

How to teach media literacy to young people with special needs





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COORDINATORS' FOREWORD

Media and social competences have become an essential component of modern education and youth work, particularly in the context of challenges related to social exclusion. With the rapid development of technology and widespread access to digital media, young people must learn not only how to use tools effectively, but also how to think critically, create content consciously, and receive information responsibly.

This publication focuses on presenting good practices from Poland and Italy, showing how technology, media, and artificial intelligence can support the development of these skills. The collected examples illustrate how modern approaches and innovative methods can inspire young people to explore their potential and build competencies that influence their personal, social, and professional development.

The publication brings together the experiences of both project implementers and experts in media education. To organize the materials, a qualitative survey form was used, which helped structure the responses and capture the key aspects of the activities undertaken. Respondents could choose the questions they wished to answer, allowing them to focus on areas in which they have particular knowledge and experience. As a result, this publication is not only a collection of practical examples but also a source of inspiration and guidance for those wishing to foster media and social competences among young people.

What will the reader learn?

- Which methods and tools are most effective in teaching media literacy.
- What are the best examples of educational activities and projects.
- What challenges arise in teaching young people with educational difficulties.
- Which solutions are worth implementing.
- What recommendations practitioners have for other educators and institutions.

The organizations that shared their good practices were carefully selected by the project partners during study visits in Poland and Italy. The selection process was carried out in collaboration with experts supporting the project, who helped identify institutions distinguished by their innovative approach to teaching media literacy.

This publication was created as part of the project “Digital Young Citizens for the Society of Tomorrow through Erasmus,” implemented by the Pro Cultura Foundation from Poland and the Novareckon Network from Italy. The project was funded by the European Union. More about the initiative can be found on the following pages.

ŁUKASZ SZCZEPAŃCZYK
COORDINATOR OF PROJECT
FUNDACJA PRO CULTURA





ABOUT THE PROJECT

The project “Digital Youth Citizens for Future Society Thanks to Erasmus” was implemented under the Erasmus+ programme, within the KA210-YOU action – Small-Scale Partnerships in the field of Youth, and received funding in the amount of 60,000 euros. The project partners were the Pro Cultura Foundation from Poland and the Italian organization Novareckon, which jointly carried out activities aimed at educators, teachers, trainers, therapists, and other professionals working with youth at risk of social exclusion.

The project’s goal was to support professionals in developing young people’s media and digital competences through the exchange of experiences, analysis of good practices, and the creation of innovative educational tools. The partners focused on sharing knowledge and providing practical solutions that could be implemented in daily work with young people.

Project activities included study visits in Poland and Italy, during which participants had the opportunity to learn about the operations of institutions working with youth and their educational approaches. Meetings with experts, online consultations, and desk research were also conducted, resulting in the development of a catalogue of recommendations and good practices concerning effective methods of teaching media literacy. Particular emphasis was placed on the use of modern technologies such as gamification, storytelling, and multimedia tools that engage young people and allow them to learn through practical experience.

This publication, as an outcome of the project, includes collected good practices, innovative solutions, and recommendations based on the experiences of the partners and participants. Its aim is to support teachers, educators, cultural animators, social workers, and therapists in their work with youth and to inspire them to implement modern educational methods in their activities.





FOUNDATION OF INTERNATIONAL ECONOMIC INTEGRATION AND CULTURAL-TOURISM



FULL NAME: LONGIN KAJKA



WWW.FUNDACJAMIGIKT.PL

Please describe your experience (position, responsibilities, goals) in working with youth at risk of social exclusion and in teaching media literacy.

Experience in working with youth at risk of social exclusion and in teaching media literacy:

- Head of the Educational Complex in Stare Kobiąłki (1994–2016)
- Director of the Shared Services Centre of the Stoczek Łukowski Municipality (since 2020)
- President of the Foundation for International Economic, Cultural and Tourism Integration (since 2014)

Responsibilities:

- Organizing and creating conditions for formal education for primary school students
- Implementing educational and social projects for children and youth within the framework of non-formal education
- Conducting educational, publishing, promotional, training, documentation and research activities
- Organizing trainings, lectures, seminars, courses, conferences, fairs, congresses, symposia, workshops, public events, festivals, contests, polls, happenings, film screenings, theatre performances, meetings, exhibitions, trade fairs, trips, and other forms of activity
- Carrying out information and promotional activities
- Preparing studies, reports, expert opinions, strategies, programs, and economic, cultural, tourist, ecological, energy-related, archaeological, educational, and social projects
- Implementing projects on local, regional, national, and international levels
- Establishing contacts and exchanging experiences with other organizations and institutions

As part of its activities, over 1,000 young people have participated in 75 educational, cultural, and social projects within the following programmes: Equal Opportunities (Równać Szanse), POWER, Erasmus+, International Youth Exchange, the Polish-Lithuanian Youth Exchange Fund, and the Polish-Ukrainian Youth Exchange Council.

What educational methods and tools do you use most often when teaching media literacy? Why do you consider them effective?

Educational methods:

- Brainstorming – used as a form of discussion to allow young people to openly exchange their opinions and comments on a given topic or problem
- Drama – spontaneous role-playing and immersion in specific situations
- Debate – a structured discussion on a selected topic following a prepared scenario
- Discussion – collective reflection on a specific issue or problem
- Mind mapping – defining concepts, problems, or phenomena through associations
- Webquest – using online source materials for both group and individual work
- Quiz – asking questions to check young people’s knowledge on a particular subject
- Online tools enabling task completion

Tools: games, tests, quizzes, graphics, videos, photos, multimedia presentations, and diagrams.

Young people explore a topic through active participation. Each participant takes on one of two roles: either that of a journalist or an interviewee. The journalist must prepare questions, while the interviewee must reflect carefully on their answers. Journalists take notes throughout the process. During the evaluation phase, both groups are asked about their feelings and impressions from the activity.

Can you provide examples of specific activities or projects that you consider best practices in teaching media literacy?

One concrete example of a project and related activities is ****EcoLogical 2022****, carried out within the Erasmus+ Programme. The project included a series of debates—among them expert panels—educational films, ecological conferences, multimedia presentations, and competitions. Partner organizations from Italy, Slovakia, Turkey, and Spain were invited to co-create the project. These partners focus, among other things, on the challenges of media education in the context of a changing social reality.

The media education component of the project aimed to develop skills in analyzing, evaluating, and creating media messages—above all, to educate young people in terms of human values and responsible action.

What challenges do you encounter when teaching media literacy to young people with special educational needs, and how do you address them?

The biggest challenge is effectively including young people with special educational needs in the implementation of project activities. In our projects, these young people are actively involved in organizing online activities, including leading meetings and discussions, and creating photographic and video documentation of project events.

How do you assess your own media competences and the effectiveness of the teaching methods you use?

