



Baltic Engagement  
Centre for Combating  
Information Disorders

# BECID

## ACTIVITIES TO INCREASE INFORMATION RESILIENCE AMONG RUSSIAN-SPEAKING BALTIC RESIDENTS

D4.4: FINAL REPORT ON T4.4

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## INTRODUCTION

The Baltic Engagement Centre for Combating Information Disorders ([BECID](#)) is a network of experts working to combat information disorders and promote media literacy in Estonia, Latvia and Lithuania. The Baltic [EDMO hub](#) brings together 4 research organizations: the University of Tartu (UTARTU from now on), Tallinn University (TLU), Vidzeme University of Applied Sciences (ViA) and Vytautas Magnus University (VMU). Additionally, we work with 4 IFCN-certified fact-checkers: Delfi Meedia (EE), Re: Baltica (LV), Delfi (LV), and Delfi (LT), whose work is amplified by an associated partner, the Latvian TV channel Vidzeme TV. The Media and Information Literacy (MIL from now on) work package is led by the Baltic Centre of Media Excellence (BCME), a non-profit organization focused on MIL with thirteen founding members cooperating in Latvia and beyond. As of February 2025, BECID connects 72 individuals from 9 organizations.

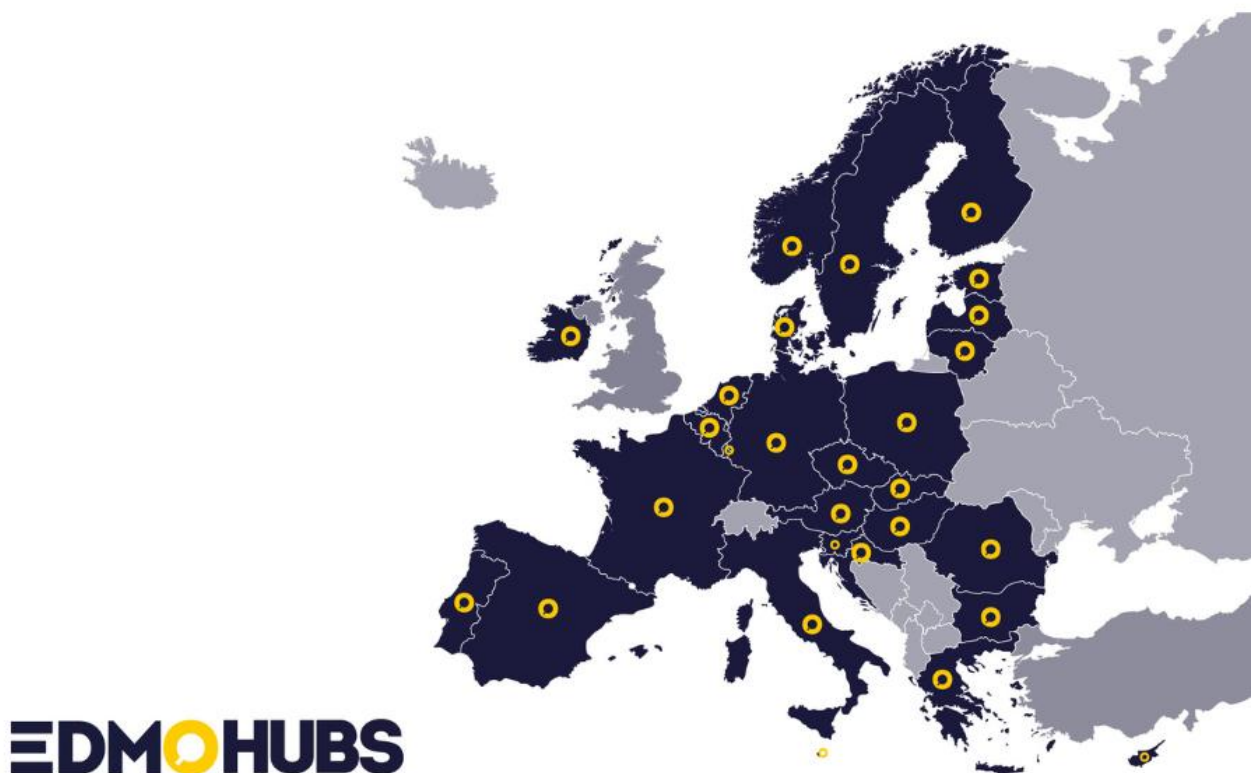


Figure 1. EDMO network. Visit [edmo.eu](#) to learn more about EDMO Hubs.

