

UNITED TOGETHER AGAINST POLARITY!

# Workshop Design



SAY:  
„BYE, POLARITY“



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## 1 INTRODUCTION

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This workshop design has been created as Project Result 4 in the project "BYE, POLARITY" context. The project focuses on making young people aware of the increasing polarisation in politics and society and mobilising them to actively act against it. Strengthening skills such as critical thinking and empathy, as well as values such as cohesion and diversity, will enable them to act as ambassadors for a united Europe.

## 2 OBJECTIVE

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Pupils are confronted with an enormous amount of news from social media, and adults such as teachers or parents have long since lost track of which platforms pupils are on and what content is being consumed. The COVID crisis and increased digital content consumption have further exacerbated the problem.

Thus, the material contains a plan and instruction for a 4-6 hours workshop that aims to equip pupils with the necessary skills to critically analyse and navigate polarising content on social media platforms. By the end of the workshop, pupils should be able to identify polarising content, understand its implications, and develop strategies to promote constructive dialogue and critical thinking online.

## 3 TARGET GROUPS

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The main target groups of BYE, POLARITY are pupils between 12 and 16 and secondary-school teachers. The direct target group of this task are the teachers, who will be equipped with materials for holistic experiential learning that will enable them to teach a cross-curricular understanding of democracy, tolerance towards other opinions and European values.

## 4 MATERIALS NEEDED

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- Projector and screen
- Flipchart or whiteboard with markers
- Moderation cards and pens
- Laptops or tablets
- Smartphones of Participants

## 5 WORKSHOP STRUCTURE

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The workshop structure is presented in detail in the following chapter to give a clear overview of the process, the individual parts and the organisational design. The workshop consists of the following three parts:



Make sure to foster a safe and inclusive environment throughout the workshop, allowing pupils to express their thoughts freely. Encourage curiosity, open-mindedness, and empathy as essential values in addressing polarisation in social media.

Some other general details for implementing the workshop:

- A minimum of 10 people and a maximum of 25 people should participate in the workshop
- It is designed for pupils aged 12 to 16 years old
- It lasts about 5 hours, but the duration can be adjusted based on the available time

### 5.1. INTRODUCTION TO THE TOPIC (max. 60 minutes)

#### 5.1.1. ICEBREAKER ACTIVITIES TO CREATE A COMFORTABLE ATMOSPHERE

The following warm-up exercises are designed to create a productive and dynamic learning atmosphere. These activities can help pupils relax, connect, and build a positive class dynamic.

#### 1. Exercise: TWO TRUTHS AND A LIE

**Preparation:** Each pupil thinks of three statements about themselves: two are true, and one is a lie. These statements should be about different aspects of their life or personality.

**Implementation:** Pupils sit in a circle, and each pupil presents their three statements one by one without revealing which one is the lie. After one pupil has shared their statements, the other pupils have the opportunity to discuss and guess which of the three statements is a lie.

The person who made their statements can then reveal which statement is actually false. This process is repeated until all pupils have shared their statements and the class has guessed.

By sharing personal stories and characteristics that often go beyond superficialities, pupils can realise that there are many commonalities in the class. This can help reduce prejudice and promote empathy.

## **2. Exercise: DESERT ISLAND**

This exercise is an imaginative activity designed to explore pupils' preferences, values and reflections. Here is how the exercise works:

**Preparation:** Have each pupil imagine being stranded on a desert island and think about what item he or she would take with them.

**Implementation:** One by one, pupils share the item they would take to the island and explain their choice. The explanation should include why this item is important and how it would help them on the island.

**Discussion:** After a pupil has explained their choice, the class can ask questions or share thoughts. This can lead to interesting conversations about which items are important to different people and how people prioritise in difficult situations.

This exercise encourages critical thinking skills, argumentation, and the ability to explain personal choices.

## **3. Exercise: DIFFERENT PREFERENCES**

The following exercise is about making the pupils aware of their different preferences.

