

# BUILDING IMMUNITY, TRUSTING FACTS

GUIDELINES FOR THE USE OF FAKELESS IN SCHOOL LESSONS AND WORKSHOPS WITH YOUNG PEOPLE

# **IMPRINT**

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# **BLOCK 1 FIRST BOOST**

# **DOSE 1: ORIGINAL OR NOT?**

Topic	Generated videos
Туре	Game: Which video is true/false?
Goal	The participants can tell the difference between a real and a synthetic video.
Activity	The participants watch 10 videos and decide which is a real and which is a synthetic video.
Required material	Tablets/PCs with Internet access
Level of education	GREEK LOWER SECONDARY SCHOOL: 1st, 2nd and 3rd year (grade 7, 8 and 9)
Use in DaF (German as a Foreign Language) lessons	In addition to the main goal mentioned above, the participants can play ORIGINAL OR NOT? to practice, for example, their viewing and comprehension or speaking skills.
	RECOMMENDED LEVELS: A1/A2: The game ORIGINAL OR NOT? can be presented on a basic level, using simple linguistic instructions and explanations. B1/B2: The participants playing the game ORIGINAL OR NOT? can be asked to justify their decisions and assessments in short formulations.
Highlights	PROMOTION OF OBSERVATION SKILLS:  The participants sharpen their observation skills by focusing on the visual features of the videos, to check their authenticity.  UNCOMPLICATED GAME SETUP:  The game format is kept simple by providing the answers true/false and allows for a smooth process.

# Special features

### **UNKNOWN PERSONALITIES:**

If participants don't know the famous people, they have to focus solely on visual information, which could complicate the assessment process.

### BE AWARE OF VISUAL ANOMALIES:

The challenge might be recognizing obvious visual differences.

### TECHNOLOGICAL SKEPTICISM:

Younger participants could potentially become more skeptical of all videos because of the game, which could lead to a general distrust of visual media.

# Be careful during the implementation

To begin, briefly explain what deepfakes are and emphasize the importance of being able to distinguish between real and synthetic videos.

### **EXPLANATION:**

Deepfakes are a form of synthetic media in which artificial intelligence (AI) is used to manipulate human voices, faces, and movements in videos or images to make them appear as if a person is saying or doing something that they have not actually said or done. This technology uses advanced machine learning algorithms, especially deep learning, to create realistic fakes.

The term "deepfake" is made up of the words "deep learning" and "fake". Deepfake technology can be used to replace people in videos, for example to spread false statements or show people in contents without their consent.

This technology has the potential to have a serious impact on the society by enabling disinformation and manipulation on a large scale. It can undermine the credibility of video and image material and shake the public trust in the authenticity of visual media.

To curb the misuse of deepfake technology, various measures are needed, including the development of methods to detect deepfakes, the promotion of media literacy among the public, and possibly also legal regulations.

# Be careful during the implementation

Inform the participants that the persons portrayed are speaking in English and draw their attention to the visual information. Here are some aspects that the participants should keep in mind:

## MIMICS AND FACIAL EXPRESSIONS:

Authentic videos show natural mimics and facial expressions. Pay attention to whether the facial expressions of the persons in the video seem authentic or unnatural.

## LIP MOVEMENTS:

Real videos usually have synchronized lip movements. Pay attention to whether the lip movements match the spoken language or if there are any anomalies.

## **EYE MOVEMENTS:**

Eye movements in real videos are often nuanced and constitute a reaction to the environment. Make sure that eye movements are natural and consistent.

# **LIGHTING AND SHADOWS:**

In real videos, light and shadow are consistently applied to the persons in the video. Look for inconsistencies in the lighting that could indicate synthetic manipulation.

## **BACKGROUND DETAILS:**

Authentic videos often show coherent background details. Pay attention to whether the background looks realistic and whether there are any signs of blurred or unclean edges.

# MOVEMENTS AND INTERACTIONS:

In real videos, people and objects interact with each other naturally. Pay attention to whether movements and interactions seem authentic or unpatural.

### QUALITY OF PRODUCTION:

Real videos usually have a consistent production quality. Look for signs of low image quality, artifacts, or sudden changes in quality that could indicate synthetic manipulation.

### **OVERALL IMPRESSION:**

A feel for the overall impression can also be helpful. Pay attention to whether the video as a whole appears authentic or possibly manipulated.

# Other recommendation s

### **VOCABULARY WORK:**

Introduce basic vocabulary related to videos and technology: video technology, screen, camera, record, play, real, synthetic, manipulation, distinguish, authenticity, recognize, disinformation, face, etc.

	PROVIDE AN EXAMPLE:  Show the first two videos to the participants. Discuss together what learners see and what clues might point to the authenticity or synthetic nature of the videos before leading them to the aspects mentioned above.  GROUP WORK AND DISCUSSION:  Divide the whole group into smaller groups and have them play the game. The smaller groups should discuss together which videos they think are real or synthetic and why. Each group should present their results (points) in front of the class.  Lead a short discussion about the results of the group work and the opinions of the learners, summarize the most important points and answer any questions the learners may have.
Further online materials for German classes	Media competence for youth, CHECK YOUR SOURCES! workshop: https://www.goethe.de/resources/files/pdf138/media literacy worksh op deutsch ver.5.pdf (from A2 level with appropriate assistance)  Künstliche Intelligenz: Segen oder Fluch? - Deutschstunde Portal - Goethe-Institut (Artificial intelligence: a blessing or curse?) (for B1 level)

# **DOSE 2: NEWS TINDER**

Topic	Disinformation detection
Туре	Game: Which message is true/false?
Goal	Participants can distinguish between authentic news and disinformation.
Activity	Participants read 20 short messages and decide which messages are true and which are false.
Required material	Tablets/PCs with Internet access
Level of education	It is not recommended to use this game at any level of education.