The Baltic states — Latvia, Estonia, and Lithuania — are home to significant minority communities, particularly near their eastern borders with Russia and Belarus. These regions have historically been areas of diverse ethnic composition, with substantial Russian-speaking

populations. For example, in Latvia, minority groups constitute a notable portion of the population. The largest among these are Russians (25.6%), followed by Belarusians (3.4%), Ukrainians (2.3%), and Poles (2.1%). These communities are predominantly situated in the southeastern part of the country, especially in the Latgale region, which borders Russia and Belarus. Estonia also has a significant Russian-speaking minority. According to the 2000 census, Russians made up 25.6% of the population. These communities are primarily concentrated in the northeastern part of the country, particularly in Ida-Viru County, which lies along the Russian border. Lithuania's minority composition includes Poles (6.7%), Russians (6.3%), Belarusians (1.2%), Ukrainians (0.7%), and Jews (0.1%). The Polish and Russian communities are mainly located in the southeastern regions, near the borders with Belarus and the Kaliningrad exclave of Russia.

These minority communities, especially those near the Russian and Belarusian borders, are particularly susceptible to disinformation campaigns. Factors contributing to this vulnerability include linguistic and cultural ties to Russia, consumption of Russian-language media, and historical narratives. Disinformation efforts often exploit these connections to disseminate narratives that may undermine trust in local institutions and promote pro-Russian sentiments.

In response, the Baltic states have implemented various strategies to counteract disinformation. These include promoting media literacy, supporting independent journalism, and engaging with minority communities to build resilience against information manipulation. Regional collaborations, such as BECID, have been established to enhance these efforts.

This report is the deliverable for Task 4.4 (T4.4 from here on), with contributions from three of the BECID partners: UTARTU, VMU, and BCME. The task aimed to develop a media literacy campaign to strengthen information resilience and encourage civic activism among Russian-speaking populations in the Baltic countries, a group that is especially vulnerable to state-sponsored disinformation campaigns.

To address the statistics and regional differences in the Baltics highlighted in previous sections of the report, each partner country developed tailored action plans aimed at effectively reaching Russian-speaking populations and/or specific target groups within their respective regions. Each country also developed customized materials and updated presentations to reflect the unique experiences, needs, challenges, and situational factors encountered while implementing WP4.4 activities.

UTARTU led media literacy training for teachers in Russian-speaking schools and kindergartens, aligning with Estonia's transition to Estonian-language education. Supported by the British Council, the initiative featured 40 game-based training sessions for young children, enhancing their media literacy skills while providing teachers with hands-on learning experiences.

BCME, in collaboration with NGO "NewEast," implemented media and information literacy workshops for the elderly in the Latgale region. The project established media clubs, developed educator training methodologies, and hosted a MEDIATHON for Russian-speaking youth, combining media campaign development with expert-led workshops on critical thinking and disinformation awareness.

VMU focused on adapting media literacy teaching materials for Russian-speaking students in Lithuania. A new dialogic communication methodology was tested with high school focus groups in the Šalčininkai Municipality region, aiming to enhance students' critical thinking and media literacy skills.

# **1. TRAINING FOR TEACHERS WORKING IN RUSSIAN-LANGUAGE SCHOOLS IN ESTONIA**

In Estonia, WP4.4 activities, led by the University of Tartu, consisted of a series of training sessions, funded by the British Council, for teachers working in Russian-speaking schools and kindergartens. The target group was chosen based on the fact that the regional transition to Estonian-language education began in kindergartens and in 1st and 4th grades in 2024, and will be continuing according to the coalition agreement until 2030. Starting from 2024, the national curricula must be implemented in all Estonian general education schools and require teaching digital literacies as one of the eight key competencies. Consequently, the UTARTU team recognized the need for agile support during this transitional period, specifically targeting a segment of the Russian-speaking population in Estonia.

## **1.1. Specialised course (X EAP) for Russian-language schools in Estonia**

Teachers in Russian-language schools in Estonia were addressed through a specialized course (1 EAP) that included e-seminars, offering insights into integrating game-based learning in their classrooms and guiding them in developing their own educational games. The course covered the current state of media literacy education in Estonia, children's online participation and behaviors, the 4C web risk model (Livingstone and Stoilova, 2021), and provided practical guidance on designing and implementing digital safety games for children.

Example course structure:

**FIRST MEETING:** Introduction; Developing media literacy in the Estonian education system. Children's and youth culture – where to find it on digital platforms and how to understand the content?