### **Preparation:**

- Choose the pairs of opposites you want to present to the pupils. Here are some examples: city/countryside, winter/summer, sea/mountains, cats/dogs, action movies/comedy, concert/game night with friends, early riser/late riser.
- Set up the classroom or a designated area with a clear division in the middle where pupils can stand. Ensure there's enough space for pupils to move around comfortably.

**Implementation:**

Different pairs of opposites are presented, and pupils are asked to stand either on one side or the other of the class according to their preferences. Afterwards, the reasons for this preference should be discussed in the two groups and shared with the other group.

This exercise is not only to illustrate how diverse the preferences are in the group but also to encourage respecting differences and appreciating diversity.

5.1.2. DIFFERENCE BETWEEN POLARITY AND POLARISATION

In the social-historical context, the term "polarity" describes the opposition of two concepts, opinions, objects, etc. The word "polarity" is used in many fields and represents a duality that considers the development of phenomena in opposite directions but in a relationship of interdependence. In this context, polarity can be considered a social process, being influenced by social policies, as well as by members of society, in a negative or positive direction. **Polarisation** is the effect of polarity, which is present everywhere and takes the form of a phenomenon that society must deal with on a daily basis.

In the educational context, polarisation can be seen in the situations in the school environment that pupils cause for one reason or another and that school staff must deal with. Teachers are often confronted with polarisation in the classroom.

Social media can solve the problem by networking more with like-minded people or also through displayed information, which matches the previous age behaviour of people through algorithms. More information about the topic can be found on the website of the project at <https://www.byepolarity.eu/> and the Facebook page <https://www.facebook.com/profile.php?id=100083284151757> or the Instagram page [https://www.instagram.com/bye\\_polarity/](https://www.instagram.com/bye_polarity/).

**Exercise: WHO ARE WE?**

**Objective:** Pupils will develop a deeper understanding of the concept of polarisation by researching "polarising personalities" and exploring their viewpoints, backgrounds and how they are presented in the media. At the same time, this should foster their critical thinking.

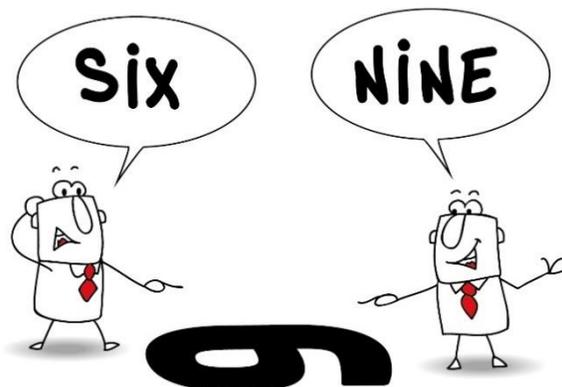
**Preparation:** Choose a list of well-known "polarising personalities" from different fields like politics, culture, science, etc. that the pupils know about. For example, Donald Trump, Taylor Swift, Martin Luther King, Greta Thunberg, Malala Yousafzai, Elon Musk, Nelson Mandela.

**Implementation:**

- Explain to the pupils the concept of polarisation and how it leads to people having extremely different views.
- Divide the class into groups of 4-5 persons.
- Each group researches the assigned personality and records information about their views, standpoints, backgrounds, and the controversies surrounding them in the media.
- Pupils should understand why the personality was polarising and how their views were interpreted differently.
- Afterwards, the groups presented their personalities one after the other without revealing their names.
- Other pupils can guess who it might be and ask questions for more information. Only questions that can be answered with "yes" or "no" (e.g. Is the person a politician?) can be asked.
- Once the pupils have guessed the person, the background information about that person is presented.

**Discussion and reflection:** After each presentation, allow other pupils to share their thoughts, interpretations and opinions on the statements presented. Discuss how different backgrounds and perspectives can lead to different interpretations.

## 5.2. UNDERSTANDING POLARISATION IN SOCIAL MEDIA (45 minutes)



This part of the workshop focuses on helping pupils understand how algorithms and echo chambers in social media fuel polarisation and why critical thinking is important when using social media.

