



MUNICIPALITY OF PLOVDIV

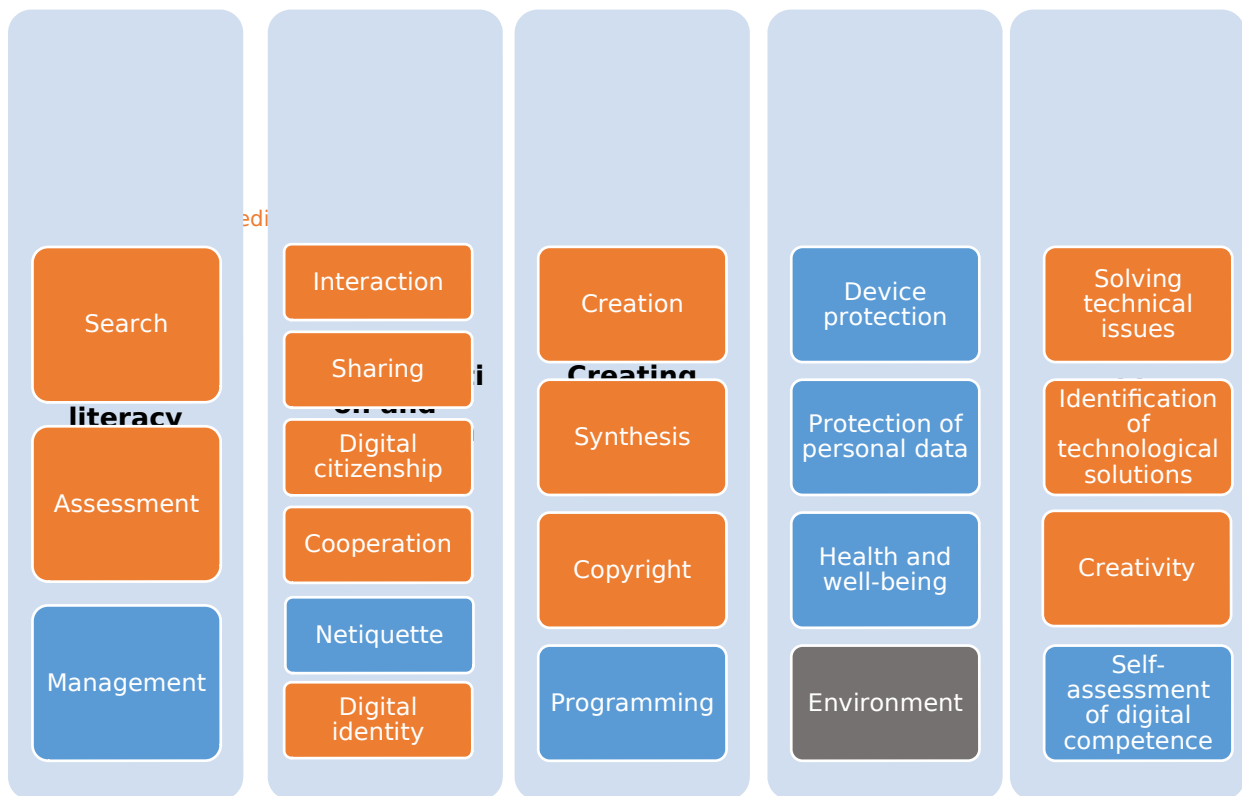
APPENDICES to the programme YOUTH IN ACTION



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Appendix to Philosophy and Principles of the Methodology: European frameworks for digital and media literacy



Digital literacy dimensions:

- **Information literacy:** Information needs formulation; searching and finding data, information, and content; analysis, comparison, and critical evaluation of information sources; organizing, storing, and retrieving data, information, and digital content.
- **Communication and cooperation:** Interaction, communication, and collaboration through digital technologies with cultures and generations diversity awareness; civic activity through public and private digital services; application of behavioral communication standards in a digital environment; digital identity management.
- **Creating digital content:** Creating and editing digital content; improvement and synthesis of existing digital content; application of copyright and intellectual property principles; developing understandable computer system instructions.
- **Safety:** Protection of devices, content, personal data, and privacy in a digital environment; protection of physical and mental health; use of digital technologies for social inclusion and well-being; awareness of technology's impact on the environment.

- **Problem-solving:** Identification and solution of problems and problem situations in a digital environment; use of digital means to create original content; self-assessment of digital competence.

Appendix to Module 1 “Group Consolidation and Identification of Community Problems”: Journalist Questionnaire

Question 1. Who are the people affected and how exactly do they suffer from the problem?

Notes:

Question 2. How many people in the community are affected by the problem?

Notes:

Question 3. What are the consequences of the problem for the community?

Notes:

Question 4. What caused this problem to occur?

Notes:

Question 5. How long has this problem been going on?

Notes:

Question 6. Is there inequality (i.e. one particular group of people suffering at the expense of others)?

Notes:

Question 7. Do people in the community perceive this as a problem?

