



# **SOCIAL MEDIA WORKSHOPS**

WITH FOCUS ON

# **ANTI-DISCRIMINATION**



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# 01 INTRODUCTION

**The aim of this toolkit is to be able to work in a creative way, using social media to address issues such as discrimination and racism.**

**This toolkit is focused in a very practical way to provide participants with fun and entertaining activities that aiming to teach them how to use social media correctly and focus on dismantling hate speech.**

## **What will we find inside this toolkit?**

The manual is divided into six blocks. The aim of the established order is to create a progressive learning process that is distributed as follows:

- Understanding what social networks exist
- The main characteristics of the platforms and how to use them
- The problematic use of the networks and how to deal with misinformation
- Learning certain communication tools that will help them to create their own campaign
- Examples of anti-discrimination and anti-racist campaigns that will help us to drive the main objective of the training: the creation of a communication campaign to fight discrimination and racism

## **Who is this training for?**

This training is aimed at people who are sensitive to the issue of discrimination and racism but who would not sign up for a specific training on the subject. It is designed for people who know how to use social networks, but do not use them professionally. The profile of the participants is: an average user. A user profile who uses several social networks to share photos, posts or texts related to their private life with their friends and family.

The training is planned for a group of 20-25 participants. They will be divided into smaller groups when necessary.

## **What is the purpose of this training?**

The main objective of this training is to provide participants with a clearer vision of the problem of

the misuse of networks and to educate them to have a more critical view of what they see, post or share.

The main objective of this training is to achieve a society that is educated in areas related to discrimination and racism so that it can fight against the messages that can be found on social networks. Our ultimate goal is to help establish a society with a thoughtful understanding on how we can achieve equality, empathetic and cohesive society by removing prejudice.

## **What materials or tools will we use?**

For this workshop we only need mobile devices of each participant and different applications that we will download as we make use of them. (A download link will be provided).

## **How long does the training last?**

As we have explained above, this is a very practical training that focuses on creativity and participation. The duration of the training is not very long; it is estimated that the sum of all activities will last 20 hours.

In the following, we explain which activities will be carried out in this training, what will be learned from each of them and how long each one lasts.

## **What activities will be carried out and what will participants learn through them?**

Below is an outline of what activities will be carried out in each block, what is the objective of carrying them out and the estimated duration of each one.

PART	ACTIVITY	AIM OF THE ACTIVITY	RESOURCES	DURATION
1. Introduction	<b>1. Alien</b> is coming to our planet. Explain to him what social media is using one of them.	Approach and learn how to use social networks and how to use them.	<ul style="list-style-type: none"> <li>Smartphone with internet connection</li> <li>Access to social networks such as Instagram, Twitter, Facebook or Tik Tok</li> </ul>	20 mins
	<b>2. Appearance and perception.</b> Watch a video of a girl living on the street versus a “regular” girl. What do you think about each of them?	Learning, approaching and self-sensibilisation to social networks.	<ul style="list-style-type: none"> <li>Smartphone with internet connection</li> </ul>	30-40 mins
2. Platforms	<b>3. Find 3 different campaigns and analyse them.</b> Try to find campaigns which are using different bias to communicate the same message.	Learn which is the difference between platforms and see their characteristics	<ul style="list-style-type: none"> <li>Smartphone with internet connection</li> <li>Access to social networks</li> <li>Stationary</li> </ul>	1h
3. Characteristics	<b>4. Send the same message using different biases.</b> Choose between two situations proposed and send the messages using different biases.	Learn to use different biases and platforms and see which differences are between them.	<ul style="list-style-type: none"> <li>Smartphone with internet connection</li> <li>Access to social networks</li> </ul>	1h-1h 30 mins
4. Digital education	<b>5.1. Facebook PART 1.</b> Answer a comment or create your own one.	Perception, self-sensibilisation and prejudices created from misinformation.	The activity printed Stationary	45 mins -1h
	<b>5.2. Facebook PART 2.</b> Reflect and debate about comments of participants	Learn to identify messages and misinformation Reflect on our paper in social media.	The activity printed Stationary	45 mins
	<b>6. Image manipulation.</b> Analyse different images from the same context and debate about manipulation and its consequences.	Learn to identify Fake News and Hate Speeches	Smartphone with internet connection	2h
	<b>7. Breaking down misinformation</b> - Answer seven questions to identify fake news or false messages.	Learn to identify Fake News and Hate Speeches	Smartphone with internet connection	2h
	<b>8. Misinformation. Do you remember any campaign that you had seen this week?</b> Remember a campaign that you saw and analyse it. Are they using different biases to send the messages? Which bias are they using? Are they appropriate?	Understand what is infoxication	Smartphone with internet connection	1h

<b>5. Creativity against discrimination</b>	<b>9. Ima-gination.</b> Try to find appropriate pictures for your campaigns.	Learn how to use different tools to use them in counter-narrative	Smartphone with internet connection <a href="http://www.unsplash.com">www.unsplash.com</a>	30 mins
	<b>10. Getting to know Canvas.</b> Create a poster using the program.	Learn how to use Canva to create different billboards, posters etc.	Smartphone with internet connection <a href="http://www.canva.com">www.canva.com</a>	30 mins
	<b>11. Schördinger meme.</b> Create your own meme using the tools.	Learn how to create memes and tools to create them	Smartphone with internet connection <a href="http://www.canva.com">www.canva.com</a>	30 mins
	<b>12. GIFs.</b> Reading on the importance of GIFs	Learning about GIFs	Smartphone with internet connection <a href="http://www.Gifmaker.me">www.Gifmaker.me</a>	30 mins
	<b>13. Let's fly.</b> Creating a Boomerang using the tools.	Learn how to create GIF videos and tools to create them	Smartphone with internet connection <a href="http://www.Gifmaker.me">www.Gifmaker.me</a>	30 mins
	<b>14. Animated invitation.</b> Creating an animated video using the tools.	Learn how to create animated videos and tools to create them	Smartphone with internet connection <a href="https://giphy.com/">https://giphy.com/</a>	30 mins
	<b>15. Video.</b> Creating a video using the tools proposed.	Learn how to create videos and tools to create them	Smartphone with internet connection <a href="https://giphy.com/">https://giphy.com/</a>	30 mins
	<b>16. Create a counter narrative.</b> Using all those tools, create a counter narrative to send a proper message for the two situations explained in chapter 3.	Learn how to use the tools and creativity against discrimination	Smartphone with internet connection <a href="https://giphy.com/">https://giphy.com/</a> WhatsApp <a href="http://www.Gifmaker.me">www.Gifmaker.me</a> <a href="http://www.canva.com">www.canva.com</a> <a href="http://www.unsplash.com">www.unsplash.com</a>	1h- 1h 30 mins
<b>6. Campaign</b>	<b>17. Create your own campaign</b> against discrimination and racism	Apply the tools and techniques to create a communication campaign to fight racism and discrimination.	Smartphone with internet connection Stationary Access to different social network <a href="https://giphy.com/">https://giphy.com/</a> <a href="http://www.Gifmaker.me">www.Gifmaker.me</a> <a href="http://www.canva.com">www.canva.com</a> <a href="http://www.unsplash.com">www.unsplash.com</a>	7h-8h (two sessions)

## Context

The transformation our societies have experienced during the last 15 years in the way we communicate with each other is massive. It may be difficult to appreciate from within, but in the context of Globalization, it has changed some of the core structures of our societies. As Manuel Castells would call it, we now live in a “Network Society”. The Internet boom started in the 90s, but it was after the 2000’s when the Internet users grew exponentially worldwide. Since then, we started seeing a revolution in the communication field: for the first time there was a change in the flow. Traditionally, Mass Media Communication was always owned by big corporations and their messages always came in a vertical and one-way-only direction. The big corporations have actually increased their monopolies, but now they are not the main and only source of the messages: we all are.

One of the main characteristics of our current use of the web is the massive presence of user-generated content. This factor is known as the Web 2.0: Participative Web.

As we have explained, the web is no longer merely a place from which to extract information, but has become a participatory place full of different voices. In recent years, the number of users has grown exponentially and more people are actively participating through social networks. The problem is often, these voices, instead of using a platform to build a harmonious coexistence and highlight problematic issues, it is actively used to perpetuate discrimination. In this way, they use them to make speeches against certain groups and to sow hatred.

It is very important to know how to use these tools and demonstrate how we can confront hate speech, discrimination and other types of behaviour using creativity and the tools that we will learn in the different blocks

To begin with, let’s start by looking at what platforms exist and what makes them different.

### [Proposal activity 1]:

#### Learning and approaching to social networks:

*To see the characteristics that differentiate some social networks from others, we are going to carry out an activity using many of them. In this way, as well as seeing the main characteristics of each one, we will also learn how to use them in a practical way.*

*An alien has just landed on our planet. It has no idea what social networks are. He has asked you, to explain to him, using different social networks and the elements you consider appropriate (images, videos, sounds, texts, etc.) what they are, what they are for, what elements the posts usually contain, who sees them and what influence they have on our society.*

*It is not necessary to download those social networks that you do not use regularly. Try to explain them using any social network you consider appropriate for this purpose. Simply write down or draw a sketch of a post you would make to answer these questions and what elements they would contain.*

*When you have completed the post(s), try to answer the following questions:*

- *Why did you choose that social network?*
- *How have you captured the attention of the users?*
- *Why are these types of messages more attractive for society?*
- *How is it possible for such messages to go viral?*

## Social media: the tool against discrimination and racism.

### [Proposal activity 2- PART 1]:

#### Learning, approaching and self-sensibilisation to social networks.

*Now that we have seen the characteristics of social networks, we want you to see how visual elements affect us. To do this, we will watch the following video as a group. Si vieras a esta niña en la calle, ¿pasarías de largo? | UNICEF*



When everybody has watched it, try to create a discussion by answering the following questions:

- How do you think appearance affects our perception of people and things?
- Why do you think these kinds of campaigns are made?
- Do you believe these imply positive or negative messaging? Do you think the messages are good for society?
- How do they capture the viewer's attention?

### **What is actually Social Media? Can it be used for Social Change?**

“Social Media” is one of those terms we may use in a vague way to refer to whatever young kids do on the Internet, but we shall nail down the main object of this Tool Kit. There are social tools on the Internet that are not Social Media, such as emails or messenger services. For some authors, the key concept is “effective mass collaboration”.



**Social Media:  
Forms of electronic  
communication  
(such as websites for  
social networking  
and microblogging)  
through which  
users create online  
communities to share  
information, ideas,  
personal messages,  
and other content  
(such as videos).**

(Merriam-Webster, 2005 )

As we mentioned before, users now mostly create the content of the Web, at least in Social Media,

for example, “Over 50 percent of individuals in the European Union used social networks in 2016. The penetration rate is higher among individuals who use the Internet regularly. The share of individuals who went online in the past three months and used social networks was 63 percent” (Joseph Johnson, 2020). In this sense, there has been a process of media democratization, with participatory dynamics that allow users to reach wider audiences, or to find a specific targeted group. The interactive aspect of it all is key to setting up a real conversation, which is opposite to traditional one-directional mass communication.

