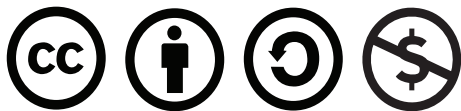




Citizen Media Literacy Training

Trainer's Guide



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Acknowledgements

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This curriculum is a work in progress and will continue to be updated in response to feedback from CMLP trainers and participants.

Questions related to the Guide should be addressed to [IREX](#) by e-mail: irex@irex.org.

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Opening Session

The purpose of this activity is to greet and get to know participants, to specify learning objectives, to determine expectations, and to establish working rules. Experienced trainers may add additional “icebreaker” activities or games to the sample list below:

Day*	Work schedule*	Time	Session / Topic	Content	Trainer*	Method/Required materials
		5 min	Greeting	Trainer introductions and purpose of the training		Brief presentation: trainers offer introductory remarks
		15 min	Getting to know participants	Each participant says his or her name and most-trusted news source		Getting to know each other (“ice-breakers”); flipchart and markers
		10 min	Determining participant expectations	Each participant writes his or her expectations for the training on a sticky note and reads them aloud. The trainer adds them to a flipchart entitled “Expectations”		Sticky notes and flipchart entitled “Expectations” placed on the wall
		10 min	Pre-training assessment	Each participant completes a brief questionnaire to express his or her views/knowledge on the training material		Individual work; Pre-training questionnaires

* Fields to be completed by trainers when preparing for the training. If the training is conducted by two or more trainers, the “trainer” column will help assign roles and topics.

INFORMATION AND MASS MEDIA



Session 1. Information and Mass Media

Exercise: “Associations with the words ‘information’ and ‘propaganda’”



15 minutes



Flipchart, markers, and sticky notes (at least two different colors, depending on the number of participants)



This exercise is the introduction to the study of differences between informing and propaganda and allows the trainer to learn more about the participants



Prepare two flipchart sheets prior to the start of the session

First sheet: Write “Informing” on one half and “propaganda” on the other.

The second sheet: write (in capital letters) the following definitions for the two terms:

Informing – informs and explains, BUT it does not offer solutions.

Propaganda – informs, explains, and convinces, BUT it also discredits and manipulates.



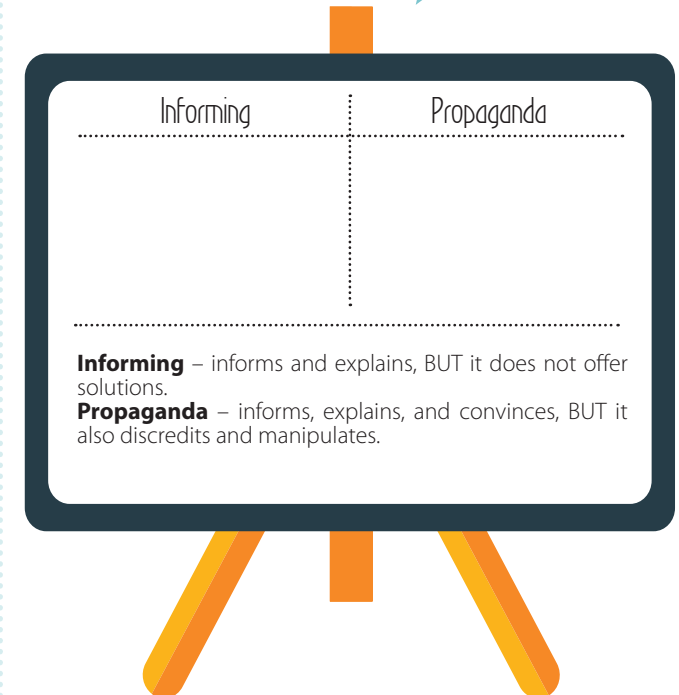
NOTE: The second sheet with definitions must not be seen by the participants. Open it only after the task is completed.

EXPLAIN: Before we delve into media and information, let’s discuss the differences between informing and propaganda. We will not dive into history and theory right away, but instead discuss what these words mean to each of us first.

ASK:

1. What words do you associate with the words “informing?”
2. What words do you associate with the word “propaganda?”

After you receive 2-3 answers to each question, ask each participant to write each of his or her associations on the sticky note. For example, use a pink sticky note for the word “propaganda” and a green sticky note for “informing”. When ready, participants attach sticky notes to the flipchart in the appropriate column.



The flipchart may look like:

Read the writing on the sticky notes and ask the audience the following:

ASK: Do you think the sticky notes are in the appropriate columns?