Use in DaF (German as Foreign Language) lessons	This game is not recommended for use in DaF lessons.
Special features	SENSITIVE CONTENT:  The topics related to disinformation can evoke different emotions in young people.  In particular, the contents of texts 3, 8, 15, 17 and 19 include information that may lead to misunderstandings.  TIME MANAGEMENT:  Due to its numerous texts, the game takes a lot of time.  CONTEXTUALIZATION OF INFORMATION:  Younger participants may have difficulties in translating in-game information into real-world context, which could lead to a lack of interest.  Missing or insufficient background knowledge:  Younger participants may not have sufficient background knowledge in certain subject areas that appear in the game to seriously engage with the game.

# **DOSE 3: UNLOCK MY PHONE**

Topic	Weak passwords
Туре	Game: The participants unlock smartphones
Goal	The participants know the importance of strong and unique passwords to protect their personal data and maintain digital security.
Activity	The participants try to unlock seven smartphones by using weak passwords such as 123456789 or QWERTY. To do this, they possess information about the owners of the smartphones and have five attempts before each phone is permanently "locked".
Required material	Tablets/PCs with Internet access
Level of education	GREEK LOWER SECONDARY SCHOOL: 1st, 2nd and 3rd year (grade 7, 8 and 9)

# Use in DaF (German as Foreign Language) lessons

In addition to the main goal mentioned above, the participants can use the UNLOCK MY PHONE game to practice reading and comprehension skills, for example.

### RECOMMENDED LEVELS:

**B1/B2**: However, some texts contain technical terminology and require high reading and comprehension skills due to ambiguity(ies). This could be overwhelming for learners at B1 level.

## Highlights

### AWARENESS OF SECURITY RISKS OF PASSWORDS:

The participants assume the role of "hackers" and have to immerse themselves in their way of thinking and handling in order to get hold of passwords. This allows them to be alerted to the security dangers of the Internet, develop digital security skills and awareness of common but insecure password practices.

### PROMOTION OF LOGICAL AND ABSTRACT THINKING:

Completing the tasks requires a combination of logical and abstract thinking, since the participants have to recognize complex issues based on known information and draw conclusions about possible connections.

### **DISCUSSION:**

Smartphone owners and Internet users are familiar with the need for passwords. Therefore, they can speak from personal experience and share information and tips on security measures.

# Special features

### **DECREASING MOTIVATION:**

The lack of a clear definition of password lengths and the mandatory five attempts could demotivate participants, as they are not challenged, and the game may be perceived as repetitive.

# **DIFFICULTIES IN UNDERSTANDING:**

Language barriers or a lack of knowledge of the world could lead to difficulties in understanding the clues, which could lead to pointless guessing.

### **DISTANCE FROM REALITY:**

Participants may not perceive the simulation as real enough, which could affect its transferability to real-world situations.

# PASSWORD COMPLEXITY:

The use of passwords in the real world is more complex than portrayed in the game. It could lead to a simplification of this security measure, which does not cover all aspects of password security.

Be careful dur the implementation	Explain the game to participants and inform them that the s the passwords may vary and that it is not possible to undo a combination of numbers once it has been entered.	
Other recommenda s	VOCABULARY WORK:  Let the participants familiarize themselves with the vocabused in the game. Explain relevant vocabulary and terms reto password security, hacker attacks, and digital technolog READING COMPREHENSION EXERCISE:  Use the texts of the game as the basis for a reading compreher exercise. Ask questions about the content, password meaning, digital security.  DISCUSSION ON DIGITAL SECURITY:  Initiate a discussion on the topic of strong passwords. Let the participants share their opinions, their own experiences, and opossible solutions for improved security practices. Possible disquestions:  • What is a strong password? What should a strong password what is a strong password? What should a strong password.  • How often do you change your passwords and why?  • Are you having trouble creating strong passwords?  ROLE PLAY GAMES:  Engage in role plays in which the participants take on the role or "hackers". The "users" come up with a password for their sor an Internet account and the "hackers" try to "crack" the pasking relevant questions.  WRITING EXERCISE:	elated  ty.  nsion and  discuss scussion  yord be?  e of "users" martphone assword by

Ask the participants to write short texts (e.g. blog or forum posts) about their personal security practices in the digital space.  $\frac{1}{2} \left( \frac{1}{2} \right) = \frac{1}{2} \left( \frac{1}{2} \right) \left( \frac$ 

# **VOCABULARY QUIZ:**

Organize a quiz in which participants can test their understanding and mastery of the new vocabulary in a playful way.

# **GROUP ACTIVITY:**

Divide the participants into groups and let them work together to develop solution strategies for secure passwords. Each group can then present and discuss their ideas.