**SECOND MEETING:** Game-based learning masterclass: Motivation and engagement through play.

**THIRD MEETING:** 4C web risk model (harmful online content, contact, conduct, and consent) and game-based approaches built on this model.

**IN BETWEEN:** Participation observation of a game-based media education session at the teacher's school/kindergarten, where the teacher actively participates and translates for the

children if needed.

**FOURTH MEETING:** Seminar on creating digital media literacy games.

**INDEPENDENT WORK:** Preparation, conduct, and reflection of a game-based digital media literacy lesson for children.

**FIFTH MEETING:** Self-reflection and feedback seminar.

Building on the experience at UTARTU, the MIL team has developed study materials for those interested in training teachers in Russian-speaking schools to create and facilitate their own digital safety games for students. This material also serves as a nearly ready-to-use slide presentation, requiring only minor adjustments to tailor it to the specific needs of the country and context.

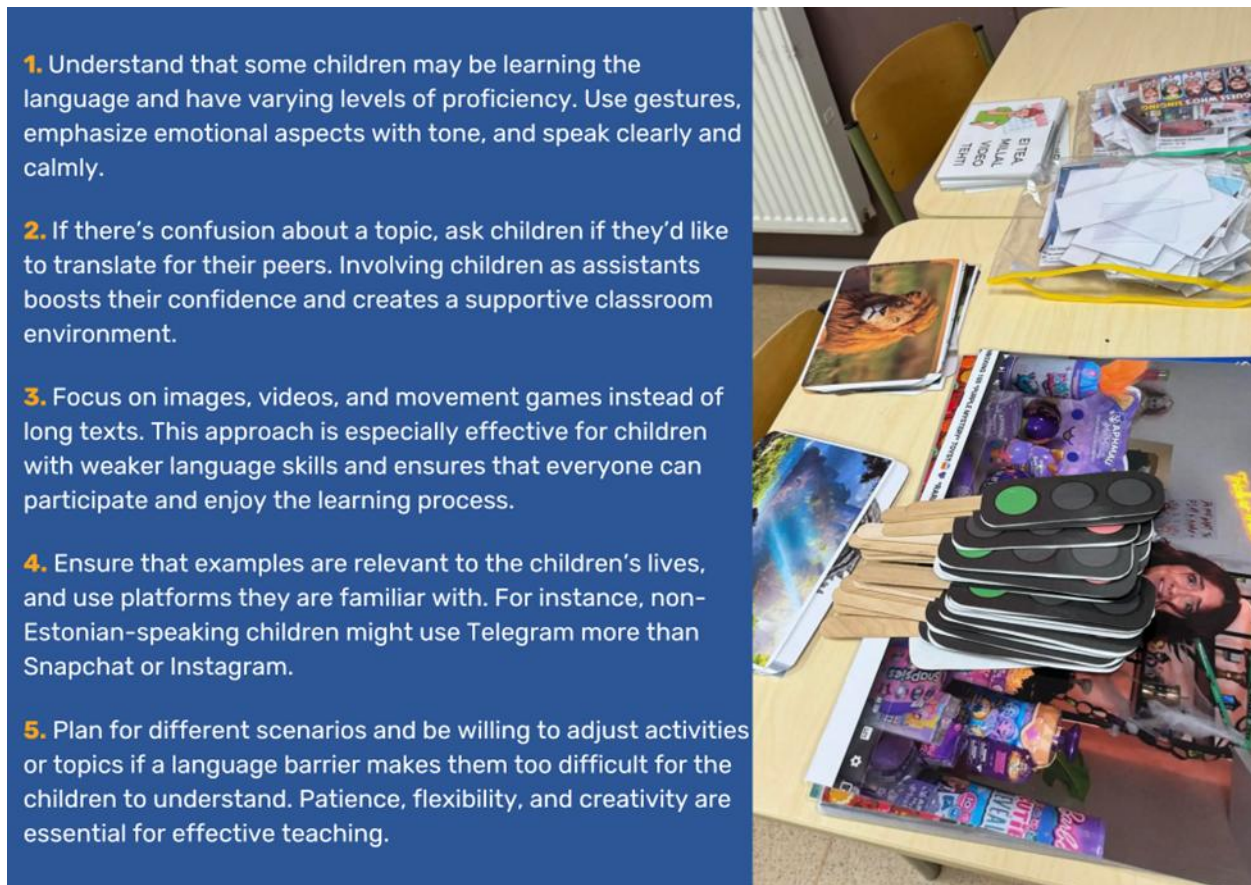
YOU CAN FIND THE MATERIAL [HERE](#).