This process has been approached in a large amount of academic literature, focusing on the potential of Social Media to trigger Social Change. A more recent example of this is, the Arab Spring in 2010, is a key event mentioned when researching this issue, where Twitter played a key role in the anti-government demonstrations in countries such as Tunisia or Egypt. Other similar mobilizations have been studied before: for example, the effect of messaging in rural protests in South America for instance, or the first massive mobilization summoned by technology in Spain (the demonstrations against the government in 2004 after the terrorist attacks in Madrid). In both of these cases, SMS messages were used, but in the latter Internet forums echoed the calling reaching the general public. The phenomenon is not new, but now it is easier than ever 85% of people in Europe have Internet access. SMS messages cost a certain amount, whereas messages can be sent through the net in a massive way for free. This has led to recent massive movements such as Occupy Wall Street or We are the 99% (against economic inequality, 2011), Me Too (against sexual harassment, 2017), School strikes for climate or Fridays for Future (against global warming, 2018) or Black Lives Matter (against race based discrimination and police brutality, 2020).

The examples mentioned above have a few characteristics in common:

- A Global approach: All of them are set in a specific territory, paying attention to the local problems. But at the same time, those fights resonate with structural global problems, therefore the spark can spread worldwide.

Example: In the Black Lives Matter movement, George Floyd's case was local, but systemic institutional racism is global.

- Viral content: Usually there is a piece of media that sums up or starts the whole movement in a symbolic way. It should expose a problem in a logical way, but also has a deep emotional impact.

Examples: Greta Thunberg's speech's video at the UN. The video of George Floyd's killing.

- Easy to join: Even if some of the main social problems can be pretty complex, all of these viral conversations were easy to join. A catchy name or a hashtag makes it easier for the pub-

lic to access more content related to the topic and to join the conversation adding their bit.

Example: Alyssa Milano's tweet in 2017 leading to the #MeToo hashtag.

On many occasions, the democratisation of these voices is used to make visible the problems that society experiences on a daily basis and serves to mobilise people to generate social change.

Below we will see what platforms exist, how they came about and we will look at some of the campaigns that have managed to go viral. This will give us the main keys to take into account when creating posts.



# 02 PLATFORMS

## HOW MANY PLATFORMS ARE THERE?

**Aim of the chapter:** Be able to send messages using different platforms.

**Learnings expected:** see how many platforms are, how we could use them and set of their characteristics.

“*The medium is the message*”. Marshall McLuhan, one of the main authors in communication theory, coined this phrase in 1964, but it is still up to date. Referring to Social Media, each platform has their own codes, tones and set of characteristics, and it is always important to be coherent with the medium we are using. The multimedia options also vary on each platform.

When thinking about the appropriate communication for a certain message, we will have to think who the targeted audience is. Sometimes it can be a general audience, but sometimes we may be looking for a specific group of people. Depending on that, one platform may be more useful than the other. There are two main axes that can be useful: age and location. For example, before 2010 Facebook used to be used mostly by university students, but there was a similar local Social Network in Spain called Tuenti. Depending on the region inside the country, you could get to university students more easily using one or the other. Nowadays Tuenti has long disappeared, but worldwide the average age of Facebook’s users has risen significantly, and younger audiences have turned into other mediums. These trends are quite volatile too, Snapchat, for instance, had quite a success among the younger users until Instagram started implementing the features that made Snapchat unique in the first place. Similarly, Tik Tok has the younger users after adapting some of the characteristics of previous apps (Dubmash, Vine) to greater success. Still, there are four different huge platforms that can be considered the main ones, and different from each other enough so that we could assume they won’t disappear in a close future due to monopoly techniques.



*Social Media explained to someone from the 90s (Ryan George, 7'08)*  
<https://youtu.be/1TDTstJB9Tk>

The data below refers to data collected from the European audience. You also must to know that apart of those platforms, there are certain regional platforms such as VKontakte in Russia or We-Chat in China with huge audiences, but mainly restricted to their original countries.

### Facebook (2004)

2.6 \ Million MAU (Monthly Active Users)

It is not unusual to hear that Facebook is no longer trendy, but there is no denying that it is still the main and most used platform in the world. The average age is 40 years old and varies significantly depending on the country.

Facebook allows users to share posts, pictures, videos, live streamings and create events. Following the trend in other platforms, Facebook now also allows sharing stories (content that only lasts 24 hours). Facebook’s theme focused groups and pages can help us find people interested in a specific topic or with a specific characteristic.

### Youtube (2005, owned by Google since 2006)

2.0 Million Monthly Active Users (MAU)

There are some other video platforms (Vimeo, Dailymotion...) but Youtube has complete hegemony on the video networks. There is a rise of Streaming paying platforms like Netflix or HBO, but they are not considered Social Networks. Even if Youtube is not succeeding in its expansion to also be a streaming paying platform, it is still the second most used Social Network in the

world. Between 80% and 90% of people between 15 and 25 years old use Youtube. The older the audience, the smaller the percentage is.

You can either upload a video or stream it live, and people can subscribe to the channels they want to get videos from. Comments are allowed under each video, so discussions take place pretty often there.

From a viewer point of view (POV), Youtube is commonly used in two different ways. On one hand, you can navigate through the website directly, going from one video to another, or browsing on Youtube. On the other hand, Youtube content is heavily embedded in other websites and social networks, especially Facebook and Twitter. This means that you can see a Youtube video directly in your Facebook's timeline, or in the blog post you are reading. Because of this, Youtube can be mistakenly considered more of a storage website for videos than a Social platform by itself.

### **Instagram (2010, owned by Facebook since 2012)**

1.0 Million MAU

Instagram is a visual social network. Originally, it only allowed you to post still pictures on your profile, choosing between a set of photography filters, and to comment on others'. During the last years, it has included new options for editing the pictures, and new features such as videos, live streamings, and stories (24/7/365 content that disappears, an idea originally copied from Snapchat but later included in Whatsapp and Facebook). You can include a bunch of multimedia elements in your stories: augmented reality filters, GIFs, music, polls...

Almost 70% of Instagram's users are between 18 and 34 years old, and the main audience is people in their 30's.

### **Tik Tok (2012)**

800 Million MAU

Even if it was launched relatively close to Instagram, there is a perception that Tik Tok is a new platform. It is true that it has grown in numbers significantly in the last couple of years, and has had mainstream visibility during the COVID-19.

For business and marketing professionals, Tik Tok is especially appealing because of it's mainly teenage audience (13-17), but it's worth noting that the main audience on Tik Tok is also getting older, reaching now until the age of 24 years old.

Tik Tok consists of short-form mobile videos, usually of dancing, lip synching or comedy. There are plenty of effects and filters to choose from, with audiovisual tools that can be used in a quite creative way without further technical knowledge.

### **Twitter (2016)**

330 Million MAU

Twitter is the main microblogging platform on the Internet. Microblogging means that you can share publicly a character-limited text, creating a forum with Social Media characteristics. The character limitation changed from 140 to 280 in 2017.

Nowadays you can include pictures, videos, GIFs and polls on your tweets, and "threats" are common, where you can tell something longer through different tweets.

Even if they have been adapted by many other platforms, Hashtags are one of the main characteristics of Twitter. By using the # symbol before a word, it becomes a tool to search about that specific topic. This makes Twitter especially relevant when talking about specific news or events, and debates and confrontations take place on a daily basis. While on a platform like Facebook you will mostly see the content from your "friends", on Twitter it is way more common to interact with users you don't know.

There are many different kinds of Twitter users, but the general profile are young adults with higher education, more men than women, with a cynical sense of humor. Most of the users are in the 18-49 range, but typically between 24 and 25 years old.

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When targeting a specific group of people, we may find that smaller platforms can be more useful. For instance, if our audience is middle aged women, Pinterest may be a good option. There are also platforms focused on a topic, therefore

more precise if that is what we are looking for. If we were trying to have an effect on bias and discrimination when hiring workers, the professional network LinkedIn could be more effective than Tik Tok. If we wanted to reach to LGBT people, we could use dating apps like Grindr or Her. We should have this in mind if we want to reach people who have migrated from one country to another. We shall not assume that they will use a certain Social Media platform because of their age, a little research can get us to better results.

**[Proposal activity 3]:**

**The difference between platforms and their characteristics.**

*We will now analyse three very different campaigns. This will help us to see what characteristics the campaigns need to go viral, what channels the campaigners use and what kind of audience is reached using those channels. This analysis will help us to understand the work we will have to do to create an effective campaign.*

*In order to do this we will divide the participants into three groups of 8-10 people. Each group will be shown one of the adjacent campaigns.*

*Campaign 1: TV 2 | All That We Share*

*Campaign 2: United against racism*

*Campaign 3: It stops with me*

*<https://itstopswithme.humanrights.gov.au/publications/videos>*

*Once they have finished looking at all the elements that make up the campaign, we will ask them to answer the following questions:*

- *Who is responsible for the media campaign?*
- *What platforms do they use to reach your audience?*
- *Who are the target audiences?*
- *Does it make sense for such a company to create such a campaign?*
- *Do you think they have chosen the right communication channels?*

*Once you have finished answering the questions, we will share the campaigns with all participants and draw common conclusions:*

- *What is the most effective way to reach the audience?*
- *What are the most repeated elements? Why?*
- *Are there any characteristics that the other campaigns do not have?*
- *How do you get the public's attention?*

# 03 CHARACTERISTICS

## OF THE PLATFORMS. WHICH ARE THEIR MAIN CHARACTERISTICS?

**Aim of the chapter:** Learn to adapt the messages to send by different biases.

**Learnings expected:** How to use the platforms and their characteristics.

We have already seen how the platforms work and how to use them. Now, we will focus on the main features of each one, how to adapt the messages we are going to send and which are the “best” ones to send a certain type of message.

The platforms mentioned above and in general the current communication context offer us a great variety of ways to make our messages more attractive and appealing. The following are some of the main ways in which social media differs from traditional media, and indeed new opportunities that we should always keep in mind while designing social media communication:

### [Proposal activity 4]:

#### Same message by different bias

*Now that we have seen what a campaign needs to be effective and reach a wide and varied audience, let's send a message that solves the problem we pose below. We will try to make the message travel through different bias in order to reach a wider and more varied audience.*

*Sending the “same message” will help us learn how to adapt messages to different platforms and we will see in a very practical way how to send messages by different biases.*

*To carry out the activity, we will divide the participants into two groups of 12-15 people. One group will have the first problem of recruiting people for the welcome and the second group will have the problem of preventing micro-aggression<sup>1</sup> in the classroom.*

*In order for the campaign to be fully effective, we will try to use all the social networks we know and*

*think are appropriate for the task at hand. Use Whatsapp, Twitter, Instagram, Facebook, Youtube and Tik-tok to send your messages.*

*Try to adapt the message to the characteristics of the platform. Sending the message through Facebook will not be the same as sending it through Twitter. Use texts, images or videos that you think are appropriate (It can be any photograph or video that you have in your gallery that is useful for the event or if you prefer, explain what would be seen in those images or videos).*

#### First Scenario:

- You work in a refugee aid organisation. Many people are arriving on Saturday and you want to welcome them by organising an event, but you are short of participants.

