

From the training course MEDIA'S FAIR

Tools for youthworkers

14th ~ 24th November, 2018
Bedeille, Ariège, French Pyrenees



Erasmus+



This Booklet has been written by the participants of the training course with some help of Solafrika's team.

It is a result of the work and exchanges which occurred during the training between the participants, the trainers and each person that we met along this adventure.

You will find here a selection of workshops and reflexions that we went across as well as detailed explanations of each step for a successful performance of the workshop.

The aim of the booklet : To spread the word !

Anyone interested in the topic and/or wanting to spread awareness about media can get inspiration, reuse and improve the workshops.

For any further information, please contact solafrika@yahoo.fr



Description of the project

Aim and Objectives

- Wake the critical mind of the participants about media : how they are produced, by who, for what, are they always reliable ...
- Enable youth workers to share their skills, knowledges and experiences about the topic
- Give them educative tools about med for a better understanding and use of them... and for them to spread those tools
- Enable them to lead workshops to raise awareness among the risks of media

Main activities

The participants will consider their own use of media (introspective phase), they will learn ways to interpret them (understanding phase) and they will create communication medium to become actor of media.

- Video conception and creation
- Advertisement interpreting and advertising posters creation
- European debate about fake news
- Creation and facilitation of workshops for local youngsters

Hosting organization

Solafrika is a non-profit organization which aims to create meetings between European youth in order to share, understand better each other and create solidarity, as well as revealing the potential of each person. Since 2010, the organization implements a lot of environmental, social and cultural projects in the region of Ariège (France).

Through the Erasmus + program, the organization gives young people the chance to live international mobilities, all expenses paid.



Our European partners

Media's Fair has been implemented by five European organizations through the Erasmus+ program:

GEYC from Romania



Bakyard from Turkey



Alter Ego from Greece



STRITS from Macedonia



Solafrika from France



Our local partners

Two main local partnerships emerged from this project with :

Inform'Action



La Lucarne

ENERGIZER, ICE-BREAKER, TEAM-BUILDING GAMES

An energizer is a brief activity that is intended to increase energy and cohesion in a group by engaging them in physical activities, laughters, or cognitive challenge (problem-solving). They can be used with any group, including during a training. We do this activity before the morning and the afternoon workshops to wake up the team !!! Enjoy !



Ultimate Ninja

It is an action-packed party game that involves striking funny ninja poses and trying to slap their hands.

Material required : A large room or outdoor area free of obstacles

Recommended number of people : 5-10 is ideal

Set up : Players begin standing in a circle, standing at arms-length

How Do You Play Ultimate Ninja ?

The goal of Ultimate Ninja is to be the last ninja standing : to eliminate other players by slapping their hands. On a given turn, a player can attack or move in one fluid motion.

1. Everyone says, “3, 2, 1... ULTIMATE NINJA!” and then all players quickly hold a ninja pose.
2. Choose one player to begin play.
3. On a player’s turn, he or she may do one swift ninja attack — one motion that attempts to touch another player’s hand. Once making this motion, the player must freeze and hold the motion they just made.
4. Immediately after the player moves, it is the next player’s turn and they can immediately do an attack.
5. Any time a player is attacked, they may dodge as a reaction by moving their hand or arm, but they cannot move their feet.
6. If a player gets their hand struck, they must leave the circle, as they are eliminated.
7. Play continues until all ninjas are eliminated. The winner is the ninja left standing.

Call of the Wind

Objective : Icebreaker

Best for (group size) : medium or large groups

Time : 10 minutes

Material needed : cards with animal names on them, you should have for each animal at least two cards

Give each person a card with the name of an animal on it. You'll need to make sure that at least two cards are given out for each animal. On your signal, players should close their eyes and begin making their animal's noise. The goal of the game is for each player to find their match (who should be making the same noise).

This silly activity is a great way to break the ice. It's quick and a perfect icebreaker before starting a longer activity. That's sure to leave everyone laughing.

