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**Team  
Up!**

# Good practices manual for MIL Trainings

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The content of this manual is the sole responsibility of 4Change, ERIM, FORMA.Azione and KARPOS, and do not necessarily reflect the views of the European Union.

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# How can you use the Team Up! MIL trainers' best practices guidelines?

Allow us to ask you what you are searching for in this toolkit: Is it for professional improvement or because you and your peers find it hard to grasp the media you use every day? Or maybe it is because you see a growing polarization in communication - and sometimes the media seem to scream a global tsunami of information to us? Identifying all of these needs, the Team Up! project team of MIL trainers and partner organizations<sup>1</sup> decided to answer these questions with a summary digest of what we know, use, and cherish as MIL resources.

Team Up! is a cross-European project aimed at fostering adults' digital and Media and Information Literacy (MIL) and producing media and digital tools in Southern Europe, funded by the Erasmus+ program of the European Union. In this context, the 4 project partners, 4Change (Portugal), FORMA.Azione (Italy), KARPOS (Greece) and ERIM (coordinator, France) developed this good practices guidelines to support you with:

- A handful of key Media and Information Literacy (MIL) competences, with introductions and main concepts to each subject;
- Selected and recommended MIL Tools, including descriptions of some good practices our teams have as quality guides;
- Practical hints and guidance for conducting 'MIL moments' with adult learners - MIL sessions integrated in a workshop or a community meeting.

You are reading the an easy-to-use guidelines that we could assemble, aiming to foster stronger critical thinking and MIL competencies among the people around us. These were developed along with our [Curriculum](#)<sup>2</sup>, which aims to offer a program ready to use for those willing to facilitate their own MIL moments. Each of the sections developed in these guidelines includes a brief explanation of the theory and challenges faced on the specific key question. The 6 different

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<sup>1</sup> [ERC](#) - Portuguese Regulatory Authority for the Media and [LeFucine Art & Media](#), from Italy

<sup>2</sup> A simpler version from the former project can be the [Speak Up! - Guidelines](#) introduction to MIL.

sections are completed by a choice of practical MIL tools or its application in good practice examples, explained and adapted to MIL trainers' needs.

## **How to use these tools and references to train about MIL? Team Up! Recommends that you:**

- Get practical: Assess the needs of your target group and look for the thematic and tools and skills best suited for them;
- Use only the chapters you need and look for the most fitting tool, for your intentions;
- Or, go through all the chapters to study more about MIL, diving deeper in our recommended references, platforms and manuals.

To have access to more MIL tools, you can also [have a look at our MIL Toolkit](#), gathering 29 MIL tools on various topics: Media production, fake news and disinformation, MIL critical thinking, hate speech, discrimination and stereotypes, safety, privacy and ethics.

We hope our harvesting and benchmarking work will be useful to you and your team!

# MIL critical thinking: Sharing our references

First time sailors looking for a good reference, an adequate manual, or a good author to learn more about Media and Information Literacy<sup>3</sup>, will have a hard time navigating the existing academic and media sector literature. There are very many materials about these urgently needed skills and competences – but, still, it is not easy to find good guidance.

Main reason one can guess is because the media landscape, structure and even its functions within our lives are continuously changing – and the education policies have yet failed to accompany this process. Thus media and information literacy is still not taken seriously enough in a world looking more and more as a ‘media ecosystem’ – a concept coined by Neil Postman in 1968, inspired by good old futurist and polemic thinker Marshall McLuhan.

Working both with the formal and nonformal education area, Team Up! team believes we need to go further in the media education we provide both our youths and our adult peers. We need to focus beyond academic and policy keys strategies and help participants develop needed critical thinking, and raise awareness about rights-based approach, facilitating the process of ‘reading’ and navigating the world media ecosystem we carry close in our pockets and bags.

This mutating and hybrid media that interactive internet, supported by AI features, made possible – *The Internet Galaxy*, as Castells (2003) called it – needs wider and out-of-the-box perspectives to be grasped. Thus, the nowadays media need stronger, active users, not the passive consumers. The need is to foster agency in adults, the power to become ‘prosumers’<sup>4</sup>: Actively using media with a critical perspective.

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<sup>3</sup> "Media literacy is defined as the ability to access the media, and to understand and critically evaluate different aspects of the media and media content. Media literacy also includes the ability to communicate in a variety of contexts", in the EU Commission 2009/625/CE recommendation August 2009

<sup>4</sup> Again, we get back to a futurist as Alvin Tofler, in his book ‘The Third Wave’, that coined in 1980 this notion of assuming this role of both a consumer and a producer.

