



Manual for Trainers



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1. INTRODUCTION

1.1 Purpose

SMILES is a media literacy project aimed at helping young people learn how to recognize and become resilient to disinformation. Together with libraries, media literacy organisations and research institutes in the Netherlands, Spain, and Belgium, we have developed a training course that contributes to a safer and more responsible use of digital technology amongst young people. The purpose of this manual is to provide the trainer a step-by-step guide to the information that is needed to successfully teach this course.

1.2 Why focus on digital literacy and disinformation?

In order to function and participate successfully and independently in the current digitised information society, it is not only necessary that people are literate, can read and write, but also that they are digitally literate. Digital literacy includes information literacy, IT skills, computational thinking (a logical approach to problems so that they can be solved using digital technology) and media literacy.

Disinformation has been around for a long time. Disinformation erodes trust in governments, presents falsehoods as facts and influences public opinion. The spread of disinformation around the Covid-19 pandemic and the invasion of Ukraine by the Russian Federation shows its enormous impact on society. The ability to distinguish between reliable authentic information and disinformation is an important skill, particularly for young people aged between 12 and 16. SMILES focuses on this target group by providing opportunities for learners to learn how to recognise disinformation and use social media in a more critical way. This helps them become more media literate.

1.3 Who is this manual aimed at?

This manual is aimed at trainers, which includes teachers, librarians, school librarians, youth workers and media coaches who want to raise the awareness, critical thinking and skills of their learners when it comes to recognising and becoming resilient to disinformation.



1.4 How to use this manual?

SMILES is built on 5 activities which we will call Building Blocks from now on. You can use these Building Blocks to help your learners gather the skills and knowledge they need to be more resilient to disinformation. Learners will learn what disinformation is, how a campaign is created, which techniques are being used, how information is being spread and to what extent disinformation has a (emotional) impact on society. In this manual we will provide a step-by-step guide to the information you will need to successfully teach these Building Blocks to your learners. In chapter 2, you will find general information on the course and on the content of the 5 Building Blocks. In chapter 3 you will get detailed information and instructions on how to introduce each of the Building Blocks. This is where you will find the learning objectives, necessary materials, preparatory activities and time schedule for each. In chapter 4, you can read more about increasing collaboration between librarians, teachers and youth workers and tips for creating a sense of safety amongst the learners.

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Charles Sturt University
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2. QUICK START | Need to know

2.1 How to use the digital toolkit

We recommend following all 5 Building Blocks chronologically because they cover many of the skills and competences necessary to help young people aged between 12 and 16 learn how to become resilient to disinformation. In each Building Block you will find the corresponding activities, the lesson plan for the person leading the session (the trainer) and some resources that go deeper into the topic. The advice is to follow the instructions for each Building Block step by step. Moreover, we would like to stress that it is not the topics covered in the Building Blocks that should be questioned, but the techniques and motivations behind the spread of disinformation. In case the used examples are not recent or suitable for your class, we recommend changing them. Possible references can be found on our website. This is not applicable to Building Block B.

2.2 Lesson plan | Summary Building Blocks

2.2.1 Building Block A | What is disinformation?

Let's start with the basics!



In this first Building Block we will explain what disinformation is to learners and how you can distinguish it from reliable information. We will talk about the nature of news, the kinds of news learners consume, the importance of news as well as exploring how decisions are made as to what is - and what is not - news. Learners will learn about journalists and how they are the gatekeepers of news as well as how news' organisations select news according to specific criteria. Through an interactive game, learners make important decisions themselves as they create their own news selection. We then highlight the importance of journalism and freedom of the press. A video explains a

bit more about disinformation before the Building Block ends with a quiz. What is important to note is that this is not a quiz with simple

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'true or false' questions but one that explores tactics, systems, and techniques. We suggest that you try to identify local examples of disinformation campaigns and ask questions like 'Who was behind this campaign?', 'Why did influencer X use disinformation tactics?' and 'How was company Z unmasked as a troll factory?'



2.2.2 Building Block B | The Checkington Daily News

Play this game to learn how to identify and resist false information

This second Building Block aims to help learners learn how to detect and fight disinformation. It is very practical and is focused on the digital skills and knowledge of the learners.

The "Checkington Daily News" is an active learning online game to familiarise learners with how to read and apprehend correctly online information and to help them acquire the necessary skills and competencies to fight disinformation. In this game, learners play the role of a wannabe journalist who has to go through 5 different assignments or mini-games to become a professional journalist.

Each of these assignments or mini-games leads to a final goal: an article on climate change. This learning game presents a very simplified step-by-step approach as to how journalists, or indeed anyone, can correctly analyse, report and share information.



Source Image
Checkington Daily News Game | MLA

Each assignment or mini-game has very distinct learning goals such as how to recognise false information and identify reliable sources; recognise and demonstrate the inaccuracy or misuse of statistical graphs; understand the basics of personalised data and how a search engine works; distinguish computer generated images from manipulated photographs and real ones; detect false and harmful social media accounts and how to block fake news posts in a safe and secure way.



