She was named one of the 50 Most Influential People in the World and one of the 50 Most Powerful Women in Business.

After obtaining a Bachelor's Degree in Computer Science and Electrical Engineering, she began working at General Motors.

She left GM in 1981 to join IBM as a systems engineer, and first came into the spotlight when she helped negotiate IBM's integration of PricewaterhouseCoopers. More recently, she gained recognition for her efforts during IBM's purchase of Red Hat.

She is the first woman to hold the position of the CEO of IBM.

Being the CEO of IBM, she has focused the company on cognitive and cloud computing, big data and analytics, and venturing into blockchain. IBM's patents under her tenure have contributed heavily to advancements in AI, blockchain, cybersecurity and the cloud.

Suggested answer: **Ginni Rometty**

GROUP 2. Read some information about a figure in the cybersecurity world and find their name on one of the posters in the room. On the button next to it, you will find the next task.

For over a decade, he has been in the industry as a security researcher. During his career, he has worked with Cisco, Avaya, and Microsoft. His most notable work involved the DNS cache poisoning, sometimes even called the Kaminsky attack, research. After discovering the critical flaw, he focused on fixing the Internet. Now, he is the American Representative of the seven Recovery Key Shareholders who can restore the DNS root keys.

Using the same flaw, he was able to share that the Sony Rootkit had infected at least 568,200 computers. He was also among the researchers who discovered that the Conficker worm leaves a fingerprint on infected computers that can be detected, using even open source Nmap.

He currently works as a Chief Scientist at WhiteOps and continues to be active at conferences, frequently at the Black Hat Conference.

Suggested answer: **Dan Kaminsky**

Task 5. Pressing the correct button, students will see the QR codes for the videos: 1) What Is A Phishing Attack And How To Avoid It; and 2) Cyber-bullying Facts – Top 10 Forms of Cyber Bullying. They are asked to watch both videos and solve a puzzle, which is presented next to the button with the task. When they are ready, they have to move to the next room to find there the portal with the name of the correct answer to the puzzle. It should be used to move to the next task.

GROUP 1. Watch two videos. After watching the videos try to solve the puzzle. When you know the answer, move to the next room to find there the portal with the name of the correct answer. Use it to move to the next task.
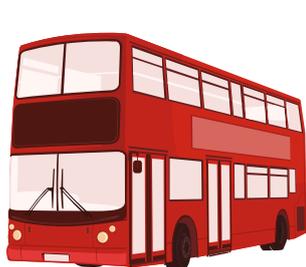
Suggested answer: **bullying**

GROUP 2. Watch two videos. After watching the videos try to solve the puzzle. When you know the answer, move to the next room to find there the portal with the name of the correct answer. Use it to move to the next task.

Suggested answer: **phishing**

Task 6. After students move by the correct portal to the next task, they get to another room. There they see two screens: one is marked GROUP 1, the other – GROUP 2. On the screen, students will be able to see the next task. They have to watch a video "Four Reasons to Care About Your Digital

Footprint" and decide whether the statement below is true or false. Then, they are to go through the portal with the same name.

GROUP 1. Watch a video Four Reasons to Care About Your Digital Footprint and decide whether the statement below is true or false. Go through the portal with the same name.

In a Malaysian survey: 86 % are concerned that mobile apps may be collecting personal information without their permission; more than 50 % of those limit their usage of apps.

Suggested answer: **true**

GROUP 2. Watch a video Four Reasons to Care About Your Digital Footprint and decide whether the statement below is true or false. Go through the portal with the same name.

In India 40 % shop online using unsecured Wi-Fi networks; 20 % share passwords with others.

Suggested answer: **true**

Task 7. After students move by the correct portal to the next task, they get to another room. There they see two big posters: one is marked GROUP 1, the other – GROUP 2. On the posters, there are ten detailed differences between Cyber safety and Cyber security. Students are to define whether the statements are true or false and count the number of correct statements. They have to use the portal with the same number to get to the finish.

GROUP 1. Here are ten detailed differences between Cyber safety and Cyber security. Define whether the statements are true or false. Count the number of correct statements and use the portal with the same number to get to the finish.

  1. Cyber safety protects people.

  2. Cyber security protects information.

  F 3. Poor cyber security leaves people personally vulnerable.

  4. Poor cyber security leaves a system vulnerable to hackers.

  5. Cyber safety and strong passwords go hand-in-hand.

  F 6. Cyber security depends on mindful downloading.

  7. Cyber safety means careful social posting.

  8. Cyber security relies on a firewall.

  F 9. Cyber safety is best with software is up to date.