One of our references is David Buckingham in 'Media Education: Literacy, Learning and Contemporary Culture', advising to avoid paternalism and protectionism and using a more "student-centered perspective", which begins from young people's existing knowledge and experience of media" (Buckingham 2003, p. 13). Thus, educators "*can no longer see themselves as 'legislators', imposing the values and norms of official culture. The best they can hope for is to act as 'interpreters', making available 'multiple realities' and diverse forms of perception and knowledge*" (Buckingham 2003, p. 16). This applies to all, adults, youngsters and even senior citizens - we need to depart from our experience and to assume the power we have in our hands, to drive our own media. Very much along Paulo Freire's agency power.<sup>5</sup>

Because alongside the overwhelming feeling that comes with such a 'tsunami' of information we receive every day, it is the media that organizes and structures the way we work, live and connect to each other - the way we see the world. Our perceptions of people and the way we see life are influenced by the media narratives and ideas - and the formats and tech shaped medium - that are repeated everyday into our brain. The social construction of our reality is made by our lived experiences and the media is modelling our experiences.

Thus, one cannot stay passively, when already in 2013, the Oxford Internet Survey revealed the apparent belief that Internet content is true for 93% of the students interviewed. This perception is valid not only among young people: Many times the ability to distinguish and navigate between so much fake or unethical information disseminated by every private interest fails us - or the conscience to navigate and get information beyond our bubbles of preferences created by algorithms that lock us on partial contents and perspectives of reality.

Since we are humans, stereotypes and prejudices that live in our collective unconscious and each individual bias also model the way we communicate. And considering that not only in Europe - and already before the pandemic - mental health issues are growing<sup>6</sup>, we can at least

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<sup>5</sup> See Saul, Ana Maria (org.). *Paulo Freire na pesquisa em educação: leituras da realidade e utopias*, Campinas, SP : Pontes Editores, 2022.

<sup>6</sup> As from OECD data (*OECD Health Statistics 2018*) and other data harvested by the [European Data Journalism Network](#), "since 2010, the growth in antidepressant use has been booming, while the number of [people diagnosed](#) with anxiety and depression has increased. In 2017, long before the COVID-19 pandemic, the countries with the highest known use of antidepressants, the United Kingdom and Portugal, prescribed more than [100 daily doses per 1,000 inhabitants](#)."

partially understand the polarization and violence grassing in our media. Everyone seems to be shouting globally, the media speaks too loud. Thus, taking a step back from media use and making media breaks seems one of the first mental health recommendations, both in medical recommendations or guru-like mindfulness tips.

The Team Up! partners also consider it is important to provide critical tools to our peers (you can find all the tools you need in our [Curriculum](#)), to everyone we can reach - **fostering a more gentle, democratic, human rights-based media use** is an imperative. We do not aspire to educate for the media but only to provoke critical thinking and invoke the literacy and good sense we all have. Because media literacy can be an instrument for active civic participation in our societies, as vanguardist UN Grunwald Declaration already stated in 1982.<sup>7</sup>

## Critical thinking tools and projects

When developing our own training session, the Team Up! Trainers used the authors and publications quoted in this section. It allowed us and will allow you, to foster critical thinking (some are also available in our Curriculum):

- [MIL Fresh AIR](#) (Analyze, Interpret, React), a publication by Divina Frau-Meigs, Irma Velez and Pascale Garreau, translated in several languages and containing 10 key modules on MIL competences.
- **MediaSmarts:** Canada's Centre for Digital Media Literacy is one of the global quality resources platforms - their [short videos](#) (with YouTube automatic subtitles for every language) reinforce complex concepts with visual simple explanations - these are part of a simple, well-structured [Digital Media Literacy Fundamentals](#) for youngsters but that can be used with every age.
- **Data vs. information:** Because data becomes information only when well collected and organized, if you want to check how fact-based is your worldview, try [Gapminder](#) - surprising visual tools that support a more realistic approach on many areas, from inequalities to global warming or the division of domestic work in the world.

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<sup>7</sup> [Final report of the conference on International Symposium on Education of the Public in the Use of Mass Media: Problems, Trends and Prospects, UNESCO](#)

- **Media own resources:** National and international reference media outlets, as the reference TV channel [BBC](#) or newspapers outlets such as [Le Monde](#) in France, [The Guardian](#) in the UK or [Público](#) in Portugal, have good MIL projects and platforms with resources.
- **Assessment:** Good tool for educators to assess competencies: [European Media Literacy Standard for Youth Workers](#).
- **MIL glossary:** Check [MIL Policy and Strategy Guidelines](#), from UNESCO.
- **One starters course for educators:** Center for Media Literacy has a [free starters online course](#) of 90', besides free handbook for teachers with 27 activities for youth but adaptable for adults.
- **MIL for adults:** [Digitalise Me](#) gathered existing resources and created a starters guide for seniors - and the [CUMILA](#) project 6 parts stands for a Curriculum guide of media and information literacy for Adults.
- **Follow:** You can search for David Buckingham resources and latest updates [here](#).

**Based on the Team Up! Trainers' good practices, when implementing your training:**

- Consider the needs of your audience before designing your MIL training.
- Only rely on sources already verified.
- Use a human rights-based media use by using sources linked to these topics.

