

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

 Please provide one sheet per event (one event = one workpackage = one lump sum).)

PROJECT	
Participant:	5- CIRCOLO ARCI CINEMA VEKKIO APS (CVK)
PIC number:	928322496
Project name and acronym:	Personal Protective Equipment for Informed Democratic Action – PPE4InfoDem

EVENT DESCRIPTION			
Event number:	3		
Event name:	Media training – Italy		
Type:	Training for young people		
In situ/online:	in-situ		
Location:	Italy, Corneliano d'Alba		
Date(s):	07/07/2026 and 08/07/2026		
Website(s) (if any):	https://www.krokodil.rs/wp-content/uploads/2026/07/EDS-WP-3-CVK.pdf https://www.cinemavekkio.it/ppe4-info-dem		
Participants			
Female:	14		
Male:	14		
Non-binary:	0		
From country 1 [Romania]:	0		
From country 2 [Czech Republic]:	0		
From country 3 [Italy]:	28		
From country 4 [Spain]:	0		
From country 5 [Lithuania]:	0		
Total number of participants:	28	From total number of countries:	1
Description			
Provide a short description of the event and its activities.			

After launching a call to invite and present the training to young men and women in the rural areas of Roero (the reference area for Cinema Vekkio's educational and cultural work) via social media channels, the educators organized a workshop on 07/07/2026 and 08/07/2026 covering media literacy, social media, and the creation of a project podcast using the "Cultura in movimento" methodology.

Today's digital ecosystem offers extraordinary opportunities for information, participation, and communication, but it also demands increasingly solid skills to navigate consciously among content, sources, and media languages. In this context, the training course offered a foundational media literacy experience designed to equip young people with critical tools to understand how media works, recognize reliable information, use social media responsibly, and actively participate in digital citizenship.

The training went beyond delivering theoretical knowledge, engaging participants in an experiential, collaborative, and creative learning process. The core of the event was the creation of a podcast, conceived as a hands-on workshop for research, reflection, and original content production on the topics covered throughout the course. Through planning, writing, recording, and distributing the episodes, participants gained first-hand experience with the dynamics of digital communication, honed their expressive skills, and learned—at least in part—to fact-check sources, build compelling narratives, and communicate responsibly.

Ultimately, the podcast aims to be more than just a final product; it serves as an educational tool that transformed students from passive content consumers into conscious, empowered communicators—fostering critical thinking, collaboration, and the ability to make a positive impact in the digital public sphere.

DAY 1

ACTIVITY 1 – IMAGES

The activity was designed to develop participants' awareness of visual language and the role that images and headlines play in constructing the meaning of a news story. Through the observation of a photograph depicting a massive crowd—later contextualized as the Black Nazarene event in Manila—participants were invited to form hypotheses without receiving any additional information regarding the location, time, or nature of the event.

The initial brainstorming phase kicked off with a few guiding questions: What do I see? What emotions does this image evoke in me? How can I verify what I'm looking at? The responses highlighted widely differing interpretations. Some hypothesized a protest, others a funeral, a concert, a religious celebration, an emergency, or a major public event. Differing assessments also emerged regarding the size of the crowd, their arrangement, and the overall meaning of the scene.

This comparison brought to light a fundamental element of media literacy: an isolated image does not tell the full story, but rather offers a representation that requires context to be interpreted correctly. Indeed, every photograph represents a selection of reality, determined by framing, timing, angle, distance, and the choices of the photographer. Without additional information, it is impossible to reconstruct with certainty what is truly happening.

Subsequently, we reflected with the participants on the concept of framing—specifically, how words, images, and narratives shape public perception. Even when viewing the exact same photograph, a headline or accompanying text can suggest a completely different interpretation, influencing expectations, emotions, and judgments. The activity highlighted how the meaning attributed to an image depends not only on what it shows, but also on the story that accompanies it.

ACTIVITY 2 – THE GAME OF IMAGES

This workshop activity was designed to allow participants to experience firsthand how the same image can be used to tell completely different stories, highlighting the role of narrative, language, and communicative intent in information design.

Using the exact same photograph depicting the Black Nazarene event in Manila, each group was given a "secret mission" that required creating a social media post with a specific communicative goal:

- **Group 1:** Present the image as evidence of a failed event with low turnout.
- **Group 2:** Frame it as a massive demonstration capable of paralyzing the city.
- **Group 3:** Turn it into the foundation of a completely fabricated and absurd news story.
- **Group 4:** Use the photograph as a promotional tool to advertise an event, product, or location.

Starting from the same image, each group created a hypothetical Instagram post consisting of an eye-catching title (clickbait) and a short caption, striving to make their narrative believable using only the available visual information.