Notes:

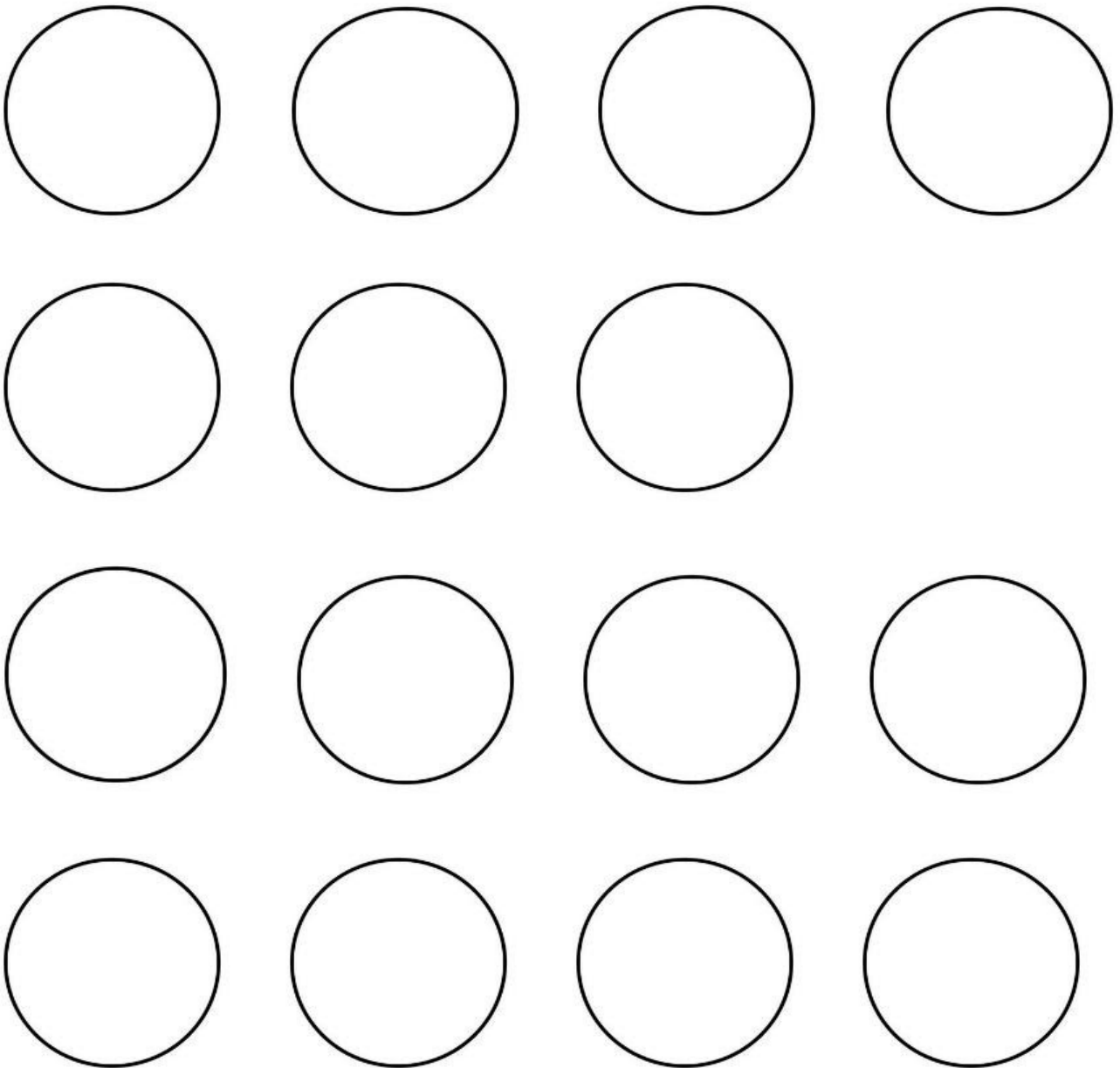
Appendix No 3: Participant Feedback Activities

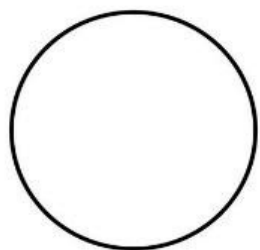
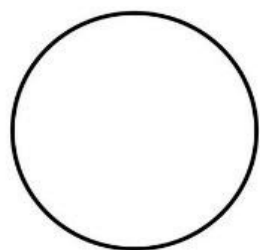
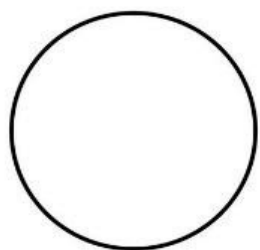
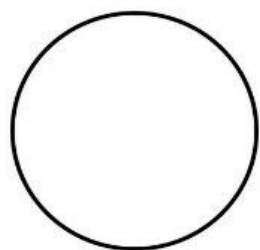
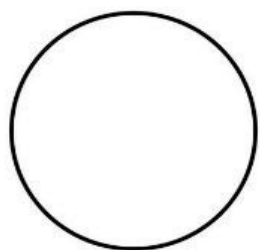
Duration: 5 min.