# Disinformation is an old story, fueled by new technology<sup>8</sup>

The term ‘fake news’ is not a recent invention. Manipulating information, creating rumors, propagating biased narratives was a feature of history long before modern journalism established standards. The disinformation seeds can be found in ancient Rome and as an example the authors of “Journalism, ‘Fake News’ and disinformation” (UNESCO Handbook) present the period when Antony met Cleopatra and his political enemy, Octavian, launched a smear campaign against him. Today, it could be comparable to a “short, sharp slogan written upon coins in the style of archaic Tweets”. The perpetrator became the first Roman Emperor and fake news “allowed Octavian to hack the republican system once and for all”.<sup>9</sup>

Since November 2016, the number of papers and academic research including the term ‘fake news’ has grown significantly. This sudden interest in “fake news” is attributed to the 2016 US presidential elections and UK Brexit process. The term ‘fake news’ doesn’t have a straightforward meaning: Because the word ‘news’ means verifiable information in the public interest - thus ‘fake news’ undermines the credibility of information which does indeed meet the threshold of verifiability and public interest - i.e., real news. Regina Rini offers the most complete definition: “A fake news story is one that purports to describe events in the real world, typically by mimicking the conventions of traditional media reportage, yet is known by its creators to be significantly false and is transmitted with the two goals of being widely re-transmitted and of deceiving at least some of its audience.”<sup>10</sup>

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<sup>8</sup> Journalism, ‘Fake News’ & Disinformation, Handbook for Journalism Education and Training, Ireton Cherilyn, Posetti Julie, page 14.

<sup>9</sup> Idem., page 15

<sup>10</sup> Rini, R., Fake news, and partisan epistemology. Kennedy Institute of Ethics Journal 27(2): 43-64, 2017.

Fake news is part of larger phenomena, the information disorder - the Council of Europe<sup>11</sup> distinguishes three notions polluting the information on a global scale, on which the Team Up! Trainers build on for their trainings and used examples directly linked to each term:

- **Misinformation** is information that is false, but the person who is disseminating it believes that it is true. This information has not a deliberate objective to harm but does it very often.
- **Disinformation** is information that is false, and it is disseminated deliberately, an intentional lie - thus people are actively and wrongly informed by malicious actors.
- A third category could be termed **mal information**. It refers to information that is based on reality, but used to inflict harm on a person, organization, or country, i.e., a report that reveals a person's sexual orientation without public interest justification.

When identifying those notions, it is essential to keep in mind that there are two other phenomenon highly present in today's informational discourse:

1. **Rumor** is a surprising, worrying story which emerges and circulates quickly by word of mouth. The rumor is most of the time linked to our great fears like death, illness, technology... When it is spreading, we don't know if it is true or false. A rumor can become an information if confirmed and verified.
2. **Conspiracy** theory is opposed to the official version of an event supported by the authorities and the main media. This theory claims to reveal an explanation that is purposely kept secret. It often accuses a precise category of persons to act in secret to dominate the world, with the connivance of the authorities and the media.

When conducting an in-depth analysis of informational disorders, we can rely on the 7 following elements to categories news:

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<sup>11</sup> For more information, please check <https://www.coe.int/en/web/freedom-expression/information-disorder> and <https://edoc.coe.int/en/media/7495-information-disorder-toward-an-interdisciplinary-framework-for-research-and-policy-making.html>