The Chair Energizer

Purpose : Cooperation & Movement

This energizer is a really fun one quite efficient to reach its purpose.

Material : chairs (number of players)

Set up : In a large area, the chairs are placed randomly (not all looking at the same direction).

Starting of the game : Choose one person who will be the walker. The others seat on the chairs, one chair stills free.

Aim :

- For the walker : to seat on the free chair
- For the others, the group : to prevent the walker to seat down

How to play ? : People of the seated group should change places in order to don't let the walker seat down. There are only two rules in this game :

- the walker must walk slowly
- no one is allowed to speak

If the walker finds a chair to seat down, he wins. An other person needs then to be the walker.

The strategy :

The best way to succeed in this game if you are the walker is to go where there are a lot of people getting muddled up all together. And if you are into the group, you need to keep the free chair as far away as you can from the walker : observe and find other ways to communicate with your team.

The Knot

Purpose : Cooperation & Movement

This energizer is the best way to make the players communicate with each other and find solutions.



The game starts with all the players in a circle. To the signal they come all quickly to the middle with their hands out and grab the first hand that they touch. After this is done, everyone is in a KNOT.

Aim : They have to communicate and maneuver in order to undo the knot they made. This is a really good energizer.

Upside down Chi-Fou-Mi :

Purpose : Team-building, a lot of laugh

Into the group, two by two you play at rock, paper & scissors. But BE CAREFUL, all is upside down ! : the actions that make you win usually make you loose in this game !

So if you win, for example you played Scissors against Paper, you're actually a Loser in this game. You are eliminated and you become a strong Supporter. CAREFUL : You support the losers who are actually the Winners in this game. So when you are a Supporter, you applaud and encourage the Winner who is actually the loser of the Chi-Fou-Mi.

If we go back to the exemple :

- the one who played Scissors wins, he is the Loser, he is booed by the Supporters, eliminated and become a Supporter.
- the one who played Paper lost, he is the Winner and he is applauded by the Supporters. He goes on to find an other player (an other Winner) to challenge.

As Supporter, you continue to support the Losers until the last challenge. At the end, two last people play, supporting by all the others. The one who lose is the Winner : he is the one who lost the most during the game !

Hilarious !

Me too

Purpose : Know each others & Wake up / Evaluate

Make a circle with chairs, one less than you are. Everybody sit, except one who stay standing in the middle. He has to say something about himself, for example starting by "I like/I would love to/ I have/I feel ... when etc...

Every person who can answer "me too" has to stand up and sit on an other chair. The person who said the sentence has to sit quickly also.

The last one without a chair starts again with a new sentence.

Adaptation : As trainer or youth worker you can use this game to evaluate your activity/workshop. Just ask the players to say something about your activity/workshop. According to what you want you can ask them to give only positiv things or only negativ things or both.



Give a compliment

Make a big circle, attach a white sheet of paper on everyone's back and give a felt pen to everybody. Then, invit everybody to write something positive on the back of everyone.

When everybody is finished, they can read what is on the paper (a mountain of compliments) or keep this paper for later (to read it later once home...).

That game is ideal for goodbyes.

Orchestra Master

Purpose : Energize

Set up : First make a big circle, then choose a person to go outside of the group : this person will be the Observer. Once the Observer can not hear and see the group anymore, choose one person who will lead the group during the game : the Orchestra Master.

Aim :

- for the Orchestra : to keep the Orchestra Master secret from the Observer

- for the Observer : to find the Orchestra Master

How to play : The Orchestra Master start doing a random movement (can be waves with his hands, body percussions etc...). The Orchestra follows him by doing the same. Here, call back the Observer and invit him to go in the middle of the circle. He can now try to find out the Orchestra Master. The Orchestra Master can change for another movement whenever he wants to.

When the Orchestra Master is discovered, the group can choose another Observer and the game can start again with an other Orchestra Master.



UNDERSTAND AND CREATE VIDEOS

This workshop took 2 days and a half and was lead by Rachid, Salma and Renaud, facilitators of the organization Inform'Action

A huge thank you to them !!