2.2.3 Building Block C | What techniques are being used?

Discover the techniques used to produce disinformation messages

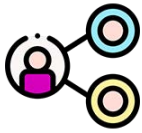
Creating your own disinformation campaign - that is what we are going to start with in the third Building Block. Learners will learn about some common disinformation techniques including, for example, the use of emotive language and impersonation. After a discussion of the theory, attention will shift to the content. This way learners will experience how disinformation starts, and they will learn how to recognise it more easily when they encounter it in real life.



2.2.4 Building Block D | How is disinformation being spread?

In the third Building Block you've created great content for your disinformation campaign. In this Building Block we will teach learners about the strategies used in disinformation campaigns. We will play the harmony square game. This is a game about a small neighbourhood mildly obsessed with democracy. The player is hired as chief Disinformation Officer. Over the course of 4 short levels in the game, your job is to disturb the square's peace and quiet by sparking internal divisions and pitting its residents against each other. The goal of the game is to expose the tactics and manipulation techniques that are being used to mislead people, build up a base of followers, or exploit societal tensions for political purposes. It works as a psychological 'vaccine' against disinformation. Following this we will

teach the strategies, watch an animation and learners will start creating their own disinformation campaign strategy. Using a timeline we will build their campaign step for step.



2.2.5 Building Block E | Disinformation and society

What's the impact of disinformation emotionally and collectively?

In the fifth and last Building Block the trainer will carry out two activities to help learners think about disinformation historically and reflect on how fake news affects us as a society and on a personal level. Learners will begin by creating a timeline of fake news through history and explore its impact ranging from being simply a silly piece of harmless misinformation to fake news that could lead to discrimination and hate. After creating a timeline, learners will use a canvas of more current fake news and map their emotions, reactions, and thoughts. Through the mapping activity, they will reflect on their own emotions and reactions to fake news, and they will be able to see from a larger perspective the reaction of the other learners and the collective impact of fake news and how it can influence society.