I rate it at a good level, sufficient to develop competencies and skills in media education among young people. The methods and tools used fully allow for achieving the goals and results specified in the projects.

What support or training do you consider essential for trainers and teachers to more effectively develop media competencies among young people?

In contemporary society, dominated by social media, the need for media education is growing. This mainly involves the skillful use of media, distinguishing credible sources from false ones, and using media to discover the truth. There is an urgent need to support trainers and teachers in managing crisis situations in the media, creatively creating media, and critically viewing media from the perspective of the audience.

Do you use resources, educational materials, and best practices from other countries? If so, how do they affect your work?

Yes, I often use the resources, materials, and best practices of our project partners from Turkey, the Netherlands, Portugal, Lithuania, Italy, Slovakia, and Iceland. They influence the quality of my work and mainly relate to the substantive creation of presentations, workshops, simulations, sessions, e-learning, and coaching.

What strategies do you use to tailor media literacy education to the individual needs of your students?

There are many strategies for implementing media education in relation to individual students' needs. For me, the most important thing is to use an engaging communication strategy that effectively reaches the audience, so that meetings, media messages, and activities spontaneously explore the reality around us.

What are your observations regarding the impact of teaching media literacy on the development of at-risk youth?

Through observation, my beliefs have deepened that media education plays an increasingly important role, allowing for the effective and safe use of media. Utilizing information, leveraging it, critically evaluating, and creating media content requires appropriate competencies and skills that we should develop throughout our lives.

What recommendations would you have for other trainers or institutions looking to implement or improve media literacy programs?

It should be noted that media education requires trainers and teachers to organize an individual approach to the audience in terms of creating and using media for their own and communal use.





FULL NAME: ALEX DIDINO



WWW.FILOSFORMAZIONE.IT

Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media skills.

I'm a cultural anthropologist by education, and I teach history, social behavior, and career orientation in courses for heating and plumbing system operators, mechanical operators, as well as in the wellness and hairdressing industry. In the past, I have also provided individual support and in small groups. The students in my classes are often young people with learning difficulties and special educational needs and/or come from economically, educationally, and socially marginalized backgrounds.

What methods and educational tools do you use most often in teaching media skills? Why do you consider them effective?

Besides standard audiovisual materials, I have started using learning support tools and knowledge assessment tools like Kahoot. Whenever possible, I use mobile phones and computers to support research and project work. To create tangible results, I guide students in using various platforms and software, such as Canva, AutoCad, SketchUp, and Europass for creating resumes. In the context of practice-oriented education, the use of multimedia tools facilitates engagement and allows students to apply acquired skills in finished products.

Can you provide examples of specific actions or projects that you consider best practices in teaching media skills?

During orientation sessions with first-year students of the heating and plumbing systems operator course, I asked the students to investigate the needs of teachers and students at our school by recording interviews. Based on this research, they searched for possible solutions to the identified problems and created presentations using media tools they found most effective. In addition to classic Google documents, presentations were created in Canva, drawings in AutoCAD, and room plans in SweetHome3D. In some cases, they even designed logos for interior decorations.

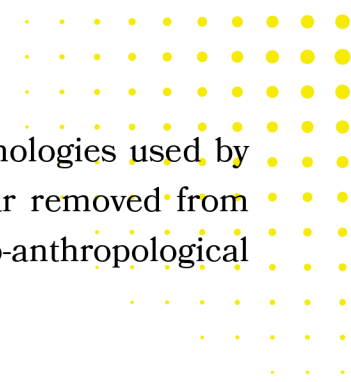
What challenges do you encounter when teaching media skills to young people with special educational needs, and how do you address them?

One of the challenging aspects of the school structure is access to multimedia tools, which are not always available for every class. Additionally, students have very different basic skills, so it is necessary to adapt activities to maintain each student's engagement. At the same time, so-called "digital natives" have fewer resources for troubleshooting in multimedia tools and are accustomed to the easiest and quickest solutions, which are not always correct or the best in terms of effectiveness.

How do you assess your media skills and the effectiveness of the teaching methods you use?

I believe I have good basic media skills and the ability to solve problems related to media tools. However, I strive to constantly update my knowledge and train in new media technologies, particularly their educational applications. Currently, I am interested in further training in artificial intelligence and its potential application in teaching, so it becomes a resource for students, rather than merely a potential threat to the learning process. At the faculty level, we continually aim to exchange best practices and peer training to stay as up-to-date as possible.

What support or training do you consider essential for trainers and teachers to more effectively develop media skills among young people?



I believe that teachers should stay in close contact with new media technologies used by young people and not impose teaching and training methods that are far removed from students' everyday experiences. Therefore, it is essential to start with socio-anthropological research to understand how media products are actually used by the youth.

Do you use resources, educational materials, or best practices from other countries? If so, what impact do they have on your work?


I try to incorporate materials and good practices from various countries as often as possible, especially from the Anglophone world, because I find it easier to understand the language. I particularly attempt to introduce collaborative and transmedia projects into my teaching through various online platforms and open resource sites. Utilizing international best practices, whether adapted or not, is an excellent way to showcase different realities to students and colleagues.

What strategies do you use to tailor media skills teaching to the individual needs of students?

I try to frequently adopt materials and best practices from various countries, especially from the Anglo-Saxon world, because I find it easier to understand the language. I particularly attempt to introduce collaborative and transmedia projects into my teaching through various online platforms and open resource sites. Utilizing international best practices, whether adapted or not, is an excellent way to showcase different realities to students and colleagues.

What are your observations regarding the impact of teaching media skills on the development of at-risk youth?

I believe that developing good digital and media skills among young people is crucial and urgent, so they can critically and sensitively navigate a world increasingly dominated by new technologies and media products. This urgency is particularly evident in the face of the ubiquity of social media and the impending presence of artificial intelligence in daily life, which can prove to be both a resource and a potential threat.



What recommendations do you have for other trainers or institutions that want to implement or improve media literacy programs?

I would recommend starting with understanding the challenges, resources, and interests that young people have regarding media products before developing a complete program. I would also advise broadening horizons by appreciating international experiences, which can enrich students' curricula by breaking away from outdated and distant teaching and learning methods.





MUNICIPAL PUBLIC LIBRARY IN WOJCIESZKÓW



FULL NAME: KAMIL ZBIETKA



WWW.WOJCIESZKOW.NASZABIBLIOTEKA.COM

Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media literacy skills.

I work as a cultural affairs officer at the Municipal Public Library in Wojcieszków. My duties include managing the website and social media profiles, writing project proposals, conducting classes and workshops for children and youth, and coordinating projects and author meetings. I work with youth on a daily basis, leading sports activities, and I regularly serve as a project coordinator within the Equal Opportunities Program. As part of our project activities, we have carried out several tasks related to media literacy.