  10. Cyber security is best with multi-factor authentication.

Suggested answer: **7**

GROUP 2. Here are ten detailed differences between Cyber safety and Cyber security. Define whether the statements are true or false. Count the number of correct statements and use the portal with the same number to get to the finish.

F 1. Cyber security protects people.

2. Cyber security protects information.

3. Poor cyber safety leaves people personally vulnerable.

4. Poor cyber security leaves a system vulnerable to hackers.

5. Cyber safety and strong passwords go hand-in-hand.

F 6. Cyber security depends on mindful downloading.

7. Cyber safety means careful social posting.

8. Cyber security relies on a firewall.

9. Cyber security is best with software is up to date.

F 10. Cyber safety is best with multi-factor authentication.

Suggested answer: **7**

Source: cybersecuritykings.com
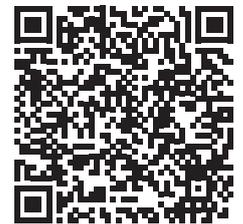
Task 8. The team which gets to the finish first is rewarded with the coin which is a key to the final task. Only the winners can look at the coin behind the improvised wall.

Final task. In the end, the teacher encourages both teams to discuss the difference between the notions "cyber security" and "cyber safety" and get the link to the article by Charles Kolodgy "Wordsmithing: Cybersecurity or Cyber Safety?" (securityboulevard.com. April 16, 2021), which provides one of the possible answers. The teacher says that the key to the main point of the article is the award received by the winners (the coin), but does not mention its name out loud, so the winners have the hint, but the other team has the opportunity to guess the answer without any hints.

"**Wordsmithing: Cybersecurity or Cyber Safety?**"

Conclusions:

The quest activity is aimed at summarizing the material on cybersecurity. It is used to help students realize the interrelation, interdependence, and inseparability of the notions "cybersecurity" and "cyber safety." The coin, which the winning team gets as a reward, is a hint to the double-sided nature of these two notions.

17. Hybrid warfare

Aims

skills - speaking, reading, writing, listening, critical thinking;

language – definitions, questions, defining and describing the specific features of a hybrid war, giving reasons, using topical vocabulary etc.

Learning outcomes:

Students will be able to obtain, deepen, and implement their knowledge of hybrid warfare; improve the ability to identify and confront warfare threats; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify the online content.

Type of exercise:

quest.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Altspace VR; Zoom; Viber chat.

Optional: computer / smartphone / tablet; Internet with a stable connection. For off-line work: paper, markers; projector or TV.

Time:

50-120 min.

⚙ | **Procedure**:

S1 **Step 1.**

A space for the quest should be created in Altspace VR by a teacher. It has to consist of five rooms, some of which are connected by portals and some are neighboring ones. The teacher can create some thematic scenery to make the quest more entertaining.

S2 **Step 2.**

Students join the class entering the space in Altspace VR. There should also be provided some other connection between the students and their teacher (on Viber or Zoom). This will enable both parties to successfully solve the problems in the process of quest completion.

S3 **Step 3.**

Students work individually but have the same tasks. The winner will be the person, who will be the first to get to the finish. Students are also told that the task is not just to get to the finish, but also to have the answers to all the questions noted down. Students will be able to use internet search while completing the tasks.

S4 **Step 4.**

The quest itself. Students start simultaneously.

Task 1. In the first room of the space, students find the poster with the task. If they complet this task correctly, they move to the next one. Using the QR code, they watch the video "Hybrid Warfare". They have 15 minutes for the task. When the time is over, teacher unblocks the three portals and they have to select the definite one, while answering the question: What are the two basic means of Hybrid Warfare the speaker is talking about? If they choose the wrong portal, they will get to the fake room. The teacher should make sure that two portals lead to the fake room, where students will see the message on the poster/screen that the answer was wrong and they should return using the same portal to have another try.

Watch the video "Hybrid Warfare". You have 15 minutes for the task. When the time is over, the three portals will be unblocked and you will be able to select the correct one while answering the question: What are the two basic means of Hybrid Warfare the speaker is talking about?

Video "Hybrid Warfare"

Portal 1. Cyber attack	Portal 2. Cyber attack	Portal 3. Cold weapon
Propaganda	Cold weapon	Propaganda

Task 2. After students move through the correct portal to the next task, they get to another room. There, they see a poster with the task. They have to find the correct definition of the term "Hybrid Warfare" by searching the correct button. The wrong answer buttons emerge several times. The correct definition is followed by the further instructions: *Go through the first/second/third portal*.

Find the correct definition of the term *Hybrid warfare* by searching the correct button. After the correct definition you will find the further instructions.

Button 1. ....is a form of warfare conducted by using conventional weapons and battlefield tactics between two or more states in open confrontation. *Go through the second portal*.