This will be the message that you should send to your followers:

*“More and more families are forced to leave their families, homes and jobs in order to make a living. We want to make their journey a little more pleasant and will therefore be holding a meal on Saturday 23rd. We hope to see you there.”*

#### Second scenario

- There has been a case of discrimination at school. In class you have decided to do something to help stop discrimination in the classroom.

*“Mamadou is our classmate. He came from Senegal when he was four years old and has grown up playing with us. He is one of us. He is the one who is best at maths and despite what everyone thinks, he is not good at football. I see*

*him as just another teammate. The only thing I see differently is that he's shorter than me, he's funnier and has bigger feet, but it seems that the others don't see him the same as me. And why do you see him differently?"*

Once the messages are written, photos and videos have been created, each group will have to answer these questions:

- How did you share each of the messages? What are the characteristics of each one?
- Who is the target audience for the message you want to send? Who can see it and share it?
- What age range do you think the users of the platform you have used have?
- Do you think that the platform you have chosen is the most appropriate communication channel for the message you want to send?
- What are the characteristics of your publication? Is it a short post, a long post, does it contain images, videos or just text? Why have you decided to do it this way?
- Does the message contain links, is it linked to another news item or does it share any other platform within it?
- Which of the five posts has the best chance of going viral? Why do you think so?
- Which one do you think is the most incomplete or which one is the most likely to create the most disinformation?
- Which of the platforms is the most appropriate to achieve your goal?

### Visual communication:

Photos and videos have been used in traditional media since quite a while, but they have a special protagonism in SM. This is key due to the fact that every person is reached by thousands of images and advertisements every day, therefore catching someone's attention becomes more and more difficult.

We live in a world built within constant images and messages. In the 70's, it was estimated that the average person saw between 500 and 1,600 ads per day. As in 2020, the number has risen up to 6,10,000 per day. Due to conditioning, we don't do not recognize them as ads anymore.

### Hypertextuality:

When you read a book, the text will take you from the beginning to the end through a certain path. This is the intended linear structure.

When you navigate on the Internet, you define your path every step you take, either with your eyes or with your clicks. Marketing analysis has researched the patterns our eyes follow when accessing a website, commonly talking about the Z pattern and the F pattern (check, for instance, this paper on the subject). Without even realizing it, we go directly to certain points on the screen and read the information accordingly. We are not going to focus much on this idea, but the main idea here is that this is a non-linear structure.

Non-linear structure also happens in offline media, a magazine or a newspaper can be read from the beginning to the end, but it is structured knowing that probably you won't read it that way. But online media adds another layer of complexity, and the key idea here: intertextuality. The non-linear structure does not operate only within a single piece of info (f.e. the page of a news-piece, inside the website of a newspaper), but jumps from one to another. We may be reading an article about an event related to refugees, midway there we could click on a linked article, check what is Chíos on wikipedia, or end up watching something on Youtube.

This may sound complex, but summing up, the key aspects are the HYPERLINKS. We need to realize that our public may not go through our message in the way we assume they will, but we can make it easier for them to access the info we want them to. Always make it easy. Also, the different pieces of information that we handle should be able to work autonomously, considering the user may not read or see the others.

### Interactivity:

Compared to traditional media, the direction of it is completely revolutionary. As we have seen in the stages of the Web, it allows interaction between the emitter and the receptor, who also becomes an emitter. .

- This feedback allows us, when using social media, to react to it accordingly. If we are talking about certain concepts and we get many comments that show they have been misunderstood, we can re-focus on them and explain them more clearly.
- As users are no longer passive receptors, we should not treat them like that. If we generate an interactive experience, there must be a real intention on listening to those interactions. It is not just a new way to spread our messages.
- It also allows immediacy. For example, we can

talk to our audience in live feeds on different platforms.

One step further, SM also offers ways of not only interacting, but co-creating. Challenge structures call users to take part in the creation of the content, and work especially well when combined.



*Check your privilege - Boss Big Mama on Tik*

*Tok - BuzzFeed*

<https://youtu.be/1KSxfhtRjHE> C

# 04

## DIGITAL EDUCATION

### LEARN TO USE SOCIAL MEDIA CORRECTLY

**Aim of the chapter:** to learn how to identify false messages and true messages; understand the manipulation of information and the general context of information and misinformation in social media.

**Learnings expected:** Get familiar with the digital informational context; being able to identify fake news, image manipulations or false messages; improve critical thinking.

In this part of the training we will learn how to identify false messages and true messages. To do this, we will first carry out an activity that will show us how susceptible we can be and how exposed we are to this type of messages.

Later, once we have identified the problem, we will see where it comes from, what aggravates it and we will give some advice, which will help us to identify this type of messages and deal with them.

#### [Proposal activity 5- PART 1]: Interact with the post.

*The proposed activity aims at reflecting on the veracity of information spread out in social networks, analyzing our own behaviour when we face a post and our own stereotypes and prejudices, as well as considering and evaluating different options to answer (or not) to a post.*

*We want you to interact with this post that was made on Facebook. In addition to the photo, the post had the following with the text in italic. People who saw this publication made the following comments. We've left a space for you to comment too if you feel like it.*



*“This man is going from Rome to Milan without luggage on a high speed train with a ticket for a commuter train. When the train conductor comes up to him he pretends to be asleep. He says he*

*doesn't speak our language and has no money, but in his hands he has a Samsung S8 phone. The conductor asked him for a document but, of course, he didn't have one.*



*In this country there is a total lack of certainty about the punishment of these people that I am no longer willing to call "refugees". The man will arrive in Milan, travelling on a train costing €86, with €4. Without being able to expect a fine, why would he pay it anyway when he would pay it?"*

*Comment 1. They take advantage of our welcome!*

*Comment 2. They live above and outside the Law. No mercy should be shown to them.*

*Comment 3. Do you know that the photo can be reported, since the person has not authorised the publication of the photo and is recognisable (even if you have modified the photo by replacing it with one with the eyes partially covered by dots)?*

*Comment 4. We have had enough! The gas chambers must be reopened.*

*Comment 5.*

---

*Comment 6.*

---

*Comment 7.*

---

*Comment 8.*

---

### [Reflection of exercise 5]

*After they have finished commenting on the publication, we will try to get participants to make a brief reflection answering these 10 questions. The aim of answering this questionnaire is to sensitise participants to the issue, to learn to see the problem objectively and to question things that we often take for granted.*

1. *What was your reaction?*
2. *Did you decide to make a comment? What kind of comment?*
3. *Who is your comment addressed to? Who does it affect?*
4. *What do we know about the boy on the train?*
5. *Do stereotypes and prejudices affect your opinion?*
6. *After thinking about what you have done, would you make such a comment again or would you do it differently?*

7. *Is there any point in commenting on this type of publication?*
8. *Would it be easy for this publication to go viral? Why?*
9. *What makes people comment on the post?*
10. *What is the problem?*

As a facilitator, you can go through the comments of participants and give them some feedback. We provide you some feedbacks to animate the debate with participants:

- If it is a comment that doesn't question the veracity of the post and also promotes hate. Have you asked yourself if the information provided is true? The person who made the post was interested in doing it for some reason? Remember that social media is a space where everybody can publish news and "information" and that often that news is completely fake.
- If it is a comment that doesn't question the veracity of the post but doesn't promote hate. Anyway we are taking for granted that the person in the picture is poor for being a migrant. Pay attention to our social imagery! We often relate migration to poverty.
- If it is a comment that questions the veracity of the post. Congratulations! We don't have to take for granted everything we find on the internet and social media. Critical thinking is our best ally!

## Misinformation (fake news, infoxication, image manipulation)

Some definitions taken from Merriam Webster dictionary:

**Disinformation:** *false information, deliberately and often coverly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth*

**Misinformation:** *incorrect or misleading information*

After looking at the definition of each of the words, we see that one is the consequence of spreading false or manipulated information. In this toolkit, we will try to identify misinformation.

One of the biggest problems of giving a voice to those who do not have one, is that on certain occasions, some opportunists take advantage of them to issue certain discourses of some against certain groups, implanting fear and rejection towards other people.

This is misleading news that has been gaining momentum thanks to the immediacy of new technologies, the media and above all the use of the Internet.

Society lives immersed in a world full of information overload, which makes it very difficult to identify real information from false information.

The use of social networks has given a voice to those who did not have one, but at the same time, it has facilitated the dissemination of misleading, false or fabricated contents. This generates a circuit in which false news is replicated thousands of times in a matter of seconds.

There are many forms of **fake news**. Such as:

- Satire or parody: It is not intended to cause harm or deception.
- Misleading content: This is the misleading use of information to incriminate someone or something.
- Impostor content: This is the type of information that impersonates genuine sources.
- Fabricated content: New content that is predominantly false, specially designed to mislead and mislead.
- False link: When headlines, images or captions do not confirm the content.
- False context: When genuine content is disseminated with false contextual information.
- Manipulated content: When genuine information or images are manipulated to mislead.

As we have said before, throughout the day we receive a lot of information that comes from different sources, so it is important that we learn to evaluate this information, to question whether it is true or simply a way of attracting our attention.

This leads us to the concept of infoxication. Infoxication is the concept used colloquially to refer to the constant intoxication of information, an information overload. On one hand, we have an almost infinite amount of information available to

us. On the other hand, we are the aim of thousands of messages. No one can handle it, that is why we simplify the way we approach new info, as our attention span decreases. This also makes our brain to discard tons of info we get through the day which also makes us less aware of the large amount of false messages we receive every day.

Another example of fake news or disinformation is the **manipulation of images**. Photography has always been used to corroborate the facts and give veracity to what happened. Now, with the improvement of new technologies, photography has become one of the most used techniques.

Photography is not totally objective: when we take a photo from a particular frame or decide to change the angle, we show the reality that we want the viewer to see. By making these simple choices, we are telling a story, our version of events.

These stories, these photos can have serious consequences in society if what happened in reality is manipulated. Here is an example. In 2017, there was a terrorist attack in London. The event attracted a lot of media attention. One person took the following photograph in which a woman in a headscarf is seen crossing the street where it all happened.

They posted the picture on twitter. The photo went viral and the comments were non-stop. The xenophobic and racist comments were increasing, without even asking if the photo was taken from a particular angle, if it was manipulated or if the circumstances made the presence of the woman essential.

Later, it was discovered what the reality of the situation was. Here you have the photo, the comments and other photos that were taken from other angles.

#### **[Proposal activity 6]: Image manipulation**

*The proposed activity aims at understanding image manipulation in social media and raising awareness about the importance of being careful when watching an image and making fast conclusions and opinions.*

Invite participants to look at the first picture in this link:

London terror attacks: 'Muslim' woman on phone shamed but not white man | news.com.au – Australia's leading news site

Then ask them to try to answer to these questions:

- What can you see in this photo?
- What do you think is happening?
- What do you think when you see this image?
- What emotion does this photo generate in you?