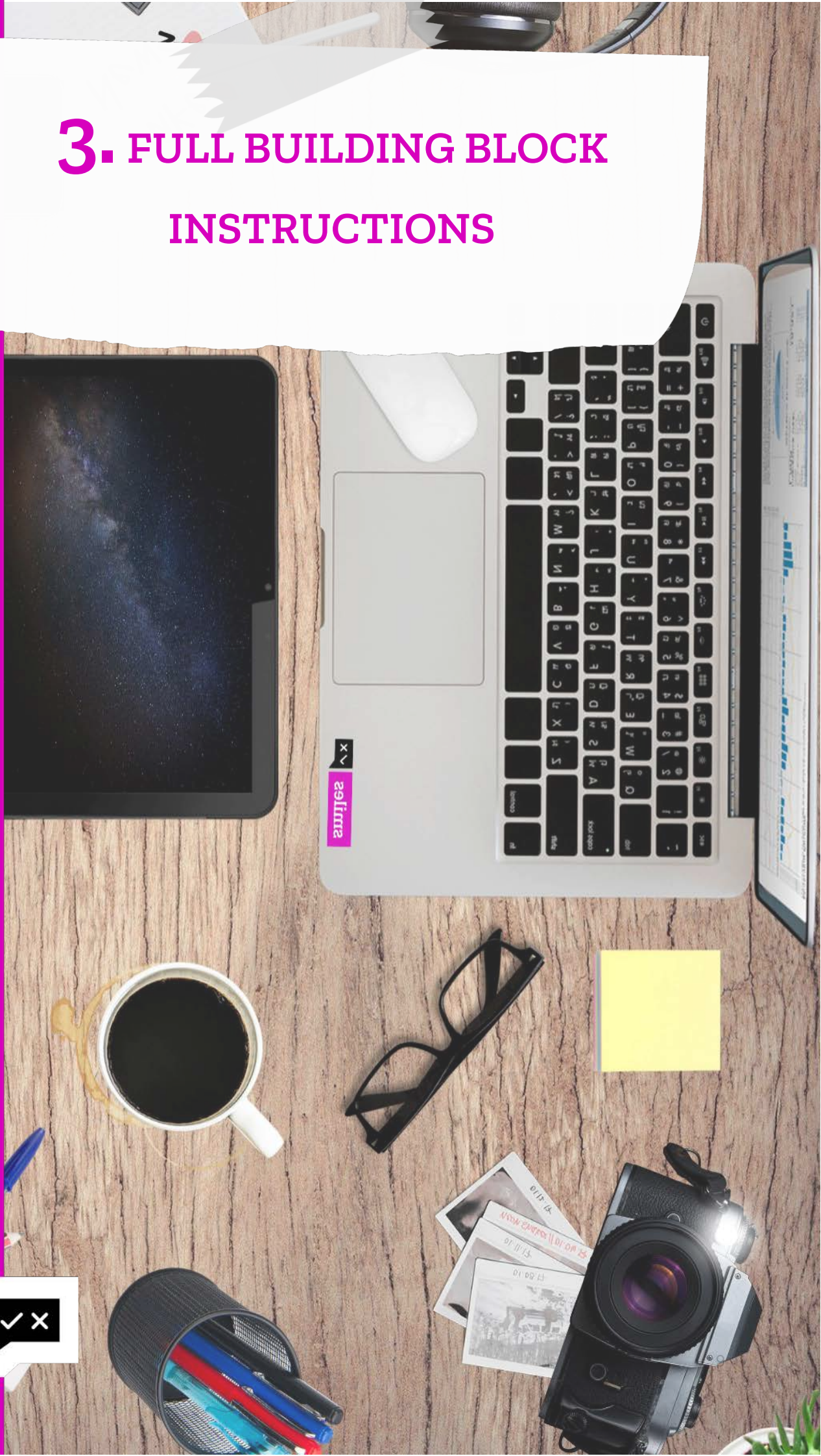


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3. FULL BUILDING BLOCK INSTRUCTIONS



Source Image
Checkington Daily News Game | MLA

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3.1 What is disinformation?

Let's start with the basics!

Building
Block

A

Learning objectives:

- Learners can explain what disinformation is and can explain the difference between disinformation and reliable information.
- Learners can explain how quality journalism happens.
- Learners can verify online content based on various criteria.
- Critical* and questioning* attitude towards the media.

*Critical attitude towards the media refers to the abilities to analyse, compare and select media messages, to identify the purpose of different messages, to recognise misleading, false and incomplete information (Imedial, 2020).

*A questioning attitude refers to asking ourselves what type of content it is, where it is published and who benefits (Matthews, 2019).

Building Block consists of:

- Theory and an interactive learning format on news, information and forming opinions.
- An explanation video: 'What is disinformation?'
- A quiz.



Source Image
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Workflow

TIME*

TO DO

MATERIALS

TIME*	TO DO	MATERIALS	
BEFORE	30 minutes	Prepare classroom	N/A
		Fill in pre-test	Computer
DURING	5 minutes	Welcoming class	Presentation
	5 minutes	Conversation about news	Presentation
	10 minutes	An interactive learning format on news, information and forming opinions	Presentation, Red and green coloured paper for interactive assignment,
	10 minutes	Interactive learning format on the Bordeaux Declaration	Presentation
	3 minutes	Animation	Presentation
	20 minutes	Quiz	Presentation
AFTER	5 minutes	Closure	Presentation

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*The duration of Building Block A can vary from 40 to 60 minutes.

Breakdown

SLIDE	TIME*	LEARNERS	TRAINER
1 - 2	7 minutes	Answering questions about news consumption	Welcoming class and asking about news consumption
3	2 minutes	Answering the question about the definition of news	Asking learners about the definition of news
4	2 minutes	Listening	Explaining the concept of gatekeeping
5 - 10	10 minutes	Interactive exercise about news values and gatekeeping	Asking learners about newsworthiness
11	1 minute	Listening	Explaining the Bordeaux Declaration
12	10 minutes	Listening, answering questions and coming up with ideas.	Finding out the rules and journalistic routines through a scene
13	5 minutes	Listening and answering question about importance of journalism (democracy)	Asking learners about their perception
14-15	5 minutes	Listening	Explaining freedom of press and media's impact on society
16	3 minutes	Watching animation 'what is disinformation'	Playing and summarising animation
17-34	20 minutes	Quiz	Quiz
35	2 minutes	Listening and asking last questions	Explaining goals and conclusion of Building Block

Building Block

A

3.2 The Checkington Daily News

Play this game to learn how to identify and resist false information

Building
Block
B

Learning objectives:

- Learners can recognise fake news and distinguish it from reliable information.
- Learners can recognise and demonstrate the inaccuracy or misuse of some statistical graphs.
- Learners can understand personalised data and apply new (re)search strategies to get out of fixed search patterns.
- Learners can identify computer generated images, manipulated photographs or images taken out of context.
- Learners can detect false and harmful social media accounts and know how to block fake news posts in a safe and secure way.

Building Block consists of:

- A first assignment or mini-game on identifying different sources of information.
- A second assignment or mini-game on data visualisation.
- A third assignment or mini-game on social media search strategies.
- A fourth assignment or mini-game on online images.
- A fifth assignment or mini-game on social media accounts.

Workflow

Building
Block
B

	TIME	TO DO	MATERIALS
BEFORE	50 minutes	Trainer familiarises themselves with the game	Computer
	15 minutes	Prepare classroom, launch The Checkington Daily News	Enough computers
			Internet access
			Pens & Paper
5 minutes	Welcome class and introduce the game	N/A	
DURING	10 minutes	Assignment N°1: Question the Source	Computer
	10 minutes	Assignment N°2: Question the Content	Computer
	10 minutes	Assignment N°3: Question your Interests	Computer
	10 minutes	Assignment N°4: Question the Images	Computer
	10 minutes	Assignment N°5: Question Social Media	Computer
	5 minutes	End of the game: Final questions + comments	N/A
AFTER	10 minutes	Close session & Turn off computers	Computer

Breakdown (1)

TIME		LEARNERS	TRAINER
Assignment / Mini-game N°1	5 minutes	Read the game scenario introduction + get familiar with the buttons and gameplay	Welcome Class, explain the activity of the day, topic. Read game scenario introduction.
	10 minutes	Read the articles, verify the sources, read the statement and choose correct answer. Write down clue for each answer.	Make sure the learners are interacting with all the buttons. Answering any questions.
			1 Always look at the clues & tips first before starting mini-game.
			2 Make sure learners take notes of every clue on paper.
			3 Mini-games can be played independently or skipped, but ultimately only the last one leads to the scenario ending.
			4 Always possible to go backward & forward.
			5 Each assignment leads to a quick drag & drop interaction page where learners apply what they have just learned. In these short interaction pages, learners will "create" an article on climate change, which is the final goal.