The activity yielded particularly significant results. Although all groups worked with the same photograph, the resulting narratives were radically different—and in some cases, direct opposites. This enabled participants to realize in a tangible way that images alone do not determine the meaning of content; rather, it is shaped by how they are presented, described, and contextualized.

During the final discussion, it emerged how a headline, caption, or even a simple comment can drastically alter public perception, guiding emotions, interpretations, and judgments. Participants recognized that, especially on social media, the image serves as the initial hook to capture attention, while the text steers its interpretation, implicitly suggesting what to think about what is being observed.

The debate prompted reflection on several fundamental questions:

- Can different interpretations arise from the same image?
- Is an image enough to fully understand a situation?
- Why do social media platforms so heavily prioritize visual communication?

The responses reflected a growing awareness that an isolated image is rarely capable of capturing reality in all its complexity. It shows exclusively what the camera lens chose to frame in a precise moment, while everything outside the frame—the before, the after, and the geographical, cultural, and social context—remains part of reality without being immediately visible. Consequently, understanding an event always requires deeper research, verification, and comparison with other information sources.

Next, key concepts of visual communication were introduced. In particular, photographic perspective was analyzed to show how the choice of framing can alter the perception of reality. Photos taken with telephoto lenses can compress distances, making a crowd appear much denser than it actually is, whereas high-angle or wide-angle shots can have the opposite effect—downsizing the sense of attendance and giving an impression of sparse turnout.

The concept of decontextualization was also explored in detail, demonstrating how an image lacking temporal, geographical, or symbolic markers can easily be repurposed to depict events completely unrelated to the original context. This vulnerability makes photographs particularly prone to manipulation, misinformation, and the spread of misleading content.

The final part of the workshop focused on verification tools for digital images. Participants were introduced to several fact-checking strategies, including reverse image searching, verifying publication dates and locations, analyzing available metadata, examining background details (such as buildings, signs, weather conditions, or vegetation), and cross-referencing with reliable news outlets.

Audio recordings made during the workshop document the progressive evolution of the participants' reflections: moving from initial spontaneous interpretations to a greater focus on the role of context, sources, and the communicative intent behind content creation and distribution. Ultimately, the activity fostered critical thinking, an understanding of digital communication mechanisms, and the awareness that in a social media environment, any image can be leveraged to support contrasting narratives. For this reason, it is essential not to stop at first impressions, but to always question the origin, context, and intent behind the media we consume.

ACTIVITY 3: THE BODY OF (DIS)INFORMATION

This phase of the workshop represented a moment of personal and collective reflection on the topic of misinformation, aimed not only at understanding what fake news is, but especially at exploring how young people experience their daily relationship with information, social media, and digital tools.

The activity began with the participants' direct experiences, inviting them to share anecdotes, doubts, and situations where they encountered false, manipulated, or hard-to-verify information. The initial discussion highlighted how most news today is intercepted through social networks, messaging platforms, recommendation algorithms, and content shared by friends, influencers, and creators, whereas spontaneously turning to official news sources is less common (though still practiced when looking to dive deeper into a topic).

Part One – "The Investigation" with Dixit Cards

The first activity utilized self-produced playing cards as a narrative facilitation tool. Each participant selected an image that, according to their own interpretation, represented the concept of misinformation. The use of cards encouraged a symbolic and emotional language, allowing even the less outspoken participants to express their point of view. The images evoked concepts such as labyrinths, confusion, masks, distorting mirrors, double meanings, deception, fear, information chaos, and the difficulty of distinguishing truth from falsehood.

Furthermore, the discussion revealed that many participants recognize being exposed daily to vast amounts of information without always possessing the necessary tools to evaluate its reliability, origin, and quality.

Part Two – Constructing the "Body of Information"

Next, the workshop focused on the concrete experiences of the participants through the symbolic construction of the "Body of Information," using the human body as a metaphor for their daily relationship with the digital realm.

Each part of the body was associated with a specific dimension of the digital experience:

- **Hands:** Represented the tools used every day—smartphones, tablets, computers—and the main social platforms frequented by participants.
- **Feet:** Portrayed daily habits: the time spent online (often perceived as very high) and the use of devices to communicate, play games, watch videos, listen to music, stay informed, and, above all, engage in endless scrolling through social feeds. Many young people acknowledged that this behavior often happens automatically, filling moments of waiting or leisure without any real intention to seek out specific information.
- **Heart:** Captured the emotional dimension of their connection with digital media. On one hand, positive aspects emerged: social media is perceived as a space for socialization, entertainment, creativity, discovering new interests, and staying connected with others. On the other hand, numerous concerns surfaced. Frequently cited fears included personal data theft, loss of privacy, unauthorized distribution of personal photos and content, image manipulation via AI tools, and the risks of falling victim to online scams, cyberbullying, or digital identity theft. A widespread awareness also emerged regarding the difficulty of managing screen time and the fear that social media might influence opinions, behaviors, and psychological well-being.

