

Summary of the Lesson Plan of the 4th Workshop: Hate Speech and Populism

The fourth workshop builds on the previous workshops (i.e. recognizing the techniques and the related phenomena). The focus is on two issues raising special concern in Finland, hate speech and populism. Both rely heavily on triggering strong emotions and attacking (and constructing a narrative of) perceived enemies. The goal is to create polarization by provocation, stirring quick and strong reactions in audiences.

The foundation of populism is opposition. The target, however, can be anything or any group that best serves the needs of the populists. Hate speech and populism tend to be interconnected, especially whenever the populist opposition finds its 'enemies' from immigration and minority groups. Hate speech manifests in attempts to deprive rights from and raise fear in whichever group is in question.

During the workshop, the students learn to recognize features of both hate speech and populism, and how the four techniques tend to be manifested in them. The students enhance their information research skills, placing special emphasis on the evaluating agendas and motives.

The workshop is split into two sessions: the first part covers populism and the second hate speech. Since in some students, digging deep into a sensitive topic such as hate speech might trigger disturbing memories (e.g. of being bullied), this structure also helps the teacher to tailor the most appropriate approach for their own group. Teachers are advised to do background research and discuss the topic in advance with the students. Additionally, there should be chance to share thoughts and discharge the emotions in the end of the class.

The lesson includes three smaller tasks dealing with populism. The workshop starts with group discussion on the features of populism and the techniques used. Next, in small groups, the students plan and execute information research on vocabulary and terms commonly used in Finnish populist political rhetoric. Here special emphasis is put on critical evaluation on the sources of information. Finally, the teachers are encouraged to find most recent political debates to be analysed with student groups using Populism Bingo, created by the National Audiovisual Institute of Finland (link: <http://populismbingo.fi/>).

As for hate speech, the focus is on firstly defining what hate speech is, understanding the impacts it has on the victims, by-standers, society and hate-speakers themselves, and finally understanding what counter-speech is and how it could be used to tackle hate speech. The students are divided into smaller groups, which are given different roles: victim, by-stander, hate-speaker and society as a whole. The groups are to evaluate the possible impacts of hate speech from the given perspectives and share their ideas to the whole group. Counter-speech is introduced as one way to build positive narratives. Finally, the whole group is to reflect on the thoughts and feelings that have risen during the workshop.

Accompanying homework, the media diary, helps students reflect on the topics discussed. Students will familiarize themselves with different support groups helping hate speech victims on social media. Another task is to write "compliment diary" over a period of week, during which they plan, execute and keep record on thoughtful compliments they are instructed to give to other people every day.

Summary of the Lesson Plan of the 5th Workshop: Influence Marketing on YouTube

In Finland, several popular YouTube content providers have also created very strong personal brands. They do quite a lot of commercial cooperation with various companies as well. Although the Finnish legislation demands transparency from marketing and advertising products, for example native marketing might not always be clearly noticeable. The fifth workshop is focused on recognizing and understanding influence marketing especially on YouTube, which continues to hold a strong position as platform among teenagers.

The workshop begins with discussion on the commercial side of YouTube content production and influence marketing. Also, the general principles and terminology of marketing and advertising are covered. After this general introduction, the non-cumulativeness of the activities allows the teacher to tailor their classes to their liking and select the activities best suited for their group.

In the next activity, the ethical and legal boundaries of advertising are discussed more in depth. In small groups, the students analyse a marketing case, in which The Council of Ethics in Advertising in Finland has received a complaint on lack of transparency of an advertisement of a content provider or company. Another activity is for the students to create their customer profiles based on their own analysis and reflection on the advertisement they tend to encounter online.

In the next activity, the student groups of 3-4 pupils are given a role: either a company, YouTube content provider or a multi-channel network organization of YouTube content providers. During this activity, the groups research and evaluate the marketing planning process from the perspectives given and share their insights with the whole group.

Finally, the students can also create a short parody of a commercial cooperation chosen by students themselves. In small groups, they first analyse the cases and the stories in the advertisements. They are instructed to tell the story in a different way (e.g. to a different target group) using drama. They should be kept short, so that the groups can present and share them with each other. Students should be reminded on how to give constructive feedback to other groups.

Accompanying homework, the media diary, helps students reflect on the topics discussed and analyse the impacts of media contents in their daily lives. The students are to analyse their consumer profile by observing and listing advertisements they see over a period of week. They are encouraged to also compare them to the advertisements shown to different age and consumer groups. Another task is to collect stories told in advertisement and to rewrite them from a different perspective. Media diary provides also a great tool to reflect on the different emotions various advertisements trigger, for example over a period of week.

Summary of the Lesson Plan of the 6th Workshop: On Our Journey to Mastering Media Literacy

During the final workshop, the Finnish version of the 'Media Literacy Smartphone' called 'Tuota ja tulkitse' (*Create and Produce*, link: <http://mediakasvatus.fi/materiaali/tuota-ja-tulkitse/>) is introduced and used as a tool to critically evaluate both the media contents of others and oneself. In addition to using the tool to evaluate the four techniques introduced previously, the goals of this workshop are to understand and analyse filter bubbles, practice voicing opinions and learn to give constructive feedback to each other. As the activities are non-cumulative, the teacher is encouraged to select the ones best suited for their group.

The 6th workshop begins with an orientation to the theme of the day. The 'Tuota ja tulkitse' -tool is introduced, and the questions explained. The students are for example asked to think how they would explain the importance and relevance of the questions to a much younger or older friend or relative. After this, the students analyse their filter bubbles and create their own media content (with a repertoire of methods chosen by the teacher), which contains the most important elements of the students' media landscape, also considering the filter bubble they identify themselves in.

Next, the students are to work in small groups and recall the forms of manipulation. Students use the 'Tuota ja tulkitse' -tool to critically analyse the texts given, each representing a different phenomenon. The results are shared with the whole group. Students also consider and evaluate the techniques used in the texts and come up with an additional question with which to further analyse text.

During the next activity, the students work either independently, with a pair in or in a group of three people to analyse media text they themselves have produced. The students freely decide the text, but the most important criterion should be the meaningfulness to the student. The students give each other constructive feedback and feedback on the comments they received. Focus is on finding at least three things the person could be proud of in their creation.

In the last activity, the teacher directs the students to reflect on what the term 'screen time' means. The idea is that the students produce a text, in which they express their opinion on whether screen time is necessary or not and why, how smartphones should be used in our daily lives and what they think of the future of smartphones.

The workshop session ends with a group conversation, in which the importance of critical media literacy and critical thinking in general are summed up. Here the students should also evaluate the learning goals set for all the workshops. How well did they consider achieving them? How would they say their skills in critical media literacy have increased?

Accompanying homework, the media diary, helps students reflect on the topics discussed and analyse the impacts of media contents in their daily lives. The students are instructed to observe and list in detail the ways in which using a smartphone influence the rhythm of their day. How do they use their smartphone? The students are also encouraged to reflect on the skills gained and knowledge acquired over the workshops as well as the skills that still require more work to be mastered. How well have they met the goals they have set for themselves? Are there some other skills that they would consider necessary to learn?