

PPE4InfoDem
Project

TOOLKIT for Educators



Co-funded by
the European Union



*Cultura in
movimento* 

Abstract

The PPE4InfoDem project brings together 5 partners from ITA, RO, BG, PT and RS, including both civil society organizations and municipalities, in a transnational effort to counteract disinformation, reinforce democratic engagement, and promote media literacy. The project responds to growing concern over the use of disinformation and information manipulation to push anti-democratic, populist, and authoritarian narratives in Europe. The goal is to build democratic resilience and active civic participation through media literacy education, critical thinking, and inclusive public engagement. It targets 4 main groups: young people from rural and underserved areas, who will participate in media workshops and co-create podcasts and content for a pan-European awareness campaign; educators and staff of partner organizations, trained in participatory education and media analysis; marginalized groups who will be empowered through tailored trainings and storytelling activities; and the general public and local communities, reached via public events, conferences, and a digital communication campaign. The project will achieve 4 specific objectives: improving media literacy and digital skills; empowering CSOs and communities to recognize disinformation; activating marginalized groups as democratic multipliers; and enhancing cross-border cooperation through exchanges of good practices. These will be reached through 16 events, including international training, national workshops, conferences, and a final event, as well as an online platform. Key outputs include 5 podcasts, 1 multimedia toolkit for educators, a set of event videos, and the joint awareness campaign. PPE4InfoDem will engage 1705 direct participants and reach an estimated 144720 people through online and offline dissemination. This innovative project challenges populist fear narratives and affirms democratic rights, inclusion, and civic empowerment through collective, participatory learning.

CULTURE IN MOTION: “the Method”

1.1 OVERVIEW

This toolkit is the result of the *Train The Trainer*¹ activity in Italy. It describes the method used during the event (Culture in Motion), and the knowledge acquired on the use of social media and podcast making for trainers, functioning as a source of knowledge for other educators around Europe. It will be used for dissemination and project replicability.

1.2 THE FOUNDATIONAL ELEMENTS OF CULTURE IN MOTION

- Reaching out to young people to meet them in their social settings (schools, parks, sports fields, community centres, etc.).
- Educational research and inquiry. Recognising young people as ‘individuals’ who are already familiar with their own contexts, their local area and their city... not merely recipients of activities, but initiators of initiatives that directly concern them.

1.3 THE 4 STAGES OF THE METHOD

1) MAPPING: MAPPE SOCIALI 1° INCONTRO

How young people see our communities, our towns and our local areas. A description of young people’s “perspective” on their living environments and the issues that affect them.

Group exercise for PPE4 INFO DEM: Together, we created postcards from the “realms of disinformation” that represent a specific incident,



context or situation in which participants have encountered disinformation (in your work, your neighbourhood, city, country, etc.). Where are you writing this postcard from?”



¹ <https://www.cinemavekkio.it/ppe4-info-dem>

2) A PLAYFUL INVESTIGATION (NARRATIVE SOCIO-ANALYSIS)

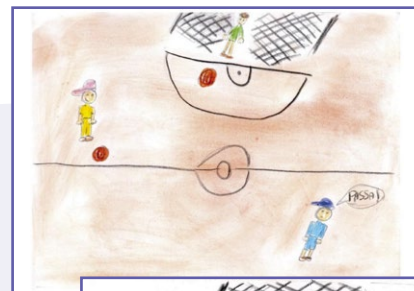
"We tell stories so that stories can be told to us." We tell stories drawn from everyday life, from magazines, newspapers and literature, which portray young people as agents of change in complex and/or difficult situations that affect them.



"Voghera, denunciate due studentesse di 17 anni che protestano per il clima: 'Avevamo solo dei cartelli'. Pd: 'I giovani vanno ascoltati e capiti'". (la Repubblica)
Exercise for PPE4 INFO DEM: We have linked a story we were told by cross-checking it against an official news source

3) ARTISTIC TRANSFORMATION

The stories shared with us by the young people, the issues they consider important and/or the key concerns that emerge are reworked and reimagined using artistic tools that can take various forms and be developed in different ways. Over the years, these have included rap songs, theatrical flash mobs, exhibitions, videos, comics...



4) PUBLIC ACTION

Una caratteristica chiave del metodo è che non si ferma all'identificazione del problema e delle questioni, ma cerca di tradurli in una istanza o agenda politica.



PODCAST AS AN EDUCATIONAL TOOL

2.1 CORE PRINCIPLES

Artistic Transformation

Giving Voice to Young People

Listening as a way of processing life experiences.