# **BLOCK 2: SECOND BOOST**

# **DOSE 1: HOW YOUR BRAIN REACTS TO MISINFORMATION**

Topic	Brain areas for information processing
Туре	Information poster
Goal	The participants are familiar with brain structures and their cognitive functions in order to be able to evaluate information more consciously and counter manipulation attempts more effectively.
Activity	The participants take a look at the poster and read the texts.
Required material	Tablets/PCs with Internet access OR print out the poster and hand it out as a worksheet or hang the poster in the room.
Level of education	GREEK UPPER SECONDARY SCHOOL: 1st and 2nd year (grade 10 and 11)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, the participants can use the poster HOW YOUR BRAIN REACTS TO MISINFORMATION to practice reading and comprehension or speaking skills, for example.  RECOMMENDED LEVELS: C1/C2: In view of the topics covered and the linguistic complexity, the poster could be used for learning groups from C1 level upwards.
Highlights	AWARENESS OF COGNITIVE FUNCTIONS:  The participants learn about the central brain areas that shape our thoughts and develop an understanding of the motives behind certain reactions. These findings contribute to raising awareness of cognitive processes and can promote logical thinking.  REFLECTION:  The participants will have the opportunity to reflect on their reactions to potentially manipulative content and ask themselves to what extent they verify new information before accepting it.

# Highlights PROMOTING DISCUSSION AND EXCHANGE: The topic offers an opportunity to talk about personal experiences and observations and to exchange ideas about manipulation tactics. CONTENT COMPLEXITY: Special features Since brain structures are a medical study area, the texts contain technical terms that can increase textual complexity and make it difficult to understand. Younger participants who have never come into contact with medical vocabulary can be overwhelmed by the variety of technical terms. INFORMATION OVERLOAD: A total of eight brain areas are presented with a functional description and explanations of the relevance of manipulation attempts. The amount of information presented, in connection with linguistic complexity, can impair the absorption of the content and the ability to concentrate. TIME MANAGEMENT: Dealing with the eight texts and the degree of complexity of the content require sufficient time to process the information and to be able to ensure understanding. Be careful during First of all, briefly inform the participants about the subject matter of brain research and make them aware of the use of technical implementation terminology. **FXPI ANATION:** The subject matter of brain research is the human brain and the nervous system. Brain research is concerned with the study of the structure, functions, development and disorders of the brain. It investigates how the brain processes information. regulates emotions, controls movements, forms memories, makes decisions and much more. Using a variety of methods such as imaging techniques, neurophysiology, genetics and behavioral science, brain research seeks to understand the complex functioning of the brain and to develop applications in the fields of medicine, psychology, cognitive science und other disciplines. Emphasize that the goal of the activity is to use the new findings to draw conclusions about one's own decision-making.

# Other INTRODUCTION AND DISCUSSION: Start with a short introduction to the topic and explain the recommendation importance of brain areas for information processing. Present the poster as a visual aid and give the participants an opportunity to express first impressions and assumptions. **GROUP WORK:** Divide the participants into groups and assign specific brain areas to each group. Ask the groups to research and briefly present the functions of these areas. POSTER ANALYSIS: Have the participants look closely at the poster and read the texts. Encourage the participants to create mind maps or summaries. IMPLEMENTATION: Encourage the participants to apply what they have learned in their everyday lives. You could give examples of situations in which certain areas of the brain are particularly relevant, such as making decisions or recognizing manipulation. COMPARISON WITH CURRENT STUDIES: Discuss with the participants current research findings or case studies related to the brain areas covered in the poster. INTERNET RESEARCH AND PRESENTATION: If tablets/PCs with Internet access are available, the participants can research in-depth information about the brain areas and prepare short presentations. QUIZ OR KAHOOT!: Organize a quiz or use platforms like Kahoot! that make it possible to deal with the topic in a playful manner. REFLECTION: End the session with a reflection session in which the participants reflect on how understanding brain areas can influence their perception and decision-making.

# **DOSE 2: MEDIA LITERACY BINGO**

Торіс	Media concepts
Туре	Game with quizzes (online version) or free mention of examples (offline version)

Goal	The participants are familiar with media-related terms or media concepts and can give personal examples from their everyday lives.
Activity	The game can be played in online and offline versions. Depending on the game format, the procedure changes. Online game version: Each participant receives an individual number card and answers a multiple-choice question on a media concept when the algorithm displays one of his/her numbers. If the answer is correct, the corresponding number is marked with a tick, if the answer is wrong, it is marked with an "X". After three incorrect answers, the person is eliminated from the game. Whoever covers all the numbers on his/her card wins. In the online version of the game, up to eight participants can play at the same time.  Offline game version: First, a moderator is appointed. Each participant selects a playing card with numbers. The moderator draws a numbered chip with a media concept from a bag. If the number of the chip appears on a game card, the moderator reads out the corresponding concept. The participants who have this number on their card place the chip on the board and give a reallife example of the concept.  If several participants have the same number, each person gives their own example. The examples must not be repeated. After all participants have given examples, one person takes the chip and the others place an empty yellow chip on the board. The first person to cover all the numbers on his/her card wins.  In the offline version of the game, up to 12 participants and a moderator can participate.
Required material	Online version: Tablets/PCs with Internet access Offline version: Printed game materials (download the game here)
Level of education	It is not recommended to use this game at any level of education.
Use in DaF (German as Foreign Language) lessons	This game is not recommended for use in DaF lessons.