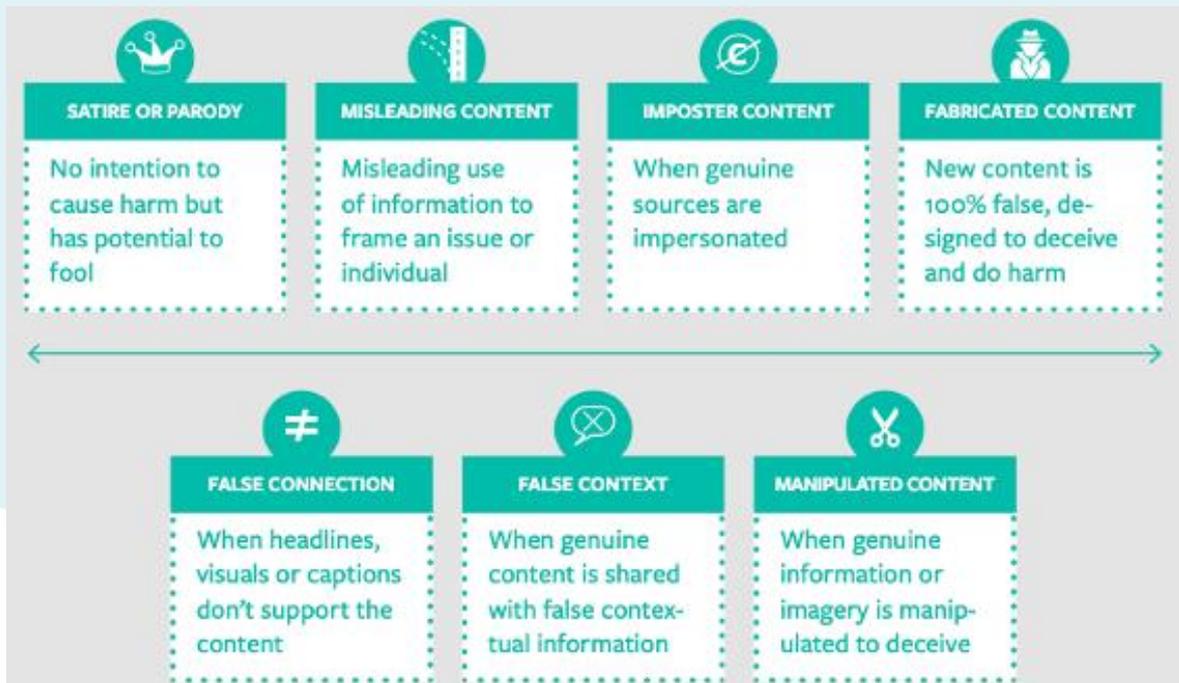
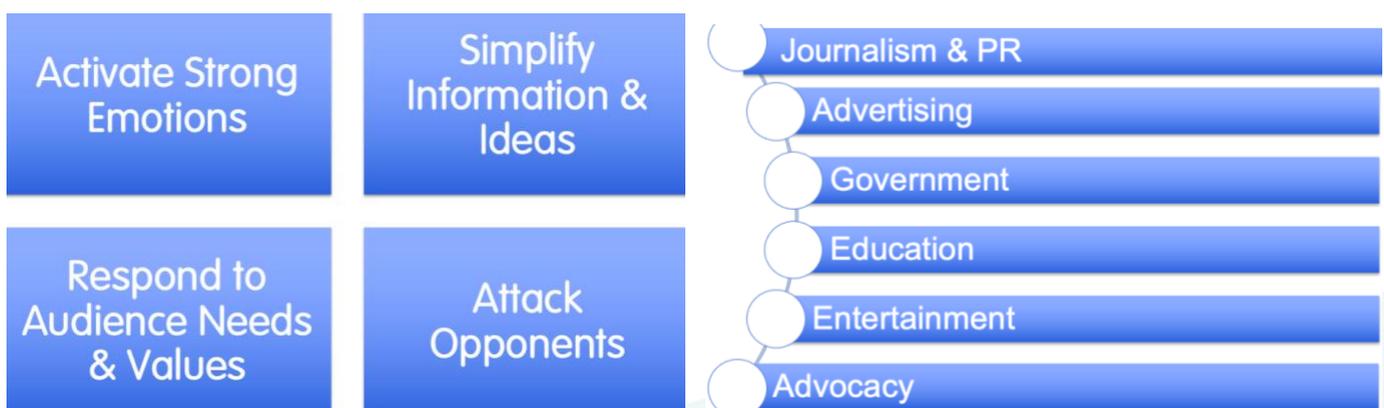


Figure 2, Seven categories of 'information disorder' - *firstdraftnews.org*

Propaganda also plays an important role in the nowadays informational field - propaganda can be found in all fields of human life, from economy to media or education). How to recognize propaganda? To recognize propaganda, you can rely on the four elements below by asking yourself what impact/effect the news has on you:



## Tools handling disinformation disorder

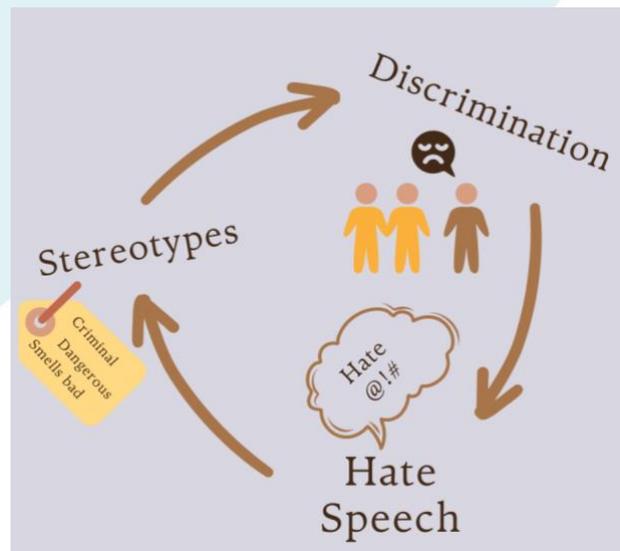
- [EU Disinformation Lab](#) (EU DisinfoLab) is a set of various kinds of resources (from check-lists to google forms) that support users in verifying information - most relevant are the [CIB detection Tree](#); [Hate on display](#); and [Belling cats online](#).
- [Disinformation nation](#): Very concrete tool which details the steps to understand what propaganda is, why it matters and why to fight it, complemented with a video to combat propaganda (you can set YouTube automatic subtitles in your language); and a quiz, based on your replies (on topics from music to fashion), your strengths and weaknesses will be identified, giving you hints on how propaganda makers can use your beliefs and habits to target you.
- **Tools for checking veracity:** [Reverse Search image on TinEye](#) to check images, [Photoforensics](#) to check a photo montage or [YouTube data viewer](#) created for Amnesty USA; the international registration of domains and IP at [WHOIS](#) to check any URL; or just checking the [location weather](#).
- [WeVerify](#) is a fake news debunker: It is a plugin, to add to Firefox or Chrome, designed to be more efficient in the fact-checking on social media when verifying videos and images.
- **Fact checking websites:** In France, you can rely on [AFP factuel](#) or on [Vrai ou Fake](#); in Portugal you can use [Polígrafo SIC](#).