Its objective was to get the participants realize that any information in the media is necesserely linked to subjective intentions.



Methods/Tools we used : viewing of a documentary, debate, synthetic analysis by visual facilitation (mind mapping, conceptual map, metaphorical drawing ...), team work, role play , video making

Material : recording device, camera, projector, computers with Imovie (Apple)/Movie Maker (windows XP, 7)/DaVinci (windows),

internet, work files (including a scenario, video creation aids, software explanations, a blank story board...), video excerpts, small office equipment (felts, post-it)



The transitional objectives were :

- to raise awareness about the impacts of media on our societies and give the participants the desire to get inform by themselves in an active way
- to understand better medias' fonctionment : who is behind ? How they work ? Which communication techniques they use ? Etc...
- to put the participants in the place of journalists by giving them the mission to create a video according to a communication objective and a particular interest
- to gain critical thinking and raise awareness of the risks of media



To enter the subject (½ day) : The documentary “ Shadows of Liberty”

It is a 2012 British documentary which examines the impact of corporate medias and the concentration of medias ownership on journalism and the news.

A lot of debates, ideas and analysis came out of this viewing. We used a lot of different techniques of visual analysis like the creation of conceptual maps or the creation of metaphorical drawings. Extremely interesting.

Then, first session of video making (½ day) : **Presentation of the challenge** and get to know the software that you will use : how does it works, functions and effects that are available etc...

Steps of this session :

1/ By team : you discover your scenario : as journalists which is your mission ? Which interests will you serve ? Etc...

(See an example with the document called “Scenario 1”)

SCÉNARIO 1

You are a team of professional journalists, and you work for the newspaper "Ariège News". **Your director editor asks you to create a critical reportage about Solafrika.**

He gives you these specifications in order to fulfill the interests of his hierarchy. He does it because he wants to be well positioned in the political and economic sphere where he depends.

To realize this **defamatory reportage**, the director chooses to develop a risky strategy. He orders the « Ariège News » computer guy, to hack into Solafrika's computer and steal video excerpts. More than 20 minutes of excerpts are stolen.

With an unemployment rate of more than 20 % for french journalists, you feel obliged to keep your job because of your personal and family situation. You feel obliged to respect the demand of your manager and to satisfy your employer.

SCÉNARIO 1

The actual mayor, Mr Badou, from the municipality of Bédouille in Ariège, is mayor since 25 years. In 2020, new municipal elections will happen in France. Mr Badou is disturbed, he has heard some rumours : Mr Schira has decided to present its candidacy for the next elections. He is one of the founder of Solafrika association, an organization implanted in Bédouille 5 years ago. Mr Badou is worried because he wants present again his candidacy in 2020. And he observes that Mr Schira is becoming increasingly popular among a more and more wide slice of population. Indeed, Mr Schira is appreciated for his values and actions through his association.

Mr Badou wants to realize a **communication strategy that would be harmful for Mr Schira's reputation. He chooses to spread negative rumors about the association Solafrika.**

Mr Badou contacts his childhood friend, a shareholder of the media "Ariège News". Aware of his friend's difficulty, the shareholder contacts the editorial director and **orders him an audiovisual reportage that criticize Solafrika association.**

VERY IMPORTANT : With the same starting material (same video excerpts), the different groups will have to create completely different videos about the same topic but with completely different intentions/interests. The idea here was to present the organization Solafrika. Two groups had as interest to defame the organization, two others had to present it as it is, and one group was a team of independent journalists who were free to do what they wanted.

!!! Each group has to keep its mission secret during all the rest of the workshop !!!

2/ All together : Demonstration of the software and small training: how to use it, different functions and effects...