## **1.2. MIL game-based training for 5–7-year-old kindergarten children and 7–10-year-old students**

One of the main activities in the training course involved conducting 40 sessions of media literacy game-based training for 5–7-year-old kindergarten children and 7–10-year-old students. These trainings were held directly in the classrooms of the participating teachers, providing educators with practical, hands-on insights into game-based learning. To maximize teachers' engagement in the game-based learning process, they were encouraged to translate the games for the children involved. This approach had the positive effect of enhancing the children's understanding of the games.

Drawing from the experience of conducting media literacy game-based sessions in Russian-speaking kindergartens and schools, the team has compiled a 5-point summary of key recommendations.





*Figure 2. Suggestions for conducting digital safety games for Russian-speaking students.*

The game topics for kindergarten and 1st to 2nd-grade students covered essential digital literacy themes such as passwords, cyberbullying, digital footprints, targeted advertisements, and scams. For 3rd and 4th-grade students, the game topics included cyberbullying, information disorders, algorithms, and information bubbles.

Methodologically, we found ground in playful problem-based-learning didactics, emphasising the importance of creativity and surprising solutions for educators as well as for students. Creative approaches are often perceived as “fun,” and fun is an extremely important part of research and education, humans overlooking fun or hiding from it despite its importance as an aspect of human activity (Davenport et al, 1998) does us a disservice. The effectiveness of gamification and game-based learning has proven to be enhancing the learning process and result in positive impact on learning outcomes (Plass et al., 2015; Fadhli et al., 2020; Taylor & Boyer, 2020). Well-designed games for developing media and digital literacy act like small focus groups, where children open up and share their experiences better than through interviews or direct questioning (Parsanoglou et al., 2022). This feedback is also valuable for teachers (Hietajärvi & Maksniemi, 2017), providing insights into what children do online.



## EXAMPLES OF THE GAMES

### PASSWORDS GAME

Game author: Inger Klesment

Resources: printed emoticons.

Suitable age: 5-8.

Duration: 10 minutes.

The goal is to introduce the purpose of passwords.

- “Ask questions related to passwords, such as: ‘What is a password?’, ‘Why do we need a password?’, ‘Who thinks the password 0-0-0-0 is very good?’, ‘Who believes you can tell your password to a friend?’, etc.
- If the child knows the answer, they should immediately switch places with someone. If they don’t know, they remain seated. No one is eliminated.
- After each change of place, allow the children to answer the question and express their opinions.
- The children sit on the emoticons selected in the previous activity.
- Don’t forget to play along!



*Figure 3. Media literacy game-based training for 5–7-year-old kindergarten children.*

## INTERNET RISKS 'HOT POTATO'

Game author: Inger Klesment

Resources: a dice with plastic pockets, with each pocket containing a picture representing an internet danger. Additionally, A3-sized copies of the pictures.

Suitable age: 5-8.

Duration: 20 minutes.

The goal is to discuss various internet risks.

- Children sit in a circle and pass the dice around like in 'Hot Potato'.
- The teacher says: 'Stop!'
- The child who received the dice looks at the picture on it.
- The teacher asks if the child can interpret or guess from the picture what topic will be discussed next.
- The teacher shows the group the same picture in A3 size so that everyone can see it.
- Children share thoughts and experiences on each internet risk topic.

- The teacher guides the discussion toward safer internet behavior.



*Figure 4. Media literacy game-based training for 5–7-year-old kindergarten children.*

## AD DETECTIVES

Game author: Triin Sooäär

Resources: examples of an advertisements, and traffic light signs.

Suitable age: 6-8.

Duration: 15 minutes.

The goal is to learn how to spot hidden advertisements.

- Start with a discussion about what “advertisement” means, its features, goals, and where we might encounter ads.
- Lay out advertisement samples on the floor in a row, with each child standing in front of one picture. Give each child a traffic light sign with green on one side and red on the other.
- Game process: If a child sees an ad in the picture, they direct the green light to the picture; otherwise, they show the red light. At the signal, children move one picture

forward. Once they've completed the round, the children sit in a circle with their traffic lights.

- Discuss which ads are easy to spot and how to differentiate them from other digital content. Introduce the concept of hidden advertising and show examples from the pictures.
- Talk about how ads in games and YouTube videos can influence us. Encourage the children to share their own examples.