Then to have a look at the last 3 pictures of the article and try to answer the same questions.

Trained people are ready for reflection. You can guide the reflection with the following questions:

- Do the photos convey the same things to you?
- Have you reacted in a different way?
- Why was the first picture published and not the other ones? Was there any intention by the author of the tweet?
- Do you think he had some intention to manipulate feelings and opinions?

## How to deal with these messages

When talking about technology in the field of Education, it's very common to find the concepts of "digital natives" versus "digital immigrants". The terms were popularized by the author Marc Prensky in 2001, but have been widely discussed since then. It understands technology use as a language, and the main idea is that the younger generation was born already within the technological boom, which makes them "natives" in that language. Meanwhile, older generations have learned that language as "immigrants", and even if they can become fluent, some "accent" may remain in their Internet use.

For further information on this debate:

VIDEO PBS IDEA CHANNEL ON DIGITAL NATIVES (9'34)



<https://www.youtube.com/watch?v=9WVKBAqjHiE&t=463s>

It is true that there are gaps in the use of the Internet that one must acknowledge when teaching these subjects, age gap may be a factor but sometimes the concepts may be mistaken. The set of skills that allow us to use Social Media can be considered alphabetizations or literacy, but no one is born with them and we all acquire them through learning. It is important to note that we are not talking about a single literacy, though they are commonly mistaken or understood as the same:

**Literacy:** as such, is understood as the ability to read and to write.

**Digital literacy:** applies the concept to the digital context. "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (American Library Association's digital-literacy task force).

Society tends to focus on the technical skills required to access and use technology. What Prensky called digital natives may be used to the tech, but nevertheless they still need to get the cognitive skills required for a proper use of that tech.


**Media or Informational literacy:** This concept focuses more on this second aspect. It is "a set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning" (Association of College & Research Libraries, a division of the American Library Association).

When working against discrimination on Social Media, we must have this concept present at all times.

As we had explained before, the aim of this part is to show to the participants how they could identify fake news. To go ahead with the proposal of the module, we will do an activity to see it in a practical way.

**[Proposal activity 7]:  
Learning to identify Fake News and Hate Speeches**

The following video offers 5 questions to ask ourselves when watching a piece of media. This kind of dynamic is mostly used with younger students in formal educational contexts (mostly in high-school), especially in the analysis of advertisement. It can be adapted to more adult students, and on the topic of this Tool Kit, discussing Social Media content. This set of questions can be asked beforehand. The group will see the piece of media used as an example, and then have a few minutes to think individually. Afterwards, the group can discuss their personal answers and decide a collective answer for each one of them.

 What is Media Literacy? (Explanation of the 5 questions, 3'19)  
<https://youtu.be/GlaRw5R6Da4>

Questions:

- **Who created this message?**
- **What creative techniques are used to attract my attention?**
- **How might different people understand this message differently from me?**
- **What lifestyles, values and points of view are represented in; or omitted from, this message?**
- **Why is this message being sent?**

We suggest repeating the dynamic with different examples. It can be interesting to see the different answers to the same questions in comparing a TV spot and a Social Media post from a company, or even between posts from different kinds of users on Social Media (for instance: a commercial brand, an NGO, a public figure/influencer and a regular

user). The examples can be chosen by the group or by the teacher, but here are some that may induce to interesting debates:

1. Coca Cola on Black Lives Matter (Twitter)  
<https://twitter.com/CocaCola/status/1268176865967169537>

Good example to talk about Corporate Social Responsibility (when a brand works on a social cause as a way to get a better public image, marketing strategy).

- Which is the aim?
- Raise awareness or brand image?
- Can it be both? Is it ethical?
- Does it take advantage of the BLM movement or does it support it?

**Topics: Corporate Social Responsibility**

2. Nike on Discrimination (Youtube) Nike | Equality

Another Corporate Social Responsibility example on Social Media.

- Is it coherent with the companies' practices and previous messages?
- Is the message logic or emotional?
- Does it use artistic resources to appeal emotionally? (Photography, music, the whole metaphor of the message).

**Topics: Corporate Social Responsibility, Creative/artistic techniques, emotional appealing**

3. Looking back at the day of the Fire – Greenpeace International (Facebook) <https://tinyurl.com/yxkchaab>

- Is this corporate social responsibility too?
- How do they present the data?
- Is it easy to understand?
- Appealing?

**Topics: Divulgarion, NGO communication, Infographics**

4. I no longer love blue skies (Twitter) (This may be controversial)

Michelle Obama posted on her Twitter account a picture with her family on her husband's birthday, with the caption "Happy birthday to my favorite guy. Here's to all the good days, blue skies, and new adventures to come". Many regular Twitter users answered to this tweet quoting a Pakistani kid who suffered the drone attacks under Obama's administration.

<https://twitter.com/marxistmaryan/status/1290719883613921280>

- Which was the intention of the original tweet?
- Is that working on public image or is it personal use?
- What is the intention of the answer tweet?
- If you are a public figure, do you have to get used to being criticized on the Internet?
- And if you are a regular user?

#### Topics: Public and private, negative criticism on SM

##### 5. Dulceida's sunglasses (Instagram)

Dulceida is a Spanish influencer (someone whose main economic income comes from her Social Media image and activity). In 2018, during a trip through Africa, she posted stories like the following one:

<https://tinyurl.com/yycj2br8>

- Is it raising awareness about something?
- What image does she give of the continent?
- Is their relationship horizontal?
- Is she working on her own image or is it just a regular holiday picture?
- Can you post an image of an underage on the Internet?

#### Topics: Influencers, minority representation, white savior complex

Finally, we shall not forget that besides the age gap there is an access gap, related to socioeconomic inequalities between territories or between people on the same territory. Specifically in pedagogic processes, we shall not assume that everyone has the same access to the tools or to the resources. To avoid exclusion, teachers should provide the access or explain the public resources available.

#### [Proposal activity 8]:

#### Do you remember any campaigns?

This exercise helps us to see what infoxication, disinformation and fake news is and how exposed we are to information reception. In addition to seeing it more clearly, it helps us to understand what elements the human brain takes into consideration, which will help us to determine what elements we will use in our future campaign.

Individually, each participant should write down in a blank paper the advertisements they remember they have seen today. When they have finished, they should discuss with their peers what they remember and why they think they remember this advertisement or idea and not any other.

Then, as a group, they have to discuss about:

- What is the average number?
- What different channels can they identify? (billboards, radio spots, TV, pop-ups, Youtube ads, newspapers, flyers on the street, sponsors (sport equipment))

Example of infoxication:



Advertisements in our dreams - Futurama  
futurama Advertisements in dreams.

- Is there any ad more than one person mentioned? If so, what are the characteristics of that one?
- Why do you think you remember the ones you do? As a group, make a list of this elements

It is important to note that Infocication does not relate exclusively to advertisements, but to the amount of information we get through every day. Anyhow, this context conditions the way we need to approach SM. The easier and the more attractive our messages are, the better.

This idea is exponentially more important in digital media. We may not read further than the header, especially when we are overstimulated by so many inputs. But in the case of SM, this header can also include graphic elements, catching our attention and helping us process information more easily. There are many options, emojis, images, GIFs, videos, infographics... we will focus further on them in the next chapter.



# 05 CREATIVITY

## AGAINST DISCRIMINATION AND RACISM

**Aim of the chapter:** to be aware of the active role we can play in social media to be able to fight against discrimination and racism in a creative way in social media.

**Learnings expected:** The difference between counter narrative and alternative narrative; understanding and management of different creative tools and techniques to face discrimination, racism and hate speech in social media.

After having seen all the tools that exist, how they are used and their characteristics, it is now time for us to put them into practice in order to create and launch a unique message to fight discrimination and racism.

In this part of the training we will look at different techniques to dismantle certain discourses and give more power to the messages we want to tell the world.

We will explain each of the techniques used in communication and later, we will explain how to use certain resources and tools to carry them out.

### Counter Narrative and Alternative Narratives as tools to against Discrimination

Some of the most commonly used techniques to address the almost daily hate speeches that are spreading on social media are counter-speeches or alternative narratives.

Counter narratives are constructed against something, in reaction to a hate narrative, counter argument and opposing it. Its target group are people sympathizing with the message the counter narrative is going against. An example is the case of a campaign that took place in Spain. A political group, in order to get more votes, ran a campaign comparing the amount of money received by each unaccompanied minor and that received by a retired person. The data was manipulated and the image portraying the young boy was criminal-

izing, but it managed to go viral. The counter narrative focused on an opposite message, that was “we have come to join and work”.

The data was false, but it managed to go viral. In the second picture, you can see the counter narrative that had been made by other political groups to remove veracity from the campaign and explain the reality.



Alternative narratives, instead, are new narratives which spread an alternative message of society based on interculturality and human rights and is aimed at general society. An example can be a social campaign to raise awareness about racism or a documentary about migration.

In social media counter narratives and alternative narratives can take many forms and strategies, from leaving a comment or a tweet, sharing some

news, denouncing hate speech, making a campaign, etc, always using critical thinking, without judging, insulting, or lack of respect.

One of the most common techniques used to create alternative narratives alternative-narratives is the creation of characters, heroes or stories. Storytelling is a widely used resource to tell something complicated by humanising data into stories. In this way, as well as knowing how to explain reality better, we get closer to the receiver.

**Examples:**

‘Yo no soy un virus’: la campaña contra los prejuicios sobre los ciudadanos chinos y el coronavirus

TV 2 | All That We Share- Anti-discrimination campaign showing how different are all.