What educational methods and tools do you most often use in teaching media literacy skills? Why do you consider them effective?

Primarily, these are methods based on practical youth activities and activating methods. Although less frequently, I also use word-based methods such as lectures. I believe that young people are more willing to participate and learn when they can be active participants in a given topic. We learn more easily when we have the opportunity to practice and experience, rather than just listen, especially in a world where young people are overwhelmed with countless worthless posts on social media. By practicing, young people have a direct opportunity to quickly correct their mistakes, which brings tangible benefits.

Can you provide examples of specific activities or projects that you consider best practices in teaching media literacy skills?

Recently, we completed a project, which I consider outstanding, called "Youth Motivation Studio." In this project, young people acquired social, emotional, and media literacy skills by creating their own recording studio. They were responsible for selecting and purchasing equipment, soundproofing foam, chairs, and microphones, planning the decor, finding people in the local community for interviews, recording interviews, editing, and promoting them on social media.

The youth in this project were the main executors of actions from start to finish. Focusing on media competencies, the project participants had the opportunity to make informed decisions, interpreted recorded interviews, and chose how to present them, cared for their image on social media, and maintained the quality of the materials shared, although this was not a project requirement. They also sought information on specific topics, reviewed various projects, and drew inspiration from them. To reach the final element, which was the publication of the film, the youth underwent an entire educational process in the media field. This included basics of editing as well as principles and accessibility, such as adding subtitles to a film. An example of specific activities could be a workshop I conducted on creating an audiobook. I showed the devices on which audiobooks were listened to in the past and how it looks today. Then we recorded an audiobook together and edited the recordings. After the workshop, we could upload the finished audiobook to the media. Combining classic reading and new technologies. In such activities, we also find many practices aimed at learning media competencies.

What challenges do you encounter when teaching media literacy to young people with special educational needs and how do you address them?

It turns out that young people are sometimes so underdeveloped—not only in terms of digital or media competences, but even in basic computer use—that I often wonder what they are actually doing during their IT classes. Many of them are unaware of things that seem obvious. In my opinion, despite all the talk about it, online safety is practically nonexistent.

Another major challenge is helping them select valuable media content. Too often, they consume simple, undeveloped, and—I'd even say—regressive content, with no attempt to analyze or interpret what they see. Perhaps the world is moving in that direction, but for me, this presents a challenge: how to spark deeper thinking at this stage of their development.

How do you assess your own media competencies and the effectiveness of the teaching methods you use?

I believe that my media skills are at a good level, but the digital world is changing so quickly that I can't say I know a lot or that I'm up to date. Let me give an example: recently, I was at an artificial intelligence workshop where they talked about using Chat GPT. The chat itself is no mystery to me, as I use it. However, the presented ways of combining, for example, a chat that writes song lyrics with another program that turns it into an audio version indistinguishable from a singing human, was somewhat frightening to me. As for the methods, I believe they are effective.

What support or training do you consider essential for trainers and teachers to more effectively develop media competencies among young people?

Live training sessions, where 90% is practice, not theory, unlike most. Wanting to increase the media competencies of young people, we must also pay attention to a number of other aspects that allow us to understand a given social group, in this case, the youth. I mean that someone who doesn't work with young people can at least somewhat familiarize themselves with their way of thinking, approach to life, and understanding that a young person may have a different idea about themselves and their life every morning.

What recommendations would you have for other trainers or institutions that want to implement or improve media literacy programs?

I will repeat myself and write similarly as before. To enhance the media literacy of young people, we must also pay attention to a number of other aspects that allow us to understand a given social group, in this case, the youth.





ESSERCI SCS (SOCIAL COOPERATIVE)



FULL NAME: FABRIZIO DAFFARA



WWW.ESSERCI.NET

Please describe your experience (job position, tasks, goals) in working with youth at risk of exclusion and in teaching media skills.

For over 30 years, I have been working with children at risk of social exclusion through educational and training programs in schools. In 2008, I developed and designed the media education course **MEDIAMENTE**, dedicated to high school students, aimed at developing critical and conscious media usage skills. Since 2012, I have expanded it with the **MEDIAMONDO** program, targeting elementary school children, focusing on media education and building digital citizenship from an early age.

What teaching methods and tools do you most often use in teaching media skills? Why do you consider them effective?

I propose using active and interactive methodologies, such as practical workshops, role-playing, and real-case analysis, as well as digital tools like video, online platforms, and educational apps. These approaches actively engage participants, stimulate critical thinking, and promote learning through experience, making understanding media dynamics more effective.

Can you provide examples of specific activities or projects that you consider best practices in teaching media skills?

In recent years, I have experimented with storytelling and video production. In **MEDIAMENTE** workshops, students created short multimedia stories, developing critical skills and video production techniques. In the **MEDIAMONDO** program, children created animated stories or short films, exploring visual languages and media functioning in a creative and accessible way.

What challenges do you encounter while teaching media skills to young people with special educational needs, and how do you address them?

The main challenges are difficulties with concentration and inaccessible language. To address this, I use simple visual tools, tailored activities, and flexible schedules, adapting content to the participants' capabilities. I prefer working in small groups to stimulate collaboration and use a playful approach to maintain a high level of motivation.

How do you assess your media skills and the effectiveness of the teaching methods you use?

I assess my media skills by continuously updating my knowledge and engaging in discussions with colleagues and experts in the field. I measure the effectiveness of methods by observing participant engagement, improvement in their skills, and the feedback received. I also use monitoring tools such as questionnaires, practical exercises, and analysis of products created during workshops.

What support or training do you consider essential for trainers and teachers to more effectively develop media skills among young people?

I consider continuous training in new technologies, media languages, and innovative pedagogical approaches to be essential. Practical resources, such as available digital tools, and opportunities for trainers to share experiences and best practices are important.

Do you use resources, educational materials, or best practices from other countries? If so, what impact do they have on your work?

I use international media education programs, such as those promoted by UNESCO, the European digital competence framework DigComp, and resources from organizations like Media Literacy Now and Common Sense Media.

What strategies do you use to tailor media skills teaching to the individual needs of students?

I personalize content, use visual and interactive materials, and actively engage students in practical activities. I organize work in small groups, provide continuous feedback, and use diverse tools to cater to different skills and learning styles.

What are your observations regarding the impact of teaching media skills on the development of at-risk youth?

Teaching media skills supports the development of critical thinking, creativity, and self-confidence. It helps in better understanding and handling media, expressing oneself consciously, and feeling part of a community. It offers tools for telling one's own story and responsibly using digital technologies, promoting social integration and active participation.

What recommendations do you have for other trainers or institutions that want to implement or enhance media skills training programs?

Actively engage students using practical and interactive methods, utilize modern technological tools, and promote collaboration between schools, families, and local communities. Start with the real needs of young people, adjusting content to be more inclusive and motivating.