## **2. "SKILLS LAB" PROJECT FOR ELDERLY FROM RUSSIAN-SPEAKING MINORITIES AND MIL MEDIATHON FOR RUSSIAN-SPEAKING YOUTH IN LATVIA**

In October 2024, several workshops or skills laboratories organized by the Baltic Centre for Media Excellence in cooperation with NGO "NewEast" focused on media and information literacy for the elderly were held in the Latgale region of Latvia, thanks to co-financing from the Society Integration Fund of the Republic of Latvia. This region was selected due to its proximity to Russia and Belarus, as well as its significant minority population, making it particularly vulnerable to disinformation and propaganda from neighboring countries.

Although Russian and Belarusian propaganda media are banned in Latvia, many residents in Latgale still find ways to access this information. Additionally, there has been an increase in fraudulent activities targeting these individuals. As a result, enhancing media literacy is a critical issue in today's society.

The project involves several key activities: Establishing three media clubs (skills labs) in Preiļi, Līvāni, and Rēzekne. These clubs provide seniors with a two-day training program focused on information analysis, recognizing disinformation, and developing critical thinking skills. Creating a methodology for media literacy trainers to promote an effective and interactive approach to adult learning in this subject area. Conducting a training session for coaches who will prepare local coordinators to work with seniors using the project methodology.

### **2.1. Educational program for training trainers**

As part of the "Skills Lab" project, an "Empower Educators" program was created and implemented to prepare media literacy coaches to work with seniors in Līvāni, Rēzekne, and Preiļi. This program is designed to equip trainers with the necessary knowledge, methodologies, and practical tools to effectively conduct classes and enhance seniors' skills in critical thinking and media literacy.

The training's purpose is to help coaches learn various strategies to:

- Work with adult audiences by adapting content and approaches to meet the needs of the older generation.

- Use interactive methods, such as games and practical tasks, to enhance engagement and reinforce theoretical knowledge.
- Recognize and explain issues related to information manipulation, fake news, and disinformation.
- Strengthen community resilience against information risks.

The Empower Educators program was implemented at the New East Cultural Institute in Daugavpils, where coaches acquired essential skills and techniques through intensive classes. After successfully completing their training, these coaches were assigned to lead classes in the project's primary activities, which took place in Livani, Rezekne, and Preili.

This initiative has laid a crucial foundation for the project's success by providing highly qualified trainers who can deliver theoretical knowledge and create an engaging and educational learning experience for the older generation.

## **2.2. Developing a methodology for MIL coaches working with elderly**

This methodology has been developed as part of the "Skills Lab" project, titled "Media Lab: Empowering Trainers." Its main focus is to enhance media literacy among seniors, particularly those from minority groups who are at a higher risk of encountering disinformation. The goal is to provide effective and evidence-based approaches that foster critical thinking and media literacy while considering the specific characteristics and needs of the target audience.

The methods have been practically tested in the Latgale region, where minority communities are especially vulnerable to disinformation due to their geographical proximity to Russia and Belarus. This work builds on the experiences of local communities and tailors the approaches to ensure they are effective and easily integrated into the learning process.

The methodology is highly flexible, allowing for the combination of content in various formats and thematic blocks based on specific training needs.

The methodology consists of three key components:

- **Theoretical Part:** This section covers the foundations of media literacy, the role of media in society, and the ability to recognize information manipulation.
- **Practical Part:** This includes interactive activities such as exploring the information



bubble, conducting expert reviews, and engaging in forum theatre.

- Combination of Both: A balanced approach that merges theoretical and practical elements to create an effective learning experience.

This methodology serves as a universal and practical resource that enables coaches to design curricula flexibly. It helps participants develop critical evaluation skills for navigating the modern information landscape safely.

Included in the methodology is an introduction to media literacy, highlighting its significance in today's world. It covers the specifics of teaching media literacy and presents various relevant topics organized into blocks for easier access.

- The importance and role of media literacy in today's world
- What is media literacy, and why is it necessary?
- The theoretical basis for media literacy
- The role of media in society
- Current challenges in the media landscape
- Types of skills and competencies developed through media literacy
- Learning terminology related to media
- Media literacy bingo
- Understanding media and its various forms
- Six types of content
- The view spectrum
- The light thermometer concept
- The information bubble
- The information network
- Expert assessment
- Activities: Attention, readiness, and startup
- Emotion as a factor in decision-making
- Anti-discrimination cards
- Forum theatre
- Socio-emotional competencies
- Inspirational closing remarks for trainers

The methodology developed builds on the experiences and best practices from the Empower Educators program, specifically the skills Lab initiatives in Rezekne, Livani, and Preili. This

methodology will serve as an important resource not only within the project's framework but also for other educators in Latvia and beyond.

YOU CAN FIND THE MATERIALS ENG [HERE](#) AND RU [HERE](#).