### Based on the Team Up! Trainers' good practices, when implementing your training:

- Promote an active participation of the participants by asking them of examples of disinformation and propaganda they saw lately in the news. This will facilitate the dialogue and find ways to counter disinformation in an interactive way.
- Provide tools to counter disinformation (see the tools above) and dedicate some time to go through them and test them.
- Dedicate time for all the participants to tackle the difference between fake news, disinformation, and mal information.
- Integrate in the daily agenda recapitulation games. This way participants are more engaged, and facilitator can have a quick feedback on how efficient the training is.

# Fast lane: From stereotyping to hate speech

Media are echo chambers multiplying all streams of data and information, be it the underlying assumptions or cultural values, both those striving for common good or amplifying negative misconceptions. Digital media accelerate questionable transmissions, mainstreaming stereotypes and reinforcing discrimination - and internet fast lanes speeds up hate speech. This process requires attention - to the concepts first.



“**Stereotypes**” are a generalized belief about someone or something, that is very often inaccurate and oversimplified, and usually resistant to different information. The problem with stereotypes is when they become negative ‘pre-conceptions’ and tend to become negative labels of whole groups of people - the most vulnerable and stigmatized groups. Stereotypes divide people into groups, polarizing societies by creating a “us” against “them”, the other, the foreigner; they generalize one person’s feature into a label for their group of origin based on ethnicity, gender identity, appearance etc. Stereotyping makes one person’s characteristic something bigger, negative, and potentially harmful for others, and turns it into a reason to discriminate against a whole group.

This generalization leads to “**Discrimination** - this occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others because of an unjustified distinction made in policy, law or treatment”.<sup>12</sup>

<sup>12</sup> Amnesty International in <https://www.amnesty.org/en/what-we-do/discrimination/>

And discrimination in public discourses becomes **Hate Speech (HS)**, that covers “all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance”.<sup>13</sup> HS circulates oppressive narratives that aim to define the single person or a group of people, according to the stereotypes that afflict them, causing further discrimination and inciting worse loops of hate.

HS online is particularly harmful, as the Internet has opened a world of possibilities: Everyone with access to the Internet is now both a publisher and public speaker; people can publish content in anonymity, lowering the filters. These factors make online HS more likely to happen, reach targets, and less easy to control.

How to counteract HS online? The first instrument people have is critical thinking and information processing. The

attitude of doubting information, confronting it with other information, and looking for official sources, is key to debunk stereotypes and prevent discrimination. For this reason, awareness raising actions and educational activities are at the basis of countering hate speech - key steps are, and make sure to follow these steps during your training:

1. **Analyze it.** Too often HS is misidentified, diminished or counteractions are

not proportionate to the seriousness of its use. Analysis should look at the tone, and the



## ALERTS to detect HS



1. Neutral or positive words used with alterations
2. Recalling of false beliefs such as the migrant bringing illness or ROMAs kidnapping
3. Referring to involved actors with “Us” and “Them”, passing the misleading idea that the two are homogeneous groups
4. Show closeness to the haters instead of the victims, minimising the hatred
5. Simplify the target of the hate speech defining it exclusively taking into account one transitory condition, a legal status or the nationality
6. Provide manipulated numbers and data or presenting them without sound references, giving a sense of objectivity to the statements
7. Create connections among events/situations that are not interrelated (e.g. migrants’ hunger strike with poor people from his/her own country having difficulties)

<sup>13</sup> No Hate Speech Movement in [www.nohatespeechmovement.org](http://www.nohatespeechmovement.org) by the Council of Europe.

intent of the person responsible for the expression (hurtful or not?); and also, the context of use, the potential and actual impact;

## Responding to Hate Speech



Don't rush and do not let anger write your message. Don't feel obliged to respond.

Respond to the message, not the person



Fight generalization with facts and data

Choose your words and be aware of your tone



2. **DON'T fall into the trap!** Guru-like advice is useful also here: Responding to HS takes just a moment and just as easily you can fall into the trap and “make things worse”. If you want to respond to HS so impunity cannot grass, the 4 rules to respond to HS (see image) are key.

3. **Report it!** When a HS act is particularly impactful, hurtful, and abusive, it should be reported. Reporting systems vary from one platform to another; therefore, it is important to read carefully the rules of the platform to act accordingly. Specific laws may also be in place in your country, so we suggest getting informed to know how to act.