Building
Block
B

Breakdown (2)

TIME		LEARNERS	TRAINER
Assignment / Mini-game N°2	10 minutes	Take a good look at the statistical graphs, read the post its and drag & drop the correct one. Write down clue for each answer.	AS ABOVE
Assignment / Mini-game N°3	10 minutes	Quiz: look at the different search engines and social media platform examples and answer by choosing true or false.	AS ABOVE
Assignment / Mini-game N°4	10 minutes	Read the question, observe the images carefully and choose the correct answer. Write down clue for each answer.	AS ABOVE
Assignment / Mini-game N°5	10 minutes	Look carefully at the account profiles in detail and choose to tweet, share, like or report. Finish the game by filling a tweet appropriately.	AS ABOVE
End of the game	5 minutes	Final questions + comments	Feedback session: Answer questions, maybe go over some vocabulary, ask about difficulty.

Building
Block
B

3.3 Techniques being used

Discover the techniques used to produce disinformation messages

Building
Block
C

Learning objectives:

- Learners can recognise the tricks disinformation makers use to fool their audience and can indicate when those tricks are used.
- Learners can recognise tricks and techniques (e.g. emotions, repetition, vagueness, image manipulation) that are used to produce disinformation messages.
- Learners become more sensitive for the recognition to possible manipulation.
- Learners become more analytical and critical when a message is not trusted.

Building Block consists of:

- Theory about disinformation techniques currently in use.
- An assignment to create fake profiles and prepare content for posting.

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Workflow

Building
Block

C

TIME*		TO DO	MATERIALS
BEFORE	30 minutes	Print worksheets	Printer
		Prepare classroom	Make separate folders with worksheets for the student pairs and a table with the other worksheets. See the speaker notes included in the presentation for more information.
DURING	5 minutes	Welcoming class	Presentation
	22 minutes	Theory about techniques	Presentation
	8 minutes	Explanation Assignment	Presentation
	20 minutes	Assignment	Worksheets Building Block C (<i>Hand-out, Memes, News, Fake Profile, Profile Picture, Images</i>), scissors, pencils, glue
AFTER	5 minutes	Closure	Presentation

Breakdown

Building Block C

SLIDE	TIME*	LEARNERS	TRAINER
1	5 minutes	Listening	Welcoming class
2	3 minutes	Listening and answering	Recap: what is disinformation?
3	4 minutes	Listening and answering	Leading conversation about example
4-10	15 minutes	Listening	Explaining the disinformation techniques
11	4 minutes	Answering	Testing learners' knowledge about techniques through an example
12-16	8 minutes	Listening	Explaining assignment
16	20 minutes	Doing the assignment	Supervising learners with assignment
17	5 minutes	Listening and answering questions	Asking about results, explaining goals. Conclusion of Building Block