### **2.3. Skills lab: two-day learning experience – content and activities**

The two-day program offered participants both theoretical knowledge about media influence and principles of information analysis, as well as practical lessons aimed at developing the ability to distinguish between facts and opinions and to recognize disinformation. This project has been particularly significant for ethnic and linguistic minorities, such as Ukrainians, Russians, and Latgilians, who actively participated in the program. These groups often encounter media content in various languages, which increases the risk of disinformation and complicates the evaluation of reliable sources of reliable information. Approximately 58% of the participants were from language and ethnic minorities. They represented diverse communities and levels of media consumption, ranging from individuals who rely on a single media channel to those who utilize varied sources, including newspapers and social media, daily.

The events were successfully held in October 2024, with an attendance of 34 participants in Livani, 19 in Rezekne, and 25 in Preiļi. In each event, seniors not only learned theoretical concepts but also gained practical knowledge, laying a solid foundation for further engagement in the digital and informational environment.

In addition to enhancing seniors' skills as competent information consumers, the project fosters community cohesion by providing a safe and inclusive environment for intercultural dialogue and information exchange.

The Skills Lab project's educational program was divided into 12 thematic blocks addressing a broad range of media literacy and digital skills topics. Throughout the two-day sessions, participants explored the operating principles of the contemporary information landscape, mastered techniques for fact and image verification, and acquired practical skills to identify manipulation and disinformation.

The program's structure was designed to provide participants with a step-by-step approach that combined theoretical understanding with practical applications relevant to their daily lives. Each block focused on a specific aspect of media literacy, allowing for a versatile

learning process tailored to the needs of older participants. Overall, a variety of topics were covered:

### Media Literacy Concepts

In this topic, participants explore the fundamentals of media literacy and its importance in today's information-saturated world. The significance of critical thinking and the ability to analyze information is emphasized, particularly in the context of consuming and creating media content.

### Information Field and Infospace

This theme examines how the modern information space influences our perceptions and behaviors. Participants explore how various media outlets create information feeds, their roles within these feeds, and the social and cultural impacts they generate.

### Media and Content Types

Here, participants discuss the various types of media (both traditional and digital) and their characteristics. They learn to distinguish between news, opinions, advertising, entertainment, and propaganda, which is an essential step in developing critical thinking skills.

### What an Information Bubble Is

Participants are educated about information bubbles—what they are and how they form, often due to personalized algorithms. The discussion covers how this phenomenon affects our perceptions and restricts access to diverse viewpoints.

### Fact-Checking and Expert Review

Participants acquire techniques for verifying the accuracy and reliability of information. They learn how to distinguish qualified experts from pseudo-experts and how to evaluate the information provided by different sources.

### Emotions and Manipulation

This theme addresses the role of emotions in media and the dissemination of information. Participants investigate how emotions are utilized for manipulation and how to recognize the signs of manipulation in media and social networks.

## Image Verification: How to Check a Picture

Participants learn to analyze and verify the authenticity of images using accessible tools and methods. They gain insights into determining whether an image has been manipulated and whether it is suitable for the context in which it is used.

## Trolls and Bots

This subject reveals the roles of trolls and bots in the information space. Participants learn how these entities are used to shape false public opinions, spread disinformation, and incite conflict.

## Telephone Fraud Awareness

Participants explore modern forms of telephone fraud and learn how to protect themselves from fraudsters attempting to obtain personal or financial information.



*Figure 5. Participants in Livani explore modern forms of telephone fraud and learn how to protect themselves from fraudsters attempting to obtain personal or financial information.*

## Media Literacy Bingo

This activity offers an interactive and engaging way to reinforce the knowledge gained



throughout the program. Participants play bingo, testing their media literacy skills with questions and tasks based on the topics covered.



*Figure 6. Participants in Livani play bingo, testing their media literacy skills with questions and tasks based on the topics covered.*

The Skills Lab has significantly impacted its members and local communities. First, seniors have acquired new skills to navigate the digital space confidently and critically evaluate information. These skills are essential for recognizing disinformation and propaganda that are commonly found in both traditional and digital media.

Second, the project has strengthened public cohesion, particularly in diverse communities inhabited by representatives of various ethnic groups. Participants from Ukrainian, Russian, and Latgalian backgrounds not only gained new knowledge but also fostered mutual dialogue and cooperation.

Participants noted that the event's friendly atmosphere and individualized approach created a comfortable environment for learning at their own pace. This is especially important for those who have previously felt hesitant about engaging with the digital world.