4. **Counter-narratives deflate HS** when stereotypes are publicly debunked, and discrimination is openly reported. A counter-narrative questions the authority of

the source of hate speech; shows the complexity that exists behind a stereotype or fact given for granted; shifts the frame of interpretation of a stereotype or fact given for granted.

## Tools for debunking and counteracting

- [Positive Messengers Creative Tools](#): Creative tools to use in non-formal learning settings, to foster awareness raising and prevention of hate speech and online hate speech, and to promote civic engagement.
- [BOOKMARKS. A manual for combating Hate Speech Online through Human Rights Education](#): A manual developed by the No Hate Speech Movement of the Council of Europe. It collects many activities that can be done to raise awareness on and counter Hate Speech!

- Posters, videos and the tactics of [No Hate Ninjas](#) (activists of the [Portuguese Network of Young People for Gender Equality](#) and [PAR – Social Answers](#)) are part of a long list harvested by the Council of Europe: the youth campaign No Hate Speech movement had impactful action days, many campaign posters, several manuals and reports were produced - 240 resources in all EU languages were gathered and made available at the [Compendium of Resources](#).
- [Fantastic Trolls](#): Website produced in the context of the Get the Trolls Out! project, which counters anti-religious hate speech through exposing individuals and organizations, finding and debunking dangerous narratives in the media, and educating young people to spot and respond to online trolls.

**Based on the Team Up! Trainers’ good practices, when implementing your training:**

- Counter hate speech by following the 4 steps mentioned above.
- Always use *explicit* examples with your participants and ask them to share their examples on stereotypes, discrimination and hate speech.
- Play games with the participants to show them that stereotypes are not accurate (i.e., “The Spaceship” in the [Curriculum](#)).

# Safety, privacy, and ethics in a hybrid media ecosystem

American psychologist Abraham Maslow published his famous pyramid with the hierarchy of human needs back in 1954: After physiological needs, human beings need security. The first natural type of security is physical security, but today the global conversation is about online security. The media and the online virtual space became a powerful echo chamber for the existing 'real world', analogical threats - potentially increasing the scope and often multiplying into even more aggressive and dangerous forms. Online frauds and scams are nothing new and the 'deep dark web' only made it possible for the dark side of human nature to replicate electronically - but very fast.

Being a digital citizen means, first and foremost, having the digital skills needed to use information technologies effectively and to develop them continuously - having digital access and rights, health, and well-being but also security. Digital security is part of digital citizenship and plays a crucial role in ensuring a natural balance between technologies and human beings. Although policies have yet failed to grasp global digital security for all - and upstream regulation of the deregulated flux of media sub-products is what seems urgent. Regulating in the source - from criminalizing bot factories, to regulating algorithms that shape, limit and distort our information - seems one of the most demanding emergencies of our time. National media regulators face multiforme problems and have only limited tools to answer these. Meanwhile, the digital citizen needs to grasp some tools to deal with this global deregulated system.

One of the key issues in this digital era of networking and cyberspace, is establishing an ethics of privacy, respect, non-violence. This must be granted not only in terms of professional standards - because media messages are now (re)produced without the hand of a trained, code-abiding professional as journalists, but by everyone in social media - but also as general civic education that builds a rights-based 'netiquette' for media use. Ethical codes that were built for the same reasons - regulating social interactions and communication - as those of journalism, NGOs' ethics, and social sciences research, are very useful.

RESPECT	Digital Etiquette	Electronic standards of conduct or procedure.	
	Digital Access	Full electronic participation in society.	
	Digital Law	Electronic responsibility for actions and deeds.	
EDUCATE	Digital Communication	Electronic exchange of information.	
	Digital Literacy	Process of teaching and learning about technology and the use of technology.	
	Digital Commerce	Electronic buying and selling of goods.	
PROTECT	Digital Rights & Responsibilities	Those freedoms extended to everyone in a digital world.	
	Digital Safety & Security	Electronic precautions to guarantee safety.	
	Digital Health & Wellness	Physical and psychological well-being in a digital technology world.	

Finally, we get back to the initial idea in these guidelines: We aspire to foster agency in adults into becoming prosumers, actively using media with a critical perspective.

## On ethics: Examples from journalism and codes of conduct

- **Codes of conduct of journalists:** If you live in a democracy and freedom of speech is granted, see your own country ethical code for journalists - analyze if these have been updated because of digital media and why.
- **Training ethics:** A group [code of conduct](#) is a good tool for trainers and educators.
- **Netiquette for learners:** Digital citizenship key elements for students but good for all ages, including '[digital etiquette](#)';
- **Ethics in journalism and editing:** See dynamic exercises in [Media and Information Literacy - A practical guidebook for trainers](#);

- On private life and safety: See chapter 5.5 of Bookmarks, Council of Europe’s [rights-based approach manual](#) and extract the basic safety guidelines for journalists that can apply to all citizens from this [British source](#).