<div align="right">Wrong answer: conventional warfare</div>

Button 2. .... is a theory of military strategy, first proposed by Frank Hoffman, which employs political warfare and blends conventional warfare, irregular warfare and cyberwarfare with other influencing methods, such as fake news, diplomacy, lawfare and foreign electoral intervention. Congratulations. Your next task: *Go through the first portal*.

<div align="right">Correct answer: hybrid warfare</div>

Button 3. .... is the support of a foreign insurgency or resistance movement against its government or an occupying power. *Go through the third portal*.

<div align="right">Wrong answer: unconventional warfare (UW)</div>

<div align="right">Source: https://en.wikipedia.org/</div>

Task 3. After students move through the correct portal to the next task, they get to another room. There, they see a poster with the new task. The task includes a question: What is common between these countries? They have to read the names of the countries (The Tuvan People's Republic, the Soviet Union, the US, Vietnam, Israel, Iran, Syria, Russia, Georgia, Tajikistan, Australia, Indonesia, China, Taiwan, India, Pakistan, Saudi Arabia) and find the button with the correct answer to the question and further instructions. In case they cannot find the answer, they can look for the hint button, which contains the link to the article with the answer.

What is common between these countries?

The Tuvan People's Republic, the Soviet Union, the US, Vietnam, Israel, Iran, Syria, Russia, Georgia, Tajikistan, Australia, Indonesia, China, Taiwan, India, Pakistan, Saudi Arabia

Choose the correct poster and find the button with the further instructions behind it. In case you cannot find the answer, look for the hint button.

Button 1: They were/are involved in the hybrid warfare. Find the further instructions on the poster in the neighboring room.

Button 2: They belong to the highly developed countries

Button 3: They belong to the countries with the low living standards

Hint Button: The hint can be found in the article "Hybrid warfare": https://en.wikipedia.org/wiki/Hybrid_warfare#Other_definitions

Suggested answer: **they were/are involved in the hybrid warfare**

Task 4. In the neighboring room, students find the poster with the task. They have to solve the puzzle while answering the question: What does the hybrid warfare affect first of all?

Solve the puzzle while answering the question: What does the hybrid warfare affect first of all? Then select the picture that can be the symbol of this notion and go through the portal next to it.
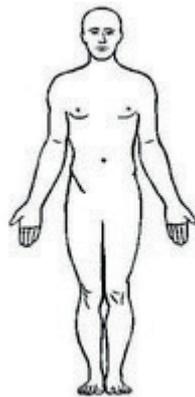
`   5 = l   3 = f

Suggested answer: **human life**

Task 5. Students select the picture that can be the symbol of the notion hidden in the puzzle and go through the portal next to it and get to the finish. The student who does it first is the winner. Teacher should wait for the rest of the students to get to the finish. Students should be encouraged to share their opinion about the quest and the topic and make conclusions.

Life

Peace https://www.worldatlas.com/articles/peace-symbols-from-around-the-world.html

Wisdom https://givemehistory.com/important-ancient-symbols

Suggested answer: **picture 1 – symbol of life**

💡 | Conclusions:

The activity has to involve students in the discussion of the influence of hybrid warfare on human life, which is the greatest treasure of this world. All the information and symbols used in the quest lead students to the understanding of this universal truth.

18. Media codes analysis

Aims

skills - reading, speaking, writing;

language – identifying, analyzing, interpreting.

Learning outcomes:

Students will identify SWAT codes in advertising; discuss advertising issues; critically analyze the meaning of the ads.

Type of exercise:

thematic exercise, discussion, identifying, critical analysis.

Preparation*:

university lab with terminals (personal computers or students' gadgets) and Internet access; projector, computer, and handouts.

Depending on the mode of exercise, implemented stages and way of interaction, the teacher may choose one of the above-mentioned ways or add some tools.

Time:

20-30 min.

⚙ | **Procedure**:

S1 **Step 1. Learning new terms.**

The teacher first asks students what the four letters SWAT can stand for in relation to advertising. Then, the answers are revealed and the students proceed to the next stage of the task.

Students may be organized in groups of 3-4 people. Any question may be given to group them randomly, like *What city did you travel last to?* The students' answers are then randomized alphabetically and the teacher can split the first 3-4 students and so on.

Variation 1: Students are given handouts with a mix of features and a table with four criteria: S – symbolic, W – written, A – audio and T – technical.

They have five minutes to write them in the correct table.

Variation 2. The mix of the words is shown on the screen via projector or other means and the students do the same in order to distribute the features into cells.

Variation 3. Should the teacher prepare the cards in advance, the features may be cut out on separate cards and 3-4 sets could be prepared. Each group then sorts the cards with features to a particular group.