### Special features

### TIME MANAGEMENT:

Depending on the number of participants and the game format, the duration of the game can vary. The minimum number of questions asked is 12 if only one participant is playing, and the maximum is 53 if several participants are taking part. It should also be kept in mind that in the offline version, giving examples can take a lot of time.

### INFORMATION OVERLOAD:

Since the game includes 53 media concepts, game rounds with several participants are overloaded with information. Processing and retaining new information can therefore be challenging for the participants.

### MISSING OR INSUFFICIENT PRIOR KNOWLEDGE:

The participants with limited prior knowledge and little experience in the online world may have difficulties in answering the questions or finding examples. In this case, the participants may feel overwhelmed and lose interest.

### DIFFICULTY IN THE OFFLINE GAME VERSION:

In the game, it remains unclear who assesses whether the examples given are accurate or not. If it is agreed that this will be done by the facilitator, it must be ensured that the facilitator has the ability to assess the examples given as relevant to ensure that the activity is effective and purposeful.

# **COMPLEXITY OF THE TOPICS:**

Some concepts, especially those that convey abstract or complex content, may be difficult for some participants to understand, which could make it difficult to successfully complete the game.

## LIMITED ABSTRACT THINKING:

In order to be able to provide real-world examples for each media concept, the participants must be able to derive concrete ideas from theoretical or abstract information. This mindset might be a challenge for some participants.

# DOSE 3: HOW YOUR SMARTPHONE IS SUPPOSED TO GRAB YOUR ATTENTION

Topic	Techniques and tricks of online apps and tools that aim to draw the attention of users to the mobile phone.
Туре	Information poster with questions for the discussion
Goal	The participants can develop an understanding of the techniques used by media developers to try to draw the attention of mobile phone users to their smartphones. They can recognize the motives behind certain mobile phone functions.
Activity	The participants take a look at the individual pages of the poster, read the texts and answer the question at the end of each page for themselves.
Required material	Tablets/PCs with internet access OR print out the poster and hand it out as a worksheet or hang the poster in the room.
Level of education	GREEK LOWER SECONDARY SCHOOL: 2nd and 3rd year (grade 8 and 9) GREEK UPPER SECONDARY SCHOOL: 1st and 2nd year (grade 10 and 11)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, by working with the poster HOW YOUR SMARTPHONE IS SUPPOSED TO GRAB YOUR ATTENTION, the participants can, for example, practice viewing/reading and comprehension or speaking skills.
	RECOMMENDED LEVELS: B1/B2: HOW YOUR SMARTPHONE IS SUPPOSED TO GRAB YOUR ATTENTION could be used as learning material for carrying out learning activities at B level.
Highlights	RELEVANCE FOR EVERYDAY LIFE:  Smartphones, applications and online tools are directly connected to daily life. Knowledge of strategies aimed at manipulating users can counteract excessive media consumption and thus influence daily use of smartphones in a positive way.

Highlights	DIVERSE CONTENT:  The poster covers different functions of smartphones and applications, from sounds and movements to symbols and icons. This points to different strategies and forms of manipulation.  PROMOTING DISCUSSION AND EXCHANGE:  The questions at the bottom of each page serve as an opportunity for group discussions and an interactive exchange of opinions.  REFLECTION:  The questions give the participants the opportunity to think critically about their online behavior and to reflect on their interaction with the digital world.  AWARENESS RAISING OF MANIPULATION STRATEGIES:  The targeted treatment of the functions of mobile phones and applications enables the participants to perceive the manipulation strategies behind them.  This could help them become "immune" to them.
Special features	MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE: Depending on the age group and the type of Internet use, some participants may not be familiar with the icons or functions of smartphones and applications. In addition, the texts contain technical terms and anglicisms that could cause difficulties in understanding.  PERSONAL QUESTIONS: Some questions deal with sensitive topics, such as the emotional reactions to unpleasant situations, which could evoke different feelings among the participants.
Be careful during the implementation	Encourage the participants to provide an honest answer to the question at the bottom of each page.  When dealing with questions in a plenary, create a supportive and respectful climate and make sure that no one is forced to disclose personal information.
Other recommendation s	DISCUSSION QUESTIONS: Ask the participants some open-ended questions that encourage reflection, such as:  • What are your favorite websites or apps and why?  • How much time do you spend online every day? Do you think you are spending more time online than you would like?

# Other recommendation

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- What keeps you sometimes longer online than you planned?
- Why do you sometimes feel like time is passing faster online?

### CREATIVE COMPREHENSION EXERCISE:

Divide the participants into five groups and give each group only the icons. Each group tries to describe its functions and find types or names of mobile applications in which these icons can occur. Or you can do the exercise the other way around: The participants try to draw the appropriate icon based on the texts.

### MATCHING EXERCISE:

Print out the posters and cut the texts. The participants can match the texts to the icons.

### VOCABULARY EXERCISE:

The poster contains important vocabulary on the subject of media and the Internet. The participants can collect interesting or new vocabulary during the activity and note down its meaning using the context.

Afterwards, it can be checked whether the meanings are correct and a vocabulary list with the words of all participants can be created.

### **GROUP WORK:**

Divide the participants into five groups and give each group a page of the poster to work on. The groups work on the information and prepare a short oral presentation in which they can address the following points:

- Acquired knowledge
- Personal experience with online tools discussed or other online tools
- Pros and cons of these features
- Answer to the guestion at the end of the poster

## DISCUSSION:

Ask the participants about their personal experiences with mobile phone and online tools and encourage them to think critically about their media literacy and consumption.