Objective: Participants must give feedback to the classes, argue the pros and cons of the experience, and share how they feel

Introductory activity	
Facilitators	Participants
Distribute cards in the three traffic lights colors (green, yellow, and red) and give instructions on how to use them. Green - I am satisfied; Yellow - I liked it, but I needed more; Red - I was not satisfied with the activity. The opinion of each participant is requested after the cards are picked up.	Each participant must receive three traffic light colors cards. Depending on their satisfaction, they must pick a card, which corresponds to the way they feel. Each participant must share their opinion of the conducted activity, sharing why they chose the respective card.

Appendix to Module 2 “The World: A Canvas for Our Imagination”: TM circles





Appendix to Module 3 “Create and Play: How Stereotypes Affect Communities”: Stereotypes and Prejudices

Assignment: Write down the stereotypes opposite each person.

Person	Stereotype/prejudice
Banker	
Law student	
Musician	
Unemployed youth	
Model	
Single mother of three children	
Car mechanic	
Physician	
Tractor driver	
Policeman	
Taxi driver	
Single woman over 40	
Soldier	
Housewife	
Politician	
Librarian	
Blond	
Lifeguard	
Software engineer	

Appendix to Module 6 "My Eco World": Environmental footprint: Questionnaire

Read each of the questions and write the value of your answer in the box next to the question. For example: if you usually take a shower for 3 to 6 minutes, write 70 points in the question box.

WATER

- | | |
|--|---|
| <p>1. On a normal day, I usually take a shower for an average of:</p> <ul style="list-style-type: none"> ▶ I don't shower (0) ▶ 1-2 minutes (50) ▶ 3-6 minutes (70) ▶ 10 minutes or more (90) <p>2. I flush the toilet:</p> <ul style="list-style-type: none"> ▶ Every time I use it (40) ▶ Sometimes (20) <p>3. I let the water run while brushing my teeth.</p> <ul style="list-style-type: none"> ▶ Yes (40) ▶ No (0) | <p>4. Today I washed my car/ watered the lawn.</p> <ul style="list-style-type: none"> ▶ Yes (80) ▶ No (0) <p>5. We use water-saving toilets (6-9 liters/flush) at home</p> <ul style="list-style-type: none"> ▶ Yes (-20) ▶ No (0) <p>6. We use a low-flow shower at home.</p> <ul style="list-style-type: none"> ▶ Yes (-20) ▶ No (0) <p>7. We use a dishwasher at home</p> <ul style="list-style-type: none"> ▶ Yes (50) ▶ No (0) |
|--|---|

TOTAL POINTS IN THE WATER SECTION

FOOD

- | | |
|---|---|
| <p>1. During the day I usually eat: (mark everything that applies to you)</p> <ul style="list-style-type: none"> ▶ Veal (150/serving) ▶ Chicken (100/serving) ▶ Fish from a fish farm (80/serving) ▶ Wild fish (40/serving) ▶ Eggs (40/serving) ▶ Milk/dairy (40/serving) ▶ Fruits (20/serving) ▶ Vegetables (20/serving) ▶ Cereals: bread, muesli, rice (20/s) <p>2. ___ of my food is organic.</p> <ul style="list-style-type: none"> ▶ All (0) ▶ Some (30) ▶ None (60) | <p>3. ___ of my food is locally produced.</p> <ul style="list-style-type: none"> ▶ All (0) ▶ Some (30) ▶ None (60) <p>4. I compost my fruit and vegetable waste.</p> <ul style="list-style-type: none"> ▶ Yes (-20) ▶ No (0) <p>5. ___ of my food is processed.</p> <ul style="list-style-type: none"> ▶ All (100) ▶ Some (30) ▶ None (0) <p>6. I usually throw away ___ of my food:</p> <ul style="list-style-type: none"> ▶ None (0) ▶ A quarter (100) ▶ A third (150) ▶ Half (200) |
|---|---|

TOTAL POINTS IN THE FOOD SECTION

TRANSPORT

1. I usually move travel:
 - ▶ On foot (0)
 - ▶ By bicycle (5 per ride)
 - ▶ By public transport (30 per trip)
 - ▶ By personal car (200 per trip)
2. The time I spend in a car per day is:
 - a. I do not travel by car (0)
 - b. Less than ½ hour (40)
 - c. Between ½ and 1 hour (60)
 - d. More than 1 hour (100)
3. How big is the car I usually travel in?
- a. I don't have a car (-20)
- b. Small (50)
- c. Medium (100)
- d. Large (SUV) (200)
4. How many cars do you have in the family garage?
 - a. None (-20)
 - b. 1 car (50)
 - c. 2 cars (100)
 - d. More than 2 (200)
5. Usually, I walk/run for ___ in a day:
 - a. 5 or more hours (-75)
 - b. 3-5 hours (-25)
 - c. 1-3 hours (0)
 - d. ½-1 hour (10)
 - e. Less than 10 minutes