2.2 EXAMPLES OF PODCASTS

Over the years, we have explored podcasting in a variety of projects. We consider these three to be particularly significant:

NEETWORK EDUCANTE

Description: A focus group session began with key questions ‘thrown’ onto the table, sparking a discussion that was recorded and from which we were able to distil a logical structure of content. In particular, it emerged how participants engage with the world of work (‘anti-CV’), how they experience coming of age, and what life is like in their local context.



Exercise for PPE4INFODEM: How do you usually keep up to date with current affairs? How do you think it would be best to stay informed? How do your friends and peers keep up to date, in your experience?

THE WALLS OF MONTÀ

Description: Based on the stories gathered from participants, the podcast captures how young people see and describe the communities in which they live, focusing on specific places and personal stories.



Exercise for PPE4INFODEM: Tell a story in which you have encountered disinformation. It can be a story that happened to you or one you have heard about through official sources.

COMMITTED TO RIGHTS

Description: This project presents the podcast as a democratic platform for young people to express their views; it serves as a tool for first reflecting on and then asserting one's rights.



Exercise for PPE4INFODEM: Individual and group brainstorming based on images. Images typically facilitate dialogue and discussion among all those involved in the educational process.

2.3 PODCAST PRACTICES AT CINEMA VEKKIO (4-6 JUNE 2026)

POSTCARDS:

Podcast Practices - Cartoline
PPE4INFODEM.



DIXIT:

Podcast Practices - Scelta dei DIXIT.



AN ANTIDOTE TO DISINFORMATION

how we verified the accuracy of a
news report).

Podcast Practices



DIGITAL JOURNEY MAP

3.1 ACTIVITY 4: "NAVIGATING THE NOISE"

This workshop incorporates a user experience approach to help participants self-regulate their use of digital devices and apps, taking into consideration the impact on their well-being. It empowers participants to discuss themes that are meaningful and relevant to them and reflect on their personal experiences by creating a persona they can relate to. Through the process of defining mutual digital habits and engaging in small-group discussions, topics such as information fatigue may naturally emerge, prompted by the participants themselves. This activity promotes teamwork, creativity, and presentation skills while also raising awareness of the emotional impact of technology in everyday life. The structure of the persona and digital journey map is inspired by user experience design, and aligns with the DigComp 2.2: The Digital Competence Framework for Citizens, specifically addressing 4.3: Protecting health and well-being and 1.1: Browsing, searching, and filtering data, information and digital content.

3.2 WORKSHOP LOGISTICS & OBJECTIVES

- Duration: 50 - 60 minutes
- Age: 16+ years
- Group Size: Groups of 4-5 people
- Aim: To help participants recognise the signs and sources of information fatigue and apply digital strategies to manage cognitive overload effectively.
- Objectives:
 - Avoid health risks and threats to physical and psychological well-being
 - Articulate information needs.
 - Identify symptoms and triggers of information fatigue.
 - Analyse information flows and their emotional impact.
 - Formulate personal media-use guidelines.
- Material needed:
 - Flipchart paper and markers.
 - The workshop can be conducted also online using platforms like Miro²

²<https://miro.com/online-whiteboard/>

3.3 WORKSHOP STRUCTURE

1. CREATING A PERSONA (10 MINUTES)

Based on the participants' typical daily digital experiences, each group will collaborate to create a digital avatar (referred to as a persona). Together, they will define and agree on the persona's:

- Name, age, place of residence, and gender.
- Education and occupation (including background)
- Technical abilities and the devices he/she uses regularly
- Needs and motivations for using digital tools and apps (at least three)
- One fear or concern related to using digital tools and apps
- A quote that reflects their personality, perspective, or voice

Each group will draw their persona on a sheet of paper or in the upper corner of a flipchart sheet and list all of the details. They should aim to create a persona that is realistic and relevant to their own digital experiences. Groups have 10 minutes to complete this step.