Abdullah-X: ‘Road to Realisation’ Part - 1 Islamophobia - Counter narrative examples with cartoons

Mirá más allá de la frontera - Amnistía Internacional

Saydnaya Prison: Human Slaughterhouse- Amnistía Internacional

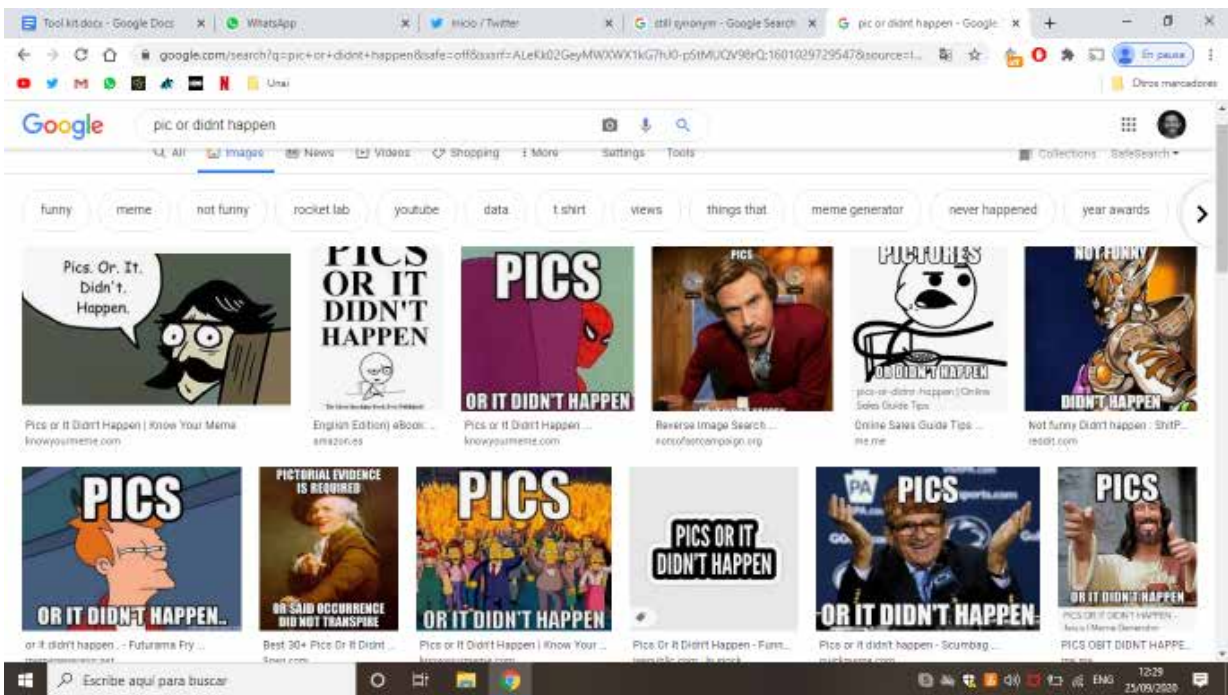
## Tools to create alternative narratives and counter narratives

We have seen the most commonly used techniques to break down hate speech, racist and discriminatory comments, but now, we need to see how or with what elements to complement them in order to make them more attractive and get the public’s attention.

To do this, we will see how to create GIFs, memes, Boomerangs and other techniques that will help us to share information in a more visual and attractive way.

### Still images

Let’s start from the basics. Even if technology has evolved into amazing fields, images are yet the main element of the web, even more in . There is an idiom used colloquially on the net that says “pic, or it didn’t happen”, that perfectly sums up the importance of images.



Even if this is used as a common joke on the Internet, it is incredibly accurate. On a daily basis, newsrooms (mainly in printed media and TV) dis-

card topics or news based on the lack of images to cover them. Even if our aim is not to get media coverage, Internet and SM users work uncon-



sciously the same way, they may not even pay attention to what we say if it lacks images.

In order for the audience to pay attention to our publications, it is very important that the posts contain images, gifs or animations. For this reason, it is important that we take the time to take pictures of our meetings and gatherings, so that we can share them later with the information we want to highlight. It is also important to keep in mind that the less static and more imaginative the photos are, the more audience they will attract. Therefore, we will try to be as creative as we can to get their attention and keep it until the end.

But what about the situations when we have no pictures at all? There are free databases of copyleft pictures that can be really helpful to illustrate our posts, for example [www.unsplash.com](http://www.unsplash.com). Using these kinds of image databases requires practice in thinking abstractly about what kind of keywords we should use. It gets easier with practice, but at first we may not find anything because of a narrow perspective. For instance, in NGO projects it is common to work on general ideas like cooperation or participation, that can be illustrated with symbolic images like two hands interacting.

### **[Proposal activity 9]: Image creation**

*Here you have a series of situations that you need to illustrate using, "Unsplash". Participants will have 10-15 minutes to look for images individually. Then per each situation the group will show the image they found and compare them, deciding which one would be more effective.*

- *An image for the poster of a speech that will take place at your university, dealing with migrations.*
- *Illustrate the activities that you are advertising cooperative games for children of your neighbourhood.*
- *You need 3 different images for a campaign on Instagram to generate awareness on race based discrimination. There should be a cohesion or aesthetical coherence between the pictures. (You can use 3 different pictures and apply the*

*same treatment. f.e. "All of them will be in sepia with a white stripe", or images with a thematic connection, 3 sections (zoom ins) of the same picture... feel free about it).*

- *You are going to upload the video of a seminar about hate speech. You need an image thumbnail (the cover) for the video.*
- *You need to illustrate an upcoming demonstration for World Refugee Day.*

*It is not mandatory to use Unsplash, you can also use other websites but keep this in mind:*

- *The quality of the images. A 120x240 sized picture won't be very useful. For example, try to get high quality images.*
- *The ability to use them freely. You may be used to Google Images, but many pictures are copyrighted. All of the images must be copyleft.*

When we say still images (as in pictures that do not move), we are not exclusively talking about standard pictures. Here are some other still images that may be key in our strategy:

Illustrations: Regular pictures are limited to reality, as long as they are not modified artificially. Illustrations instead can be a powerful tool to explain visual metaphors, more appealing to explain complex concepts.

An example of that can be found here. The artist, Juan Aizpitarte was asked to think about a creative way of expressing Amnesty International's campaign for the case of Hakamada Iwao, a prisoner condemned to death penalty in an unfair trial in Japan.

[https://www.es.amnesty.org/arte/sansebastian/aizpitarte\\_hakamada.htm](https://www.es.amnesty.org/arte/sansebastian/aizpitarte_hakamada.htm)

That was the main idea behind the campaign "Art Speaks Louder Than Words" by Anna Goodson, an important illustration agency. Different artists used their work to protest against state-sponsored homophobia in Russia.

<https://annagoodson.wordpress.com/2013/11/27/art-speaks-louder-than-words/>

Take a few minutes to check the whole gallery of Anna Goodson agency (there are different artists in there <https://www.agoodson.com/illustration/>), but remember to always ask for permission to use images and give them credit. If there is a budget for your campaign, ask yourself if a powerful illustration could be useful and consider asking an artist to create something to illustrate your idea. There is a lot of work behind this, so do not take it for granted

Here you check another illustrator's work, the basque artist Gorka Olmo:

<https://gorkaolmodotcom.wordpress.com/>

Infographics: Most social media campaigns tend to take an emotional approach on subjects to make an impression, which is fair. But some other times, we may want to use a logical approach, facts. In using data, big numbers may not be understood if they are not contextualized properly, and the meaning behind can be lost when information is given textually or numerically. For those occasions, infographics are what you need.

Here is an example of different kind of graphics on a single subject:

<https://www.shantisparrow.com/greenpeace-infographics>

This tool may be used not only to visualize numeric data, like the typical cake graphic. Here is another example, also by Greenpeace, but in this case to explain an idea:

<https://www.greenpeace.org/canada/en/story/23761/infographic-what-is-the-green-new-deal/>

You can create basic graphics with the programs included in Office or similar alternatives (OpenOffice, Apache...), but you also have websites like [www.canva.com](http://www.canva.com) where you can create more visually appealing items.

### **[Proposal activity 10]: Getting to know Canvas**

*As a way to get practice with the Canvas website, here is a little task.*

*Individually, participants have to choose a topic from Pew Research's discrimination and prejudice section.*

*<https://www.pewresearch.org/topics/discrimination-and-prejudice/>*

*Keeping in mind that they will be used in a SM campaign on the topic, they will have to create three different graphics using Canvas.*

*They cannot be the same kind of graphic.*

*Then, they will show them to the rest of the group, and discuss how they will use them in SM answering these 5 questions:*

1. *Who created this message?*
2. *What creative techniques are used to attract my attention?*
3. *How might different people understand this message differently from me?*
4. *What lifestyles, values and points of view are represented in; or omitted from, this message?*
5. *Why is this message being sent?*

### **MEMES:**

There is a dissonance when a brand, a political party, an NGO or a public figure try to generate a meme with an objective. It can be done, but it has to follow the language, codes and self-referential logics of the common use on the net. When this does not happen, the dissonance happens, when the user perceives the message as something artificial, as someone pretending to be someone else. Actually, there is a common meme to express this feeling, the one where Mr. Burns from the Simpsons pretends to be young and cool:



We can use this example to explain the self-referential aspect of the memes. At some point, someone was the first one to express this feeling of awkwardness with this image. The image was understandable, references an external media, but has a different meaning within the context where it is used. It could have some text on it, but in this case there is no need to. Afterwards, it can be used as an answer to those times a company or organization doesn't succeed when trying to sound young or cool. At some point, there is no need for knowing the original element (The Simpsons), because people will understand the reference's meaning exclusively based on the use it has had on the Internet.

Here is a brief history of modern memes.

<https://youtu.be/hJLalZYgdo>

We can see that there have been changes in the trends and in the elements used, but most of them follow the same rules:

- They are funny or sarcastic.
- They are a graphic way to express a common reaction or idea, more or less universal.
- They are adaptable to other situations (either the actual meme or the structure).
- They gain a meaning from the Internet use and the context, sometimes completely detached from the meaning of the image in the original media.

Buzzfeed has a series of videos called "I accidentally became a meme" that can be interesting for someone who is not familiar with Internet humor:

<https://youtu.be/rbyXWZVx5Hc>

### **[Proposal activity 11]: Schrödinger's meme**

*One common format of meme is to take common arguments overheard in society and evidence the absurdity of them, mostly when they are based on prejudices and discrimination. The main idea is to take two common statements that are contradictory with each other, for example:*

- *Immigrants are lazy and want to benefit from social helps*
- *Immigrants are dangerous because they will steal your job.*

*Both statements cannot take place at the same time, that is why they are called Schrödinger's statements, based on the famous cat which is dead and alive at the same time.*



*Based on this idea, this is a similar blank format. Sometimes the superhero represents a person or a company (the one being criticized), exposing two contradictory options. For example, a big supermarket corporation could be the superhero, and the options could be "Pretend to care about environmental issues" and "keep saving money by using plastic materials". How would you use this blank meme? Fill it in and share it with the group.*

### **Moving images:**

GIFs: The format .gif is a graphic format commonly used because of its compression system, but mostly known for the capability of reproducing animated loops without sound. It was one of the early characteristics of the Web 1.0, but it has grown into one key element of digital communication. Most SN (Facebook, Twitter...) and communication platforms (Whatsapp, iMessage, Telegram...) include the option to use animated GIFs. The tendency is to include GIF options into smartphone's keyboards the same way we can use emojis or stickers.

### **[Proposal activity 12]: Reading on the importance of GIFs**

*To know further into the importance of GIFs in digital communication, here are a couple of reading suggestions.*

*The surging popularity of GIFs in Digital Culture,*  
by Richard Yao

<https://medium.com/ipg-media-lab/the-enduring-popularity-of-gifs-in-digital-culture-54763d7754aa>

Note: Google's acquisition of Tenor is not the focus of this activity.

Questions to discuss as a group after reading individually.

- Why are GIFs popular?
- What are they mostly used for?
- What are the advantages of GIFs compared to other formats?
- What is the relation between GIFs and memes?
- We saw the "Young Mr. Burns" effect when talking about memes. What ideas do you take from this text about that? Which are the suggestions for brands\*?

Note: The text is aimed to commercial brands, but we can use it as well as NGOs or other kinds of organizations using SM.

Not directly related to the text:

- Can a GIF be offensive? Think of examples
- Do we consider if a GIF stands for prejudices or discriminatory attitudes before using it?
- Can it be used against discrimination?