3.4 The spread of disinformation

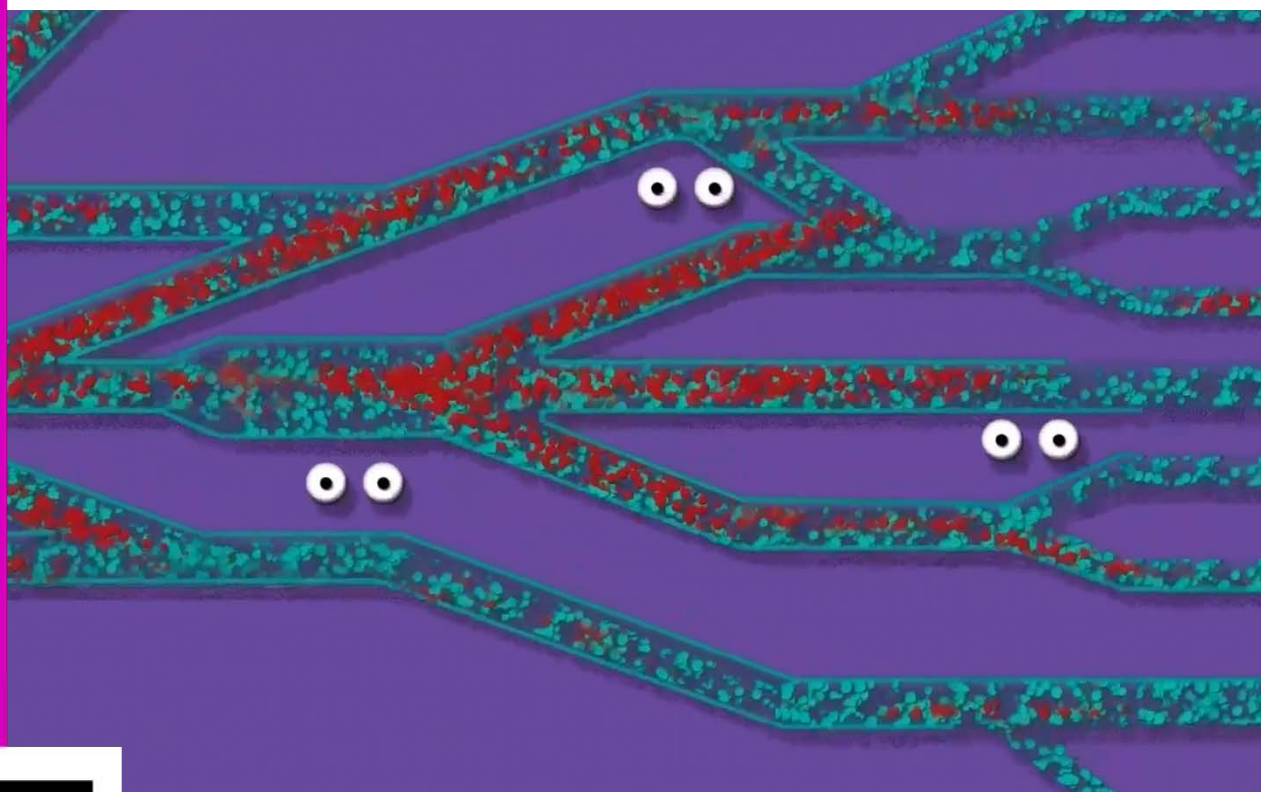
Building Block D

Learning objectives:

- Learners can explain why and how fake news is spread (role of trolls; role of sharing).
- Learners understand how a campaign is created step by step.

Building Block consists of:

- An online disinformation game.
- An explanation of the strategies used in a disinformation campaign.
- An animation about disinformation strategies.
- An assignment for learners to outline their own disinformation strategy.



Source Image
Still from animation
Studio Urrebuk



Workflow

	TIME*	TO DO	MATERIALS
BEFORE	30 minutes	Prepare classroom	N/A
		Print handouts	Printer
DURING	7 minutes	Welcoming class	Presentation
	15 minutes	Harmony Square Game	Computers / Mobile phone
	5 minutes	Showing animation	Computers / Mobile phone
	4 minutes	Explaining strategy	Presentation
	10 minutes	Explaining assignment	Presentation
	20 minutes	Supervising assignment	Worksheets Building Block D (<i>Timeline</i> , Hand-out, Extra options**), Made materials from Building Block C
AFTER	5 minutes	Closure	Presentation

Building
Block
D

Breakdown

Building
Block
D

SLIDE	TIME*	LEARNERS	TRAINER
1	5 minutes	Listening	Welcoming class
2	2 minutes	Listening and answering	Recap: what is disinformation?
3	15 minutes	Playing Harmony Square Game	Supervising learners with game
4	5 minutes	Watching animation (interaction afterwards)	Playing animation and leading conversation
5	4 minutes	Listening	Explaining strategy
6-9	8 minutes	Listening	Explaining assignment
9	20 minutes	Doing the assignment	Supervising learners with assignment

3.5 Disinformation and society

What's the impact of disinformation, both emotionally (individuals) and collectively?

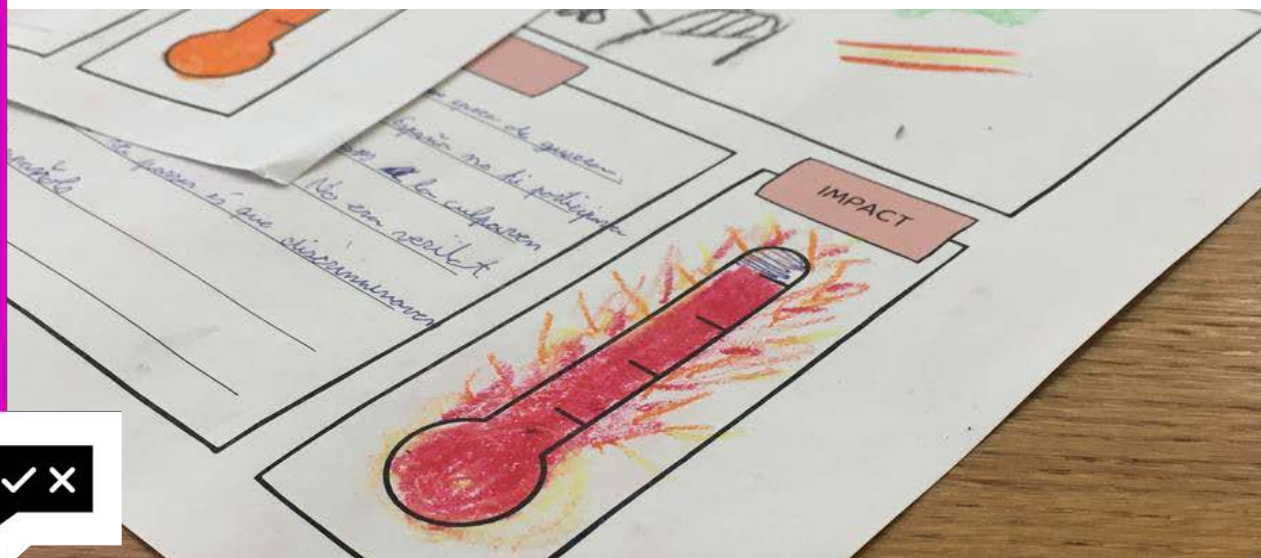
Building
Block
E

Learning objectives:

- Learners gain knowledge about historical fake news and their impact.
- Learners gain knowledge about different levels of impact of disinformation.
- Learners can reflect and discuss the influence and impact of disinformation on society and their own personal situation.

Building Block consists of:

- A warm-up.
- Learning about and critically interacting with fake news from the past.
- Mapping how fake news affects people collectively and individually.
- Space for reflection and discussion on the impact of fake news on society.



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Workflow (1)

Building
Block
E

	TIME	TO DO	MATERIALS
BEFORE	15 minutes	Print handouts	Printer
DURING	3 minutes	Ice-breaker	N/A
	2 minutes	Overview of the two activities and a final reflection	N/A
	5 minutes	Activity Instructions	N/A
	15 minutes	Activity: Learners create a series of cards with fake news to demonstrate how fake news has evolved throughout history. They will have to find an example of misinformation or disinformation in the past, identify the time period it comes from, write a summary of the fake news story and measure its impact. Finally, they will have to create a visual to illustrate their card.	'Cards' or templates for creating their example of fake news in history. Resources on fake news in history
	10 minutes	Explain impact: Ask the learners to lay the cards on a table and briefly share the fake news they found and argue why they chose that level of impact. Meanwhile, teacher/trainer lays out the canvas and prepares for the next activity.	
	2 minutes	Overview of the two activities and a final reflection	N/A
5 minutes	Explaining the activity: Current Fake News	N/A	

Workflow (2)

TIME		TO DO	MATERIALS
DURING	10 min	<p>Learners will be presented with a digital or physical canvas featuring drawings of different buildings, and next to each of these, an image and/or text representing a specific piece of fake news. A QR code could be added to access the full news item.</p> <p>They will be asked to choose an emoji (from a given set) to represent the emotional impact that each of these pieces of misinformation has on them, and place it next to the building.</p> <p>The activity can be extended by offering the learners the option to create new “buildings” in the city (each related to a fake news item) and then analyse the emotional impact of these fake news items in the same fashion.</p>	Emoji Sheet in adhesive paper: Emoji sheet
			Historical Fake News card templates
			Print these instructions
			Research material resources
			Disinformation City A2 Canvas
			Post-its
AFTER	10 min	<p>Reflection Wrap Up: Gather the past cards, take a look at the map and invite learners to reflect on the impact that disinformation has in society.</p>	N/A
			Learners fill in post-test

Building
Block
E

Breakdown

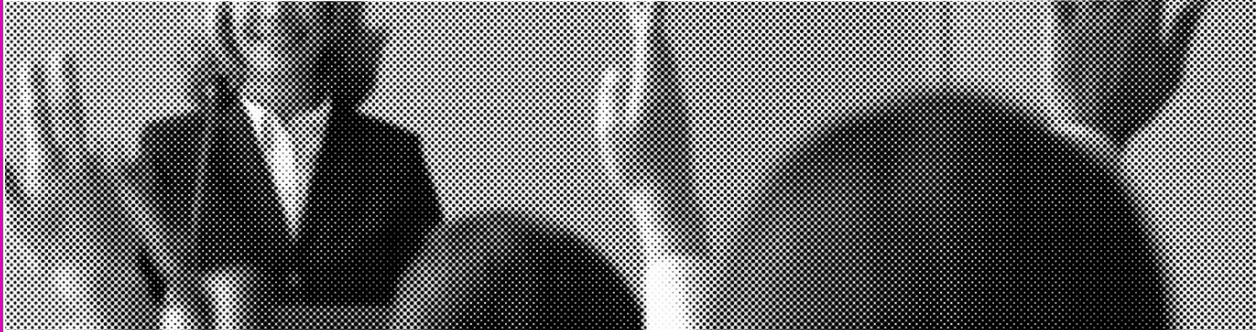
Building
Block
E

SLIDE	TIME	LEARNERS	TRAINER
1	5 minutes	Participating	Icebreaker
2	5 minutes	Listening	Introduction to the activity
3	15 minutes	Creating cards for 'Fake News of the Past'	Supervise
4	10 minutes	Discussion	Facilitate
5	15 minutes	'Mapping' Fake News City with thoughts and emotions	Supervise
6	5 minutes	Listening	Wrap-up
7	10 minutes	Sharing final thoughts and reflections	Facilitate

4. TIPS & TRICKS

4.1 Teachers & librarians

Hoe samen te werken




Why collaborate between teachers and librarians?