In the process of checking the correct lists of SWAT, some notions that need further explanation should be discussed. The teacher may also ask for examples to support this or that feature.

S – symbolic	W - written
A – audio	T - technical

A mix of features to distribute:

> Objects, speech bubbles, costume, dialogue, camera angles, headlines, music, captions, sound effects, body language, titles, shot sizes, color, lightning, setting

The key:

S2 Step 2. Further analysis.

The teacher then presents an elaborated chart of SWAT criteria (technical, visual, audio, linguistic, genre, and narrative codes) and gives students time to look through it. They may ask questions and discuss together the things that are not clear.

The teacher then may set the task for students to analyze the following types of commercials and advertisements.

1.   2.   3.   4.
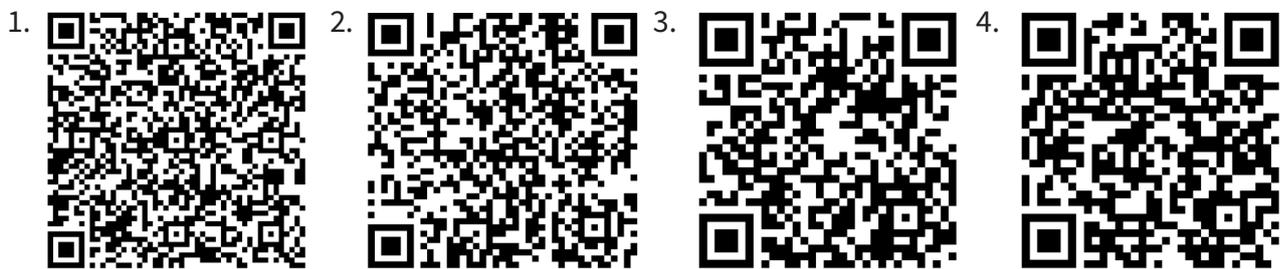
During the analysis, students explain how the author delivers the message and the results of the target message. The teacher may ask the following:

1. How do visual codes and the color in particular affect the delivery of the message to the audience?
2. How are the characters depicted in advertisement / commercial?
3. What creates the most persuasive effect?
4. Which emotions does the ad/commercial arise?
5. Would you buy the product advertised?

S3 Step 3. Discussion.

Students present their analysis according to the four SWAT criteria, as well as they may add information from the elaborated chart. Other agree or disagree and add their comments.

The critical analysis should involve deep interpreting of the message, the effect, influence, target audience, how various visual, textual, and audio means are interconnected, whether the commercial has a positive or negative image in general, is it aggressive and provoking, does it call to particular actions, etc.

S4 Step 4. Color in marketing.

The visual component is one of the most influencing in advertising. Students have to think about

the influence of each color and its psychological effect. Then they match the influence with the color name.

Red	Health, nature
Orange	Neutrality, calm
Yellow	Compassion, delicacy, gentleness
Purple	Creativity, joviality
Blue	Optimism, happiness
Green	Sophistication, simplicity
Grey	Passion, excitation, intensity
Black	Trust, security, wisdom

Then, they guess the color of the brand sets and brainstorm on why these companies have chosen these colors for their brand presentation.

Students may think of additional examples to the list of colors above.

The key:

| Conclusions:

The exercise teaches the learners how to decode media messages, advertisements, and commercials and shows the influence of the four main media codes, the connection between them and the importance of

color in branding and advertising. Students learn the meaning of the color effect and analyze advertising examples that in general discloses the ways how manipulation works, which message carries and weaponize students with essential information on how to resist the influence of media.

Variations:

Step 1. Students may write the answers in Padlet, chats, or visual boards. They may be questioned using Google forms as well.

The distribution of features may be done personally by writing out the features to the proper criterion. They may work in breakout rooms. The task may be also done in Word document, which they may later on share through screen with the rest of the class.

Steps 2-3. The analysis may be presented with the help of Lucidchart in a form of mind-map, or in a Word document. Each program allows users to share the screen and show presentation with further commenting and discussing.

Step 4. Presenting on the screen is the best way if there is enough class time. The task may be sent as a separate document or attached to any online platform. Students may be given the task to complete it at home.

19. Compass. Digital literacy study

Aims

skills - writing, speaking;

language – questions, past tense, present perfect tense, patterns of comparison.

Learning outcomes:

Students will learn what digital literacy is; find out the difference between related terms; acquire basic knowledge for the shaping of their digitally literate personality.

Type of exercise:

thematic exercise, questioning, discussion.

Preparation:

handouts with the printed table and questions, pens.

Time:

20 min.

ⓢ1 Step 1. Identifying the term "digital literacy".