TOTAL POINTS IN THE
TRANSPORT SECTION

RESIDENCE

1. Number of rooms per person (divide the number of rooms by the number of people) living in your home
 - a. Less than 2 rooms per person (10)
 - b. 2-3 rooms per person (80)
 - c. 4-6 rooms per person (140)
 - d. 7 or more rooms per person (200)
2. We share our home not only with close relatives.
 - a. Yes (-50)
 - b. No (0)
 - c. None (60)
3. We have a second or holiday house, which is usually uninhabited:
 - a. No (0)
 - b. Yes/visit it with other people (200)
 - c. Yes (400)

TOTAL POINTS IN THE RESIDENCE SECTION

ENTERTAINMENT

1. Where I live, swimming pools, slides, open gyms, ski areas, parking lots, playgrounds, etc. together occupy:
 - a. Not occupied by any of the above (0)
 - b. Less than 1 hectare (20)
 - c. 1-2 hectares (60)
 - d. 2 or more hectares (100)
2. I usually watch TV or I'm on the computer:
 - a. Not at all (0)
 - b. Less than 1 hour (50)

- c. More than 1
- hour (80)
3. How much equipment do you need for your usual activities?

- a. None (0)
- b. Some (40)
- c. A lot (80)

TOTAL POINTS IN THE ENTERTAINMENT SECTION

ENERGY

1. The temperature in my home in the cold months is:
- ▶ Below 15°C (-20)
 - ▶ 15-18°C (50)
 - ▶ 19-22°C (100)
 - ▶ 22°C or more (150)
2. We dry your clothes outdoor or in an indoor drying rack:
- a. Always (-50)
 - b. Sometimes (20)
 - c. Never (60)
3. We use an energy-efficient refrigerator.
- a. Yes (-50)
 - b. No (50)
4. We use compact fluorescent bulbs.

- a. Yes (-50)
- b. No (50)
5. I turn off the lights, the computer, and the TV when I'm not using them.
- a. Yes (0)
 - b. No (50)
6. For cooling I use:
- a. Air conditioning: in the car/at home (30 for each)
 - b. Electric fan (-10)
 - c. Nothing (-50)
7. I spend ___ hours a day outdoors.
- a. 7 (0)
 - b. 4-6 (10)
 - c. 2-3 (20)
 - d. 2 or less

TOTAL POINTS IN THE ENERGY SECTION

CLOTHING

1. I change my clothes every day and then throw them in the laundry basket:
- a. Yes (80)
 - b. No (0)
2. I also wear clothes sewn after repair:
- a. Yes (-20)
 - b. No (0)
3. A quarter of my clothes are handmade or second-hand.
- a. Yes (-20)
 - b. No (0)
4. I update my wardrobe every year.
- a. Yes (120)
 - b. No (0)

5. I donate clothes that I will no longer wear to homes or people who need them.
- a. Yes (0)
 - b. No (100)
6. I buy hemp instead of cotton clothes when possible:
- a. Yes (-10)
 - b. No (0)
7. I never wear ___% of the clothes in my wardrobe.
- a. Less than 25% (25)
 - b. 50% (50)
 - c. 75% (75)
 - d. More than 75% (100)

8. I have ___ pairs of shoes.

a. 2 to 3 (20)

b. 4 to 6 (60)

c. 7 or more (90)

TOTAL POINTS IN THE CLOTHING
SECTION

ITEMS

1. All of my waste for today can fit in:

a. Shoebox (20)

b. Large bucket (60)

c. Garbage bin (200)

d. I have no waste today (-50)

2. I reuse some items instead of throwing them away.

a. Yes (-20)

b. No (0)

3. I fix some items instead of throwing them away.

a. Yes (-20)

b. No (0)

4. I recycle all my cans, paper, glass, and plastic waste.

a. Yes (-20)

b. No (0)

5. I avoid the use of disposable materials whenever I have the opportunity.

a. Yes (+10)

b. No (60)

6. I use rechargeable batteries whenever I can:

a. Yes (-10)

b. No (0)

7. Add one point for each BGN you spend per day:

8. Today I spent:

TOTAL POINTS IN THE ITEMS
SECTION

Appendix to Module 6 "My Eco World": Environmental Footprint: Answers sheet

If you do not want to print the questionnaire separately for each participant, you can give them only this answer sheet, where they can write down the points for each question, the sum of each section, and the total sum of points from which they can calculate their environmental footprint.