NOTE: If the group decides to change any of the sticky notes to another more relevant column, you may move them.

Once the participants have expressed their opinions, give the definitions of the words “propaganda” and “informing” (open the second prepared flipchart sheet where definitions of these terms are written).

EXPLAIN:

Informing – informs and explains, BUT it does not offer solutions.

Propaganda – informs, explains, and convinces, BUT it also discredits and manipulates.

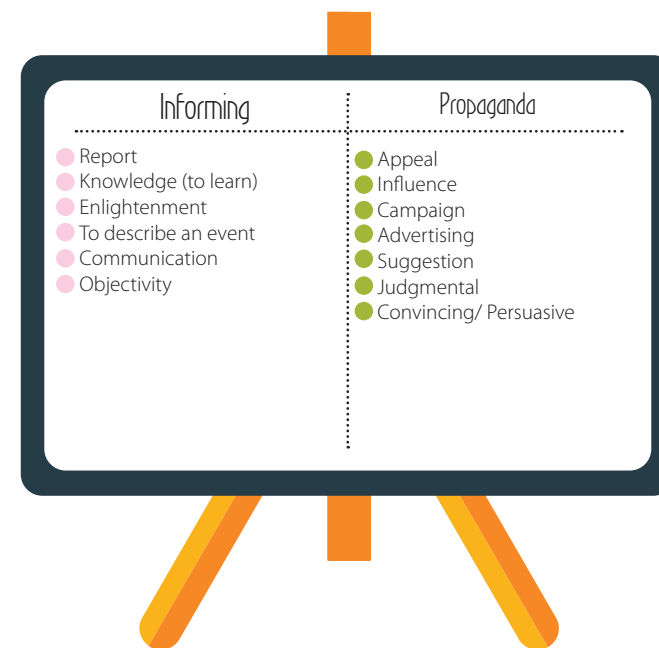
ASK: Does the definition correspond with the columns in which you have placed your sticky notes? What would you change?



SUMMARY: As you can see, we have a different set of characteristics for informing than for propaganda, so your participation in this training is important to gain a better understanding of the information space that surrounds you.



NOTE: If the participants define terms and words correctly – praise them. It is good when the knowledge level of participants is similar, as this will help to cover more material and delve as deep as possible into the training topics.



Mini-presentation and discussion “Objectivity of the Media”



35-40 minutes



 Computer, projector, “Media as business” presentation, two colors of sticky notes (one page of each color per participant), flipchart, and markers



To draw participants' attention to the questions of reliability and objectivity in media



Computer, projector (check the equipment to ensure that it is working), "Media as business" presentation, flipchart, markers, and sticky notes (two colors)

EXPLAIN: In your previous task, you identified the types of media that you use most often, and we also briefly discussed your top 3 media channels. In your criteria of selecting a channel, you mentioned points that are important to you – read on flipchart. We have already discussed the issue of trust, so let's focus a bit on the topic of "objectivity". To what extent is this criteria important to you? (Answers range from important/unimportant – you may ask the participants to vote with sticky notes in different colors, for example, green – important, yellow – not important).

ASK: Do you think the information channels that you use are reliable? How do you define reliability? (Listen to the answers and write them on a flipchart).



NOTE: Try to avoid evaluation and criticism of specific channels, programs, or media owners. Try to keep the conversation's tone neutral.

ASK: What do you think affects the channel's objectivity? (Write the answers on the second sheet of the flipchart. Possible answers include: reputation, values, journalistic professionalism, the owners, etc.) Why? How do you define it? (Here, all the answers are correct, as everyone has his or her own opinion).



 **NOTE:** Try to maintain the chronology of discussion – first we must discuss trust, credibility, reliability, and objectivity, then move to the issue of media owners. Therefore, if the participants immediately start talking about the media owners, turn their discussion in the right direction: “Before we move on to the issue of ownership, let’s consider the broader issues of reliability and objectivity”.

ASK: What is the difference between reliability and objectivity? (Listen to a few answers).


TRAINER'S NOTES



MANIPULATION

& HOW TO RESIST IT

Session 2. Fakes as a Means of Manipulation

Presentation “Fake”



10 minutes



Computer, projector, and “Fake” presentation



To acquaint the audience with the concept of “fakes”. Show examples of fakes and prepare the next part of training – detailed consideration of various manipulation techniques and how to detect them



Computer, projector (check the equipment to ensure that it is working), and “Fake” presentation. Read additional material online on StopFake’s information portal: <http://www.stopfake.org/smiiskazili-publikatsiyu-rejtinga-fitch-po-ukraine/>. This material will be useful for achieving a deeper understanding of the topic



PRESENTATION “Fake”

Slide number

Facilitation Guide

ASK: : 1. Have you ever heard the word “fake”?
2. Can you explain what it is?