The terms *media literacy, digital literacy,* and *information literacy* are closely related. The exercise will show how well-informed students are about the difference between these closely-related terms. The study will also help the learners understand the level of their knowledge about digital literacy and compare it to others. The sharing background knowledge in the form of an interview boosts students' communicative skills and synthesis of information.

The teacher prepares handouts with a set of questions regarding digital literacy and some practical cases. The teacher gives the handouts to students, sets the time of ten minutes, and asks them to move around the class. Students move around the class randomly (if the space of the room enables that and the desks can be moved around the room), putting questions to students – one question, one student. They have a 1-minute limit for one interview. A student in the pair is both an interviewee and an interviewer. In the end, they have all the cells of the tables filled in.

A teacher may change the questions or add more if the number of students is greater than 12, or leave the same number of questions, which means that students will interview only some of their groupmates.

The discussion that follows may be organized in the following way.

Variation 1. A teacher announces questions one by one, and students share their findings. Some of the answers may be written on the whiteboard or blackboard to see the scope of thoughts and answers.

Variation 2. A teacher nominates one student to analyze the answers for one question. The papers may be placed in a circle and students will be able to move clockwise to find all the answers for their questions, thus, avoiding the chaos. In the end, they prepare the conclusion on one question, summarize everything in the best possible way and may report to the class.

ⓢ2 Step 2. Analyzing digital citizenship.

The teacher asks his or her students to look at the photo with the title "Safebook," which shows how Internet citizens should behave on the web in order to keep their accounts and identity safe. With reference to the photo, they answer each question whether they behave as it is in recommendations or not. They share their results with their groupmates and identify who is the most and the least safe citizen on Facebook (or social media in general).
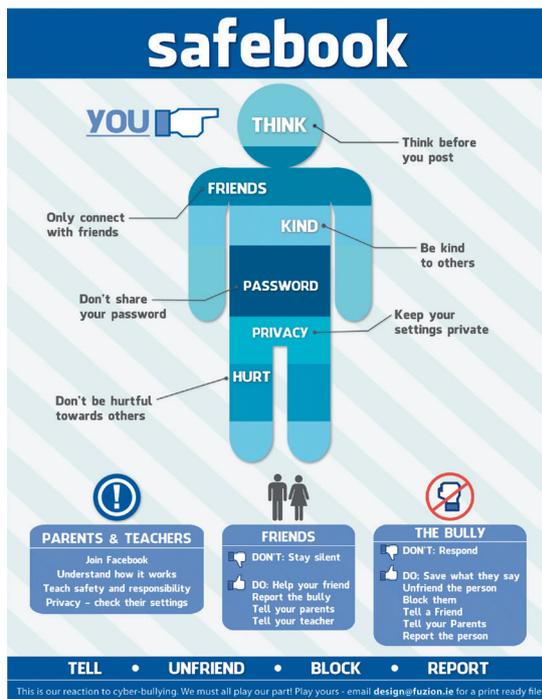
(◉) | **Conclusions:**

The analysis will show the gaps in the aspects connected with digital literacy and will point to the things that should be stressed or explored by the students. With the help of discussion, the learners also find out the way of thinking of their mates, which apps and programs they use for creativity, how critical they are in evaluating and checking information, what helps them to form their worldview, and whether they share common opinions or not.

In case there is enough time, they may ascribe the best answer to each question and create a chart that will help any person to deem themselves digitally literate.

(⛒) | **Variations:**

Variation 1.

The online format may be prepared on Google forms, which should be filled in by every student and then they may see the summary, as the program proposes that with the following discussion.

Variation 2.

Each student is assigned one question to monitor, and others write their answers to them, then they gather the results, summarize them, and present them to the class in the end. The teacher may type a surname next to the question and share the screen with the students, while the students will be able to use Viber, Telegram, or personal Zoom chat option for sending their responses.

How do you differentiate the terms media literacy and digital literacy?	Netiquette is …	Do you close your camera with a tape on your phone/laptop?
Which programs for editing, creating and data processing do you use on your phone?	The last time you checked a fake (news, photos, story) was….	The fakes may be checked by …
The applications you use for your e-safety are …	The site/app/program you like the most for creating your projects is …	You comment on your friend's posts (how often) …. You comment on news and stories on various pages (how often) …
The last time you befriended a person in social media you don't know was…	The best mode of collaboration online with your groupmates is…	The channels, blogs/vlogs, pages you are connected to are mainly related to …. (sphere)

20. Digital abuse

Aims

skills - listening, speaking, writing;

language – identifying, analyzing, interpreting, creating

Learning outcomes:

Students will define the notion of bullying and cyberbullying; analyze the forms of cyberbullying; learn the ways of stopping bullying; find out the consequences bullying can lead to

Type of exercise:

thematic exercise, defining, grouping, analyzing.