**Based on the Team Up! Trainers’ good practices, when implementing your training:**

- Develop a “Code of Conduct” before starting your MIL training so that
- Show to the participants the interconnection between Internet and “real life”, i.e., by shootaking the example of a person has been convicted following a tweet he/she posted
- Communicate on the users’ rights on the Internet

# Media production: Prosuming in action

Media production requires various steps and elements: Using creative energy into developing an idea or concept, and an ability (which can be developed!) to use or innovate with available resources; finally creating a media product for dissemination to an audience. But the heart of your production will be the message you want to convey. There is a message in all media production, whether explicit (stated directly, with no pretense of hiding it) or implicit (not stated directly but implied). Implicit messaging and meaning making is very powerful in communication – and with great power comes great responsibility.

This applies to every media product, being this a textual message conveyed by an outdoor or an audio podcast or an audiovisual piece. We use the example of film or video making to identify the key steps for the media production process – during which the message you want to convey must be well developed to be understood as intended. Three steps in video making:

## 1. Pre-production

Preparation of the audio-visual text product, with specific attention to the elements:

- **How to frame and shoot your video**, choosing the best shots and frames (close-up, medium and wide) and the style and genre (a documentary style? Fiction? Or a campaign video, appealing to the heart?)
- **Storytelling and storyboard**: What is the story you want to tell, what is the message to convey by the audio-visual text and dialogues; how is the script and are the scenes developed?
- **Sound and music**: How sounds and noise can add to meaning making though video? Which music will you play? Whom or what (can be a natural landmark or a piece of art!) will be the main characters? And the ‘actors’ who will act in your video?

**Two key ideas:**

1. **Message**: Remember to define well what is the message you want your audience to get out of your video - so you can build it throughout the whole media production in a coherent way. Some questions can guide the message construction: “How is sense

making built? What is the perspective the film is trying to get across? Is the red line understood correctly?”

2. **Identification and relatability:** To reach your audience and the film to have an impact, it is fundamental that the audience identifies itself with the movie's characters - even the antagonists. By doing so, you will drive your audience into the story and feel for the characters, using three main elements:

- Use your camera to physically put your audience inside the movie. This can be done by using the protagonist point of view shots, or over the shoulder shots, or extreme close-ups of the protagonist's face to allow the audience to ponder a situation of decision along with the character.
- Create situations generating empathy and relatability.
- Develop an internal conflict or a conflict of values (i.e., prejudice vs. respect, greed vs. generosity, etc.). It will engage the audience as it requires active decision making.
- Be clear and stay on message. Define what you want your audience to understand.

Once these elements are well-developed, you can draft a good script and plan the whole shooting, from the logistics to the best locations and sets and start shooting.

## 2. Production

The shooting or recording in video - key aspects:

- **Clear your background:** For your audience not to be distracted and to focus on your message, make sure nothing appears out of your actors' head, like a plant or a distracting graphic.
- **Use the [rule of thirds](#):** When framing a close up of the face, use the top one-third of your screen to frame your eyes and the lower third for the mouth - avoid the “bulls-eye” shot where the nose is in the exact center of the frame and there's tons of space above the person's head. In a wide shot, frame your protagonist in the left third of the picture when the character is looking to the right.
- **Good lightning:** It is important to have good light during the whole video, with no deep shadows, especially in the face. If you're shooting inside, you can use a couple of well-placed lamps to have a more professional look (and a better finish!)
- **Save the sound:** In all shots, beware where the sound is coming from and how it is being recorded if using only one camera or smartphone. Beware of the noise around the scenes

and repeat when in doubt - do not forget to replay some of the shots and hear the sound, to make sure it is working.

- **Shoot as much as needed!** Don't be afraid to shoot a scene over and over again, nothing is perfect on the first try. Take your time to have the best quality.

### 3. Post-production

This last step is the final one of the production processes, which will transform your footage into a film! This last phase allows you to convey your message by putting the visual into a cohesive narrative, adding sound and visual effects. Key steps:

- **Editing:** This step will allow you to create the story and the message you want your audience to get. Choose the footage you want to use to create a coherent story with an understandable narrative.
- **Music:** Music has many effects on those who hear it. In movies, music conveys a particular feeling or mood which complements a scene and can completely change its understanding. Try to imagine some of the iconic scenes in film and now, imagine how you felt. It was the music that set the mood and tone of the whole scene. Do the same for your film: Select the right music, depending on the scene and on the message you want to convey.
- **Visual effects:** It can help to tell stories that cannot be created through traditional filmmaking.
- **Equalizing:** Both the sound and the light/color of different shots, made in different locations, can have very different levels - and may require some equalization to make an even image and sound, with no ups and downs. Some free programmes already make an automatic image treatment when editing; some also offer an automatic equalization of sound - check these options to enhance your video.