The skills Lab project has become an important step in the education of seniors and

promotion of media literacy in Latvia. As well as strengthening the participants' critical thinking and information analysis skills, the activities developed and the methodology developed within it also provided an opportunity to bring together representatives of different cultures and generations.

The project has made a significant contribution to local communities by helping participants become more confident and informed consumers of information. It fostered intercultural dialogue and strengthened social ties, which are especially important in today's rapidly changing information landscape.

“Skills Lab” is more than just an educational initiative; it serves as a bridge between generations and cultures, allowing for collaborative learning, sharing of experiences, and the creation of a stronger, more resilient society. This initiative inspires continued efforts on similar projects, ensuring that seniors and other community members acquire the necessary skills and knowledge to be active and secure in today's world.

## 2.4. MIL Mediathon: empowering Russian-speaking youth in Daugavpils

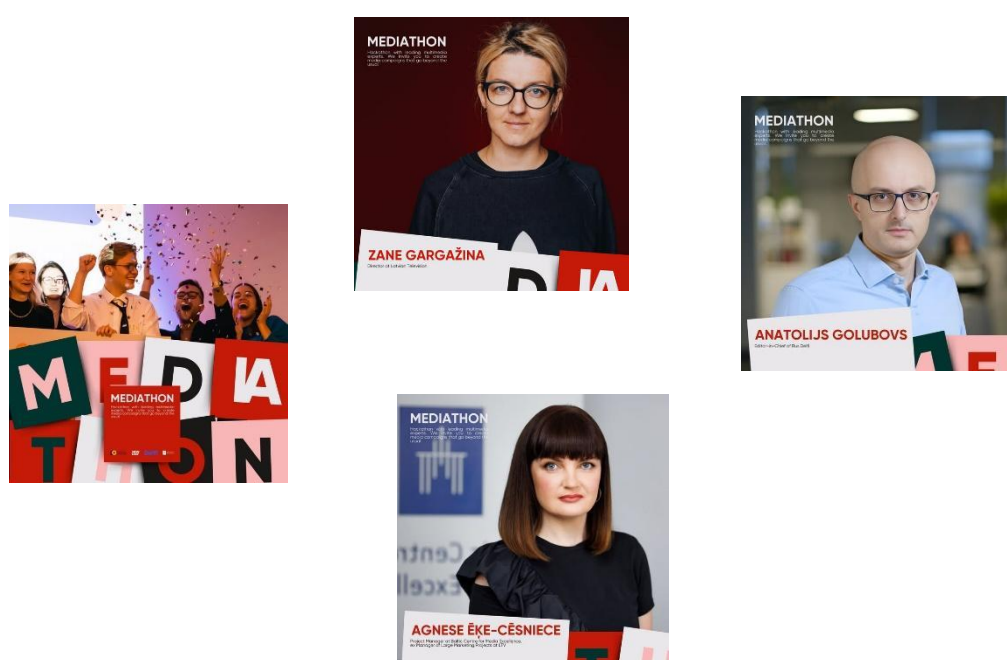


Figure 7. MIL Mediathon in Daugavpils speakers Zane Gargažina, Anatolijs Golubovs, Agnese Ēke-Cēsniece.



Before the launch of the Skill Lab project, an intensive MEDIATHON for Russian-speaking youth took place in September, organized by the Baltic Center for Media Excellence, Rus.Delfi.lv, and the Cultural Institute “New East”. This dynamic program brought together up to 20 young creatives eager to explore the multimedia landscape while honing their skills in technology, art, communication, and content creation.



*Figure 8. MIL Mediathon in Daugavpils.*

Designed as a hub for learning, innovation, and empowerment, MEDIATHON focused on fostering critical thinking, combating disinformation, and breaking down stereotypes within

minority communities. The program seamlessly combined a media campaign hackathon with expert-led workshops, offering participants hands-on experience in crafting impactful messages, developing professional skills, and engaging with real-world media challenges.



*Figure 9. MIL Mediathon in Daugavpils.*

One of the highlights of MEDIATHON 2024 was the participants' outstanding creativity and dedication. In October, the two [best media campaigns](#) were featured on [Rus.Delfi.lv](#), giving young talents a platform to see their ideas come to life and make a tangible impact in the media landscape.



*Figure 10. MIL Mediathon in Daugavpils.*

More than just a competition, MEDIATHON 2024 was a catalyst for growth, equipping young creatives with the tools to navigate and influence the modern media environment. By fostering innovation, media literacy, and critical engagement, the event underscored the power of youth-driven storytelling in shaping a more informed and inclusive society.