(Document called : “Tools for Video Editing on Imovie”)

3/ All together : Presentation of a methodology to help in the process of creation

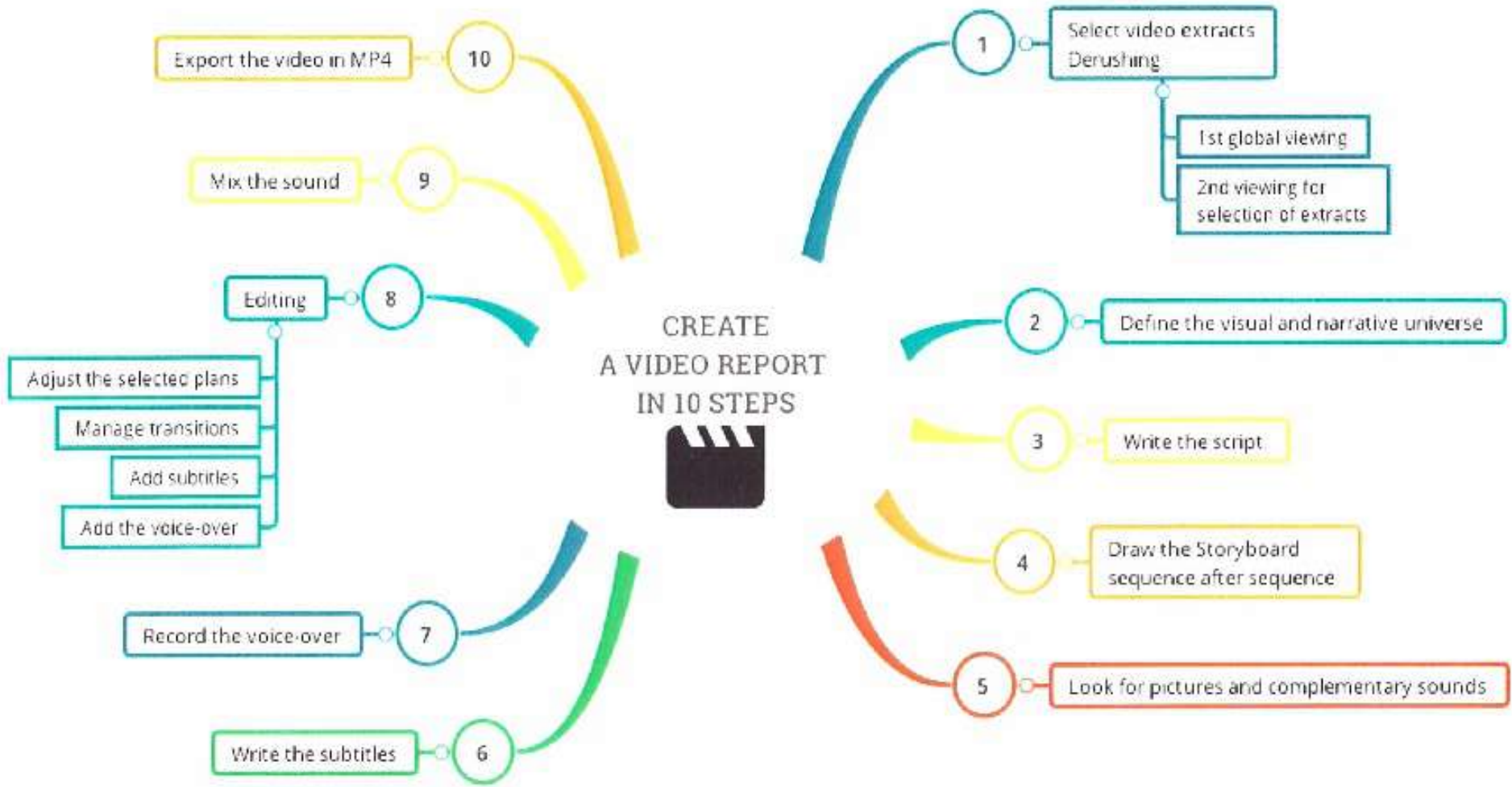
(Documents called “Skills for the challenge” and “Create a Video Report in 10 Steps”)