### WRITING EXERCISE FOR REFLECTION:

Have the participants write a text (e.g. blog or forum post) individually or in pairs about which mobile phone applications they use, how they assess their use of them and what are the possible consequences of excessive media consumption.

Other recommendation s	Self-observation and class statistics: The participants can spend a day observing their media behavior and taking notes on the following questions:  • What apps have I visited?  • What features did I use?  • How long did I visit each app?  • How did I feel when I used the app?  The answers can remain anonymous. The participants then collect all the answers and use them to create class statistics as answers to the four questions. The results can serve as a basis for a reflective plenary discussion.
Further online materials for German classes	Jugendliche und Social Media - Deutschstunde Portal - Goethe-Institut (Youth and the social media) (for B1/B2 level)
	Materialsammlung: Jugend 2.0 - Deutschstunde Portal - Goethe-Institut (Collection of materials: Youth 2.0)  (for B1 level, under the topic "Media")

# **BLOCK 3: THIRD BOOST**

# **DOSE 1: THE REAL LIFE OF YOUR SELFIE**

Торіс	Facial recognition technologies
Туре	Information poster with questions about the discussion
Goal	The participants develop a holistic understanding of the impact of facial recognition technologies on privacy and individual freedoms.
Activity	The participants look at the individual pages of the poster and answer the question at the end of each page for themselves.
Required material	Tablets/PCs with Internet access OR print out the poster directly and hand it out as a worksheet or hang the poster in the room

Level of education	GREEK LOWER SECONDARY SCHOOL:  3rd year (grade 9)  GREEK UPPER SECONDARY SCHOOL:  1st and 2nd year (grade 10 and 11)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, by working with the poster THE REAL LIFE OF YOUR SELFIE, the participants can, for example, practice viewing/reading and comprehension or speaking skills.
	RECOMMENDED LEVEL: B2: Considering the topics covered and the language used, THE REAL LIFE OF YOUR SELFIE could be used with groups of learners from level B2 onwards.
Highlights	AWARENESS OF FACIAL RECOGNITION TECHNOLOGIES: The activity sheds light on various aspects of facial recognition technologies and thus draws attention to the different possible applications of the collected data and their potential consequences. FOSTERING REFLECTION: The reasons why "selfies" or body language are analyzed and how this data is used are central questions that the poster brings to the fore and encourages reflection. DISCUSSION ON ETHICAL ISSUES: The poster provides an opportunity for the participants to express their opinions and reflections on the ethical and social aspects of facial recognition technologies.
Special features	MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE: Some participants may not be sufficiently informed about the topic. This could lead to superficial or poorly informed discussions. SENSITIVITY OF THE SUBJECT: Facial recognition and data protection are sensitive topics. Some participants may have personal experiences or concerns that they may not want to share.

Be careful during the implementation	Encourage the participants to answer the question at the bottom of each page for themselves.  When dealing with questions in a plenary, create a supportive and respectful atmosphere and make sure that no one is forced to reveal personal information. Make sure that all opinions are respected and heard without any conflict.
Other recommendation s	QUESTIONS FOR DISCUSSION:  Ask the participants some open-ended questions that will make them think, such as:  • What do you see as the advantages and disadvantages of using facial recognition technologies?  • How do you personally want to protect your privacy?  • What ethical concerns do you have about the use of facial recognition technologies?  GROUP DISCUSSION AND PRESENTATION:  Divide the participants into groups and have them discuss their thoughts and opinions on the above questions. Each group can then present their findings and points of view from the previous discussion in plenary.  REFLECTION:  The participants can write a brief reflection on how their opinions have been influenced by the information on the worksheet and whether their attitudes towards facial recognition technologies have changed.
Further online materials for German classes	Internet, Mobiltelefone und Drohnen - Deutschstunde Portal - Goethe-Institut (Internet, mobile phones and drones)  (for B1/B2 level)

# **DOSE 2: ACTIVITY CARD: MOBILE PHONE**

Торіс	Society's growing dependence on technology
Туре	Activity card: Questionnaire
Goal	The participants can develop a comprehensive understanding of how they use their mobile phones. They can better understand and respond to their individual needs and preferences.

Activity	The participants answer the questions from the questionnaire.
Required material	Print out tablets/PCs with internet access OR print out the poster and hand it out as a questionnaire.
Level of education	GREEK LOWER SECONDARY SCHOOL: 1st, 2nd and 3rd year (grade 7, 8 and 9) GREEK UPPER SECONDARY SCHOOL: 1st and 2nd year (grade 10 and 11)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, the participants can use the ACTIVITY CARD: MOBILE PHONE, to practice, for example, viewing/reading and comprehension or speaking skills.  RECOMMENDED LEVELS:  A1/A2: The questionnaire deals with basic everyday situations and habits. In this respect, parts or questions of it could be dealt with at A1 or A2 level.  B1/B2: Since the questionnaire also addresses personal reflection, complex issues such as privacy and security, and requires a certain depth of linguistic expression, it could be more suited to B1 or B2 level.  C1/C2: Although the questionnaire is not overly complex, it could still be covered at C1 level if used in a context that requires broader discussions and deeper reflection.
Highlights	REFLECTION ON ONE'S OWN MEDIA USE:  The questionnaire promotes media literacy by encouraging persons to reflect on their own media use. The participants explore various uses and can think critically about privacy and emotional attachment to the smartphones. This helps the participants to deal with media competently and responsibly in an increasingly digitalized world.
Special features	CHALLENGES IN COLLECTING DATA:  The tendency of participants to provide socially desirable answers, especially on sensitive topics such as privacy or security, could lead to distorted results.  Media use is portrayed more positively than it actually is, and certain aspects are neglected.