CULTURAL CENTER IN TUCHÓW



FULL NAME: ANNA MADEJSKA



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Please describe your experience (job position, tasks, goals) in working with at-risk youth and in teaching media literacy skills.

As a cultural animator and project coordinator for youth in the Tuchów municipality, my task was to activate youth activities so that they would take the initiative in co-creating cultural offerings and implementing projects dedicated to them, considering their interests and needs, allowing them to develop skills, improve communication competencies, including media and emotional ones, and encouraging them to engage in activities for the local community.

The projects were targeted at the youth from the Tuchów municipality, who, due to various factors—economic, residential, socio-mental, communicative, etc.—find it more challenging to act in the way that youth in larger towns do.

All youth activities during the tasks were accompanied by teaching media competencies, ensuring the visibility of their actions, the ability to build an image, establish relationships with the environment, and appropriately utilize personal potential and material resources. In this area, young people could develop these skills while implementing projects of the "Equal Opportunities" program by the Polish-American Freedom Foundation. From their initiative, a Facebook page was created, which they managed independently from the start, thus building an image. It was similar with Instagram.

What educational methods and tools do you use most often in teaching media literacy skills? Why do you consider them effective?

In teaching media competencies, I use two methods: acquiring knowledge and expanding and refining media skills. Young people acquire knowledge in various ways. These include: training sessions they attend, film workshops, tutorials they access independently, videos on Instagram and YouTube, guides, study trips to television stations, meetings with journalists and filmmakers, being present on a film set, observing the work of a cinematographer, sound engineer, TV presenter, and graphic designer.

Expanding and refining skills is achieved through the method of trial and experience. Young people work independently, creating posters, invitations, films, reports, reels, public speeches, using graphic programs, video editing software, creating graphics, content for publication, and performing publicly during events they prepare themselves, among other activities. I consider my way of working effective because it includes two important elements: acquiring knowledge and learning through independent experience. Knowledge is translated into practice, and the method of trials, successes, and mistakes allows for the development of competencies by drawing conclusions, reinforcing positives, and improving what didn't work. I also really enjoy practicing the method of mutual listening to what young people share with each other, and I learn a lot from them in this way.

Can you provide examples of specific actions or projects that you consider best practices in teaching media literacy skills?

The best example of youth activities is the Facebook profile they created: Young Tuchów. Through its creation, the youth communicated with their surroundings, gained visibility and identity in the local community, and because it was run by different people, it gained diversity and was enriched.

Another good practice was the series of interviews conducted by the youth under the slogan: Inspiring Meetings, where they invited people they wanted to get to know better. They faced stress related to technical implementation as well as public speaking. The interviews conducted by the youth later inspired others to take action.

It was similar in the case of reports from trips they organized to various towns. The young people were tasked with recording a film-report from each trip. They independently created the concept, recorded, gathered materials, selected and edited them according to their own ideas. The films could be viewed via QR codes placed on a photo exhibition during one of the events held.

What challenges do you encounter when teaching media literacy to young people with special educational needs, and how do you address them?

The biggest challenge is the communication barrier resulting from the fear of being judged by youth. Young people who, for example, have difficulties with speaking, reading, or openness, are reluctant to immediately engage in activities where they will be visible. I approach such individuals with great attentiveness and calm. I do not impose or force anything against their will, but I talk and take time to identify the barrier. If it is very serious, I advise seeking external help; if I can, I create conditions for safely trying to step out of their comfort zone. Always, in every case, I build a sense of being present, being close, so that the young person feels that I will be there when they are with me, allowing them to try and learn more.

I will help when needed and with what is communicated to me. I don't judge and I teach young people not to judge others. I strive to assign tasks to everyone in which they will feel comfortable, and I ask if we can try more. Young people usually feel that they can try to learn more with me.

What support or training do you consider essential for trainers and teachers to more effectively develop media competencies among young people?

- Training in video recording and editing in dedicated programs.
- Training in public speaking and image building.
- Training in enhancing self-esteem.
- Training in constructing functional statements.

What strategies do you use to tailor media literacy education to the individual needs of students?

I focus on identifying existing competencies, discussing what a person's strengths are, where they need reinforcement, and establishing an individual development plan.

What are your observations on the impact of teaching media literacy on the development of at-risk youth?

Uważam, że nauczanie kompetencji medialnych jest ważne ze względu na wymagania czasów, w których żyjemy: należy budować świadomość nie tylko tworzenia treści, rozwijania kompetencji komunikacyjnych, ale także na świadomy odbiór i umiejętność selekcjonowania tego, z czym dziś mody człowiek się spotyka w sferze szeroko rozumianych mediów.

What recommendations would you have for other trainers or institutions that want to implement or enhance media literacy education programs?

I believe that:

- It is essential to stay close to young people—take an interest in what they watch and how they operate in the world of social media.
- We should talk about how the content they engage with can be used positively in action.
- Young people need to be empowered through proper training and the exchange of good practices.
- They should be given space to act, even if the content they create is not perfect.
- Improvement should come through partnership—not judgment, but constructive feedback.





THE ORIENTAMENTE ASSOCIATION



FULL NAME: TOMMASO BALDIN



WWW.ASSOCIAZIONEORIENTAMENTE.IT

Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media skills.

I am a psychologist at the Orientamente association. I work in social contexts related to urban regeneration and collaborate in a team with teachers, educators, and social workers. I work with at-risk youth at Fadabrav, a social carpentry workshop, and at spazio nòva, a youth center. I am one of the coordinators of several activities, such as informal education workshops in carpentry and expressive arts, aimed at reducing youth stress and educational poverty.

What methods and teaching tools do you use most often in teaching media skills? Why do you consider them effective?

In our workshops, we often use multimedia tools such as touch TVs, projectors, and virtual platforms like Kahoot and Mentimeter. This allows young people to become familiar with such tools and enables more effective engagement.

Could you provide examples of specific actions or projects that you consider best practices in teaching media skills?

One example of good practice is the multimedia workshop we developed at Spazio Nòva, where young people worked on creating digital content, such as films and presentations, using tools like cameras and editing software. This allowed them to explore the world of digital media in a practical and engaging way. In another project related to learning English, we used platforms like Mentimeter to stimulate active participation during classes, enabling students to express their opinions in real-time and learn collaboratively.

Could you provide examples of specific actions or projects that you consider best practices in teaching media literacy skills?

The main challenges I encounter involve varying levels of competencies and the availability of digital tools. Some individuals with special educational needs may struggle with maintaining attention or understanding technical concepts. To address this, we personalize learning paths by using visual and interactive materials, breaking content into smaller modules, and providing personalized support. Assistive technologies, such as touch screens and adaptive software, play an important role and often prove crucial for the active participation of everyone.

How do you assess your media skills and the effectiveness of the teaching methods you use?