	WATER	FOOD	TRANSPORT	RESIDENCE	ENTERTAINMENT	ENERGY	CLOTHING	ITEMS
1								
2								
3								
4								

5								
6								
7								
8								
TOTAL								

TOTAL POINTS FROM ALL SECTIONS:

MY ENVIRONMENTAL FOOTPRINT IS (TOTAL POINTS FROM ALL SECTIONS divided by 100):

Appendix to Module 7

“Volunteering - a journey into the world of solidarity”: Bingo Volunteer

GOOD LEADER BINGO			
Hobby - DIY	“The class attorney”	“The whole city” knows him	Hobby - photography
He/She dreams of/has his/her own podcast/vlog channel	He/She wants to be a teacher	Hobby - graphic design	He/She is somewhat of an influencer
He/She strives to lead an environmentally friendly life	He/She loves flowers and all kinds of plants	“The soul of the company”	He/She practices some sport
Hobby - cooking	“Computer genius”	Hobby - science	He/She writes cool lyrics

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Hobby - DIY	“The class attorney”	“The whole city” knows him	Hobby - photography

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Hobby - cooking	"Computer genius"	Hobby - science	He/She writes cool lyrics

Appendix to Module 8 "Social Entrepreneurship": Example of Social Entrepreneurship

"HOPE SOAP" SOAP WORKSHOP - employment for young people of vulnerable groups

<https://www.fscibulgaria.org/en/social-entrepreneurship/soaps-workshop/>

The Foundation for Social Change and Inclusion (FSCI) was founded in 2008 with the main goal of working for the social development and integration of underprivileged individuals, groups, and communities in Bulgaria. The priority of the foundation is the "House of Opportunity" Programme - a network of family-type homes for young people, deprived of parental care, leaving state care institutions. They are offered training and support in finding and keeping a job; develop work-type habits; management of household and personal finances; application of adequate personal health care; social skills, and adaptation for independent living.

In March 2012, the social enterprise called "HOPE SOAP" was started as part of the programme. The process of soap making is very suitable for young people who due to their specific characteristics are not able to be successful on the job market. This activity engages their time with productive activities, giving them a sense of contribution, develops their coping skills, and gives them an opportunity for a decent income.

The Soap Workshops provide an activity to disadvantaged young people and to generate funds in support of the House of Opportunity Programme. The handmade soaps are ideal gifts for different occasions - company events or personal celebrations.

Source: Hope Soap Website



SOCIAL TEAHOUSE - jobs for young people who grew up in state care institutions

<http://thesocialteahouse.bg/>

The Social Teahouse is a social enterprise, created in 2014 in Varna, and provides an opportunity and support for young people from problematic social and/or family environments, giving them the chance for an independent lifestyle and the opportunity to form themselves personally and professionally. In this space, you can drink tea or various healthy drinks, socialize or join a workshop, all in one place, but most of all it is the first workplace for young people who grew up in different state care institutions. In 2015, the Social Teahouse officially opened its doors as an alternative social space where young people with limited access to the labor market get their first job.

The idea of the social teahouse is based on three main stages:

1. Mentorship program that helps young people to develop social and communication skills, knowledge of their rights, and responsibilities.

2. Practical training, where the trainees receive professional competencies in customer service.

3. The first job that helps young people have a chance to work and improve their quality of life.

Source: The Social Teahouse



Bread Houses - Knead With Us

<https://www.bread.bg/>

The Bread Houses' mission is to inspire individuals and communities around the world to discover and develop their creative potential and socialize through bread-making and accompanying art forms and sustainable ecological education. All activities are organized by people who believed in the Bread Houses Network's mission. The network forms meeting places,

where among the coziness of the fire and the hot bread aroma different people, familiar and strangers, Bulgarians, and foreigners, get closer and support each other by enriching and developing, to discover their unsuspected artistic talents. **There are 3 types of bread houses:**

1) Physical locations (houses), some with traditional firewood ovens, which function as cultural and social centers. Such locations can be found in Tarnovo, Gabrovo, Zlataritsa, Plovdiv, Stara Zagora, Koprivshtitsa, Svilengrad, Lobosh.

2) Physical locations (houses) that function as bakeries - social enterprises which contribute to the sustainability of free social programs. Such locations can be found in Sofia and Gabrovo.

3) Bread House Program, in which we partner with local institutions (daycare centers for people with disabilities, schools, community centers, Orthodox churches, museums, etc.), by training them to carry out bread kneading and baking events with vulnerable groups. Such programs exist in Varna, Nova Zagora, Burgas, Vidin, Pleven, etc.

The Bread Houses Network's Programs are very rich and diverse in terms of activities and initiatives suitable for people of all ages. For example, The Bread Therapy program, adapted for small groups of people with different special needs; Bread Breaking Boundaries lifelong learning programs; Bread Building team building program; HedgeHope children's program, a program for environmental and food education, Kitchen Music is based on spontaneity, where ordinary everyday kitchen utensils are used as musical instruments, and much more.