Special features	LACK OF DIFFERENTIATION:  The response scale (never/rarely, sometimes, often) might be too general for some participants and may not allow for enough differentiation.  LIMITED CONTEXTUALIZATION:  Without accompanying explanations, some questions could be misunderstood. For example, the question of "connectedness" could be interpreted in different ways.
Be careful during the implementation	Before starting the activity, explain that the questionnaire is intended to encourage self-reflection, so honest answers are crucial.
Other recommendation s	GROUP DISCUSSION: Divide the participants into groups and have them fill out the questionnaires together. They can then discuss their answers within the group and work out differences and similarities.  REFLECTION ESSAY: Have the participants write an essay individually or in groups, about how their use of mobile phones affects different aspects of their lives.  STATISTICAL ANALYSIS: Use the collected data to perform a statistical analysis. Have the participants interpret the results and draw conclusions.  MINDMAPS: Have the participants create mind maps individually or in groups that visualize their connection to mobile phones. This can be a creative way to visualize different usage patterns.  DISCUSSION IN PLENARY: Discuss the data collected as a group and encourage the participants to share their thoughts. Emphasize the diversity of usage patterns and their potential impact.  PRESENTATION: Ask the participants to present their results in the form of a presentation. This encourages the presentation skills and enables an exchange of perspectives.
Further online materials	Deutsch lernen mit ok.danke.tschüss (A2/B1)   DEINE  BAND   Ich poste, also bin ich (youtube.com) To access the exercises for the song, a free of charge registration or log in to Deutsch für dich is required. (for A2 – B1 level).  https://www.goethe.de/prj/dlp/dlapi/v1/index.cfm?endpoint=/tlm/download &file ID=2101&tlm ID=229 (from level A2 onwards)

# **DOSE 3: ACTIVITY CARD: HELLO, FRIEND**

Торіс	Relationship with technology
Туре	Activity card: A creative drawing and writing task
Goal	The participants can develop their creative, empathic and reflective skills to develop a conscious relationship with digital devices.
Activity	The participants draw their mobile phone as a figure and indicate what their mobile phone would say to them if it could speak.
Required material	Tablets/PCs with Internet access OR print out the poster and hand it out directly Paper, pens, colors, or other creative utensils
Level of education	GREEK LOWER SECONDARY SCHOOL: 1st and 2nd year (grade 7 and 8)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, by working with the ACTIVITY CARD: HELLO, FRIEND, the participants can practice, for example, creative drawing and writing skills.  RECOMMENDED LEVELS: A1/A2: At this level, simple instructions could be used to encourage the participants to draw basic aspects of their relationship with their mobile phone. The participants could use simple expressions and symbols to represent their ideas. B1/B2: At this level, the instructions could be slightly more complex and encourage more detailed drawings. The participants could have more creative freedom to express their thoughts and feelings.
Highlights	PROMOTING CREATIVITY:  This task encourages the participants to develop their creativity and promotes their ability to express themselves, as they can capture complex relationships and thoughts on paper through their own drawing.

# Highlights REFLECTION: This activity can create a special, reflective experience due to a closer examination of one's personal relationship with technology. DISCUSSION: The participants' pictures can serve as a starting point for discussions and interactive learning by analyzing and interpreting the drawings in a plenary. Special features LACK OF CREATIVITY: Some participants may have difficulties in expressing their creativity or imagining how their mobile phone could be a character TECHNICAL BARRIER: The participants who have difficulties with creative expression on paper may feel challenged. Here it is important to allow alternative forms of representation, such as collage or digital animation. LIMITED SELF-REFLECTION: Some participants may find it difficult to delve deep into their relationship with their mobile phone. This could interfere with self-reflection and emotional expression. INTERCULTURAL DIFFERENCES: The idea of mobile phones and their relationship to them can be different in different cultures. This could lead to misunderstandings or different interpretations. PRIVACY CONCERNS: Some participants may feel uncomfortable disclosing their personal relationships with technology. Data protection should therefore be taken into account and participation should be voluntary. TIME MANAGEMENT: The task requires time for creative expression and reflection. A limited time budget could lead to superficial results. Be careful during Explain the goal of the activity to the participants and point out the central questions outlined on the activity card. the implementation In the event that the participants do the activity in print, provide them with the materials they need, such as paper, pens, colors, or other creative utensils, to create the sketch. Provide a clear timeframe for completing the activity.