Preparation*:

university lab with terminals (personal computers or students' gadgets) and Internet access; projector, computer, and handouts.

* *Depending on the mode of exercise, implemented stages and way of interaction, a teacher may choose one of the above-mentioned ways or add some tools.*

Time:

30-40 min. The steps may be combined randomly.

⚙ | **Procedure**:

S1 **Step 1. Topic lead-in.**

The teacher sets the tone of the exercises by asking students whether using the Internet and social media is totally safe and whether media tools may be harmful. After a short discussion, in which the term "bullying" was mentioned, the teacher asks about the difference between ordinary bullying and cyberbullying, how new technological advancements serve as a soil for harassment, and net citizens run into new forms of the old meaning.

Definition: Cyberbullying is bullying that occurs through technology, like by phones or social media. A bully could reach a victim through a group text, a messaging app, Snapchat, Instagram, Tik Tok, Twitter, Facebook, YouTube, or even through online gaming; the possibilities are endless.

After the lead-in, the teacher shows the video "What is Bullying?" (3 minutes).

1. The questions that follow the video might be:

2. What 3 'H's describe bullying? (It harms, hurts, and humiliates)

3. What are the three types of bullying? (Active, passive, cyber)

4. Name calling is an example of …? (Active bullying)

5. What is an example of passive bullying? (Ignoring a person)

6. How cyberbullying is implemented? (By sending messages via social media)

7. What are the objectives for the bully and the victim? (To feel powerful and to make bad)

8. What are the ways to stop a bully? (Say in a calm voice to stop, talk to a family or teacher, don't respond or forward messages, keep asking for help, etc.)

9. How to keep evidence of cyber bullying? (By saving the text, tweet, or picture and reporting it to an adult)

10. How to support the one who is being bullied? (Be calm to them and let them know they are not alone)

11. Can bullying hurt only emotionally? (Also physically).

S2 **Step 2. Form of cyberbullying.**

Give the students the list of cyberbullying forms. Ask them at first whether they can explain those notions that are familiar to them or give ideas. Then, suggest matching these forms with their definitions. After completing the task, students may suggest Ukrainian definitions for the notions.

Form	Definition
Flaming	Pretending to be someone you are not. Also known as Catfishing.
Disparaging	Tricking someone into telling you something private and then outing them.
Exclusion	Repeatedly sending malicious messages.
Outing	Leaving someone out of a game or group chat or any other social media activity.
Trickery	Sharing someone's secrets or private information.
Impersonation	Online fights, name calling, and similar actions
Harassment	Posts or messages that target someone. This could include posts that target someone based on their race, ethnicity, religion, gender identity, or sexual orientation.
Cybertalking	Continuously harassing and disparaging including threats of physical harm

The key:

Step 3. Brainstorming the consequences.

The teacher divides the students into equal groups. If the space of the room allows, the teacher sets up four stations with broadsheets. On each broadsheet, the title of the possible bullying consequence is indicated (physical, psychological (emotional), academic and behavioral, other effects). Students move clockwise, having two minutes for each station to write one point in for each title that was not previously mentioned. In the last column, "Other Effects," students will be able to mention legal consequences, the outcomes for the bully, social changes in behavior, etc.

In the end, one student summarizes the list of one station and the discussion follows. The learners may answer whether they agree or disagree, what is not added, what is the most important.

Step 4. Comparing traditional and cyberbullying.

In order to show the similarities and differences between traditional and cyberbullying, students get a worksheet where they write their ideas on how cyberbullying is expressed in relation to the same pattern of traditional one. The teacher reveals the answers in the end and students check if they guessed correctly.

Flaming

> Pretending to be someone you are not. Also known as Catfishing.

Disparaging

> Tricking someone into telling you something private and then outing them.

Exclusion

> Repeatedly sending malicious messages.

Outing

> Leaving someone out of a game or group chat or any other social media activity.

Trickery

> Sharing someone's secrets or private information.

Impersonation

> Online fights, name calling, and similar actions

Harassment

> Posts or messages that target someone. This could include posts that target someone based on their race, ethnicity, religion, gender identity, or sexual orientation.

Cybertalking

> Continuously harassing and disparaging including threats of physical harm

21. Cyberbullying – the action plan

Aims

skills - speaking, reading, writing, listening, critical thinking;

language – definitions, questions, describing the action plan for combating the consequences of cyberbullying, giving reasons, using topical vocabulary etc.