Source: breadhousesnetwork.org



Brimkie - because the only thing better than a gift is a gift with a cause

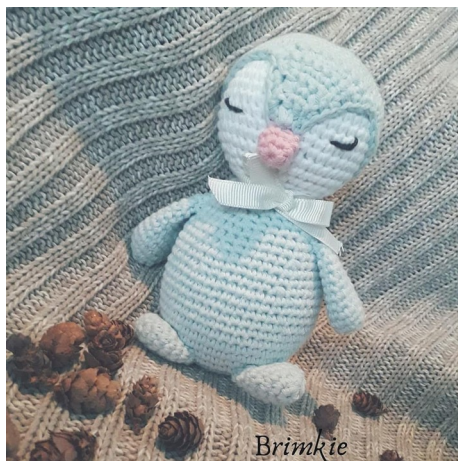
<https://www.facebook.com/brimkie>

Brimkie is a business whose cause is to meet two challenges of modern society - social inequality and the consequences of textile waste pollution. This is done by hiring ladies from vulnerable groups who hand-knit toys, accessories, souvenirs, and corporate gifts from recycled cotton yarn obtained by processing cotton textile waste. The finished products are hypoallergenic, safe for even the youngest, and suitable for washing in the washing machine. Each product is unique, thanks to the raw materials and manual labor.

Knitting products is a time-consuming process that requires patience and attention to detail. Since it is a home-based job, it is an opportunity for income and social inclusion of women from vulnerable groups who are employed with priority work in Brimkie. The Brimkie products have been and continue to be made by women living below the poverty line, single mothers, and former victims of domestic violence, as well as women with disabilities – all of whom have limited access to the labor market but are fully capable and motivated to work and to develop.

In its product range for March 8, 2021, Brimkie also included textile flowers, which directly use fabrics collected through an online campaign calling for textile waste not to be dumped, but to be donated to get a second life. Textile flowers are a non-standard bouquet that will not fade as the price and variety make them suitable for any occasion – Mother's Day, anniversary, birthday, first or last school day.

Source: Brimkie Facebook page



Appendix to Module 8 “Social Entrepreneurship”: Entrepreneurial Plan

In this appendix, you will find guiding questions to describe your first social entrepreneurship idea. Thus, boldly set the beginning of the realization of one of your dreams. You can write down the answers in the free space or use another document in which you can describe them in more detail.

1. PROBLEM – Causes of the problem? What are the roots of the problem?

Focus on one problem by defining its framework. **Example:** Women who have suffered domestic violence have great difficulty in re-socializing in society and finding a suitable and well-paid job on the labor market.

2. THE IDEA – What do you want to achieve with your idea? Who do you want to help and in what way? What message are you sending?

Clarify clearly your idea and try to describe it in short sentences. **Example:** *Adaptation, support, and social inclusion of women victims of domestic violence. By engaging them in making yarn toys and souvenirs activities.*

3. TARGET GROUP – What is the **target group** your project aims at? How will you reach them? How will you engage them?

*Be specific in formulating the target group, every big change starts with one small step. **Example:** Girls and women victims of domestic violence in the city of Vratsa.*

- 4. FINANCING** – How will you raise the funds needed to realize your idea? What budget is needed to start your business? How do you plan to generate your revenue?

When looking for funding, explore different options and consider which one is best for you. **Example:** Providing funding through applying for programs to promote entrepreneurship, private investors, micro-grants, crowdfunding, etc.

- 5. THE SOLUTION** – How does your idea solve the given problem? What will change?

A detailed description of the steps that your plan goes through to solve this problem.

6. PROMOTION – How will you convince people that your idea is useful to society? What promotion channels will you use?

Example: Promote your business through various social channels, directing it to people who would be interested in buying your product. Use your network of friends and acquaintances, as well as local newspapers and television.

Appendix to Module 9 “Project Management”: Project Application Form

* In this appendix you will find guiding questions to prepare your project proposal for solving the community problem you have identified. To support your answers, we have provided sample answers inspired by the Generation of Social Solidarity project of NFG “Exceptionals”.

1. WHY? - What is the problem?

.....

.....

.....

.....

.....

.....

Example: Social isolation of three groups of young people: young people from minority groups; foreigners living and studying in Stara Zagora; young people with disabilities;

2. WHAT? – What do you want to achieve, what **goals** do you set, and

to what extent their achievement helps to solve the identified problem?

.....

.....

.....

.....

.....

.....

Example: Social inclusion of young people from minority groups; foreigners living and studying in Stara Zagora; young people with disabilities;

3. WHO? – What are the **target groups** at which you will aim your project?

.....

.....

.....

.....

.....

.....

Example: *Young people in the city of Stara Zagora between 15 and 29 years of age and in particular young people from the three focus groups – see it. 1.*

4. HOW? – With what set of **activities** will you achieve the set goals?

.....

.....

.....

.....

.....

.....

Example: *Using culture and art as a means of inclusion in the public life of the city.*

5. WHEN? – in what period of **time/time frame** will the project be implemented?

[illegible]

Example: *Within 6 months.*

6. HOW MUCH? – What **budget** do you need for the implementation of the project and for achieving its goals?

[illegible]

Detailed planning of activities and calculation of necessary resources.