Other recommendation s	INDIVIDUAL OR GROUP WORK:  Depending on the size of the group and dynamics, you can decide whether the participants should work on the task individually or in groups. Both approaches have their merits, and you can adapt this to the specific goals of the activity.  INCLUDE QUESTIONS FOR REFLECTION:  Encourage the participants to reflect on their sketches and answer some reflection questions, such as:  • Why did I draw my smartphone like this?  • How do I feel when I use my mobile phone?  • How do I feel about my mobile phone?  Adjust the questions to the learner group.  PRESENTATION OF THE RESULTS:  Ask the participants to present their sketches to the group.  GROUP DISCUSSION:  Lead a group discussion about the sketches made and the feelings associated with them. Discuss what the activity reveals about individual relationships with technology.  COLLECTING THE RESULTS:
	Gather the sketches you create and possibly create a collage, traveling exhibition, or presentation to show the variety of perspectives.
Further online materials	No day without social media: <a href="https://www.goethe.de/resources/files/pdf192/text-medien.pdf">https://www.goethe.de/resources/files/pdf192/text-medien.pdf</a> (from level A2 onwards) Teacher's handouts for "No day without social media": <a href="https://www.goethe.de/resources/files/pdf192/medi-enlehrerhandreichungen.pdf">https://www.goethe.de/resources/files/pdf192/medi-enlehrerhandreichungen.pdf</a> LEISURE TIME / USE OF INTERNET Teaching suggestions and worksheets: <a href="https://www.goethe.de/resources/files/pdf72/Vernetzt.pdf">https://www.goethe.de/resources/files/pdf72/Vernetzt.pdf</a> (from level B1 onwards)

# **DOSE 4: ACTIVITY CARD: LET'S BE HONEST!**

Topic	Biometric technologies
Туре	Activity card: Quiz
Goal	Participants are familiarized with important aspects of biometric technologies and can critically reflect on the impact of the technology.

Activity	The participants answer the questions from the quiz.
Required material	Tablets/PCs with Internet access OR print out the poster and hand it out as a worksheet.
Level of education	It is not recommended to use this quiz at any level of education.
Use in DaF (German as Foreign Language) lessons	This quiz is not recommended for use in DaF lessons.
Special features	CULTURAL DIFFERENCES:  The question of the social credit system in China could be misunderstood due to cultural differences. Here it is important to take cultural sensitivity into account.  COMPLEXITY OF TOPICS:  Some topics, especially those that are technically or ethically challenging, may be difficult for some participants to understand, which could lead to difficulties in answering the questions.  INFORMATION OVERLOAD:  The amount of information on different topics could lead to overload, especially if participants are not sufficiently prepared or are not familiar with the terms covered.  DATA PROTECTION CONCERNS:  Questions about biometric technologies and the social credit system in China could raise data protection concerns. Some participants might feel uncomfortable discussing such sensitive topics.  MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE: The participants without sufficient background knowledge in the topics covered may have difficulties in answering the questions, especially since the questions are aimed at specific facts.  TIME MANAGEMENT:  Working through all the questions could lead to time challenges, especially if the participants need enough time to think and discuss each question.

# **BLOCK 4: IMMUNE**

# **DOSE 1: THE 10 CHARACTERISTICS OF DISINFORMATION**

Topic	Human profiles behind the disinformation
Туре	Information poster
Goal	The participants know human profiles that spread false content in the online world, with or without intention. They understand the intent with which people spread false information and the reasons why they may succeed in deception.
Activity	The participants take a look at the poster and read the texts of the profiles.
Required material	Print out tablets/PCs with internet access OR print out the poster and hand it out as a worksheet or hang the poster in the room.
Level of education	GREEK LOWER SECONDARY SCHOOL: 2nd and 3rd year (grade 8 and 9) GREEK UPPER SECONDARY SCHOOL: 1st and 2nd year (grade 10 and 11)
Use in DaF (German as Foreign Language) lessons	In addition to the main goal mentioned above, the participants can use the information poster THE 10 CHARACTERISTICS OF DISINFORMATION to practice, for example, reading and comprehension or speaking and writing skills.
	RECOMMENDED LEVELS: B1/B2: Depending on the type of support and explanations provided during the game as well as previous knowledge of the participants.
Highlights	AWARENESS OF DISINFORMATION:  Dealing with human profiles that aim to spread disinformation and recognizing their motives can lead to an identification of the phenomenon and awareness raising.  PROMOTING CRITICAL THINKING:  By processing the information, the participants can sharpen their critical skills with regard to the treatment of manipulative content and consciously question the accuracy of information.

Highlights	RELEVANCE FOR EVERYDAY LIFE: False information can occur in various formats and various areas of daily life. A targeted engagement with disinformation could help the participants avoid manipulation traps in everyday life.  DISCUSSION: The people featured can serve as a starting point for interactive discussions as familiar profiles, such as family, celebrities, and politicians.
Special features	MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE: Some texts highlight motives for disinformation that express complex issues. This requires global knowledge of the world and could create a barrier to understanding.  LIMITED CONTEXTUALIZATION: The lack of contextual embedding of the profiles and the absence of examples could lead to a superficial understanding of their patterns of action.
Be careful during the implementation	First, explain the goal of the activity and illustrate with examples in which media or formats the profiles can appear.
Other recommendation s	QUESTIONS FOR DISCUSSION:  Ask the participants some open-ended questions that stimulate reflection, such as:  • What does disinformation mean?  • Where could one encounter false information?  • Why do people spread disinformation?  • Who benefits personally from the spread of disinformation?  This activity could also be done in groups, with participants discussing the questions together and noting down their answers.  BRAINSTORMING:  Let the participants write down their ideas on the topic disinformation.  WRITING EXERCISE:  Each participant selects a profile and writes a short text that contains both correct and incorrect information. The remaining participants should guess which profile is it is and which information could be untrue.  REFLECTION DISCUSSION:  Let the participants comment on the topic based on the content they have worked on and talk about personal experiences online.