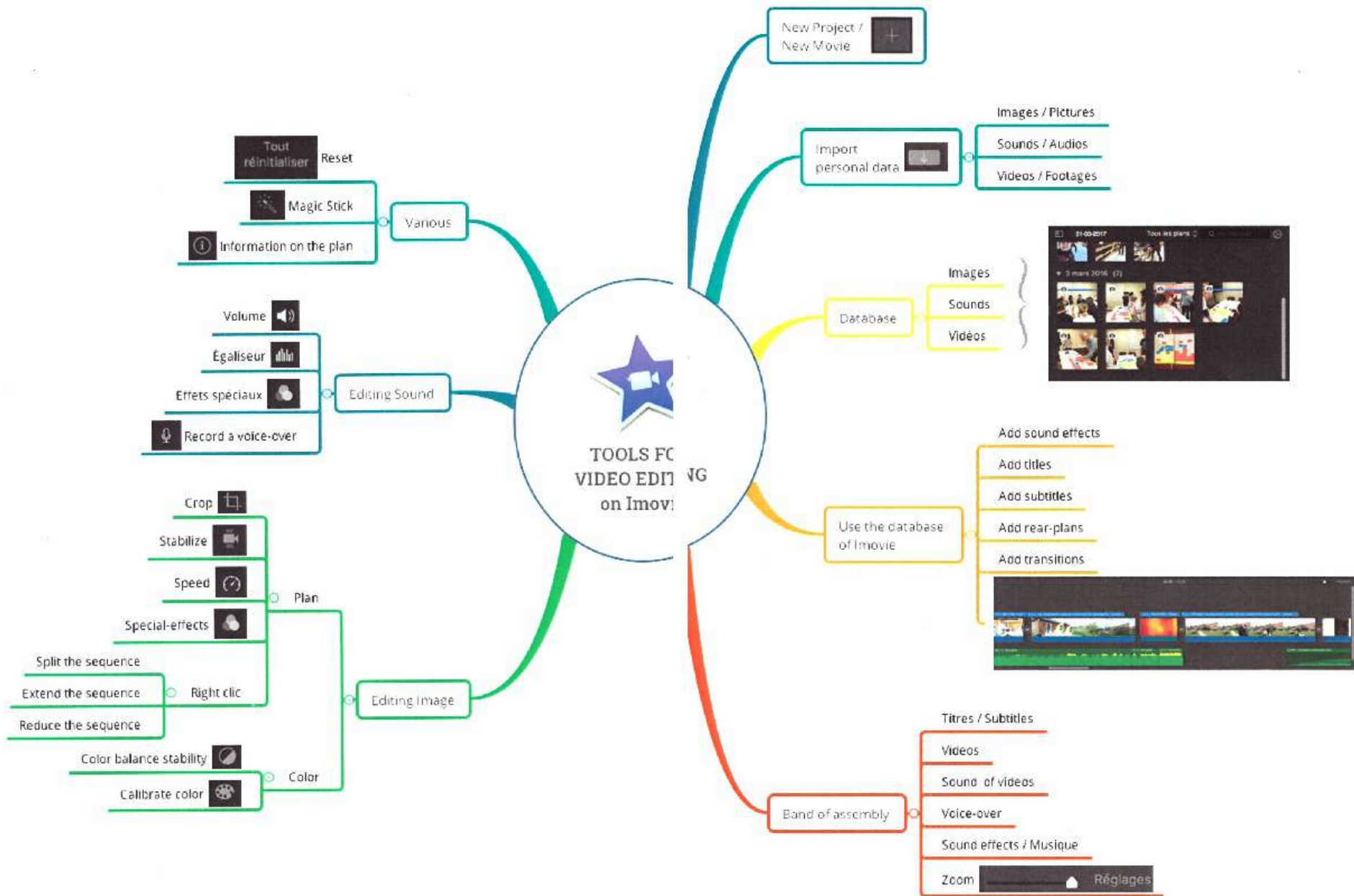
4/ By team : go on a workstation and start watching the video excerpts and thinking about your story board

THE SKILLS FOR THE CHALLENGE

- **look for information** about the subject you are studying
- **steer the journalistic discourse in a specific direction**
- **realize the scenario** with a storyboard and a narrative script
- create a reportage by **importing and editing video extracts** with the software Imovie and use its functionalities (on sound and image)
- **create a particular atmosphere** with selected musics and a story narrated with subtitles and voiceover

CREATE A VIDEO REPORT IN 10 STEPS





Second session of video making (One day): **Realisation of the challenge** : create the video according to your goal/interest (scenario) as journalist.