NOTE: Here the training participants may assume that fakes are lies or forgeries.

Based on their answers, explain to the participants that fakes are one of the most common forms of manipulation in the media today.

A fake is a deliberately manipulative news item. Sometimes fakes are entirely fabricated or fictitious.

1



TRAINER’S NOTES



Exercise “Work with headlines”



20 minutes



“Headlines” handouts



To show the audience how to analyze headlines practically, to question the information in them, and attempt to verify them



“Headlines” handouts, according to the number of training participants



Give handouts to participants Have the participants read the headlines. Then, conduct a discussion of the headline, based on three questions:

How can the truthfulness of headlines be checked?

Do you think they are fakes?

Why have you come to such a conclusion?

Headlines:

- “Belarus Abandons Currency and Shifts to Russian Ruble” (this is a fake and can be checked using Belarusian sites)
- “Transcarpathian Regional Council Votes for Annexation of The Area to Hungary” (a fake which can be checked using the Regional Council’s website)
- “Expert: Next Week Ukraine will declare Itself Bankrupt” (not fake, but expert opinion does not mean anything without facts)
- “Video Appears Online of Russian Troops Who Have Moved up to the Border with Ukraine” (not fake; it can be checked using special methods which we will cover later).
- “Dmytro Yarosh Says He Will be the Next President of Ukraine” (a fake which can be seen on Yarosh’s social network pages)
- “In Kyiv, Traffic on Khreshchatyk Street Blocked” (not fake because it happens on weekends and public holidays; it can be checked using webcams which are on Khreshchatyk online at Kyiv City Council, or on Yandeks.Probki service).
- “Singer David Bowie to Perform concert in Donetsk” (a fake which can be checked on the singer’s website)
- “British Media Obtain Exclusive Photo of Bangkok Terrorist Attack Organizer” (not fake; later, we will tell you how you can verify photos)



TRAINER’S NOTES

HATE SPEECH



Presentation “Hate speech – Rwanda”



30 minutes



Computer, projector, “Hate speech. Rwanda” presentation, and “10 Commandments of the Hutu” handout



may lead

To show a real case of how the media and hate speech can influence the actions of people and a whole nation, as well as the negative effects to which this



about the Hutu and Tutsi nations as you can

Computer, projector (check the equipment to ensure that it is working), “Hate speech. Rwanda” presentation, and “10 Commandments of the Hutu” handout. Read information base for presentation to provide participants with as much information



PRESENTATION “Hate speech – Rwanda”

Slide number	Facilitation Guide
1	Hate speech has its own story. Now we get to know one of its most tragic pages. Rwanda is a country in central Africa bordered on the north by Uganda, on the east by Tanzania, on the south by Burundi and to the west by the Democratic Republic of Congo; population – 11,780,000.
2	The Hutu and Tutsi are ethno-social groups that inhabit Rwanda, Uganda, and Burundi. The Hutu are farmers who traditionally were at the highest level of socio-economic development, the Tutsi are herders who came to their territory in the sixteenth century and created their own country. Tutsi became the ruling elite, the richest part of the population, the aristocracy. Thus demonyms (“Hutu” (85%) and “Tutsi” (15%) began to be associated with social status in society. In 1962, Rwanda achieved its independence under a Hutu government. The country’s President Juvénal Habyarimana (Hutu) came to power in 1973 as a result of a military coup. On April 6, 1994, he died in a plane crash that marked the beginning of the extremist Hutu rebellion.

Rwanda

...is a country in central Africa bordered on the north by Uganda, on the east by Tanzania, on the south by Burundi and to the west by the Democratic Republic of Congo

11,780,000

Source: CIA World Factbook

Hutu

Tutsi

Twa

...are ethno-social groups that inhabit Rwanda, Uganda, and Burundi

3

The first articles and cartoon strips against the Tutsi began to appear in the “Kangura” newspaper about 1990. Among its publications, the manifesto “Ten Commandments of the Hutu” was especially popular and kindled a feud between the Tutsi and the Hutu.