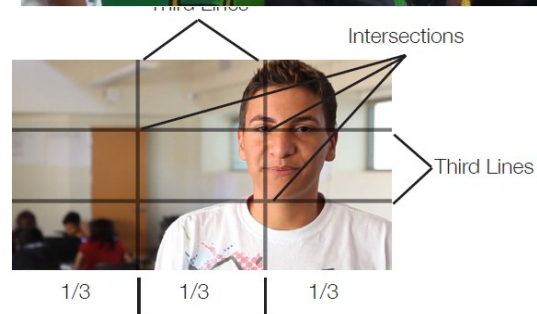
Appendix to Module 11 “Purposeful Creation and Mobile Film Production”: Compositions, frames, and angles

Compositions. What all good photos and videos have in common is that they are well-composed. The composition is fun to discuss, as there are no right or wrong answers. The only rule is that there are no rules. However, here are some tips on how to improve the composition of your shot:

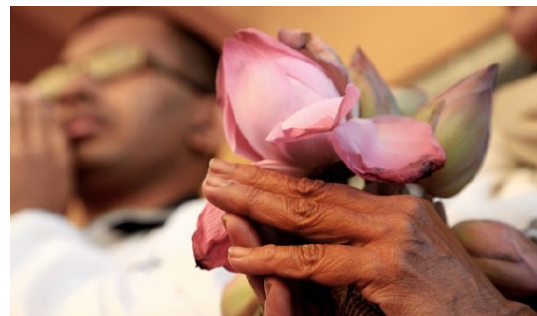
Framing – Be careful with framing. Nothing spoils the composition more than distracting details in the background of the photo – do not ignore them. Before you take a picture, take a good look at trees, poles, trash cans, and ask yourself: “Is that what I want in my photo?”



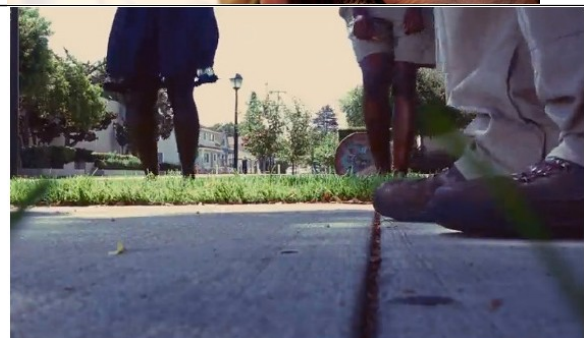
Rule of Thirds – Learn the rule of thirds. The human eye has a center of vision to which it naturally focuses. Draw mental lines horizontally and vertically on the photo so that you divide it into 9 equal parts. It is best to focus the photo where the lines intersect, not in the center.



Foreground and Background – Each photo has a foreground and background. How you use them depends on what you want to be noticed in your photo. You can blur the background, zoom in on the foreground, etc.



Starting point – Use interesting and surprising starting points. Shoot on your knees, from a ladder, or even lying on the ground. Digital cameras with various options, such as LCD, further enhance your options. Changing angles creates new perspectives and increases the dramatic effect.



Guide the eyes - Look for elements in the environment that lead the audience's eyes to the focus of the photo. These can be streets, bridges, paths, arranged sunbeds on the beach, etc.



Look for interesting combinations - Make your photos interesting by finding interesting combinations, such as waves in the sea, a flock of birds, a pile of pipes by a construction site, etc.



Take close-ups - Get close to the subject in the photo, look at the details (moss on the tree, wrinkles on the face, etc.) and take a close-up.



Crop - Cropping photos makes them more vivid. If you edit the photo with a computer or phone, you can easily crop it and achieve a whole new effect.



Types of shots

Distant view - Used to present a new location and create a feeling of space. The shot must be taken away from the subject.



General view - Includes the whole subject of the photo. It is used to represent the relationship between the subject and the environment.



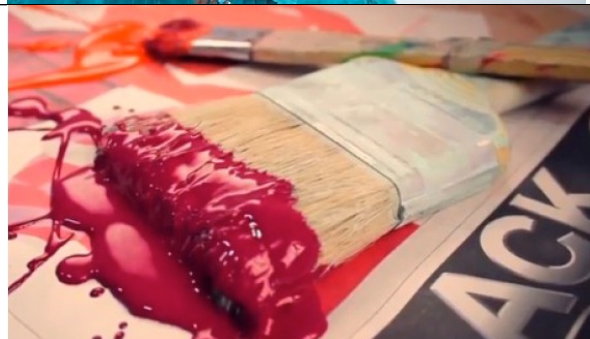
Mid-view - Includes half of the subject (e.g. the main subject from the waist up).



Close-up - Focuses on the subject up close. It is used most often when a person is interviewed.



Gross view - An even closer view aimed at details emphasizing.



Camera angles

Bird's eye view - Shoots the subject from far above.



High angle - Shoots again from above, but closer than the bird's eye view.



Low angle - Shoots below the subject, giving the impression of size and greatness. Presidents are often photographed from a low angle.



Tilted angle - An unbalanced angle, often used to suggest an imbalance



Appendix to Module 11 “Purposeful Creation and Mobile Film Production”: Critical Analysis of Media Content

You can use this worksheet both for “Youth in action” tasks and while watching and discussing entertainment media. It offers a common language, focusing on 4 things: Story, Audience, Message, and Style.



Story

What story does the media content tell?

What changes from the beginning to the end of the work?