Steps : All by team

1/ Write your story board, organize your team work : what is the role of everyone for each step of the creation (video rush processing, music, montage...)

2/ Create your video : facilitators are here to help at anytime

Last session : (1/2 day) : **Viewing** of the videos, Uncovering each group scenario, **Debriefing**,

Steps :

1/ Two viewings to discover the videos, identify the influencing tools and techniques the teams have been using in order to steer the minds in a specific direction, uncovering each scenario and give feedbacks.

2/ Series of questions linked to the assumption : "Any information broadcasted by the media comes necessarily from subjective intentions." Examples :

- What kind of emotions have you felt during the video-editing experience ?
- What kind of authority/power had you during this experience ?
- Do you think that a journalist can create a reportage that is objective ?
- In what way could this experience impact your life/reality ?

3/ Conclude with feedbacks on experience : what did the participants learnt with this workshop ?



Understand and Create HIJACKED POSTERS

This workshop took one day and a half and was lead by Paula and Samuel of the organization La Lucarne.

A huge thank you to them !!

1st Step: Introducing into the world of advertisement and understanding the meaning of it. We saw different posters in A4 and try to classify them according to their nature, image, category and other characteristics.



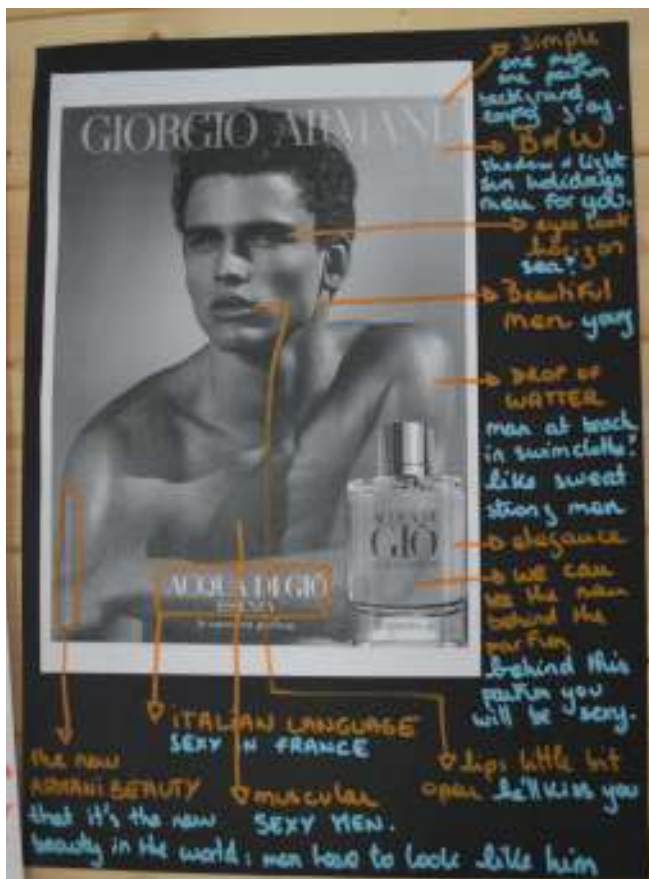
2nd Step: We pick up small posters of advertisements and try to arrange them according to our personal experience based on emotions or not and if they transmit an order or information. We realize that same advertisement does not gives the same feedback to all of us and thats why we had a different position in the scheme. Behind an advertisement always there is a play role.