Schools, libraries, media literacy organisations and research institutes, have a role in making young people more digitally proficient based on their areas of responsibility. In education, teaching 21st century digital literacy skills like critical thinking, communication, creativity and problem-solving, is important and part of the curriculum. In particular, media literacy and information skills are increasingly in demand. The ability of the learners to search for reliable and authentic information for completing their (learning) assignments is essential for school success. Learners have increasing opportunities to acquire these skills. Teachers support and guide the learners in the execution of their school assignments. The presence of a school librarian, teacher librarian or media coach can make a positive contribution to this task.

Libraries have traditionally been knowledge institutions with low-threshold access to reliable, authentic information. With core values of being open, connected, innovative and trustworthy, their role is directly related to the topic of disinformation. In addition, librarians and school librarians are trained in seeking and finding reliable authentic information.

Source Image
Getty Images | Noel Hendrickson
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They know better than anyone how information can be checked for correctness. They can help learners acquire these skills and also guide them in their search. In the Netherlands, libraries see digital citizenship as a social task. This involves making people skilled and resilient, ready and willing to fully participate in the information society.

How do teachers and librarians work together?

In the Netherlands, teachers and librarians work together on reading, language and digital literacy. Good reading comprehension and research skills are essential for young people to be able to recognise and combat disinformation.

In Flanders (Belgium), the Education Department emphasises the collaboration between schools and public libraries and to date, secondary schools still have the option of appointing a secretary-librarian.

Libraries in Spain and emphasized by the Ministry of Education are seen as referential spaces for learners outside of schools as a space to learn and explore with their peers. While each region may differ in how this might look, the relationship between schools and libraries is seen as essential for learners and lifelong learners.

SMILES brings together the knowledge and skills related to recognising and combating disinformation, pedagogy, media literacy, research, search and find and critical reading. Collaboration on this aspect of digital literacy is relatively new, especially when the focus is on disinformation in a digitised society.

4.2 Collaboration Tips

1 | *Work together as one team*

No matter what your role, librarian, teacher, school librarian, youth worker or media coach, it's always best to work together as one team. Get to know one another's worlds and make connections. Where this collaboration is not yet self-evident, SMILES can be a starting point for a structural collaboration between schools and libraries. The form and extent to which this happens depends strongly on the local and national situation.

2 | *Secure SMILES in vision and policy*

Ensure that SMILES is secured by integrating the program into the vision and policy of the school and the library on digital literacy. In secondary education in the Netherlands as well as elsewhere, attention to digital literacy is becoming a compulsory part of the curriculum.

3 | *Work with a collaboration agreement*

Strengthen cooperation by jointly developing that vision and policy (see 2). Talk to each other and answer the question 'What is disinformation?'. Use SMILES material for this. Also determine what is required from the various roles and organisations. Record the content of the collaboration and the agreements made in a collaboration agreement.



Source Image
Zonaspace | Maker unknown
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4 | *Get to know one another's world and use this knowledge effectively*

As a librarian, visit the school during a normal class day and ask if you can join your collaborating teacher during classes for a day. The same applies to the teacher and the librarian: visit the library and spend a day with them. Only when you know one another's worlds well, can you estimate who can best fulfil which role. Also take into account one another's expertise and make effective use of it.



5 | *Involve and inform those working at strategic level*

Collectively inform those working at the strategic level of the school and/or the library. Involve policy makers or quality officers in this as well. It is possible that they see opportunities to ensure sufficient assurance and support. Show colleagues responsible for strategy what you are doing and enable them to experience for themselves what you are doing or want to do. For example, consider running one of the Building Block sessions with them.

6 | *Assign tasks and responsibilities in your own organisation*

Make an expert employee within the school and/or library responsible for the realisation and assurance of the policy (see 2).

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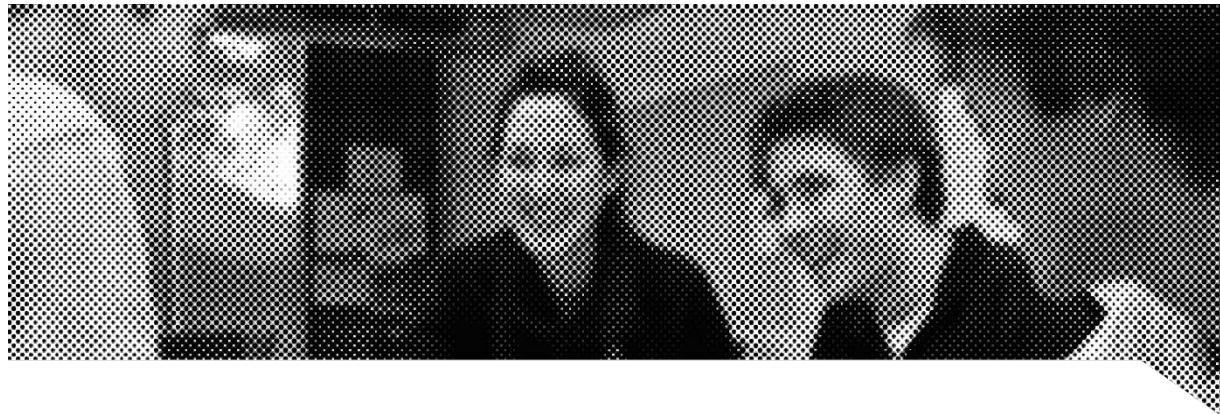


7 | *Provide sufficient training and teaching time*

As a school and/or library, ensure that there is sufficient training and teaching time to be able to carry out the entire SMILES program. Determine what the follow-up process will look like (scaling up to other groups) and what is needed for this to happen.

