

## PRACTICAL ACTIVITY : STEREOTYPES IN THE SOCIAL MEDIA - MOBILISING OTHERS

**Authors:** Zavod Risa

### **EntreComp Competence Framework: Mobilising Others**

Spotting opportunities, creativity, ethical and sustainable thinking, self-awareness and self-efficacy, taking the initiative, working with others, learning through experience.

### **Purpose and recipients**

The activity involves researching and challenging stereotypes via a social media campaign, promoting critical thinking and media literacy. It benefits secondary school students, educators, and society, fostering empathy, reducing bias, and promoting inclusivity. Learners can apply these skills to address stereotypes and drive positive change. The main recipients are students, educators, and society, gaining awareness and critical thinking skills.

### **Learning outcomes**

1. Identifying disability stereotypes in media and society.
2. Challenging stereotypes through alternative narratives.
3. Creating impactful social media campaigns against stereotypes.
4. Applying media literacy skills for critical analysis.
5. Collaborating effectively and advocating for social change.

### **Description of the activities and exercises**

#### **Step 1**

Presentation Title: "Exploring Disability Stereotypes in Media and Society"

- The teacher introduces the prevalence and impact of disability stereotypes in various media, encouraging critical thinking.
- Research Task (Learners): In groups, students research and identify common disability stereotypes in media, including movies, TV, ads, and online content.
- Presentation Prep (Learners): Groups compile stereotype lists with examples and supporting media, discussing the harm and importance of challenging them.

#### **Step 2**



1. Group Discussion: Students discuss identified stereotypes and analyze their negative impact on perceptions of people with disabilities.
2. Alternative Views: Groups brainstorm narratives highlighting strengths and diverse experiences of individuals with disabilities.
3. Social Media Campaign Planning: Students plan a campaign to raise awareness about stereotypes, setting goals, target audience, messages, and platforms.

### **Step 3**

Assessment and Implementation (Raising Awareness):

1. Social Media Campaign: Groups create and implement campaigns with videos, infographics, and posts to challenge stereotypes and engage with their audience.
2. Assessment: The teacher evaluates campaigns for creativity, messaging clarity, engagement, and awareness impact.
3. Reflection: Students reflect on their experiences, discussing learning, challenges, and the impact of their campaigns on raising awareness and challenging stereotypes. This hands-on approach develops critical thinking and media literacy skills.

### **Methodology**

The teaching and learning strategies in this activity include project-based learning (PBL) for motivation and customization, cooperative learning for peer collaboration, and reflection for understanding the impact. PBL motivates through real-world tasks, while cooperation fosters diverse perspectives. Reflection sessions assess individual insights and the application of concepts, enhancing critical thinking and media literacy skills.

### **Supporting resources**

1. Fact-Checking Websites (e.g., Snopes, FactCheck.org, PolitiFact)
2. Educational Websites (e.g., Common Sense Education)
3. Design Tools (Canva, Adobe Spark)
4. Social Media Management (Hootsuite)
5. Collaboration (Google Workspace)
6. Survey Tools (Google Forms, SurveyMonkey)
7. Rubric Creation Tools
8. Educational Videos (TED-Ed, YouTube Channels)
9. Fact-Checking Apps (FactStream, NewsGuard)



10. Whiteboard and Markers

11. Printed Media (Newspaper Clippings)

**Duration:** 15 to 20 hours. Actual durations may vary.

1. Research and Discussion (5-7 hours): Investigating stereotypes and group discussions.
2. Social Media Campaign Planning (5-7 hours): Setting goals, audience research, messaging, and platform selection.
3. Campaign Implementation (5-6 hours): Content creation, posting, engagement, and monitoring.
4. Assessment and Reflection (1-2 hours): Evaluating and reflecting on the campaign's impact.

**Competence level:**

1. EQF 2 (Basic): Students follow guidance, with clear instructions from the teacher.
2. EQF 3 (Intermediate): Students begin to take more responsibility, contributing to planning and showing initiative.
3. EQF 4 (Advanced): Students work with greater independence, making informed choices and actively participating in planning and reflection.
4. EQF 5 (Full Autonomy): Students demonstrate a high degree of autonomy, taking full ownership of their learning, planning, and assessment with minimal guidance.