- **Head:** Represented critical reflection and information literacy skills. Participants were asked to evaluate their level of proficiency in using social media and to describe how they inform themselves when they consider a topic important. The responses showed a fair level of awareness that not all online information is trustworthy. Many stated that they cross-reference multiple sources before considering a news item reliable, while others admitted to often relying on content suggested automatically by algorithms or shared by people they deem trustworthy. They recognized that verifying information requires time, attention, and specific skills that are not always at their disposal.

The "Body of Misinformation": A Collective Construction

In the final phase, all individual reflections were gathered and synthesized into a single "Body of Misinformation"—a collective representation showcasing how the group currently experiences its relationship with digital information.

The body constructed by the participants depicts a highly connected generation that is technically proficient with digital tools, yet simultaneously aware of their pitfalls. A significant sensitivity emerged toward privacy protection and personal data security, which are perceived as increasingly vulnerable in the digital environment. The possibility of images, videos, and personal information being manipulated or used without consent represents one of their primary sources of anxiety.

Another particularly relevant aspect concerns the growing awareness of information manipulation. Participants recognized that images, videos, headlines, and content can easily be edited, decontextualized, or designed specifically to manipulate emotions, opinions, and behaviors. Consequently, misinformation is not perceived merely as fake news, but as a set of communicative practices capable of distorting reality itself.

Faced with these challenges, many expressed a need to rely on dialogue with trusted adult figures—such as teachers, educators, parents, and digital communication experts—who are viewed as helpful points of reference for interpreting online content and developing critical analysis tools.

Ultimately, the activity provided a rich and nuanced snapshot of the relationship between youth and digital information, bringing to light their needs, vulnerabilities, skills, and awareness. The experiential and participatory approach successfully transformed personal experiences into collective reflection—fostering critical thinking, digital citizenship, and a deeper understanding of the mechanics that define today's information ecosystem.

DAY 2

ACTIVITY 1: RESEARCH ON VIDEOS

As a continuation of the media literacy training participants were assigned a research task to be carried out in small groups. The activity aimed to put the analytical tools developed during the workshop into practice by encouraging the young men and women to directly engage with the content that daily circulates on digital platforms.

Each group was asked to identify three different types of videos:

- A video considered representative of reliable information regarding an issue of international relevance (such as human rights, democracy, the environment, conflicts, or international cooperation);
- A video potentially created or altered using Artificial Intelligence tools;
- A video found on social media with seemingly credible content, yet possessing elements that cast doubt on its reliability.

The goal of the activity was not simply to deem whether a piece of content was "true" or "false," but rather to develop the participants' ability to observe a video with an analytical and critical eye, moving beyond the immediate consumption typical of social platforms.

Each group presented its selected materials and explained the reasoning behind their choices. These presentations were recorded to serve as documentation for the project and as material for the subsequent production of the podcast, offering a valuable opportunity for shared debate and reflection.

The discussion highlighted how a video's credibility is often influenced by its technical production quality and stylistic choices. Participants observed how high-definition visuals, dynamic editing, engaging music, subtitles, professional graphics, logos, seemingly authoritative testimonials, or an emotionally compelling narrative can elevate the perceived authenticity of a piece of content—even when the information presented is inaccurate, manipulated, or unsourced.

Consequently, the collective analysis focused not only on video content, but above all on its communicative language. Participants were invited to consider key questions: Who made this video? Who is the intended audience? What is its goal—to inform, convince, evoke emotion, sell, entertain, or sway opinion? What elements make this content credible? What information is missing?

Special attention was also given to narrative construction. Through group discussion, it became clear that editing, image selection, framing, music, voiceover, and scene sequencing are not neutral elements; rather, they play a decisive role in constructing meaning. Every directorial choice guides the viewer's interpretation, emphasizing certain aspects of reality while leaving others in the background.

An additional topic of reflection focused on the increasing prevalence of AI-generated content. Participants acknowledged that distinguishing authentic images and videos from artificially produced or modified ones is becoming progressively more difficult. This realization led to discussions on the importance of always verifying content origins, cross-referencing information with authoritative sources,

and maintaining a cautious approach toward materials that trigger intense emotional reactions or appear overly sensationalized.

The activity helped consolidate a core skill of modern digital citizenship: watching video content critically. This means going beyond understanding the explicit message to interpret what the audiovisual language communicates implicitly—recognizing narrative strategies, persuasive techniques, and the creator's underlying intent.