### 5.2.1. THE CONTRIBUTION OF SOCIAL MEDIA ALGORITHMS TO POLARISATION

The Internet recognises what you want to see and shows it to you; this is based on algorithms that consider your Internet behaviour and all other available data. Furthermore, that can be a lot! Your social media profile, your location data (from apps that are allowed to use your location information), and your search terms in search engines and online shops - they all can be used to create a profile and put you in categories as left/right-leaning, old/young, male/female, interested in topics such as environment, movies, sports, ...

Recognising the role of algorithms in shaping our online experiences is important for understanding how polarisation occurs. Encouraging digital literacy, critical thinking, and actively seeking diverse viewpoints can help mitigate the effects of algorithm-driven polarisation and promote a more balanced online environment.

### 5.2.2. THE PSYCHOLOGY BEHIND POLARISATION AND ECHO CHAMBERS

**NOTE:** Although people see themselves in a neutral position, only a minor percentage is subscribed to media sources from both sides of the spectrum (left/right). This is why people tend to think that everybody thinks like them: because no one in their social media feed, or "bubble", is of contrary opinion. This phenomenon is called the "**echo chamber**", and in times of

social media and web 2.0, algorithms amplify this. Through this, so-called filter bubbles are established in which people find themselves surrounded by mostly like-minded people.

### 5.2.3. THE IMPORTANCE OF CRITICAL THINKING WHILE NAVIGATING SOCIAL MEDIA

Critical thinking is an essential skill when navigating social media due to the complex and often deceptive nature of online content. Here's why critical thinking matters in this context:

- 1. Verifying Information:** Critical thinking helps you assess the information's accuracy. Not everything shared on social media is reliable or true. Being able to fact-check and cross-reference information ensures you're not misled.
- 2. Identifying Bias and Misinformation:** Critical thinking enables you to spot biased content and misinformation. It allows you to analyse the language, sources, and intent behind a post, helping you avoid falling for sensationalism or false narratives.
- 3. Avoiding Echo Chambers:** Social media algorithms often show you content aligning with your beliefs, creating echo chambers. Critical thinking helps you seek out diverse viewpoints and challenge your assumptions, breaking out these bubbles.
- 4. Promoting Healthy Discussions:** Engaging with polarising or controversial content without critical thinking can lead to emotional reactions and unproductive arguments. Critical thinking allows you to respond thoughtfully, fostering healthy discussions and constructive dialogues.
- 5. Recognising Clickbait and Sensationalism:** Critical thinking helps you recognise clickbait headlines or sensational content designed to grab attention. It empowers you to look beyond the surface and assess the substance of the content.
- 6. Protecting Against Manipulation:** Online platforms use persuasive techniques to engage users. Critical thinking helps you recognise when you're manipulated into certain behaviours, such as sharing or reacting to content without considering its implications.
- 7. Evaluating Sources:** Critical thinking enables you to assess the credibility of the sources behind the information. It helps you differentiate between reliable news outlets, expert opinions, and unreliable sources.

**8. Safeguarding Personal Information:** Critical thinking encourages you to be cautious about sharing personal information online. It helps you assess the potential risks and consequences of revealing too much on social media platforms.

**9. Preventing the Spread of Fake News:** Sharing false information can contribute to the spread of fake news. Critical thinking prompts you to question the legitimacy of content before sharing it, reducing the circulation of misinformation.

**10. Preserving Mental Well-being:** The constant stream of content on social media can affect mental health. Critical thinking allows you to filter out negative or harmful content and focus on material that adds value and positivity.



**Exercise: ECHO CHAMBER**

**Objective:** This exercise aims to help pupils understand the concept of echo chambers, how they contribute to polarisation, and how social media can intensify these dynamics.

**Preparation:**

Creation of Facebook groups or groups on other social media platforms or messaging apps (e.g., WhatsApp, Signal, Telegram)

### How to create a Facebook group:

- Log in to your Facebook account.
- Click on the menu (three horizontal lines) at the top right and select "Groups".
- Click "Create Group" and enter the group name, privacy settings and a short description.
- Add members by entering their names or email addresses.
- Adjust the group settings according to your preferences.
- Click on "Create group" to create the group. Make sure you create a closed group to protect pupils' privacy.