Learning outcomes:

Students will be able to deepen and implement their knowledge of cyberbullying and its role in the safe social media usage; improve the ability to identify and combat the online threats by developing the action plan; develop their skills in providing and sharing information; improve critical thinking skills to be able to verify the online content.

Type of exercise:

complex activity including vocabulary practice, discussions, mind map creation etc.

Preparation:

computer / smartphone / tablet; Internet with a stable connection; camera and microphone connected; Zoom.

Time:

45 min.

🛑 **Step 1.**

The teacher shows a picture and asks students to guess what it represents. After they give the answer "cyberbullying," the teacher encourages students to discuss a question: What do you know about cyberbullying? Every student should have the opportunity to speak. If students are not able to guess what is depicted in the picture, teacher can provide them with the ready-made answer, and then they can start discussing the question.
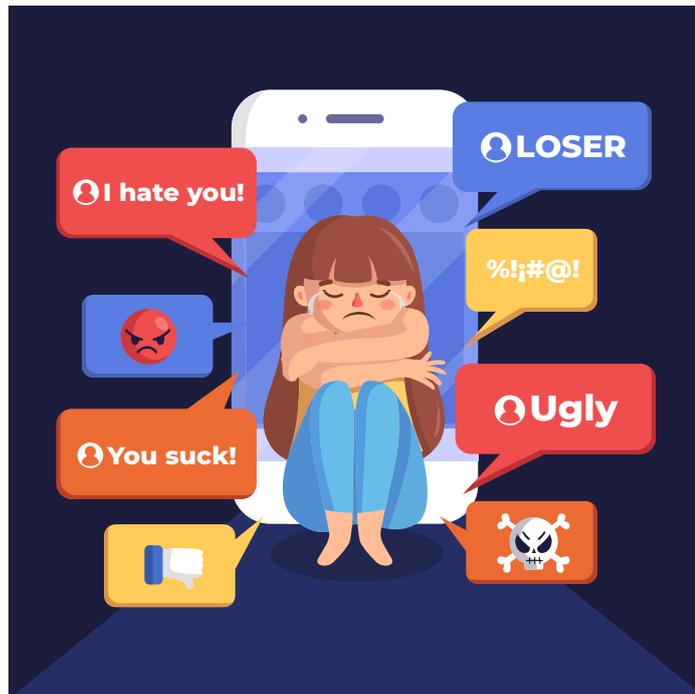
🛑 **Step 2.**

The teacher provides students with the incomplete text and asks to fill in the gaps. Students are invited to work in pairs. They have ten minutes for the task.

Suggested answers:

1. electronic or digital
2. cyberbullying.
3. educators and parents.
4. interacting,
5. young age
6. Internet,
7. girls
8. experience
9. depression and suicide
10. action plan
11. online gaming
12. language
13. parental guides
14. unacceptable,
15. witnesses and victims.
16. victim-shaming,
17. openly.
18. safe zones
19. etiquette
20. master

Step 3.

Students work individually. The teacher provides them with the handouts and asks them to determine whether the statements are true or false. For the false statements, they should provide the true information. Students have five minutes for the task. Then, the teacher and students discuss the answers together, paying attention to the role of each parents' action in combating the consequences of cyberbullying.

Suggested answer: 2. Talk with their children about their feelings, 7. Teaching children to be kind and respectful to everyone.

Source: wgu.edu

Step 4.

The teacher divides students into three groups and provides them with the printed version of the document "Cyberbullying Action Plan". Students have ten minutes to skim the document. Then, each group has to develop a mind map (Gr. 1 – Signs of bullying; Gr. 2 – Parents' action plan; Gr. 3 – Teachers' action plan) using the program available on the website:

They have ten minutes for the task.

Work in three small groups to create three mind maps for:

Gr. 1 – Signs of bullying;

Gr. 2 – Parents' action plan;

Gr. 3 – Teachers' action plan.

Step 5.

Students are encouraged to present their mind maps to the rest of the class. Students give their feedback on the mind maps of other teams.

Step 6.

Teacher asks two bright students to improvise the imaginary conversation between a parent and

child on the subject of cyberbullying. Other students act as advisors. They can support both sides and provide ideas. The teacher stops the improvised dialogue when they feel that the problem is solved and students successfully coped with the task.

S7 Step 7.

Students are invited to provide their feedback on the session.

| Conclusions:

The activity gradually leads students from the theoretical issues of cyberbullying to the process of some action plan development by different parties involved. It should help them not only to understand the importance of the problem, but enable them, as future teachers and parents, to deal with it in real life.