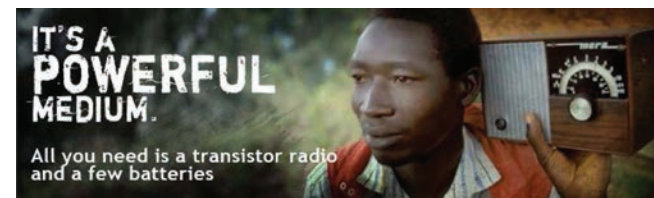
In June 1993, Rwanda launched a new radio station “Thousand Hills Free Radio and Television” (RTLHC). It was created and funded by Hutu extremists to prepare the people of Rwanda for genocide through the demonization of Tutsi, encouraging hatred and violence. Popular DJs worked at the station, who spoke street language; there was a lot of African music. Although its content from the beginning gave anti-Tutsi messages, many Tutsi listened to it for the music and did not notice the danger. The radio station became popular among the largely illiterate population. In this part of the world where most people do without electricity, radio is the only way to spread information.

Some people, including the Belgian Ambassador and staff of several aid institutions, immediately identified the danger and asked for international help to close the radio station, but they were unable to convince anyone. “We believe in freedom of speech” was one of the positions.

4

First, the radio prepared the ground for massacres, and when the killing started, the station continued to encourage its listeners to murder more and more. Of course, what it did was completely illegal in terms of international humanitarian law which does not recognize absolute freedom of expression.

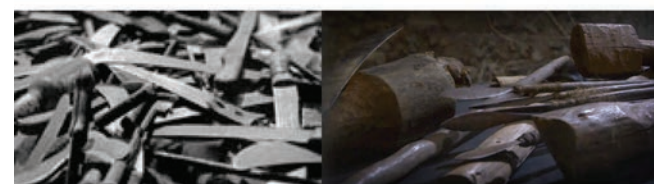
On April 7, 1994, the radio station aired direct instructions to the population to kill Tutsis: “I do not know if God will help us to eliminate the Tutsi... but we must rise up to destroy this race, those stupid people... They should be eliminated, because there’s no other way”.



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“Listeners, rise up to fight for our Rwanda! Take whatever weapons you have: who has arrows – take arrows, who has spears – take spears... Take your usual tools. We all have to fight with Tutsis; we must do away with them, destroy them, wipe them off the face of the earth... They shall not find shelter, they shall have nowhere to flee”.

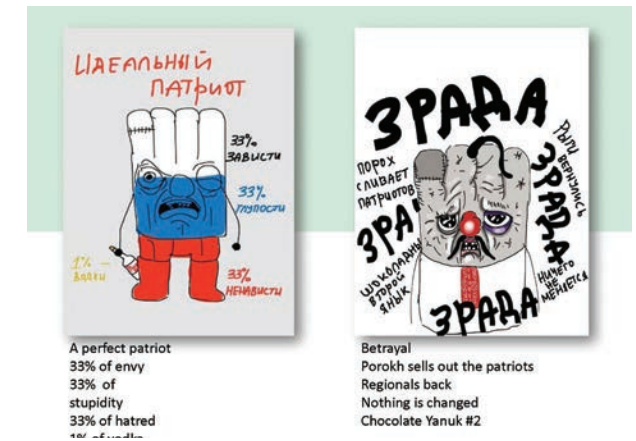


14

In a conflict situation, traditionally offensive words already seem less hurtful. The other side of the conflict is not always physically reachable. This is where memes were useful.

The Russian side of the conflict is positioned as a “vatniki” (from Russian – a “quilted jacket”).

A humorous reflection on the “vatniki” was “vyshyvvatniki” (embroidered quilted jacket). The word points at the article but now of the Ukrainian national clothes.



15

“Kolorady” (Colorado potato beetles) have similar striped coloring to the St. George ribbon that has become a symbol of Russian patriotic honor in recent years, in memory of World War II (known as the Great Patriotic War), and a symbol with which supporters of this type of historical memory of the war as a central event in USSR history identify themselves.

Ukrainian side of the conflict in Russian language is also depicted dehumanized, with a meme “ukry”, “ukrop” (dill) as something weak, ridiculous and yet menacing, independent, that is spreading and spreading around. However, humor allowed to “transcode” the symbol into quite the opposite – the “Ukrainian patriot”.



16

“Kolorady” are portrayed as freaks, monsters, and “dill” as a being of not human type, which should be just eliminated, exterminated.