### Implementation:

1. Group Formation: Divide the class into small groups (4-5 persons). Each group will become an "echo chamber" with specific beliefs. These beliefs can be related to various topics such as climate change, artificial intelligence (opportunities/concerns), diet (impact of different diets on health, the environment, and ethics), consumption (minimalism vs. traditional consumption), mobility (individual traffic/public transport), animal testing (medical progress/animal welfare), preference of teaching subjects (aesthetic/cognitive education).
2. Belief Formation: Assign each group a particular viewpoint or belief related to the chosen topic. For example, if the topic is climate change, one group might believe that human activity is the primary driver, while another group might believe that natural cycles are the main cause.
3. Content Creation: Every group member develops a post with this viewpoint. The post can include text, images, and links that support the perspective. Encourage them to use persuasive language and emotionally charged content that resonates with their intended audience. Afterwards, the group members post the created content in their Facebook group.
4. Amplification: Instruct each group to like, share, and comment on each other's posts within their echo chamber. This simulates the feedback loop within an echo chamber, where members validate and amplify each other's beliefs.
5. Example (Climate Change Echo Chambers):

Group A (Human Activity): This group might create articles about the impact of human consumption on the environment, alarming statistics, and urgent calls for action.

Group B (Natural Cycles): This group could create articles that discuss historical climate fluctuations, emphasising that current changes are part of natural variability.

**Discussion:**

After a specified period of time, gather the groups and facilitate a discussion about their experiences. Ask questions such as:

- How did it feel to immerse yourselves in an echo chamber?
- Did you find it challenging to create content aligned with a specific belief?
- How did the amplification of similar viewpoints affect your group's dynamics?

**Reflection:**

Lead a broader discussion about the implications of echo chambers in real life. Discuss how echo chambers can reinforce polarisation by limiting exposure to diverse perspectives and how they can contribute to the spread of misinformation.

**REMEMBER:** In a world where information is abundant and easily accessible, critical thinking acts as a shield against manipulation, misinformation, and division. By developing and applying critical thinking skills while navigating social media, you empower yourself to make informed decisions, engage in meaningful conversations, and contribute positively to the online community.

### 5.3. *FIND POLARISING CONTENT (60 minutes)*



Now that the pupils know how polarisation arises, the next step is for them to look for polarising content on social media.

**Exercise: FIND POLARISING CONTENT**

1. Divide the class into small groups of 4-5 persons and assign a social media platform (Facebook, Instagram, YouTube, TikTok, Twitter) to each group.
2. Each group now looks for polarising content on the respective social media platform.
3. The pupils select three posts that they would consider as highly polarising or have a high potential for polarisation.
4. Afterwards, there is a plenary discussion on how to recognise that the content is polarising by using the examples below.

Here are general examples of polarising content that they might encounter on social media platforms:

- **Political Posts:** Posts that strongly support one political party or ideology while criticising or demonising the opposing side.
- **Hot-button Social Issues:** Content related to topics like immigration, gun control, abortion, and climate change, often presented in ways that exaggerate differences and emotions.
- **Conspiracy Theories:** Posts promoting unverified or debunked conspiracy theories can create strong divisions among people who believe in them and those who don't.
- **Us vs. Them Mentality:** Content that frames situations as "us versus them," creating an adversarial tone and encouraging people to pick sides.
- **Emotional Manipulation:** Posts that use emotional language, graphic images, or shocking statistics to evoke strong emotional responses rather than logical discussion.
- **Misleading Headlines:** Articles with sensationalised headlines that may not accurately represent the actual content or facts in the article.
- **Selective Information Sharing:** Sharing information that supports one's viewpoint while ignoring or downplaying information that contradicts it.
- **Memes and Visuals:** Memes that oversimplify complex issues or use humour to make light of serious topics, often catering to a particular perspective.
- **Extreme Language:** Posts that use inflammatory or derogatory language to describe individuals or groups with differing opinions.

- **Fearmongering:** Content that exploits fears and insecurities, often predicting dire consequences if a particular viewpoint is not embraced.
- **Cherry-Picked Statistics:** Sharing statistics out of context or using incomplete data to bolster a specific argument.