GIFs are built as a sequence of different still images (that's the basics behind video as well). Therefore, we can take two different approaches when we want to create a GIF.

### Based on still pictures

We can choose different pictures and generate an animated GIF based on them.

What kind of pictures?

#### A) Stop motion

Stop motion is a technique in which objects (or people) are manipulated to generate the perception of motion by taking different still pictures and putting them together.

Check this example: [https://youtu.be/2\\_HXUh-ShhmY](https://youtu.be/2_HXUh-ShhmY)

This video has been done exclusively using still photographs, not recording video. Without being so ambitious, we can generate the same effect in a gif.

In some smartphones, you can choose multiple pictures from your gallery and find an option to generate a gif based on them (for most androids, choose the pictures and then look at the options on your upper right). If you do not find this option or want to do it on a computer, you can do the same thing in this website: [www.Gifmaker.me](http://www.Gifmaker.me)

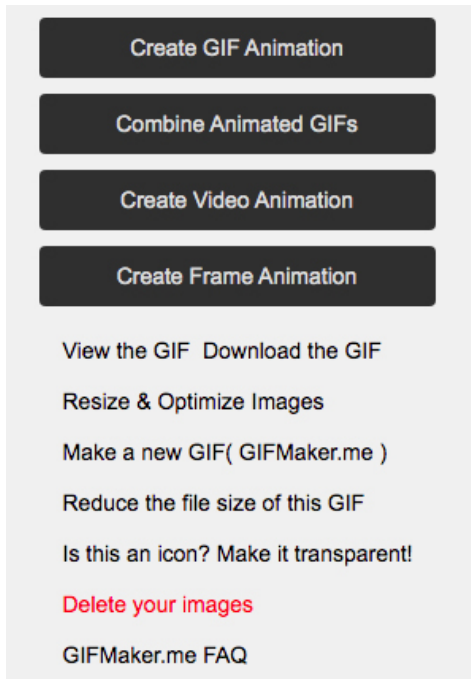
This is an example of a gif made like that. 16 different pictures were taken and uploaded to Gif-maker to generate this gif.

After arranging them in order (by dragging the images), we use the Control Panel to select the speed and the size we want, we click on Create GIF Animation and then we can either view the GIF or download it.

3 PICS on a row: Create GIF Animation; Control Panel;; Keyboard with Hello! Postit

We can be creative about it. We can take pictures of objects and animate them (toys like lego, office material...), we can draw different elements on a blank page and generate an animation based on them, we can do it by taking pictures of people, use two different posters on the same subject and make them a gif... possibilities are endless.

Here you have a typical example. Let's fly!



**[Proposal activity 13]:**  
**Let's fly!**

*One person needs to stand at an initial point.  
You need to take a picture of them jumping in that position.*

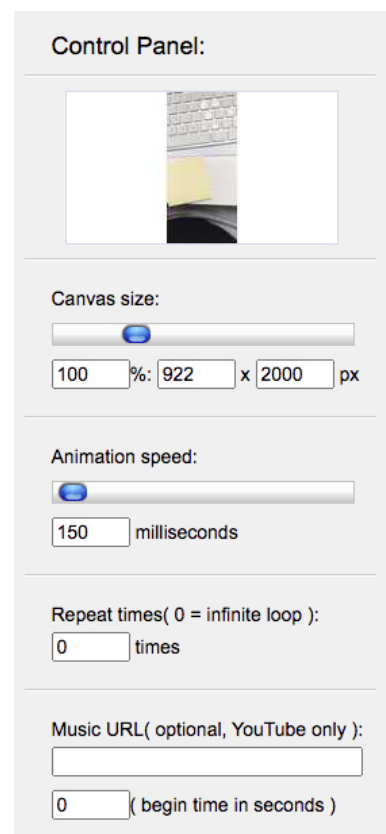
*Then the person will take a step, and jump again.  
You will take a picture of them on the air again,  
now in a different place.*

*By repeating the process, you will have enough  
pictures to make it seem like they are flying.  
Once you have all the pictures, upload them to  
gifmaker.me and generate a gif.*

*Note: if you have problems catching someone on  
the air, you can do the same thing without jump-  
ing. Just take pictures of someone standing still in  
a place, and then the rest of the pictures in differ-  
ent places. It will generate the illusion of them  
moving magically.*

*Be imaginative! Can you think of some other simi-  
lar effect to recreate on a gif?*

**B) Animated texts (By using Giphy)**



Maybe we just want to generate a regular text but make it more appealing. In this case, websites like Giphy offer simple solutions to generate gifs.

We just need to upload a base picture and we can add a text, animate it, add stickers, draw on it.





Try to explore the different options Giphy offers.

### C) Using two still pictures to generate a dynamic effect

If you have two versions of the same poster, you can combine them as a gif and make it more dynamic. For example, check this gif that SOS Racismo used to advertise our Mentoring programs on Twitter, it was also spread on WhatsApp.

<https://twitter.com/i/status/1305452311486050304>

### Based on a video

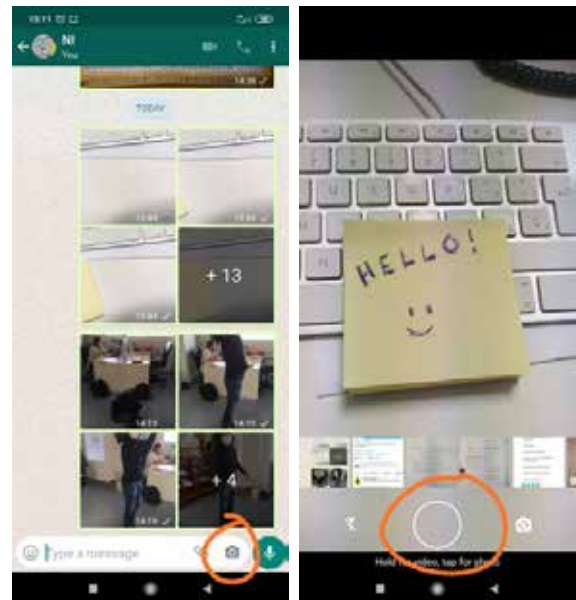
You can do the same process explained before but in this case using video. Both Giphy and Gif-maker accept videos to generate gifs, instead of uploading the pictures you can upload a video or the URL of a video on the Internet (f.e.: copying it from Youtube).

But we will see a faster way of making them on our cellphones, it's pretty simple.

### A) On Whatsapp:

1. We go to a WhatsApp chat and select the camera
2. We keep pressed the recording button to film a short video

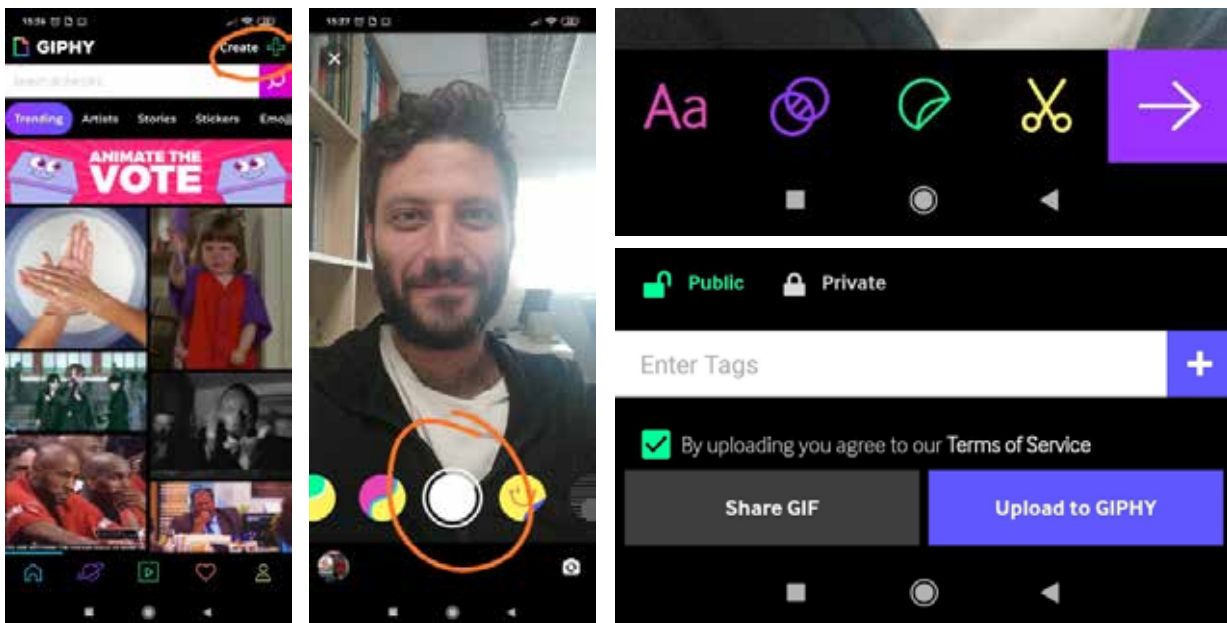
3. We choose the gif option
4. And it's done! We can adjust the section of the video we want on the top bar, and add a text or some stickers. (If the video is too long, you must choose a shorter fragment to generate the gif).



This is the fastest way if you want to use the GIF directly on Whatsapp, and it allows you to share it on other platforms. Anyhow, technically it will save it as a video file, and it may give you problems depending on where you want to use it.

### B.) On Giphy:

The Giphy app also allows you to record directly on it and save it as a gif. This is especially useful because you can save it on your Giphy account (it's free) and then access it on the computer. The



steps are almost the same:

1. Click on create
2. Press the recording button holded (you can add some elements)
3. You can add text, stickers or other elements with the bottom bar
4. Once it's done, click on the purple arrow
5. You can upload it to Giphy either as public or as private, and access it on your computer by logging in.

And voilà:

You have different options once it's saved.

- You can get the link to the gif
- Share it on media (if you click here, you can download it as a gif or as other formats)
- Get the embed code (this is a HTML code that you can copy paste in a web)

### C). Create loops using Boomerang

Boomerang is an app owned by Instagram that allows us to create animated loops. Recording short videos, the app changes the speed of the animation and creates a dynamic effect by playing it forwards and backwards. It is designed to use it directly on Instagram stories, but since it is now owned by Facebook, you can also share it directly on there. Anyways, by clicking on the Share button you also get the other SM platforms. If you



save the Boomerang, it will be saved as a short video (5 secs), and using the websites mentioned above (for instance, Gifmaker.me, you can create a gif based on that video). Remember, you will have to choose “Video to gif”, upload the saved Boomerang and generate the gif by clicking on “Convert now”. After that, you will have to download it by clicking on “Download”.