We assess our media skills through continuous training and ongoing education. Additionally, we collectively reflect on the effectiveness of methods by gathering direct feedback from the youth and analyzing the results achieved in projects. We monitor their level of engagement and ability to apply the acquired skills in real situations. This allows for the identification of areas needing improvement and the enhancement of intervention strategies.

What support or training do you consider essential for trainers and teachers to more effectively develop media skills among youth?

The key is to ensure that trainers receive continuous education in new technologies and teaching methodologies. Training courses on educational software, interactive tools, and virtual collaboration platforms are essential. It is also important to promote the exchange of best practices at the international level to enrich knowledge and adapt methods to the specific needs of young people.

Do you use resources, educational materials, or best practices from other countries? If so, what impact do they have on your work?

Yes, I often use resources from other countries, especially those related to online tools and educational platforms. For example, platforms like Edmodo and Padlet, used in many international educational systems, have been integrated into our activities with very good results. These tools facilitate collaboration and the sharing of ideas among young people, helping them develop a more open and global approach.

What strategies do you use to tailor media skills teaching to the individual needs of students?

I personalize the teaching process based on each young person's abilities and interests. Through an initial assessment of their needs, I structure diverse activities that allow each individual to develop at their own pace.





DIGITAL CREATORS FOUNDATION



FULL NAME PIOTR MACZUGA



WWW.DIGITALCREATORS.EU

Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media literacy skills.

My experiences primarily involve adult education, although I also engage with youth. I am an independent educator who specializes in new media, particularly in topics related to video, streaming, podcasting, as well as educational technologies and methods. I also teach media education, the creation and configuration of personal multimedia spaces, and topics related to the practical use of generative artificial intelligence.

I work in various forms:

- My own service business in the field of education and consulting.
- Work for the Foundation Digital Creators, which I represent.
- Work for higher education institutions (designing and creating courses, lectures).

My activities generally include:

- Lectures and training sessions.
- Writing content for online courses and textbooks.
- Coaching and mentoring.

Approximately half of my educational activities are conducted remotely, mainly synchronously or in a hybrid mode.

What educational methods and tools do you use most often in teaching media literacy? Why do you consider them effective?

I use a variety of methods related to online teaching. Since I don't interact with young people on a daily basis, this format provides me with the best results and the greatest chance of reaching my target audience. I also conduct in-person workshops and record various types of video lessons, but typical online teaching works best for me. However, I am aware that much depends on the context and the trainer's situation.

Personally, I really enjoy all kinds of cohort-based online learning. They combine the flipped classroom method with the action learning process. In practice, learning is almost exclusively or entirely remote. The process consists of several (usually 4-8) online meetings lasting 2 to 4 hours each, and between these meetings, there is individual work by the student. Meetings take place once a week or once every two weeks. This idea allows for independent work at any time, but also ensures constant contact with the teacher. It is very important that online meetings focus on specific tasks and stages of work, rather than on the teacher imparting knowledge. Therefore, independent work between meetings is crucial. This element is the biggest challenge when working with young people, who are accustomed, due to the school model, to constant supervision by the teacher. I consider the cohort method to be very effective but also demanding. It should also be noted that the group size for this method should not exceed 20 people. This is because students undertake their own projects during the process, and the teacher must be able to familiarize themselves with each one and provide continuous feedback. In large groups, it would not be possible for a single teacher to keep track of many students' ideas simultaneously.

Could you provide examples of specific actions or projects that you consider best practices in teaching media literacy skills?

I do not specialize specifically in this topic, so I would not want to highlight any projects. Especially since there are really many of them across the country. However, if I had to point to an interesting source of inspiration, I would mention the activities of the Center for Citizenship Education, for instance, due to their implemented projects and practical publications, such as Media Education in Schools.

What challenges do you encounter when teaching media literacy to young people with special educational needs, and how do you handle them?

My main challenge is the lack of preparation of young people for working on their own projects and for constructive critical analysis. At the beginning, when we work on our own projects, I need to make sure that the students have taken action. The second challenge concerns the relatively low technological competencies of the youth. There is a false belief that the iGen generation is proficient with tools, but the truth is that this mainly applies to easy-to-use social media tools. The level is much lower, for example, in working with antivirus software, spreadsheets, or even just using headers in documents. These elements need to be initially prepared right from the start.

What support or training do you consider essential for trainers and teachers to more effectively develop media literacy skills among young people?

Above all, methodological support is essential. I don't believe that tool-based support is necessary—every educator is capable of independently searching for tools useful in their work, which is a key part of professional competence in this field. However, there is a lack of effective methods for working with young people and high-quality lesson plans. There is also a gap in knowledge about how to adapt such plans and how to evaluate their effectiveness. I get the impression that most teachers rely primarily on their intuition and sense of what works—which is very valuable, but not always effective.

Do you use resources, educational materials, and best practices from other countries? If so, how do they influence your work?

I use publicly available resources, including foreign ones. If they are in a language accessible to me (e.g., English), I see only advantages in using them, especially access to practitioners from other countries. During the resource research stage, I do not pay attention to the country of origin but to the quality of the resource, and I decide whether to include it in my scenarios and methods.

What strategies do you use to tailor media literacy education to the individual needs of students?

I'm trying to encourage students to work on their own projects right away, rather than focusing on theories. This makes them engage in the process because the results matter to them. The challenge lies in dedicating significant amounts of time to such teaching methods and unleashing creativity in students. As I mentioned, the Polish school system tends not to reward creativity but rather focuses on conveying knowledge within an overloaded curriculum. As a result, students faced with a creative process often don't know what to do with it at first.

What recommendations would you have for other trainers or institutions looking to implement or improve media literacy programs?

First and foremost, from the very beginning, young people should be encouraged to work on their own projects, for example, by using methods like flipped classroom or action learning. In my understanding, it is impossible to engage young people in the process without practice. And this practice should be related to their lives, for instance, I don't teach young people to make films, but to make films on TikTok, regardless of my personal opinion about this platform as a teacher.





COMMUNITY OF SANT'EGIDIO



FULL NAME: DAVIDE FESI



WWW.SANTEGIDIO.PL

Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media skills.

My experience in teaching media skills to at-risk youth or foreigners is based on helping them use media tools correctly and independently.

What teaching methods and tools do you use most often in teaching media skills? Why do you consider them effective?

The methods I use consist of theoretical lessons followed by practical classes. During the practical classes, the previously introduced theory is applied in practice, allowing for more detailed questions to be addressed.

Can you provide examples of specific actions or projects that you consider best practices in teaching media skills?

Some specific projects involve tasks performed using programs as if they were tasks in real company work. This allows understanding the applications of such programs in a professional context.

What challenges do you encounter when teaching media skills to young people with special educational needs, and how do you address them?