Fill in the gaps with the words or word combinations from the box.

electronic or digital	interacting	educators and parents	girls
cyberbullying	young age	experience	action plan
depression and suicide	master	parental guides	Internet
online gaming	witnesses and victims	language	openly
unacceptable	victim-shaming	safe zones	etiquette

Cyberbullying has become an ugly reality which children and teenagers face while using 1. .... communication. There are different forms of 2. .... Some of them include: harassment, exclusion, trickery, outing, cyberstalking, dissing and negative talk. It should be taken seriously by 3. .... They have a great opportunity to help cut down on cyberbullies by helping their students/children learn to be kind and respectful, and by monitoring how students/children are 4. ...., help those who are experiencing cyberbullying find help.

Data shows that 36% of students have been cyberbullied and it can start at an extremely 5. .... and intensify between ages 12-17.

Most commonly cyber bullying happens through the internet, while using social media email, or directly on the web. And the more time children spend on the 6. ...., the more likely they are to be bullied.

Statistically 7. .... are slightly more likely to be cyberbullied than boys. They are involved in hurtful messaging, name-calling, and have rumors involved in their cyberbullying. Girls also face harassment and have non-consensual, explicit images sent to them. Statistics show that the highest percentage of cyber bullying 8. .... girls aged 15-17.

Cyberbullying can result in 9. .... among teens and young adults. That is why teachers should help students find support and create an 10. .... that will help students who are the victims of bullying. They should encourage students talk to friends, parents and counsellors.

Cyberbullying is widely spread on social media and 11. .... platforms, which are extremely popular among teens and youth. Some of the steps which have been taken to prevent this kind of bullying can be represented by 1) reporting features and disallowing 12. .... that is inappropriate, and 2) 13. .... that parents can use to help make the app safer for children and teens.

Though most teens and young adults consider that cyberbullying is 14. ...., the facts of its occurrence can remain not reported by both 15. .... It's important for teachers to avoid 16. ...., in order to prevent the feeling of embarrassment, concern about the trouble the report will cause, or fear that bullying will increase if students/children talk about the problem 17. .... In order to utilize empathy and make students/children feel comfortable and confident confiding cyberbullying, 18. .... can be created by teachers and parents.

Teaching online 19. .... from a young age can help prevent cyberbullying from happening and increase the chances of reporting it. Through explanation and practice students will 20. .... the right ways to act when using the internet for interaction.

Handout 2

Say whether the statements are true or false. For the false statements give the true information.

Typically, parents take action once their children report cyberbullying. It can be done in many ways, including:

1. Monitoring social media apps to help children stay safe.

2. Avoiding talking with their children about their feelings.

3. Encouraging children so they know they are cared for.

4. Connecting with the parents or teachers of the bully to address issues.

5. Teaching children appropriate ways to respond.

6. Helping children learn to stand up for themselves.

7. Teaching children to be mean and non-respectful to everyone.

8. Being an emotional support.

22. Spot the difference

Aims

skills - speaking, reading, listening;

language – definitions, questions, comparing own answers with others, giving reasons etc.

Learning outcomes:

Students will develop critical thinking skills; analyze and identify the ideas of tolerance, equality, and bullying in media.

Type of exercise:

warm-up activity, identifying and discussing.

Preparation:

university lab with personal computers or students' gadgets and Internet access; university lab with projector and screen, a laptop for the teacher; handouts for every student in a class.

Time:

10 min.

⚙️ | **Procedure**:

Students are to watch the video about differences. They are to say what they have in common and what is different. The ideas of tolerance are discussed**.**

S1 **Step 1.**

Students watch the video either on a big screen or using the available personal access to the Internet. "Everyone's Welcome - What makes you two different from each other?"

Before watching, the teacher delivers handouts with the task. Students have to put down similarities and differences of each pair of kids.

Video:

🕐 | **Time**: 5 min.

S2 **Step 2.**

The teacher asks their students how this task is related to the ML topics "Facts vs Opinions" and "Cyber Bullying." At the end of the discussion, the students are ready to proceed to the next level of the topic.

🕐 | **Time**: 5 min.

💡 | **Conclusions:**

Summing up the discussion, the teacher underlines that people are born without inherent bias, and the prejudice exists in society in many forms (sex, religion, race, age, disabilities etc.) is a product of nurture rather than nature. This video celebrates the ideas of tolerance, cultural richness, inclusiveness, and kindness. Modern media products are always full of biases. What is regarded by someone as bad, unpleasant, ridiculous, or negative may be treated differently in other sources. An information recipient needs to develop the necessary skills of information perception and evaluation.

Similarities

Differences

Similarities

Differences

Similarities

Differences

Similarities

Differences

	Similarities
	Differences

	Similarities
	Differences

	Similarities
	Differences

Image source: https://www.facebook.com/cbeebies/videos/1318677894834176/