**NOTE:**

- It would be good but is not necessary that all pupils of the group know the chosen social media channel.
- It is necessary that at least one member of the group uses the social media channel and provides access to it.
- A post might be polarising even if the whole group has the same opinion about it. These posts might be more difficult to find as they will not create any “tension” in the group.
- It might be a good idea to nominate one “observer” in the group who will stop the discussion if a discussion is at the point of transition to get a conflict. The role of the observer must be clear to all group members, and they must promise to respect the “stop” of the observer.

**Exercise: REPORTING OF POLARISING MESSAGES**

**Objective:** To educate pupils about the reporting mechanisms on different social media platforms and promote awareness about online safety and responsible digital citizenship.

**Implementation:**

1. Platform Research:

Divide the class into small groups of 4-5 persons again (or they remain in the group constellation of the previous exercise) and assign each group a different social media platform again (e.g., Facebook, Instagram, Twitter, TikTok, etc.).

Instruct them to research and explore the platform's guidelines and procedures for reporting posts that violate community standards.

2. Information Gathering:

Pupils should investigate how to report various types of content, such as offensive language, hate speech, cyberbullying, and inappropriate imagery.

They should also note down the steps, screenshots, or relevant details required for reporting.

3. Creating a Flipchart:

Provide pupils with a flipchart or large paper and pens. Then, instruct each group to design a visually appealing presentation on the flipchart. They should include the name of the social media platform, the steps to report a post, and illustrative examples.

4. Presentation:

Each group presents their flipchart to the class, explaining the process of reporting posts on their assigned social media platform.

Encourage questions and discussions after each presentation to clarify any doubts.

5. Discussion:

Lead a class discussion about the commonalities and differences among the reporting processes on various platforms.

Highlight the importance of reporting responsibly and not abusing the reporting feature.

6. Reflection:

Conclude the exercise with a brief reflection on what pupils have learned about online safety, responsible reporting, and the power of community standards in maintaining a positive online environment.

**REMEMBER** that polarising content is not always inherently negative, but it can lead to echo chambers and hinder constructive dialogue. Encourage critical thinking and fact-checking when encountering such content on social media.

#### 5.4. COPE WITH CONTENT (60 minutes)



This part serves to teach pupils how to calm down emotions and to learn to get into a relaxed and harmonic state when they are confronted with polarising content.

##### **Exercise: BREATHING**

##### 1. Box Breathing (Four-Square Breathing):

Inhale for a count of 4.

Hold your breath for a count of 4.

Exhale for a count of 4.

Hold your breath again for a count of 4.

Repeat the cycle for several rounds.

##### 2. Deep Belly Breathing (Diaphragmatic Breathing):

Place one hand on your chest and the other on your abdomen.

Inhale deeply through your nose, expanding your abdomen and feeling your lower hand rise.

Exhale slowly through your mouth, allowing your abdomen to deflate.

Focus on keeping the chest relatively still while your abdomen rises and falls.

##### 3. 4-7-8 Breathing:

Inhale quietly through your nose for a count of 4.

Hold your breath for a count of 7.

Exhale completely through your mouth for a count of 8.

This sequence completes one breath; repeat for several rounds.

Now that all pupils are relaxed, the next step is to learn to look at the polarising content from a meta-perspective. Additionally, they find out why a certain post triggers emotions in them and take a different perspective.

### **Exercise: META POSITION**

1. Imagination: Ask the pupils to close their eyes and imagine a situation where they are angry after seeing a certain post on social media. Pupils observe the scene from an upper corner of the room as if they were impartial observers.
2. Understanding the Trigger: From this detached perspective, the pupils try to understand what led to the emotional state they are experiencing. They analyse the situation, the people involved, and any external factors that might have contributed to their emotional response. They reflect on how a specific post, picture, or person played a role in triggering these feelings.
3. Empathy and Perspective Shift: Now, the pupils imagine stepping into the shoes of the other person who created the post. They try to see things from their point of view. What might have been their intentions, thoughts, and emotions? This step helps them gain a broader understanding of the situation.
4. Learning and Growth: The pupils reflect on the insights gained from this exercise. How can they apply these lessons to future situations? What can they learn from both their perspective and those of others involved?