### **3. ADAPTING TEACHING MATERIALS FOR RUSSIAN SPEAKERS AND TESTING A DIFFERENT CRITICAL THINKING AND MIL-FOCUSED METHODOLOGY IN LITHUANIA**

In Lithuania, WP4.4 activities, led by the Vytautas Magnus University, consisted of adapting teaching materials for Russian speakers and testing a different critical thinking and MIL focused methodology—based on dialogic communication practice—with focus groups of high schoolers from the Šalčininkai Municipality region, where people are mainly Polish-Russian speakers.

#### **3.1 Handbook for teachers “How to creatively integrate mil exercises in the classroom?”**

As First of all, DIGIRES innovative handbook for teachers “How to creatively integrate media and information literacy exercises in the classroom?” developed by a team of media literacy and media experts, extended and tested by the BECID, was translated, adapted, and designed for Russian speakers (see Figure 11).



Figure 11. DIGIRES innovative handbook for teachers adapted to Russian speakers.

This handbook provides effective methods and tools in the Russian language to help students better understand the modern media world, identify misinformation, and develop critical thinking.

With thoughtfully designed 4 different activities (lateral reading, media workshop, understanding uncertainty, and categorizing opinions), this handbook is perfect for fostering media literacy across various subjects, including native or foreign languages, history, civics, and information technology.

The practical approaches include a detailed step-by-step plan, tips and guidelines, discussion questions, and a comprehensive tool to help teachers prepare for media literacy lessons in a timely and high-quality way. Each method is complemented by useful references and sources.

The interactive activity “Media Workshop” encourages you to notice and recognize the media world around you, to understand the meaning of information and media objects in your everyday environment. The “Lateral Reading” method teaches to recognize the aspects of a reliable source and to evaluate textual and visual information in terms of reliability. The interactive activity “Categorizing Opinions” helps to understand how dichotomous thinking and the categorization of things as “black” or “white” divide society and push it towards confrontation, polarisation, and hate speech. The method “Understanding Uncertainty” enables you to know your emotions, behavior, and ways of searching for information under conditions of uncertainty, developing your resistance to manipulation and information disturbances.

Each activity has detailed examples and adaptable scenarios, making it easy to integrate into teaching practice. These exercises encourage students to question the validity of the information they encounter and think critically about its sources.

Each method has an introduction that provides relevant information about the method:

- topic,
- duration of the class,
- grade (year) for which it can be implemented,
- list of the subjects for which this lesson plan can be integrated,
- aim of the lesson,

- learning objectives,
- materials needed,
- and steps of preparation.

Every method has a clear plan which consists of:

- Introduction,
- Group work,
- Assessment and reflection,
- Follow-up (homework assignment).

YOU CAN FIND THE MATERIAL [HERE](#).

### **3.2 The different critical thinking and mil focused methodology**

Then the different critical thinking and MIL-focused methodology—based on dialogic communication practice—with focus groups of high schoolers from the Šalčininkai Municipality region, where people are mainly Polish-Russian speakers, were tested (see Figure 12).





*Figure 12. Testing different critical thinking and MIL focused methodology with focus groups of high schoolers from the Šalčininkai Municipality region.*

In an ever-changing digital and media environment, it is essential to foster media and information literacy among the younger generation and to reinforce the habit of careful information consumption through critical thinking. To find out how young people from Russian-speaking regions behave in the digital space, and what are their skills and values, Junior Researcher Patricija Lenčiauskienė conducted a study “Digital Literacy and Conscious Use of Information in the Changing Media Environment” (see Figure 13).



*Figure 13. Conducting a study “Digital Literacy and Conscious Use of Information in the Changing Media Environment” with focus groups of high schoolers from the Šalčininkai Municipality region.*

The study provided a better understanding of how high schoolers contribute to the development of digital literacy among young people, as well as students' opinions and knowledge about digital literacy.

Discussions with students in grades 9–12 focused on three main topics:

- the young person's experience of the media environment,
- disinformation and manipulation on the internet,
- and norms of behavior, ethics, and values in the media environment.

High schoolers discussed how they live their lives in the virtual world, and what is important, relevant, or worrying to them. They also discussed how young people recognize and react to false information and perceive norms of behavior online.

YOU CAN FIND THE PUBLICATION [HERE](#).

High schoolers also had the opportunity to familiarize themselves with the nuances and process of creating media content and try it themselves, and later reflect on this experience (see Figure 14).



*Figure 14. Russian speaking high schoolers learning how to create media content.*

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