3rd Step: Debate based on participant's experience.

Two questions : How you expose yourself to advertisement every day ? and Which images catch you attention and why?

4th Step: Take an A4 advertising poster, analyze it and highlight the details/methods used by the designers to transmit the intentional messages.



5th Step: Modification of a A4 poster by mixing at least 2 posters together and create a new one by promoting your own message. This was followed by an analysis report on each poster and make clear some words, images or paints.



6 Step : Create a giant poster for billboard to transmit a personal message related to a cause that you care for. We had the option to create it from an existing poster or to create It from the beginning.

In the end we had an exhibition with all our posters and each team was sharing and explaining it's meaning.



FAKE NEWS

Fake news is a type of journalism known as yellow journalism and a form of propaganda, that consists of deliberate disinformation or hoaxes spread via traditional press, continuous information channels, online social medias and others news broadcasters.

The term is also at times used to cast doubt upon legitimate news from an opposing political standpoint, a tactic known as the lying press.



Here at Solafrika we discussed several aspects of fake news. We started with a brainstorming to make this notion clear for everybody.

From this activity, the participants showed great interest in the topic and provoked a day long discussion related to it, which gave the trainers the expected result, proving the efficiency of the workshop.

A brainstorming

If you want to propose a brainstorming, make sure that its principle is clear for everyone.

A brainstorming is an activity in which a group of people meet to have an intensive discussion to solve specific problems, to amass information, stimulate creative thinking, develop new ideas etc., by unrestrained and spontaneous participation in discussion.

After splitting into groups, some of us tried to see what are **the different ways to come up with fake news.**

From our brainstorming we discovered that:

- you can spread fake news through a website or a portal
- the ones creating fake news are using their imagination; they employ actors to come up as fake citizens in video materials
- fake news can be seen not only online, but in traditional media such as newspapers
- the pieces of fake news use too many adjectives and try to provoke emotions
- the creators of fake news are part of political parties ; they manipulate the images, they make propaganda ; they create illegal lobby campaigns and stage reportages



- another phenomenon is the use of opinionated leaders, public faces and illegal agreements

In terms of **broadcasting**, the broadcasters can be the TV, the radio and the Social Media channels.

From brainstorming on the topic of **different types of fake news**, the participants discovered that the most

common type of fake news can be found in the areas of politics, art, sport, when receiving info on news from different countries etc.

The most common intentions behind the creation of fake news is to hide the truth, manipulate, brainwash, distract people from reality, for fun (trolling), to make companies look better, to provoke an opinion and so on.

An alternative way of sharing the same information and receiving a similar result is to propose that the participants get divided into groups and receive 5 different pictures out of which 2 will promote real news and 3 will be fake news. The goal of the workshop is to distinguish the fake news from the real news and to do it in a way that they have to provide convincing arguments for their choices.

Now let them struggle!



FAKE NEWS, THE FOLLOWING

We used the Moving Debate method to ask controversial questions and thus broaden the debate.

MOVING DEBATE

This activity encourages the participants to think about all sides of an argument.

To prepare the place of the activity, identify two spaces : a side "I AGREE" and a side "I DISAGREE"

At the beginning, everybody stand in the middle of the room/space. With the announcement of the 1st statement, everybody is invited to move according to whether they agree or disagree with the given statement

Encourage the participants to explain their reasons for choosing where they stand. Each "camp" gives an argument one after the other.

During the discussion, participants may move if they agree with the given argument of the other camp. It doesn't mean that they totally changed their opinion but only that they agree with the argument the person just shared.

That's why we call this debate a MOVING debate. So do not hesitate to encourage the participants in this way. They can move from one side to the other as many times as they want.

Make sure you facilitate the discussion and be careful that you don't tell the participants what to think.

Give the participants the space to explain their point of view and tease out nuances in the discussion.

The aim is to encourage the participants to reflect on statements, to share their views with others, and to have the opportunity to develop a deeper understanding of an issue and strengthen their arguments.