Further online
materials for German
classes

<u>Jugendliche und Social Media - Deutschstunde Portal - Goethe-Institut</u> (Youth and the social media)

(for B1/B2 level)

# **DOSE 2: PROVE ME WRONG**

Topic	Conspiracy theories
Туре	Game: Lead a discussion using a chat simulator and select suitable answers.
Goal	The participants will be able to debunk conspiracy theories and refute arguments of conspiracy theorists in a constructive way.
Activity	The participant enters a chat simulator and tries to choose the right answer in a dialogue with a conspiracy theorist in order to continue the conversation in a constructive manner. There are two possible answers to choose from and the game consists of three levels.
Required material	Tablets/PCs with internet access
Level of education	It is not recommended to use this game at any level of education.
Use in DaF (German as Foreign Language) lessons	This game is not recommended for use in DaF lessons.
Special features	SENSITIVITY OF THE SUBJECT:  Conspiracy theories are a sensitive topic that can lead to differences of opinion and conflicts.  LINGUISTIC PECULIARITIES:  The available answers sometimes contain strange expressions that can make participants feel uncomfortable.  MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE:  The game deals with conspiracy theories that require a sound background knowledge in order to be understood in terms of content. A lack of knowledge about society and political interests can lead to superficial processing of the information.

Special features	LIMITED RESPONSE POTENTIAL:  Some participants may feel limited by the fact that they have to choose between two possible answers and do not have an opportunity to write their own answer.  TIME MANAGEMENT:  The duration of the game can vary, as the course of the game is influenced by the correctness of the answers.
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# **DOSE 3: CONVEYOR BELT**

Торіс	Authenticity of messages.
Туре	Scrolling text game with messages.
Goal	The participants can assess the authenticity of messages and assign their content to a headline.
Activity	The game consists of three levels:  On the first level, the participants identify whether the messages that pass by on a speeding conveyor belt are true or false.  On the second and third levels, the participants categorize the messages according to one of the given headlines. Here, too, the messages pass by on a speeding conveyor belt. After each answer has been given, a short text with explanations and tips appears.  The participants each have 30 seconds to process the information and choose an answer. If there are five wrong answers, the game must be restarted.
Required material	Tablets/PCs with Internet access
Level of education	It is not recommended to use this game at any level of education.
Use in DaF (German as Foreign Language) lessons	This game is not recommended for use in DaF lessons.

# **DOSE 4: SEE BEYOND THE HEADLINES**

Торіс	Superficial information intake on social media.
Туре	Information poster
Goal	The participants develop an awareness of the necessity of critical media reception.
Activity	Participants read headlines and check whether they can distinguish between fake and authentic information. Then they put on the special red 3D glasses or use the "Highlight" function (in red) in the toolbar at the top to check their guesses.

Required material	Tablets/PCs with Internet access, 3D glasses in red.
Level of education	It is not recommended to use this poster at any level of education.
Use in DaF (German as Foreign Language) lessons	This poster is not recommended for use in DaF lessons.
Special features	SENSITIVE CONTENT: Some titles contain sensitive cultural or political content. ACCESS TO CONTENT: Some online sources, such as online newspapers, require a subscription to read and review the original news. The newspaper articles are in English. LANGUAGE BARRIER: The activity could have language barriers, as English language content is used in the "Memes" section, especially if the participants do not have sufficient English language skills. INFORMATION OVERLOAD: The activity includes seven pages of news and explanations that come from various fields of knowledge. This variety of information could impair the ability to concentrate. TIME MANAGEMENT: The activity is time-consuming, especially if the participants need a lot of time to analyze and discuss newspaper headlines.

# **DOSE 5: NAVIGATE THE MEDIA SIGNS**

Topic	Traffic signs of the media world
Туре	Matching game
Goal	The participants get to know traffic signs in the media world and can assign them to the corresponding situations.

Activity	The game consists of six rounds: In each round, six different traffic signs related to the media world are presented. Before each round, the participants have 30 seconds to look at or memorize the six traffic signs that are shown and read a short description of their meaning. After half a minute has elapsed, the round begins, and the goal is to assign the appropriate traffic sign to each message. Under each headline there is a text with explanations and tips. If there are three wrong answers, the round must be repeated. Once the participants have completed the six rounds — THE REST OF THE SENTENCE IS MISSING IN GERMAN.
Required material	Tablets/PCs with Internet access, a "Media Competence Certificate" is awarded upon successful completion
Level of education	It is not recommended to use this game at any level of education.
Use in DaF (German as Foreign Language) lessons	This game is not recommended for use in DaF lessons.
Special features	COMPLEXITY OF THE TOPIC: The texts contain complex topics, which affects their comprehensibility. INFORMATION OVERLOAD: The participants could be overwhelmed by the number of traffic signs and the number of rounds. MISSING OR INSUFFICIENT BACKGROUND KNOWLEDGE: The texts contain media-related technical terms and anglicisms that may be unknown to some participants. TIME MANAGEMENT: The need to look at six symbols and read six short texts within 30 seconds poses a significant challenge. The multitude of traffic signs and information can cause difficulties in terms of time management.