#### **[Proposal activity 14]: Animated invitation**

*We have learned different ways of creating gifs. Let's put that learning into practice. If the workshop is done offline, get in 3 people groups for this activity. If it is online, it can also be done individually.*

*An NGO that works against discrimination asks you for help on one of their activities. They have organized a group lunch with refugees who live in your city. Each one of them will bring food from their original country. The NGO wants to announce on their SM the event, inviting local people to come to the lunch, and want some gifs to make the invitation more appealing.*

*Create 3 different gifs using the tools you have learned. Feel free to explore and create, but try different options.*

*Once the gifs are created, each group will share them with the rest of the participants and explain the process behind them.*

#### **Videos:**

Youtube was created in 2005, and in 2006 was bought by Google. Since then, it's presence has spread throughout the Internet. We won't go deep into Video, as there is a specific Toolkit based on Participatory Video:

(<https://docs.google.com/document/d/1arGIngzr5mToRRXKiDXzTTPu9EYq-zor/edit>), but let's have a moment to reflect on the importance of video as part of the digital language.

*Reading: 10 Trends in Digital Marketing 2020: #4: Video is no longer an option*  
<https://digitalmarketinginstitute.com/blog/10-trends-in-digital-marketing-in-2020>

Once again, this post is aimed at digital marketing from a commercial perspective, and it is vital to note that social movements and NGOs should not work on the same logic. That being said, Digital Marketing researches give us a view at the playfield we face when trying to spread a message on social media, and can still be useful. As the article mentions, there is a tendency towards adapting text content to video content, and we should consider this as an option. This does not mean that text based contents will disappear, some information requires to be read without being in a rush. But videos can serve as:

- Divulagation. We can adapt information that is difficult to understand or too dense (for example, the document of a research an organization has done) into easier or understandable. One does not substitute the other, they are complementary, and you can use the video to appeal to potential new public, that if interested will go read the full document.

Let's see an example of this idea.

#### **[Proposal activity 15]: Understanding through video**

*Video: Lagunartean: Emakume Guatelandarrak Bizkaian*  
[https://youtu.be/rjgZII\\_0RyU](https://youtu.be/rjgZII_0RyU)

*This NGO has published the results of a research on women coming from Guatemala in the basque region of Bizkaia. The video sums up the main idea, and uses animated illustrations to explain the general ideas.*

*We have chosen the basque version of the video on purpose, assuming you cannot speak basque.*

- Did you understand the general idea explained in the video?
- If so, it won't be based on what is being said. Which elements made you understand?

Here is the Spanish version of the same video. Try to watch it again, but this time with English (auto-translated) subtitles enabled.

Video: *Entre amigos: Mujeres Guatemaltecas en Bizkaia*

[https://www.youtube.com/watch?v=JQ1J7KzqW\\_s&ab\\_channel=Entreamigos-LagunArtean](https://www.youtube.com/watch?v=JQ1J7KzqW_s&ab_channel=Entreamigos-LagunArtean)

- Can you identify any other element of the video that helped understanding the message?
- Would you be interested in reading the document?
- What feeling do you get from the NGO? Is it likeable? If so, what made you think so?

Animated illustrations are a valuable tool, but we may not be able to create them or to pay for them. Probably, soon enough we will have easy-to-use tools to generate animations like this one, but meanwhile let's check other options.

Canva: [https://www.canva.com/design/DAEJRkng1qQ/8Zrje8n\\_kTdA-ichWOfbug/watch?utm\\_content=DAEJRkng1qQ&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAEJRkng1qQ/8Zrje8n_kTdA-ichWOfbug/watch?utm_content=DAEJRkng1qQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Live videos:

15 years ago, streaming live video content online seemed something only big corporations could do. Nowadays, anyone with a smartphone can talk live to thousands of people all over the world. Youtube, Instagram, Facebook, Tik Tok, Twitter... all of them offer easy options to stream live video. Many people tend to assume that live streams are either something only teenagers do, or something that only makes sense in the case of celebrities and public figures. But the presence of live streams has increased in social movements and NGOs, especially since the COVID. We can talk directly to our audience, have live feedback, answer questions of the viewers, have a live interview (two people in different places can go live

together pretty easily), show live something that is happening (one of our activities, a demonstration, a lecture...). Can you think of different situations where a live stream could be useful?

Reading: 8 Ways How NGOs Can Use Facebook Live For Fundraising and Awareness  
<https://medium.com/@forencisresearch/8-ways-how-ngos-can-use-facebook-live-for-fundraising-and-awareness-5ccdf9c3c265>

## Pills:

Pill is a word used in the digital context to refer to a small piece of media, usually part of a bigger campaign. Video pills are short length videos, such as 20 seconds or so, depending on the needs. NGOs tend to include videos on their projects, but often they are not adapted to the current digital context. For instance, it is common to find very long videos, way longer than the average time users stay tuned watching a video:

Reading: Video Brewery; (Just the section "4 Big Numbers About User Engagement with Video Content")

<https://www.videobrewery.com/blog/18-video-marketing-statistics/#:~:text=While%20desktop%20viewers%20tend%20to,for%20just%20over%204%20minutes.>

Imagine that you are explaining online the Universal Declaration of Human Rights for September 10h (Human Rights Day). You could have a 6minutes long video, but it will be way more effective to have 20 second short pieces, one per article. This also helps maintain a narrative for a longer time, you could upload one per day for a couple of weeks, generating a more engaging conversation with your audience. It is important to center your video pill on a single idea rather than squeezing in too much info, and try to make it as attractive to the eye as possible.

Video pills work especially well in Instagram, while they are useful too in Facebook and Twitter.

## Augmented reality:

Even if the name of AR (Augmented reality) sounds like science fiction, it is way more inte-

grated in our daily lives than what you may think. AR is the experience that interacts with both real world elements, and others computer-generated. Two of the more known examples are the app of the furniture shop IKEA, that allows you to see on your camera how their products would look in your house, or the game Pokemon Go!, where you can catch Pokemons that appear on your camera as if they were there in real life.

AR is being used on social media campaigns mostly through filters. Apps like Instagram, Snapchat, Facebook or Tik Tok have a set of filters that you can apply when taking a picture. If it's hard for you to picture what AR filters are, imagine that when taking a selfie you can add digital sunglasses to your face, and take pictures or videos as if you were wearing them. Now imagine that, instead of it being sunglasses, it was the motto of your campaign on your cheek (for example, "I voted"). This resource is especially good for users to spread your campaign through their personal SM accounts, as long as the AR that you offer is appealing enough.

We won't go further into how to make an AR filter because it is not as user-level as the other tools that we have included in this Toolkit, but here's a tutorial if you are interested in this topic:

<https://blog.hootsuite.com/instagram-ar-filters/>

### **Audios:**

Even if digital communication is getting more and more visual, there is an exception: podcasts. Digital transformation has changed our video consuming habits, and we get more used to VoD (Video on demand) and streaming platforms that allow us to watch the content that we choose whenever we want. Same thing has happened with audio content. Podcasts are digital audio files available on the Internet for downloading to a de-

vice, usually as part of a series. Users can subscribe to a podcast and get a new episode periodically.

One key element of the success of podcasting is that, on a technical level, it's moderately easy to create a podcast. Most of them are created by general users, who are interested in a specific topic and reach a niche target group of audience. Imagine that you are really into gardening. You could create a weekly podcast with gardening suggestions, curious information about flowers, interviews with experts and so on. There are podcast hosting platforms for free, and you can also upload them to platforms like Spotify or iTunes.

### **[Proposal activity 16]: Re-campaign**

*Now that we have looked at counter-narrative techniques, alternative narratives and tools to make campaigns more engaging and visual, we want you to look back and create new posts (individually) for the one of the two situations we have proposed in section 3 (recruiting people to participate in the welcome and breaking down stereotypes and hate speech in the classroom).*

*Just like the first time, you don't need to create real publications, it is enough to create posts on paper and explain what content each one would have and explain through which social network you would share it and why.*

*When everyone has finished, we will answer the following questions as a group:*

- What has changed?
- Have you created the same type of post?
- What technique did you use to get people's attention?
- Do you think it would reach more people now?

# 06 DESIGN A COMMUNICATION CAMPAIGN

**Aim of the chapter:** Be able to create an anti discrimination social media campaign.

Learnings expected: Competence of analysis of different types of campaigns; use of Storytelling; understanding and use of the steps of the campaign.

## Three types of campaigns

We reached the end of the workshop. So far, we have been able to see what is behind the social networks, how each one is used, what elements are usually shared through them, their characteristics and some of the most used techniques and tools to create campaigns. After all this progressive learning it is time to create our own campaign.

As explained in the report “This is Hate”, one of the main tools used by organisations to prevent hate and its manifestations is to create different types of communication campaigns. They explain that there are three types of campaigns:

1. **Awareness-raising campaigns:** they aim to raise public awareness of the problem of hate crime and hate speech.  
Examples:
  1. **Esto es racismo** . The hashtag to use in the networks #thisisracism aims to make visible to society what color people suffer.
  2. **El Tatuaje que más duele:**  
<https://www.sensibilizaciongitanos.org/eltatuajequemasduele/>
  3. **Voice of Racism.** The aim of the campaign: to put ourselves in the shoes of someone who experiences from racism.  
<https://voiceofracism.co.nz/>
  4. **The Racist Keyboard** The Racist Keyboard. Racism = No Harmony The purpose of this campaign is to demonstrate the effects of racism and to break down the racial prejudices created, but above all to show the new generations that violence cannot continue to be promoted.

2. **Affirmative campaigns:** they aim to present minorities in a positive way to the general public in order to prevent discriminatory behaviour.

Some examples of this type of campaigns are:

1. **The only colour that matters:** The only colour that matters | Cercle Bruges, Kappa || Ads Store
2. **Your real ADN Who are you?** The campaign aims to show that no one is who they think they are, that we are all from here and there and that no one is better than anyone else because they were born in a particular place, belong to a particular ethnicity or have a particular skin colour. Tú verdadero ADN/ ¿Quién eres realmente? (COSAS INCREIBLES)

3. **Restrictive campaigns:** They aim to collect information about hate activities in the offline or online spheres in order to take action to restrict them.

1. **Stop the Spread of Racism.** Using the message “Stop the Spread” they try to stop the racist attacks on the Asian community. Stop the Spread of Racism
2. **Racism Is No Joke, Welcome Home.** This campaign aims to raise awareness of the dangers of racism. OCASI - Racism Is No Joke on Vimeo

## Storytelling as a tool to create your own campaign

Now that we have already seen different techniques against discriminatory and racist discourses, we will learn the art of storytelling to make it

an effective and attractive campaign to keep the attention of the public and communicate our message.

The aim of the storytelling is creating an engaging narrative that relates different events, with a moral at the end. With this technique we will captivate a wider audience, get more views and/or plays in our SM, but above all, we will get people who listen, watch or read it. In brief, the aim is to connect emotionally with each other through a story.

The use of this technique has become very popular in advertising due to its great impact and reach.

For the technique to be fully effective, we need:

#### **1. Create an attractive message:**

Storytelling is constructed from two parts: the story and the message. One has to complement the other so that they work together to achieve the goal of capturing the audience's attention.

In order to build it we have to start by asking ourselves: what message do we want to communicate?

#### **2. Create a context, an environment:**

All stories need to have a context so that the person to whom the message is delivered creates his or her own movie. To do this we will have to think about the setting, the attire, the decorations, etc. Everything that describes the moment in which the action takes place.