A final important step in dealing with polarising content on social media is "reframing" it. "Reframing" a polarising post means presenting its content in a way that makes it seem less controversial or provocative and instead contributes to a constructive discussion.

### **Exercise: REFRAMING POLARISING POSTS**

**Objective:** This exercise aims to teach pupils how to turn polarising posts on social media or other platforms into constructive and respectful contributions to discussions. This fosters critical reflection skills and promotes constructive dialogue. Instead of focusing on the

controversies, the focus is creating a platform for openly exchanging opinions. This can be achieved through the following steps:

1. First, similarities should be identified in order to create common ground. Language should be neutral and respectful to avoid emotional outbursts.
2. It is helpful to present alternative perspectives to clarify that there are different views. This should focus on possible solutions rather than concentrating solely on the problem.
3. Respect and empathy towards different opinions are essential. Open questions encourage critical thinking and invite reflection on the issue. Reliable sources contribute to the credibility of statements.
4. It is important to highlight common goals to show how different points of view can contribute to a common vision despite their differences. The emphasis is on a constructive atmosphere for discussion that promotes deeper understanding and leads to productive exchange.

#### **Implementation:**

1. Introduction: Explain the purpose of the exercise and stress the importance of respectful and constructive discussions. Point out that "reframing," a polarising post, helps build bridges between opinions.
2. Post selection: Pupils continue to work in the divided groups of 4-5 persons and choose one of the posts they found in the exercise before, and they would like to "reframe".
3. Reframing: Pupils start by reframing the selected polarising post. They should follow the steps of "reframing" explained above and focus on respectful and constructive wording.
4. Presentation: Pupils present their reframed posts to the group. In doing so, they explain how they reframed the post and why.

#### **Reflection:**

Pupils reflect on what they have learned from this exercise. They should reflect on how 'reframing' can help promote better discussion and understanding on social media and real life.

Here is an example of "reframing" a polarising post on climate change:

Original post: "Climate change deniers ignore science and endanger our future."

Reframing: "The discussion on climate change is based on a wide range of scientific evidence. By respecting and discussing these different views, we can work together to find solutions to protect our environment sustainably."

**REMEMBER**: you have the power to curate your online experience and contribute to a more positive and informed digital environment. By approaching polarising content with a balanced perspective and a focus on respectful dialogue, you can navigate social media in a way that aligns with your values and mental well-being.

### 5.5. CREATE UNIFYING CONTENT (60 minutes)



The aim of the **#TogetherAsOne** Challenge is to create an atmosphere of solidarity, mutual appreciation and cohesion on social media. In order to achieve this goal, polarising topics, some of which have already been discussed in previous exercises, are taken up again. This means topics that lead to heated discussions, conflicts, and division in camps. Then, by creating a unifying social media post, the pupils will be motivated to actively engage in improving social interaction on social media. Polarisation can be overcome by creating an atmosphere of openness, tolerance and mutual respect, and more positive online behaviour can be created.

## **Exercise: CREATION OF UNIFYING CONTENT**

### **Preparation:**

1. Divide the class into groups of 3-4 persons.
2. The pupils select a topic. It can be a topic identified in the parts before, but it can be another topic as well and answer the following questions in the group:

*How do we show the polarising potential of this topic?*

The polarising potential can be highlighted by addressing the controversial viewpoints, disagreements, and associated emotions on the topic. It is important to highlight the different camps and their arguments to create awareness of polarisation and encourage pupils to seek common ground.

*How do you find more (all?) perspectives?*

Pupils should be encouraged to actively engage with different points of view. This can be done by engaging with different sources or views to ensure that as many perspectives as possible are considered. It is important to make pupils aware that there are not only "right", "wrong", "black," or "white" but also grey areas in between.

3. The pupils will now start to create their social media posts. They can use the following questions to help them:

*What should be the content of your post?*

The content should have the potential to foster understanding and bridge divides. Think about values that could be addressed, like the values of the European Union: respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights. Other values could be empathy, respect, tolerance, critical thinking or unity.