The main challenge is convincing them that media skills will be crucial in any kind of work they undertake in the future. That these are not limiting skills, but can be applied in any work environment to expand knowledge and organize work.

How do you assess your media skills and the effectiveness of the teaching methods you use?

My media skills are at a good level, and I always strive to stay updated due to the rapid development of this field. I consider my teaching methods to be good, but they can always be improved and adapted to the students' level.

What support or training do you consider essential for trainers and teachers to more effectively develop media skills among young people?

Regular training courses on new technologies and teaching methods, which emerge every year, are indispensable.

Do you use resources, educational materials, or best practices from other countries? If so, what impact do they have on your work?

Yes, I use educational materials and best practices from other countries to be able to integrate and engage foreign students present in the classes.

What strategies do you use to tailor media skills teaching to the individual needs of students?

The main strategy involves talking to each student during the school year and trying to understand their interests in order to tailor assignments to their needs.

What are your observations regarding the impact of teaching media skills on the development of youth at risk of exclusion?

Media skills are currently crucial in every aspect of life and are especially important for youth at risk of exclusion. They can help develop new interests in other fields.

What recommendations do you have for other trainers or institutions that want to implement or improve media skills training programs?

My recommendations mainly focus on staying up-to-date with media innovations and new teaching methods. Today's generations change their interests very quickly, so it is important to keep track of new developments in order to increasingly engage young people.





FOUNDATION PRO CULTURA



FULL NAME : ŁUKASZ SZCZEPAŃCZYK



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Please describe your experience (job position, tasks, goals) in working with at-risk youth and in teaching media literacy skills.

At the Pro Cultura Foundation, I work as an expert in digital projects. Our foundation has implemented two projects focused on youth media education: "Digital Citizen Rocks the Internet" and "5 Keys to a Better Internet World." These projects were aimed at youth at risk of social and digital exclusion, as well as educators, teachers, and trainers working with this group. The goal was to develop digital and media competencies, strengthen critical thinking skills, and promote conscious and safe Internet use.

What methods and educational tools do you most frequently use in teaching media literacy skills? Why do you consider them effective?

The most commonly used methods included:

- Practical workshops with photographic equipment, cameras, and graphic software, which allowed young people to practically develop their technical skills.
- The participatory video method, where participants created their own recordings, which supported their creativity and engagement.
- Educational games and interactive scenarios on platforms like Genially, which combined learning with fun.

These methods were effective because they engaged participants and provided them with real tools to develop their skills in a practical way tailored to their interests.

Could you provide examples of specific actions or projects that you consider best practices in teaching media literacy skills?

„Digital Citizen Rocks the Internet” is a project that included the following activities:

- Conducting workshops on handling photographic equipment and creating video materials.
- Classes on maintaining an online image and safely using social media.
- Exercises to develop critical thinking skills and assess the credibility of online content.

„5 Keys to a Better Internet World” is a project that includes:

- Virtual escape rooms – unique escape rooms as educational tools in the form of virtual rooms, each representing one of the five key internet issues. Participants solve puzzles, gaining knowledge in a practical and engaging way.
- E-learning for teachers – a series of video training sessions tailored to the needs of educators and mentors, helping them effectively support students.

Gamification and storytelling – learning through experience, using engaging methods such as narration and educational games.

What challenges do you encounter while teaching media literacy to young people with special educational needs, and how do you address them?

Challenges:

- Low motivation of some participants at the initial stage of classes.
- Diverse levels of digital competence within groups.
- Technical barriers, such as limited access to equipment.
- Coping with challenges:
- Using engaging work methods, such as creating videos or designing games.
- Working in small groups, which allowed for better adjustment of the class pace to the participants' needs.

Organizing additional individual consultations.

How do you assess your own media competencies and the effectiveness of the teaching methods you use?

The foundation has a team of highly qualified specialists who regularly participate in training and conferences related to media education. I also strive to continually develop my knowledge through various methods. I most often use e-learning, conferences, and thematic webinars.

What support or training do you consider essential for coaches and teachers to more effectively develop media literacy skills among young people?

- Training in new technologies, such as video production and graphic design.
- Courses on digital security and combating misinformation.

Workshops on working with youth with special educational needs.

Do you use resources, educational materials, and best practices from other countries? If so, how do they affect your work?

Yes, we use international resources such as educational materials provided through the Erasmus program, for example on the Epale platform. They enrich our activities, allowing the introduction of innovative solutions, such as creating social campaigns inspired by foreign examples.

What strategies do you use to adapt media literacy education to the individual needs of students?

- Individualization of the program based on the diagnosis of participants' needs.
- Using practice-based methods, such as designing their own multimedia materials.

Providing additional support in the form of consultations and mentoring.

What are your observations regarding the impact of teaching media literacy skills on the development of at-risk youth?

Teaching media competencies has influenced:

- An increase in participants' self-esteem and confidence.
- Better teamwork skills and the ability to build relationships.

Improvement in critical thinking skills and conscious use of technology.

What recommendations would you have for other trainers or institutions that want to implement or improve media literacy programs?

- Focusing on practical teaching methods.
- Utilizing modern technologies as educational tools.
- Organizing regular training sessions and experience exchanges for teachers and trainers.

Creating attractive and engaging educational materials tailored to the age and interests of the youth.



NAJBLIŻSZY TEMAT: **CYFROWY OBYWATEL WYMIATA W INTERNECIE**

PROJEKT REALIZOWANY PRZEZ:

LIDER:
FUNDACJA PRO CULTURA

PRO CULTURA



RECOMMENDATIONS

Applying Active and Engaging Teaching Methods

Active teaching methods, such as workshops, media projects, or storytelling, support young people in learning through practical engagement. They are particularly effective when they allow participants to independently create and explore the topic.

Examples:

Wojcieszków Municipal Library

In the M&M Youth Motivatorium project in Wojcieszków, young people created their own recording studio, choosing equipment (microphones, soundproofing foam) and designing the interior. Participants recorded and edited interviews and promoted them on social media.

Implementation idea: Organizing workshops where young people create podcasts or videos on topics important to them, while learning recording and editing techniques.

Cultural Center in Tuchów

Youth independently created and managed the "Young Tuchów" profile, creating posts and building an image on social media.

Implementation idea: Encouraging participants to create an Instagram or Facebook profile that will promote local activities, such as cultural or sports events.

Tools used:

Audacity: Free software for recording and editing audio.

Canva: For creating visual materials to promote projects.

Shotcut: Free video editing tool.

Why does it work?

Practical activities develop not only technical skills but also teamwork, communication, and time management abilities. This approach builds engagement, a sense of agency, and strengthens participants' self-confidence. In the "MEDIAMENTE" project, students engaged in creating multimedia stories, which enhanced their critical thinking and creativity. Proposing interactive methods, such as workshops and storytelling, stimulates interest in the topic and enables better assimilation.