Audience

For what audience is the media content intended?

Which elements of the work lead to this conclusion?

Message

What is the main message of the media content? Are there other messages? What are they?

Style

What is the media content style? Is it documentary or fictional? Is it poetic? Is it a personal story?

What techniques did the authors use? Have they used interviews, lyrics, performance, music, etc. to convey their message?

What is the quality of the audiovisual elements? Are they clear? Is the volume adequate? Are there elements that distract and take away unnecessarily from the main topic?

How do the audiovisual elements convey the message?

Appendix to Module 12 “Prevention and Response to Online Problems”: Privacy Settings

Instructions: The video for solving a community problem in your settlement, which you created, quickly became viral and in no time reached over 5000 views and over 500 likes! You decide to use the Facebook and Instagram accounts of one of your team members to spread the video faster, but they start having weird problems because of the large audience that the video reaches. Help them resolve them by writing down the appropriate privacy setting(s) (maybe one or more) that they need to change for each problem. The settings menus are on the next page.

Problem 1: They constantly receive invitations from strangers on Facebook, some of which form strange profiles and unknown locations.

Settings (Facebook): ...

Problem 2: Some say they found their profile through personal information they left at the end of the video.

Settings (Facebook): ...

Problem 3: Others say they simply googled their name and instantly found the account.

Settings (Facebook): ...

Problem 4: Although they did not accept the friend requests, an army of annoying strangers kept commenting on their video and photos.

Settings (Facebook): ...

Problem 5: They are being flooded with bullying and ridicule on Instagram as soon as they log into their account.

Settings (Instagram): ...

Problem 6: Complete strangers get access to their photos on Instagram, make unpleasant collages with them, and upload them to their accounts.

Settings (Instagram): ...

Problem 7: Among other things, they now notice that once they take a photo with their phone, the image automatically uploads to Instagram!

Settings (Instagram): ...

- General
- Security and Login

- Privacy**
- Timeline and Tagging
- Blocking
- Language
- Face Recognition

- Notifications
- Mobile
- Public Posts

- Apps and Websites
- Ads
- Payments
- Support Inbox
- Videos

Privacy Settings and Tools

Your Activity

Who can see your future posts?	Friends	Edit
Review all your posts and things you're tagged in		Use Activity Log
Limit the audience for posts you've shared with friends of friends or Public?		Limit Past Posts

How People Find and Contact You

Who can send you friend requests?	Friends of friends	Edit
Who can see your friends list?	Friends	Edit
Who can look you up using the email address you provided?	Everyone	Edit
Who can look you up using the phone number you provided?	Friends	Edit
Do you want search engines outside of Facebook to link to your profile?	No	Edit

Appendix to Module 12 “Prevention and Response to Online Problems”: Privacy Settings: correct answers

Instructions: The video for solving a community problem in your settlement, which you created, quickly became viral and in no time reached over 5000 views and over 500 likes! You decide to use the Facebook and Instagram accounts of one of your team members to spread the video faster, but they start having weird problems because of the large audience that the video reaches. Help them resolve them by writing down the appropriate privacy setting(s) (maybe one or more) that they need to change for each problem. The settings menus are on the next page.

Problem 1: They constantly receive invitations from strangers on Facebook, some of which are from strange profiles and unknown locations.

Settings (Facebook): Who can send you friend requests? - friends of friends

Problem 2: Some say they found their profile through personal information they left at the end of the video.

Settings (Facebook): Who can contact you by the email address you left? - no one; Who can contact you by the phone number you left? - no one;

Problem 3: Others say they simply googled their name and instantly found the account.

Settings (Facebook): Do you want search engines outside of Facebook to have a link to your account? - no

Problem 4 (Facebook): Although they did not accept the friend requests, an army of annoying strangers kept commenting on their photos.

Settings: Who can see your future posts? - friends

Problem 5: He/She is being flooded with harassment and ridicule on Instagram as soon as he/she enters his/her account.

Settings (Instagram): Activity status indication - off

Problem 6: Complete strangers get access to their photos on Instagram, make unpleasant collages with them, and upload them to their accounts.

Settings (Instagram): Confidential account - on

Problem 7: Among other things, they now notice that once they take a photo with their phone, the image automatically uploads to Instagram!

Settings (Instagram): Photos with you - manual addition

Appendix to Module 12 “Prevention and Response to Online Problems”: Response to Internet-related problems

Instructions: Once you set your settings on all social networks, the problems you face with your video are drastically reduced. Soon, however, comments, that you don’t like at all, start to pile up on YouTube. Review each of the following comments and consider how you would feel, as this is an example of online bullying/hate, and why, and how you would react.

Comments	How would you feel?	Is this online bullying/hate? Why?	How would you react to the comment?
1. <i>Mega dumb video!</i>			
2. <i>Look for better light in the next video.</i>			
3. <i>You are very ugly!</i>			
4. <i>The sound is so poor!</i>			
5. <i>You are so black!</i>			
6. <i>I disagree! In my opinion...</i>			