#### Tools for media production - free and easy

- Check the Speak Up Guidelines for MIL Workshops: can be useful, for example on [video and sound](#) - also see the [method on video production to work on your film](#).
- When developing a media production, you can use easy and free editing tools such as:
  - [Canva](#), a tool for creating presentations, publications and graphics for Facebook or Instagram posts.
  - [CapCut](#), a free app for editing videos.

- [DaVinci](#), an easy-to-use and free video editing software.
- Check this [video on cuts and transitions](#) to help you decide which ones to use (and when!)

# Organizing a MIL training?

If you plan or simply have the drive to organize a MIL training with a group of adults, we have prepared some tools that can be useful. Useful in the way of answering your doubts: How to teach MIL competences and how to produce media?

We've also prepared a curriculum, a detailed structure of sessions on how to conduct a MIL training:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Setting the ground: Introduction, presentation of programme.	How Media Works: Influencing perceptions.	How media works: Media industry influence.	Stereotype, hate speech and discrimination in the media.	Disinformation disorders: Debunk and respond.	Media production.
Ethics, safety, privacy, and authorship - setting group rules while discussing media ethics	Creating, interpreting, strengthening critical thinking on a personal level	Production structures, methods, and languages, including genres and hybrid forms.	Debunking stereotypes and bias mechanism, managing hate speech.	Promote a healthy online presence through active participation.	Media producing for developing MIL competencies.

If you plan to integrate the TEAM UP! Curriculum into the existing activities of your organization, here are a few tips on how!

- **Plan the activity.** First, analyze the Curriculum and the learning objectives for each module. Select and adapt the learning and practical activities in your day-to-day work, considering:
  - Coherence of learning objectives with the interests and needs of your target group.
  - Length and timing in accordance with your target's possibilities.
  - Materials and competencies needed from you or other available trainers.
  - Past experiences and future expectations of your target group.
- **Facilitate participation.** Flexible schedules, accessible venues. Adult learners may not be able to attend courses at any time during the day. Before setting a definitive schedule, make sure to consult them on their availability, and try to define a timing that can accommodate all. Also beware of a venue that is easy to reach with public transportation.
- **Explain the learning path clearly.** Defining the Learning Objectives and Modules, so that they can have a clear picture about the objective of this new learning experience.
- **Setting the mood.** If you have the possibility, and especially if the learners do not know each other or are not very motivated to attend lessons, foresee warm-up/ice-breaker activities. Select exercises that allow learners to introduce themselves and express their expectations from the course. As a debriefing, especially during the first meeting, contextualize the learning objectives to the expectations expressed.
- **Create a safe, non-discriminatory learning environment.** Make use of inclusive language, ensure gender balance between women and men participants, and adapt the work plan and your speech/ facilitation to the peculiarities of your learners. They may not be fluent in the language of the country where you live in or may have learning impairments. The Team Up! [Curriculum](#) foresees many practical activities: They are a perfect occasion to transmit notions as well, where presentation and verbal explanations are not enough. Allow participants to go through the learning outcomes and the possibility to immediately put into practice what they have learned in practical exercises, to gain information and awareness about their actual performances and learning outcomes and motivate them to learn and continuously improve their competences.

- **Homework.** Foresee feasible tasks and workload for working adults. If possible, avoid assigning extra group work, because it may not be possible for them to get organized and to comply.
- Bear in mind the **six Andragogy key principles:**
  - *Self-concept.* Adult learners are autonomous, independent, and self-directed.
  - *Learning from Experience.* Adults bring their experience as a rich resource of learning, so learning must be user-centered, starting from their experience, their point of view. The experience of adult people must be enhanced.
  - *Readiness to Learn.* Adults are interested in learning topics that matter to them, so their readiness to learn is highly correlated with the use they can make of what they've learnt. With reference to this aspect, it can be very important to enhance the link of learning processes and competences to be acquired, with the work dimension.
  - *Orientation to Learning.* The learning orientation of adults tends to slant towards being task-oriented, life-focused, and problem-centric.
  - *Motivation to learn.* Adults are more motivated by internal personal factors rather than external ones.
  - *Need to Know.* Adult learners have the need to know the value of what they are learning and know the whys behind the need to learn them.

Finally: Remember to tag #TeamUp! Or even get back to us if you have a minute - we would love to hear from what you find inspiring or fit for your audiences. *Have a good training!*

## A few tools and good practices for trainers

- **Trainers comprehensive guide:** From Deutsche Welle, the [Media and Information Literacy – A practical guidebook for trainers](#) long but good guidance for delivering MIL training. Including media education exercises and tips, from photography to video.
- **Teachers' kit:** This extensive platform called [Transmedia Literacy](#) has a [Teacher's kit](#) with well-organized tools to foster MIL classes, easily adaptable to any age.
- **Curriculum for teachers:** UNESCO's [Media and information literacy curriculum for teachers](#) has two parts: 1. MIL Curriculum and Competency Framework and 2. Core and Non-Core Modules of the curriculum.

Team Up! – Media for Adult Education  
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