Personalization of the Learning Process

Personalization in media education allows tailoring content and teaching methods to the individual needs, capabilities, and interests of participants. This makes young people feel more engaged, and learning becomes more effective.

Examples:

Cultural Center in Tuchów

Each project participant received tasks adapted to their abilities. People with communication difficulties worked on creating graphics or video reports, which did not require public speaking.

Implementation idea: Prepare workshops where participants can choose roles—e.g., technical people handle editing, while creative ones design posters in Canva. Fadabrav Carpentry in Novara

Participants created artistic projects, such as handicrafts, allowing them to express their emotions and creativity. Projects were tailored to their level of advancement.

Implementation idea: Organize DIY workshops where young people can create functional items, such as photo frames, and then present their work in local galleries.

Tools Used

Mentimeter: To diagnose youth interests.

Kahoot: For interactive quizzes and monitoring progress.

Canva: For designing visual multimedia materials.

Animoto: For creating short films easily.

Why does it work?

Individual approach builds confidence. As noted by Anna Madejska (Cultural Center in Tuchów), adapting tasks to participants' abilities helps build their confidence and encourages further engagement.

Adaptation to skill level. Flexible schedules and working in small groups, as used in MEDIAMENTE, allow each participant to work at their own pace and effectively develop skills.

Developing Media Competencies through Projects

Media projects engage young people in practical activities, developing their technical, social, and creative skills, and teaching them collaboration. Implementing projects allows participants to see the results of their work, which boosts their motivation and sense of agency.

Examples:

Pro Cultura Foundation

Youth participated in creating a virtual escape room addressing challenges like cyberbullying, sexting, and fake news. Activities included scripting, graphics, and testing the finished product.

Implementation idea: Organize workshops where young people create virtual educational games on selected topics, such as mental health, using platforms like Scratch or Genially.

Foundation for International Economic and Cultural-Tourist Integration

As part of the Erasmus+ program, young people carried out various activities related to ecological and media education, such as creating educational films, multimedia presentations, and organizing debates. The project also involved international partners.

Implementation idea: Conduct a project where young people prepare a social campaign on environmental protection, learning to create multimedia content and present it publicly.

Tools Used

Genially: For creating interactive games and escape rooms.

DaVinci Resolve: For professional video editing.

Canva: For designing graphics and visualizations.

Scratch: For programming simple educational games.

Why it works

Media projects develop the technical, social, and analytical skills of young people while engaging them in practical activities. Tailoring project topics to participants' interests, such as environmental protection or safe internet use, makes them more attractive and inspiring. The use of digital tools like Genially or DaVinci Resolve allows for the creation of professional and engaging content.

Supporting Critical Thinking and Conscious Media Use

Developing critical thinking skills and conscious media use helps young people better understand the world around them, assess the credibility of information, and make informed decisions in a digital reality. Educational activities in this area teach young people to recognize media manipulation, distinguish facts from opinions, and avoid misinformation.

Examples:

Pro Cultura Foundation

In the project "Digital Citizen Sweeps the Internet," young people participated in workshops on media content analysis. Participants learned to identify fake news, evaluate the credibility of sources, and recognize manipulation mechanisms in social media.

Implementation idea: Organizing sessions where young people analyze newspaper articles, social media posts, and other content, learning to assess their reliability.

Digital Creators Foundation

In online workshops, young people worked on projects that required a critical approach to media, such as creating scenarios for social campaigns highlighting the impact of fake news on daily life.

Implementation idea: Organizing workshops in the form of a simulation game where participants act as journalists and create content that is then evaluated for reliability.

Tools Used:

- Kahoot: For interactive quizzes on recognizing fake news.
- Mentimeter: For conducting surveys and discussions on media manipulation.
- Canva: For creating infographics illustrating the differences between reliable and false sources.
- FactCheck Tools: For verifying the credibility of information.

Why does it work?

Supporting critical thinking and conscious media use is a key element of youth education in the digital age. Projects and workshops that engage young people in media content analysis develop their analytical skills, increase awareness, and help avoid manipulation. The use of modern tools like Kahoot and Canva makes the sessions interactive, attractive, and inspiring.

Utilization of Modern Technologies in Media Education

Modern technologies, such as applications for graphic design, video editing, or educational games, can significantly enrich the teaching process. They help young people develop their digital, technical, and creative skills, while also learning to effectively use tools available in the digital era.

Examples:

Pro Cultura Foundation

In the project "5 Keys to a Better Internet World," young people used modern tools like Genially to create interactive escape rooms addressing important topics such as cyberbullying, sexting, and fake news.

Implementation Idea: Organize workshops where young people create interactive educational presentations on selected topics, such as online safety, using tools like Genially or Powtoon.

ESSERCI

Young people created animations and videos using tools like Animoto, enhancing their technical skills and creativity.

Implementation Idea: Conduct classes on creating short educational films or animations using tools like Toontastic or Powtoon.

Tools Used:

Genially: For creating interactive escape rooms and presentations.

Canva: For designing graphics and visual materials.

DaVinci Resolve: For professional video editing.

Powtoon: For creating animations and multimedia presentations.

Why Does It Work?

Using modern technologies allows young people not only to develop their technical skills but also to become familiar with tools commonly used in various industries. Projects based on digital technologies engage participants, teach them practical skills, and prepare them for functioning in the digital world. Creating animations or videos encourages young people to explore new forms of expression and develop their creativity. Projects like "5 Keys to a Better Internet" demonstrate how technology can be a tool for education and engaging youth.

Promoting Group Collaboration

Working together on media projects helps young people develop interpersonal skills such as communication, responsibility, task delegation, and conflict resolution. Group tasks foster a sense of connection and belonging, which in turn strengthens participants' motivation.

Examples:

Foundation for International Economic, Cultural and Tourism Integration

In the “EcoLogical 2022” project, youth worked in teams to create educational videos and organize debates on ecological topics. Each group had specific responsibilities, which taught them accountability and teamwork.

Idea for implementation: Organize a project in which participants form teams responsible for various aspects of a social campaign, such as creating video content, designing posters, and managing social media.

Pro Cultura Foundation

In the “Digital Citizen Rocks the Internet” project, young people worked in groups on writing scripts and producing video materials, which required effective planning, role distribution, and collaborative decision-making.

Idea for implementation: Introduce activities where youth carry out projects in teams, such as producing videos that promote safe internet use.

Tools used:

Padlet: For real-time collaboration during task planning

Google Workspace (Docs, Slides): For co-creating content and documents

Trello: For project management and task delegation within groups

Canva for Teams: For sharing graphic design projects in teams

Why it works:

Projects that involve group collaboration better develop interpersonal skills, foster a sense of community, and lead to more effective teamwork. Team-based tasks teach responsibility, communication, and problem-solving. Working in groups not only strengthens social bonds but also prepares young people for effective teamwork in the future.