Presentation “Use of negative stereotypes for inciting hatred in Ukrainian Society”



20 minutes



Computer, projector,
“Examples of using
negative stereotypes”
presentation, and
“Refugee from Donbas” video



To show participants exam-
ples of stereotype creation
and the negative attitude to-
wards certain people/groups



Computer, projector (check the equipment to ensure that it is working), “Examples of using negative stereotypes” presenta-
tion, and “Refugee from Donbas” video. Take a good look at
examples and videos; you should write/define for yourself
clear words/phrases to which participants’ attention should be drawn



PRESENTATION “Examples of using negative stereotypes”

Slide number

Facilitation Guide

1

EXPLAIN: Journalists in Ukraine often turn to negative social stereotypes. An example of such manipulative use of stereotypes occurs when emphasis is placed on individuals’ regional affiliations in criminal publications.

Often, journalists, wishing to add some “zest” to otherwise mundane or lackluster information about a given event, write a headline or lead that deliberately emphasizes details such as a perpetrator having been a migrant from Donbas or Crimea, despite the fact that the information is of no public interest, bears no relation to the cause of or reason for committing the crime, and has no role except to make a negative association – taking root in the reader’s mind that all migrants are potential criminals. Thus is formed a stereotype that divides Ukrainians into “true” citizens and “lesser” citizens (Donetsk, Luhansk, and Crimean), which is reinforced by negative descriptors like the “Donetsk rich kid”, “Crimean Tatar refugee”, “insolent Donetsk people”, “overrun by refugees”, and so on. Such publications are often accompanied by covert or even overt beliefs among a population that crime in their city has increased dramatically due to the movement of residents of the Crimea and Donbas there. Even if a journalist cites official statistics that defy the notion that IDPs are at the root of economic woes, for example, he or she may in fact doubt it and use hate speech labels in the headline or lead, where word choice is much more impactful than “neutral” language might.

Manipulative use of hate speech stereotypes

putting emphasis on regional affiliation of characters in criminal publications



Presentation “Labels of feud and hate speech in relation to IDPs”

 15 minutes

 Computer, projector, and “Labels of feud” presentation

 To consider examples of labels of feud and hate speech in relation to IDPs

 Computer, projector (check the equipment to ensure that it is working), and “Hate speech” presentation

PRESENTATION “Labels of feud”

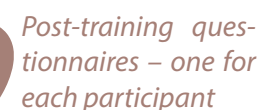
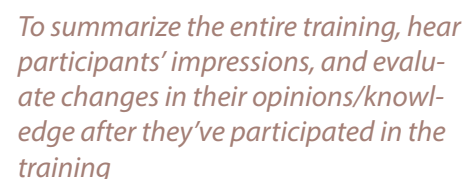
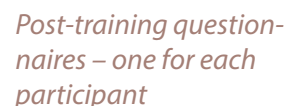
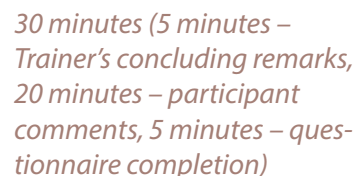
Slide number	Facilitation Guide
1	EXPLAIN: The very concept of “migrant” has already become a stereotype, a kind of stamp, an evaluative label that is often used inappropriately by journalists. This can be done unconsciously or simply “out of habit”. Nonetheless, such behavior is how offensive contexts are created. Affixing a label such as migrant makes it seem as if that’s all the person is. It is a comprehensive description of a person who has no additional dimensions to his or her character, and if a journalist wants to emphasize certain personal qualities, traits, or talents, it can cause a reader to wonder, “Really? A migrant? Can he also be all those things, even as a migrant?”
2	Draw participants’ attention to the fact that the first example talks about the famous Ukrainian writer Dmytro Bilyi, a Donetsk native, who in his novel, written in 2000 (long before he became a migrant), predicted the events of 2014. It would of course be more appropriate to describe him as the “Donetsk writer, forced to leave his native city and now residing in Kyiv” than to simply use the term “migrant”.



Donetsk IDP predicted war in Donbas in his novel
Source: fakty.ictv.ua

In his novel, he predicted the revolution and invasion of Russian troops into Donbas. Dmytro Bilyi wrote *The Space of Death* in 2000
Source: fakty.ictv.ua

Individual work – Completion of post-training questionnaire



After your and the eager participants' share initial remarks and feedback, turn to those who have additional questions.

- Was this training interesting to you?
- What did you learn that was new?
- What knowledge/skills will you use now?
- Will you tell your family and friends about the knowledge you have acquired?
- Have your expectations been met?