2. EXPERIENCE MAP (20 MINUTES)

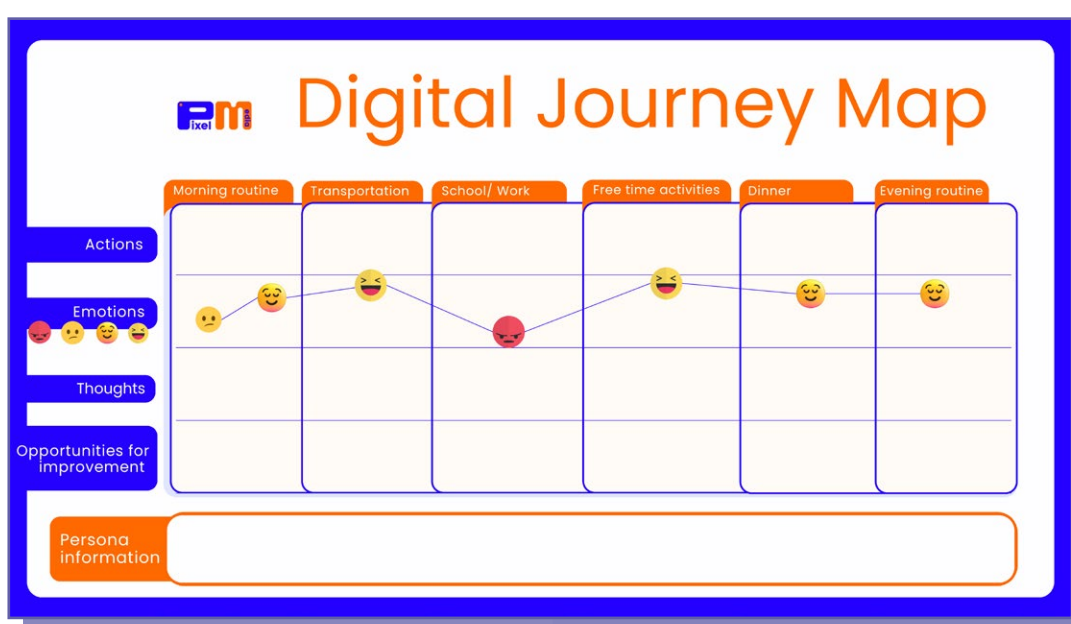
Using the persona created in Step One (for example, "Max"), each group will explore a daily digital journey. If the group is large, multiple personas (one per group) will be developed, each following its own digital routine. The groups remain the same as in Step One. The facilitator introduces the structure of the day using the following timeline: Morning routine, Transportation, School/Work, Free time activities, Dinner, Evening routine.

Each group will arrange these steps horizontally as columns on a flipchart, creating the framework for a table. For each time block, they will describe the following in rows:

1. **Actions:** This row forms the story of their daily digital interactions. What digital tools and apps the persona interacts with during each step and why (i.e., 1.1 identifying information needs).
2. **Emotions:** How the persona feels at each step (4.3). Emojis can be used to symbolise the emotions. The happy emoji is positioned at the top of the line, while the sad emoji is at the bottom. Together, the emojis form a diagram representing various emotional states when connected.

3. **Thoughts:** What thoughts the persona has while engaging with the tools or content.
4. **Opportunities for Improvement:** Identify whether there is potential for a better experience. If the interaction is positive, this may be left blank. If negative or causes stress/anxiety, groups are encouraged to suggest digital well-being strategies.

Example of a digital journey map table (see annex for a blank template or download it ³):



The recommended order of filling in the table is actions, emotions, thoughts, opportunities for Improvement. To visualise emotional dynamics, groups can connect the emojis in a line graph to illustrate the emotional highs and lows throughout the digital day.

3.4 PRESENTATIONS (10 - 15 MINUTES)

Each group presents their persona and the completed daily digital journey map, including their suggestions for improving the persona's digital well-being. After each presentation, the rest of the participants are encouraged to:

- Compliment thoughtful observations
- Suggest additional digital well-being strategies
- Reflect on whether the presented journey relates to their own experiences

³ https://pixelmedia-project.eu/?sdm_process_download=1&download_id=9635

DEBRIEFING: FINAL CONCLUSION BY THE FACILITATOR (10 - 15 MINUTES)

The digital experience map they create illustrates the persona's interactions with technology throughout a typical day—highlighting when, why, and how the technology is used, what emotional states are triggered, and whether digital tools are contributing to anxiety or being used in a balanced, healthy way. By addressing the needs and motivations of their persona, participants can evaluate which needs might also be met offline and explore strategies for improving digital balance.

The emotional tracking aspect of the activity encourages reflection and supports the development of healthier daily habits. By the end of the session, participants will have co-created a self-guide to improve their digital well-being, using their persona's journey as a reference point. The use of a fictional character adds playfulness and emotional distance, helping to create a safe, open environment for sharing ideas and suggestions.

PARTNERS

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