Providing Technical Support and Access to Resources

To enable young people to fully develop their media and digital competencies, it is essential to ensure access to appropriate technological tools and technical support. Professional equipment, software, and educational materials allow participants to carry out creative projects and acquire valuable practical skills.

Examples:

Pro Cultura Foundation

The project “5 Keys...” provided young people with access to digital tools like Genially platforms, enabling the creation of interactive escape rooms. Participants used computers and graphic software, learning the practical application of technology in media education.

Implementation idea: Organize workshops where young people, with access to laptops with Canva and Genially programs, create their own interactive educational projects, e.g., on cyberbullying.

ESSERCI

During the workshops, young people used cameras, microphones, and tools for creating animations and video editing. The activities focused on developing multimedia production skills, such as creating short films and visual stories.

Implementation idea: Create a mobile multimedia studio equipped with recording equipment and video editing software (e.g., DaVinci Resolve), which can be used during workshops in schools and community centers.

Tools used:

Canva: For designing visual materials.

DaVinci Resolve: For video editing.

Genially: For creating interactive presentations and escape rooms.

Audacity: For recording and editing sound.

OBS Studio: For streaming and recording live content.

Why does it work?

Equal access to technology is of great importance, especially for youth at risk of social exclusion. Professional tools help increase motivation, better prepare for future job market challenges, and importantly, enhance the sense of empowerment.

Promoting Inclusivity in Media Education

Ensuring inclusivity in media education allows for the inclusion of young people with diverse needs and levels of competence. Adapting activities to the individual capabilities of participants and creating a safe educational environment builds their confidence and motivation to learn.

Examples:

Cultural Center in Tuchów

Individuals with difficulties in speaking or reading were engaged in activities that did not require public speaking, such as creating graphics or video reports.

Implementation idea: Creating workshops where participants can choose tasks that align with their strengths, such as designing visual content or writing scripts, while avoiding activities that could cause unnecessary stress.

Orientamente Association

In the community workshop, young people worked on craft-related projects tailored to their individual abilities and needs.

Implementation idea: Organizing practical workshops, such as creating simple utility items (e.g., trinket boxes), where each participant can find a suitable role, from designing to execution.

Tools Used:

Toontastic: For creating simple animations that allow for creative expression.

Padlet: For group collaboration and sharing ideas in a safe space.

Scratch: For simple programming projects that can be adapted to participants' skills.

Why Does It Work?

An inclusive approach that does not exclude anyone allows each participant to feel accepted and develop their strengths in a comfortable environment. In the Orientamente workshops, flexible craft-related tasks promoted cooperation and respect for diversity. Such an approach not only develops technical skills but also builds social competencies, increasing participants' engagement and motivation.

Developing Socio-Emotional Competencies in Media Education

Developing socio-emotional competencies such as communication, empathy, and cooperation is crucial for building healthy relationships and conscious media use. Combining media education with practicing these skills allows young people to better handle various life and professional situations.

Examples:

International Economic, Cultural, and Tourist Integration Foundation

Participants engaged in debates on ecology, which developed their argumentation and listening skills. By collaborating with international partners, young people could practice expressing opinions in an open and accepting atmosphere.

Implementation idea: A workshop with debates where young people discuss contemporary media challenges, such as the role of influencers or fake news.

Orientamento Association

Young people worked in groups on multimedia projects, which required effective communication and sharing of responsibility. Artistic workshops, such as creating films and presentations, enhanced their creativity and teamwork skills.

Implementation idea: Organizing classes where young people jointly create visual materials on local issues, learning cooperation and creative problem-solving.

Tools used:

Mentimeter: For gathering opinions and conducting interactive discussions.

Padlet: For collaborative work on projects and sharing ideas.

Canva: For team designing of graphics and visualizations.

Kahoot: For interactive quizzes supporting communication and engagement.

Why does it work?

Combining media education with the development of socio-emotional competencies allows young people to function better in groups and in everyday life. In projects like "EcoLogical 2022," young people learned constructive argumentation and teamwork, which developed their communication skills. Artistic workshops at spazio nòva fostered group integration, developed creativity, and built a sense of belonging. This approach helps young people develop empathy, express emotions, and use media responsibly and reflectively.

Inspiring Youth to Actively Participate in Society

Media education can be a tool for enhancing youth engagement in social life. Projects that encourage participants to take action for their community develop their sense of responsibility, creativity, and leadership skills.

Examples:

Pro Cultura Foundation

Participants in the "Digital ..." project created educational materials such as films and social campaigns promoting responsible use of the internet. This was an opportunity for them to take actions that had a real impact on their surroundings.

Implementation idea: Organize a project where young people prepare a social campaign promoting tolerance or combating disinformation, while learning the basics of marketing and communication.

ESSERCI

Youth created multimedia stories addressing important social topics, such as equality, solidarity, or environmental protection. This helped them develop social sensitivity and critical thinking skills.

Implementation idea: Introduce storytelling workshops where youth discuss the challenges of their community and create documentary films promoting local actions.

Tools used:

Canva: For designing materials promoting social campaigns.

DaVinci Resolve: For professional-quality video editing.

Powtoon: For creating animated presentations on social topics.

Mentimeter: For gathering opinions and ideas from the community that youth can use in their projects.

Why does it work?

Projects engaging youth in social actions teach them responsibility and develop a sense of agency. In the "Digital ..." project, youth had a real impact on peer education regarding responsible internet use. Meanwhile, storytelling in MEDIAMENTE helped participants better understand social issues and express their emotions and ideas creatively.



SURVEY FORM

Instruction: Please provide honest and fairly detailed answers to the following questions. Your experiences and opinions are extremely valuable to us in developing recommendations on teaching media literacy skills to youth.

1. Please describe your experience (job position, tasks, goals) in working with at-risk youth and teaching media literacy skills.
2. What educational methods and tools do you use most often in teaching media literacy skills? Why do you consider them effective?
3. Can you provide examples of specific activities or projects that you consider best practices in teaching media literacy skills? Describe the activities if possible.
4. What challenges do you encounter when teaching media literacy skills to youth with special educational needs, and how do you address them?
5. How do you assess your own media literacy skills and the effectiveness of the teaching methods you use?
6. What support or training do you consider essential for trainers and teachers to more effectively develop media literacy skills among youth?
7. Do you use resources, educational materials, and best practices from other countries? If so, how do they impact your work?
8. What strategies do you use to tailor media literacy teaching to the individual needs of students?
9. What are your observations regarding the impact of teaching media literacy skills on the development of at-risk youth?
10. What recommendations would you have for other trainers or institutions that want to implement or improve media literacy teaching programs?

Thank you for your time and valuable answers! Your experience will contribute to creating a report on the quality of media education for youth with special educational needs.