*Who is the target group of your post?*

The target audience can vary depending on the topic, platform and intended purpose of the post. The creator of a social media post must have a clear idea of who they want to reach with their content. By identifying the target audience, the post can be made more effective to achieve the desired results, be it engagement or awareness raising, as in this workshop.

*How do you trigger the target group's emotions?*

To trigger emotions in the target group, sharing content that promotes empathy and understanding is important. Personal stories and experiences, inspirational quotes, as well as images, videos and graphics, can evoke a strong emotional response. Posts that evoke positive emotions are shared more often and receive the most responses.

4. The pupils choose a social media platform and the group member's account on which the post should be published.
5. The pupils create a post on the chosen topic that conveys a message of unity and cohesion. The content can be a text, a video and/or an image.
6. The pupils publish the post and use the hashtags *#TogetherAsOne* and *#byePolarity* in the post to enable social media users to find it.
7. The pupils can tag or challenge their friends to take part in the challenge by mentioning them in their posts.
8. At the end, the winning post will be selected based on the following criteria: the whole class or other classes.
  - Range of the post
  - Most unifying potential/positive impact
  - Creativity
  - Content quality
  - Emotional response
9. Optional: Before the start of the challenge, it could be decided how many other people should be encouraged to take part in the challenge in a certain timeframe by creating another post; if this number is reached, a prize for the class could be considered.

### **Tips for creating the posts**

Here are some tips you can give the pupils to create content that promotes a positive atmosphere on social media:

1. Emphasise the importance of diversity and inclusion in your post. Show that different backgrounds, experiences and attitudes enrich us and strengthen us.
2. Focus on connecting people and spreading positive messages. Highlight the benefits of collaboration, understanding, and unity.
3. If you feel comfortable, share your own experiences or tell the stories of others to promote empathy and understanding.
4. Share stories of people or communities who have united despite differences to bring about positive change. This can serve as inspiration for others.
5. Find topics or interests that connect people and facilitate positive conversations. Focus on shared values, goals or experiences.
6. Images, videos or graphics have a strong emotional impact. Make sure that the visual content fits the topic of the post and conveys positive emotions. Avoid visuals that might unintentionally trigger divisive reactions.
7. Create posts that provide insights into different cultures, viewpoints, or historical contexts. You could highlight various cultural holidays, traditions, and celebrations to foster an appreciation for diversity. Educating your audience can foster understanding and reduce ignorance.
8. Share light-hearted content that brings a smile to people's faces. Humour can be a great way to break down barriers and connect.
9. Create content that poses open-ended questions that encourage meaningful discussions. Respond positively to comments and engage in conversations that promote understanding.
10. Promote local events, challenges, or projects that encourage people to come together in person and invite others on social media to take part.

Moreover, of course, what's especially important is to let your creativity run free! Have fun creating a more positive online atmosphere! 😊

**REMEMBER:** The goal of the Social Media Challenge is to create a positive and welcoming space where people from different backgrounds can engage in meaningful conversations. By fostering empathy, understanding, and a sense of community, you can contribute to a more inclusive and harmonious online environment.

## 5.6. CONCLUSION (15 minutes)

Conclude the workshop with a reflection session, where pupils share their key takeaways and insights.

### Exercise: EMOJI REVIEW

Ask pupils to search for one or more emojis on their smartphone that best describe their experience during the workshop, show it to the group and explain why they selected these emojis. For example: surprise 😲, interest 😄, confusion 😬 or learning 🧠.

Additionally, pupils can also answer the following reflection questions in individual work:

- What was the most interesting aspect of the workshop for you?
- Has your perception of polarisation in social media changed? If so, how?
- Did you learn new strategies to deal with polarising content? Which ones?

The pupils can write the answer to each question on a separate moderation card, present their answer to the group and pin it on a board.

You can also encourage them to develop a personal action plan on how they can be responsible and critical social media users, promoting healthy online discussions.



**STOP POLARITY!**

## 6 SOURCES

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