We don't learn very much by all agreeing with each other.

The statements :

- "The fake news worsen the social inequalities."
- "Fake news do not exist for us to believe them but they exist to divert our attention, to make us asleep."
- " If the states start to legislate/write laws against fake news, totalitarian an authoritarian regimes will appear."

How Media are working in others countries

Media's and communication methods have come a long way since the grunts of the early cave men. But every new innovation can bring its own problems. Ever since the dawn of time, and that's a really long time ago, people have been communicating with each other.

Nowadays, because of the innovation, people all around the world start to communicate through media, ignoring the face to face connection. Unfortunately, a lot of them, because of the virtual connection, get a wrong information about the real world.

For example :



“Media scene in Macedonia livened up within a few years after the country declared its independence. The Macedonian media have been polarized along ethnic lines, which has hurt the objectivity of reporting. With the allayment of ethnic tensions the quality of journalism can be expected to improve. Yet Macedonian media face a credibility problem. The public's trust in the media is generally low, especially among Albanians. And surveys indicate that a majority of the population believes that news media serve the interests of powerful people and organizations.”



“In Greece, we have a greater number of newspapers, magazines, radio stations, and television channels. Greek media have undergone a rapid transformation within a quarter-century. They are characterized by an industry that has modern technological equipment in use and by a low penetration of imported printed matter in the local market. A proliferation of privately owned media exist in all forms. Greek media are plagued with reader disinterest resulting in lower circulation for most printed matter.”



“National daily press is no longer the prime information source for French people. During the last twenty years, the French press was challenged in many ways. Journalists struggled with an increasingly competitive market and a redefinition of their competencies, roles, and status. Uniformity threatened news content. Major ethical questions about the quality of the press and its role as guardian of democracy and pluralism emerged amid political and financial scandals which prompted an ongoing and public philosophical debate about professional behaviours and the defense of democracy, pluralism, and freedom of the press.”



"If we speak about media in Turkey, then there are hundreds of television channels, thousands of local and national radio stations, several dozen newspapers, a productive and profitable national cinema and a rapid growth internet that make up a very vibrant media industry in Turkey. Television is still the most influential medium reaching 18 million households. A majority of homes have a satellite dish and access to multi-channel platforms. All platforms now offer a mixture of national, local and major international broadcasts, lots of narrowcast thematic channels, especially news, sports and documentary channels, as well as movie packages and pay-per-view broadcasts."



"In Romania the Internet is increasingly an important method of communication in businesses, universities and public areas. Internet cafes are more numerous, although Internet access is limited by the high cost of telephone service. An increasing number of media are offering online publications. The propaganda and the section of the Central Committee media supervise all publications."

In conclusion, Media in the mentioned above countries are not a source of information, but a source of making money.

Workshops at Secondary school

At the end of the project we went to Cazères-sur-Garonne secondary school to propose workshops to pupils aged from 13 to 15 years old.



We spent the afternoon there, presenting the Erasmus+ Program to the youngest and proposing media education workshops to the oldest who were in their 2nd year of an Erasmus+ Class Project.

This day was really important to us because it allowed :

- the participants to put their learnings into practice
- the transmission of knowledges and skills to others, pupils and their teachers in this case
- to increase participant's self confidence.



This moment was an intense intercultural exchange between the participants, the pupils and their teachers.

Special thanks to Cyril, their history teacher, who made this meeting possible !

Solafrika thanks :

ALL THE PARTICIPANTS



Our partners

The Erasmus+ Program and the French National Agency

STRITS - Macedonia
Alter Ego - Greece
Bakyard - Turkey
GEYC - Romania

Renaud, Salma and Rachid for the video workshop
Paula and Samuel for the poster workshop
Léa and Luce for all the help they gave us
Mohammed for his generosity
"Le Plantaurel" secondary school for their welcome

And all the people who made this project possible !



Cheers to Ophélie
and Maëva.
Organisers, trainers
and facilitators from
Solafrika.