#### **3. Think about the characters, the protagonists.**

Every story needs a character, as this is the one who will lead us to the heart of the story. We need to define it well, so that the viewer understands the story correctly.

#### **4. Conflict, action.**

Conflict is the main factor that causes interest in the audience. In this way, it can be defined as the challenge that arises to motivate the character to go through the whole journey.

The conflict has to be complex enough to arouse interest and for the character to evolve.

We already have the most important elements to build a storytelling, now we have to be clear about its structure. To build an effective storytelling, it needs to be composed of a very simple structure: an introduction, a development and a conclusion.

The objective is to lead our followers from the problem to its solution. It is important to provide a solution to the problem in order to generate learning and a feeling of having achieved something by visualising or reading our content.

To make the story more engaging we can use interactivity. This way, in addition to arousing interest, it also generates engagement.

In order to achieve this, it is necessary to know which platforms to use, how to link to each other through hyperlinks, how to narrate the steps to follow correctly and how to connect the stories together, forming a network with the global content.

In short, these are the ten steps to take into account when creating storytelling.

#### **10 steps for a campaign design**

1. Define the problem
2. Narrow down the goal
3. Define the solution
4. Who is the public?
5. Reasoning. Which platforms do they use? Which is the more effective way to communicate the message?
6. Context. Where and when happens and who is the protagonist?
7. Actions happen. What happens? Which is the problem?
8. Explanations of terms, key, moments and resources to solve it
9. Execution of the plan. How will we solve it?
10. Evaluation of the execution. Which is the moral?

To better understand how to carry out a campaign, we are going to analyse a campaign that was carried out for the educational programme Bizilagunak. The campaign we will analyse is the 2019s campaign, which uses storytelling to tell how the programme works.

For the campaign, in addition to the video that we will analyse, were also produced: posters, information leaflets, stories and posts. Everything with the aim of reminding people when it would be held and inviting them to take part.

A brief explanation of the educational programme: "Bizilagunak" is a programme that helps two families of different origins to come together, get to

know each other and break with all the stereotypes and prejudices that exist towards this group. It is a campaign that takes place in the first Sunday month of November and is repeated every year, to fight against discrimination, xenophobia and racism.

"Aromas del patio" - PROMO BIZILAGUNAK 2019

10 steps	Example of the campaign Bizilagunak
<b>1. Define the problem</b>	There are cases of discrimination and racism due to lack of knowledge of the migrant collective and the lack of interaction.
<b>2. Define the solution</b>	If we get to know the collective better, that perspective will change, it will break with our prejudices and that will mean that there will be no discrimination.
<b>3. Narrow down the goal</b>	Two families who want to get to know each other better: learning about each other's habits, culture, etc.
<b>4. Who is the public?</b>	Potential participants: migrant families who want to integrate and native families who want to get to know other cultures better.
<b>5. Reasoning. Which platforms do they use? Which is the more effective way to communicate the message?</b>	Both groups use social networks, but the platforms may change depending on the age of the potential participants. Among the most used: <ul style="list-style-type: none"> <li>- Instagram (the younger age group)</li> <li>- Facebook (a more adult group)</li> <li>- Twitter (those looking for information)</li> </ul> On all three platforms, video can be used to convey information. So we will try to carry out a video campaign because of its characteristics that make it easy to connect with the viewer: an entertaining format that does not require too much concentration and that, through the storytelling technique, makes a problem evolve to finally find its solution, which keeps the viewer attentive.
<b>6. Context. Where and when happens and who is the protagonist?</b>	Neighbours are spying on their migrant neighbours out of curiosity about their culture. The protagonists are: the autochthonous neighbours and the migrant family.
<b>7. Actions happen. What happens? Which is the problem?</b>	The autochthonous neighbours who spy on the other family to find out what ingredients they use in their cooking. The neighbours are discovered on several occasions but do not have the courage to ask them directly.
<b>8. Explanations of terms, key moments and resources to solve it</b>	They are discovered on several occasions and intentions are perceived. The solution for all of them is to talk calmly and get to know each other better. But how can they do this? By having a meal.
<b>9. Execution of the plan. How will we solve it?</b>	The autochthonous neighbours do not dare to knock on his door, so finally, it is the migrant neighbour who invites them to eat at his house. In this way, they can get to know each other better, break down prejudices and ask all the questions that worry them. The meal brings the two cultures closer together and makes them get to know each other better.
<b>10. Evaluation of the execution. Which is the moral?</b>	The moral of the story is that we have to get rid of our fears, take the step and get to know our neighbours better.



# 07 ACTIVE AND POSITIVE ROLES IN SOCIAL MEDIA

**Aim of the chapter:** Be able to understand the different roles we can play and actions we can take on social media to face discrimination, racism and hate speech.

**Learnings expected:** skills and tips to fight against hate speech and racism both as a message sender and as a message receiver.

In your daily life there are many things that people can do to face racism, discrimination and hate speech on social media. We are trying to summarize in this last chapter what we have been learning throughout this toolkit giving some more tips.

#### As a message/post sender:

- Think about the veracity of the information you are writing or sharing
- Connect with your feelings. Do you have any interest due to your prejudices, stereotypes and bias?
- Be empathic. Think about what the person that is the object or the information could feel reading that.
- Take care of the language you use.
- Spread positive and alternative messages about diversity.

#### As a message receiver:

- Use critical thinking to detect fake news and information manipulation.
- Don't click "like" to hate comments.
- React to hate comments/posts/news. The most used social media offer tools to report racist, discriminatory discourses and hate speech and to denounce profiles or comments.

**Twitter:** it is possible to denounce a comment or a user for addressing hate because of a

race, religion, sexual orientation or gender".  
Twitter's policy on hateful conduct | Twitter Help

**Facebook:** it is possible to report a comment or profile for directing "hatred towards a particular race, religion, sexual orientation or gender". Facebook users can report all types of content - profiles, posts, images, videos, pages, groups, events, etc. - for constituting hate speech. Report something | Facebook Help Centre

**YouTube:** It allows you to report videos, comments, channels, etc. <https://support.google.com/youtube/answer/2802027?hl=en&co=GENIE.Platform%3DAndroid>

**Instagram:** It allows you to report pictures, videos, comments or profiles. [https://help.instagram.com/help/instagram/372161259539444/?locale=en\\_GB](https://help.instagram.com/help/instagram/372161259539444/?locale=en_GB)

- React to hate messages through counter narrative.

Social media is a dangerous space for the spread of hate speech, discrimination and racism, but, at the same time, **each person can play an active and positive role** to face them, from reacting against them to sharing alternative and positive messages through counter narrative or alternative narrative.

## PARTNER



SOS Racismo Gipuzkoa/ Gipuzkoako SOS Arrazakeria was founded in 1993 to fight all forms of discrimination and segregation based on skin colour, ethnicity or cultural background. When this discrimination is on an individual, group or institutional level we demand tolerance, respect and understanding with equal rights for all. We see cultural diversity in a positive light and support all kinds of cultural exchanges and practices that encourage contact between the local population, immigrants and minority groups. Sos Racismo focuses its work on raising awareness in society about the reality of migrants and about structural racism and multiple forms of discrimination. To this end, it carries out different actions: it advises immigrants on their rights, denounces all forms of racism and discrimination from an intersectional point of view, promotes intercultural relations to end prejudices and help build an inclusive society, and carries out different trainings to raise awareness and educate society.

<http://www.mugak.eu/>



Giolli Cooperativa Sociale is active in national and international projects, working with different target groups, mostly young or marginalized groups, using Theatre of the Oppressed (T.O.) as the primary method to explore their daily experience and social problems, and to facilitate processes of change in the frame of Paulo Freire's pedagogy, Community Development Approach, and active Non-Violence. Giolli provides T.O. interventions and training for operators in social services and projects in different fields (anti-racism, drug-addiction, social disease, psychiatry, education, prevention, etc.) that involve people of all ages and conditions. Giolli creates performances about different issues by using mainly the interactive technique of Forum-Theatre, attends Festival and Conferences and collaborates with similar entities in Italy and abroad. Moreover, Giolli carries out several projects to prevent discrimination, in particular discrimination against migrants, communities of foreign nationals and LGBTQI+ communities. Giolli's approach is participative, horizontal and creative.

<https://www.giollicoop.it/>



Artemisszió was founded in 1998 as a charitable foundation based in Budapest, Hungary. We believe in an open, tolerant society, where disadvantaged people are given opportunities and interculturality is valued. We work towards these goals in our home country and abroad as well. We believe that in this current globalised world, the understanding of deeply varied societies is a necessary skill. This is the way forward. Our group has extended its work into two specialized directions: Mira, the intercultural community of Artemisszió Foundation; and Artemisszió Competency Center focusing on self-discovery and skill development training. <http://www.artemisszio.hu/>



KULTURHAUS BROTFABRIK is a cultural centre situated within a former bread factory in a very lively and colourful district of Vienna. Embedded between studios and galleries, the Kulturhaus reaches out to the residents of the surrounding neighbourhood, which is characterized by social housing and a diverse population but little space for encounters. The Kulturhaus engages with the district through artistic projects and offers the neighbourhood opportunities to get into touch with each other and create something new. It aims at building bridges between the different communities with the help of art and culture. Besides the former factory building Kulturhaus runs another venue at a market nearby: The market stall Stand 129 is used for showings, exhibitions and other events. Kulturhaus Brotfabrik is run by the non-profit organization "Caritas der Erzdiözese Wien - Hilfe in Not".

<http://www.kulturhaus-brotfabrik.at/>



## ABOUT THE PROJECT

Anti racism work becomes more relevant in the face of populist tendencies in many European countries. In the polarized political debate, it is important to broaden the spectrum of anti racism work in order to increase the sensibility for this issue in society. We believe that anti discrimination work must be a central issue in adult education across all sectors.

We understand anti-discrimination as the raising awareness, objection to, and fighting against discrimination on a societal level. Our working definition of discrimination doesn't just mean the unequal treatment of people but is based on the construction of groups based on differences in socially relevant categories like gender, sexuality, race, ethnicity, religion, age etc. as supposedly intrinsically different from each other. These differences are used as reasoning and legitimation of unequal treatment of entire groups of people resulting in social inequality. Power and power inequality are inscribed into discriminatory actions, structures and systems.

Our approach towards this problem is to foster reflection and enhance understanding by creative means. Our workshop designs propose formats that link artistic methods with anti-discrimination work. These are co-created among professionals in four different European countries: Spain, Italy, Hungary and Austria. With experts in the fields of participatory video, theatre and theatre of the oppressed as well as social media, we bring our own experience together in four hands-on tool-kits for educators and trainers. Furthermore we offer a collection of innovative evaluation tools that are specifically adapted to the needs of such workshops in the ambit of non formal adult education.

With this, we offer trainers and educators a new set of techniques to expand their field of action. Creative means have a strong potential for personal development and offer space for personal reflection on a very profound level. Our aim is that more teachers, trainers, and educators become aware of this potential!

The toolkits are available in English, Spanish, Basque, Italian, German and Hungarian. They can be downloaded for free on

<https://www.caad-project.eu/>

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