The final debrief revealed a significant shift in how participants approach digital content. While many initially tended to evaluate a video based primarily on its visual polish or emotional pull, by the end of the activity they demonstrated a greater inclination to ask questions, check sources, contextualize information, and distinguish between persuasive language and factual reliability. This transition represents one of the core objectives of the entire program: transforming passive media consumption into a conscious, reflective, and critical practice—essential for navigating today's digital information ecosystem.

ACTIVITY 2: TELEPHONE

The traditional game of "Telephone" was used as a metaphor for the process of information transmission. By the end of the communication chain, the message emerged profoundly altered, transforming into entirely different phrasing.

The subsequent discussion allowed the group to analyze where and how the information had progressively broken down. Phenomena such as simplification, omission, addition of details, personal interpretations, and word substitutions were highlighted—changes that, while appearing minor, significantly altered the original meaning of the message.

The activity provided a springboard to reflect on how information can warp in real-world contexts as well: not only through word of mouth, but also when sharing on social media, in messaging groups, or when news is reshared across different outlets. Indeed, every step in the communication chain can introduce elements of distortion—whether intentional or unintentional—making it essential to trace content back to the original source and verify it before hitting share.

While keeping a fun, playful atmosphere, the workshop enabled participants to gain a hands-on understanding of how information quality relies heavily on the precision with which it is passed along. It underscored the crucial importance of distinguishing between an original message and the layers of interpretation that can accumulate as it spreads.

ACTIVITY 3: WHO TELLS THE TRUTH?

Group Work – Discussion and Questioning: Comparing a Social Media Post vs. National News Coverage Analyzing the language, structure, reported data, and content of the news.

This activity aimed to hone participants' ability to critically evaluate information reliability by comparing how the same topic is framed across different channels and communication styles.

Divided into small groups, participants analyzed two pieces of content covering the same current news item: the European debate on potential child protection measures regarding social media use, specifically focusing on the proposed introduction of stricter rules for users under 16. On one hand, they examined a social media post characterized by highly emotional and simplified language; on the other, they reviewed the same story as reported by a national newspaper, which featured a more reasoned and documented approach.

The analysis was guided by several key questions: Which of the two news items seems more reliable? Why? What elements make it more credible? What details emerge in the journalistic text that are missing from the post? Why do social media posts often use strong or provocative tones? What aspects make you doubt the reliability of a news story?

The comparison revealed how two seemingly similar pieces of content can produce vastly different interpretations of the same event. Participants noted that the social media post tended to favor sensationalist headlines, definitive statements, and language designed to spark immediate reactions—often oversimplifying a complex topic or omitting helpful context. In contrast, the news article provided greater detail, cited the institutions involved, explained the background of the proposal, distinguished between proposed ideas and finalized decisions, and used more precise, less polarizing language.

The discussion highlighted that a news story's credibility does not depend on its popularity or share count, but rather on source quality, verifiable data, clear attribution, balanced language, and the ability to reconstruct the context behind the facts.

Another key insight concerned the differing communicative goals of various media platforms. Participants recognized that social networks, powered by algorithms that prioritize engagement and emotion, often favor brief, provocative, and polarizing content designed to quickly capture attention. By contrast, professional journalism—despite variations in style across outlets—tends to offer deeper analysis, context, and fact-checking.

The activity also provided an opportunity to reflect on the value of accurate information within democratic societies. Understanding how sources work, distinguishing facts from opinions, fact-checking before sharing, and comparing diverse viewpoints are essential skills for informed participation in public life and democratic debate—particularly on issues that directly impact young people and their rights in the digital space.

In conclusion, the workshop reinforced several practical criteria for evaluating news reliability:

- Verifying the author and source of the content;
- Checking for data, official documents, or reference links;

- Distinguishing facts from opinions;
- Watching out for overly sensationalist headlines;
- Cross-referencing the same story across multiple reliable sources;
- Questioning the communicative purpose of the message and whether it relies on language meant to spark fear, outrage, or intense emotional engagement.

These strategies serve as essential tools for developing a critical approach to information and fostering a more conscious digital citizenship.

During the second day of activities, the participants' voices were recorded across the various sessions. Once edited, these recordings formed the core content of the podcast created as part of this event. Participants also took part in an initial briefing session covering podcasting basics, production techniques, audio equipment usage, and storytelling methods. The resulting podcast is an organic, unscripted product born from the thoughts and hands-on experiences of the participants throughout these activities. It is available on the following platform:

<https://open.spotify.com/show/033VhgTTaO82VTzsWeHQ5p?si=febdc39125ff4dbf>

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).