8 | *Broaden the expertise and support to colleagues.*

Make sure to share expertise amongst your colleagues. Involve them in the start and implementation of SMILES and the follow-up process. Determine together when the workshops should be organised and their place in the curriculum. Diversification helps in reducing the chances of failure by providing multiple and varied intervention opportunities.



9 | *Organise a workshop in the school library by the school.*

If there is a school library, then involve the school library and school librarian or teacher librarian in the development and implementation of the process. Organise a workshop in the school library led by the school librarian. In this way, many learners get to know a different role of the school library and immediately see that the school librarian can help if the search for reliable information is not successful, and the teacher or librarian is not available.

Source image
Wikimedia Commons | Shane Wenzlick
Photoek
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10 | Organise a workshop in the library by the librarian.

Have a meeting or workshop take place in the library. Learners see that the library has more to offer than just books. In addition, it becomes clear that library staff can guide them in searching and finding reliable information.

11 | Be a reliable partner

Make agreements with one other about who does what and when and make sure to fulfil these agreements. Be a reliable partner towards each other and, where possible and relevant, seek out cooperation with other partners in wider community. Schedule regular (short) meetings to assess progress and resolve any problems quickly. Take into account one another's organisations and working methods: schools work with timetables, libraries have opening hours.

12 | Involve learners and use the impact measurement

Involve learners in the further development of work in this area. Take into account the findings from the impact measurement as shown in the surveys. Evaluate regularly and adjust where necessary (See also 11).



Source image
Unsplash | Alexis Brown
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4.3 Safe(r) spaces

In order for learners to learn, participate or contribute to the best of their abilities, they must feel like they are in a safe place to do so. But what does “safety” mean? The necessity of feeling safe, comfortable and welcomed in a group is quite likely to be a widespread human experience. Nonetheless, safety is not a neutral concept and talking about “safe spaces” is probably something different for everyone. Safety is a concept that varies culturally, spatially and temporally, it must be created with intention and is context-dependent.

The extent to which one feels like they can be part of a group and actively participate in it can be interpreted according to many factors. The feeling (and realities) of power (or lack thereof) and the feeling of safety are two key factors to take into consideration.

Feeling able to contribute or be seen and respected allow one to express opinions, show emotions or vulnerability, tell one’s story, gather the self-esteem necessary to muster up the courage to speak or simply not feel endangered. Such abilities are not a given for everyone at all times.

Exploring the connections of power and safety in groups can help us ground our interventions by raising awareness of discrimination or exclusionary attitudes and behaviours that might be active at any given time between participants but also in connection to broader dynamics of power. The way we refer to safety involves:



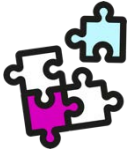
REDUCING HARM

Refers to the care of each participant's mental health and well-being as collaborators within a group.



ACCESSIBILITY

With regards to making the spaces where the participatory process takes place free of material and immaterial barriers.



SELF-ORGANISATION

When learners take initiative to develop their own dynamics and goals outside of the parameters set by the facilitators/teachers and when they can reshape a project or space to fit their needs.

5. A FINAL WORD

SMILES aims to create opportunities as well as resources to help teachers, librarians and youth workers guide learners in fighting disinformation. It is a highly collaborative and ambitious project bringing partners from different countries together to pool their knowledge and resources to create what we hope to be effective learning opportunities. However, its success depends entirely on the involvement and input of those teachers, librarians and youth workers who agree to work with us in testing out our approach and resources and providing us with their feedback as well as that of the learners who take part. So our final message is to thank everyone testing our Building Blocks for their time and commitment and to hope that you find our suggested activities to be both interesting and worthwhile. We would also like to encourage you to provide us with as much feedback as possible, your input is truly important to us and really will help us to create more effective activities and resources in the future.



6. APPENDIX

Pre- en post testing

The SMILES disinformation project package includes two surveys. The first is a pre-test survey. You should make sure all participating learners complete this survey at the beginning of your first lesson or workshop with them using the SMILES Building Blocks.

- Completion of the pre-test is mandatory for participation in the first Building Block.
- The post-test is the same survey as the pre-test.
- The post-test should be taken by the learners at the end of the last Building Block.

As the person leading the Building Block, please check carefully whether all participants have completed the post-test survey before leaving the room. Each survey consists of several introductory questions and 25 statements. Expected completion time is 10 minutes. The purpose of these surveys is to measure the effectiveness of the complete series. All answers will be gathered by the SMILES project partner in your country and will be processed anonymously. Analysis of the data will be done by the KB and The Hague University of Applied Sciences in The Netherlands, one of the SMILES' project partners.