

Deliverable D2.1-Output Number 2: DIALECT4 Needs assessment, guidelines and toolkits for children (10-12)

DIALECT Media Literacy Toolkit

for Children 10–12 Years Old

Media Smart on the Pitch: A Toolkit for Trainers & Coaches

DIALECT4

Enlarging DIALECT's Communities of Tolerance
Through Football, Focusing on Younger Children

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About this Toolkit

This toolkit is designed to support trainers, coaches and educators working with children by providing practical guidance, examples and tools to help children navigate today's complex media landscape. It focuses on building children's critical thinking, digital resilience and civic engagement through media literacy.

The toolkit offers methods for introducing counter-narratives and alternative narratives that challenge hate speech and discrimination, particularly in online spaces. While not all children in this age group are active media users yet, many will soon begin to explore the digital world more independently. This toolkit helps prepare them in advance building critical awareness and resilience before they are fully immersed in online environments. It equips adults working with children to foster inclusive, respectful, and democratic values both online and offline.

The toolkit includes a variety of communication and educational approaches, along with adaptable activities that can be used in sports clubs, schools and community settings. These resources aim to help dismantle harmful stereotypes and media messages that normalize racism, xenophobia, and exclusion.

This resource is designed to work in complement with the [DIALECT Toolkit: Football & Media Literacy Against Racism, Xenophobia, and Exclusion](#) and is available in **English, Greek, Italian, Hungarian, and Serbian** to support wider accessibility across diverse educational and cultural contexts.

While the DIALECT Toolkit offers the essential theoretical background, covering key terms, core concepts, and the link between football, media literacy and civic engagement, this adapted toolkit builds on that foundation by providing age-appropriate, practical activities specifically designed for children aged 10–12.

Each activity in this toolkit corresponds to the six core modules found in the DIALECT Toolkit but has been tailored to suit younger learners through playful, engaging, and accessible methods. Trainers and coaches will find both inspiration and ready-to-use exercises that help bring media literacy to life whether on the football pitch or in informal learning settings.

Used together, the two toolkits offer a complementary and coherent approach: the DIALECT Toolkit provides the theoretical foundation, while this adapted version offers practical, age-appropriate activities. Trainers, coaches, and educators can use them side by side to strengthen their approach and provide consistent, impactful learning experiences for children.

At its core, the toolkit is based on the belief that online space is a public space, where democratic principles and human rights should be upheld. Trainers and educators play a crucial role in empowering children to recognize misinformation, stand up against hate speech, and become active, responsible digital citizens even at a young age.

Overview of the Modules

This toolkit builds upon the foundational concepts and framework of the DIALECT Toolkit: Football & Media Literacy Against Racism, Xenophobia, and Exclusion. It is designed specifically for trainers and coaches working with children aged 10–12 to develop practical media literacy and civic engagement skills through six interactive modules:

- Module I: Fake News and Disinformation — helping children identify and understand misleading or false information.
- Module II: Visual Influencing — exploring how images and videos can affect opinions and emotions.
- Module III: Limitations of Freedom of Speech and Hate Speech — examining when speech becomes harmful and how to respond.
- Module IV: Creating Alternative Narratives and Critical Thinking — encouraging the challenge of harmful messages and stereotypes through creative thinking.
- Module V: Digital Resilience — building skills to stay safe, confident, and thoughtful online.
- Module VI: Civic Engagement — inspiring active and responsible participation as digital citizens and defenders of human rights.

To support trainers and coaches, a reflection and observation sheet is included in the annex 3 (p.32). It provides space to assess children's learning, capture key moments and note what worked well in each session.

While the DIALECT Toolkit provides the necessary theoretical background and definitions, this toolkit focuses on delivering age-appropriate activities and practical suggestions to engage young learners effectively in these critical topics.

Applied Media literacy: Activities and Games

Kick-Off Time! Fun Ways to Start Talking About Media

Activity 1

Ice-Breaker Activity: "Step Forward" /Exploring Media in Our Lives

Objectives: By the end of this activity, children will:

- Reflect on what the media is and how it shows up in their lives
- Understand that people have different access to media and technology
- Recognize media literacy as an important skill, reading, understanding, and creating media
- Explore how the media can be helpful, confusing or misleading
- Begin thinking about online safety

Duration: 25–30 minutes

Materials needed: None just an open space

Activity Setup & Instructions

1. Gather the children and ask them to stand in a straight line across the width of the football pitch (goal line to goal line), leaving enough space between each child so they can step forward safely.
2. Explain the activity:

“We’re going to learn about how media is part of our lives. I’ll read some sentences, and if what I say is true for you, take one step forward. After each sentence, return to your starting line”.

3. Read each statement clearly, pausing after each, for children to take their steps, then guide them back to the start line.
4. After a few statements, encourage brief sharing or reactions while children are back at the start to keep them engaged.

Sample Step-Forward Statements

(You can adjust them based on your group)

- Take one step forward if you have used a tablet or phone before.
- Take one step if you've watched a video on YouTube or other sites.
- Take one step if you've played games online or on a device.
- Take one step if you have talked to someone using video call.
- Take one step if you've ever seen a video or picture that made you feel confused or upset.
- Take one step if you've heard of social media apps like Instagram or TikTok.
- Take one step if you've shared a photo, video, or message with someone online or by phone.
- Take one step if someone has ever told you to be careful about what you do online.

Group Reflection (Sit or stand in a circle on the pitch)

After the steps, gather children in a circle and ask some gentle, open questions to encourage discussion:

1. What do you think it means to be “literate”? Is it just about reading words?
2. What do you think “media” means? What kinds of media do you know?
3. What might “media literacy” mean?
4. How can the media help us? Can it also be confusing or tricky sometimes?
5. Why do you think it's important to know what's real and what's fake online?

Trainer Notes & Key Points to Emphasize

- Literacy isn't just reading and writing, it means understanding and making sense of information.
- Media literacy is about how we find, understand, ask questions about and even create media.
- Not everyone has the same devices or internet access, this can change how people learn or stay informed.
- Online, we don't just watch or read media, we can also create and share it.
- Media can come from many places very fast and not everything online is true or helpful.

Wrap-Up: Close with a positive message:

“In the coming sessions, we'll explore how to be smart and safe with media. You'll ask questions, play games, and try out tools that help you make good choices, both online and offline.”

Activity 2

Warm-Up Activity: “Media Word Stations on the Pitch”

Objectives: To introduce core media concepts in a way that’s active and accessible outdoors. To encourage expression through movement, drawing, and sharing and to build group understanding of media literacy in a fun, physical way.

Duration: 30–35 minutes

Materials Needed:

- Large A3/A2 laminated sheets or poster boards (one per word)
- Thick permanent markers or chalk pens (suitable for outdoor writing)
- Cones or flat markers to secure and define space for each station
- Clipboards or sturdy surfaces (optional, for easier writing/drawing)

Activity Setup & Instructions:

Step 1: Set Up “Word Stations” on the Pitch

Choose 4–6 age-appropriate media terms (e.g., **Media, News, Truth, social media, Fact, Stereotype, Internet, Journalist**).

- Write one term in large letters on each laminated sheet or poster.
- Place each sheet at a different part of the pitch held down with cones or weights.
- Ensure space around each one so 3–4 children can visit comfortably at a time.

These are your “word islands” across the pitch!

***How you can explain the term stereotype to children:** A stereotype is a fixed idea people have about a group of people. It is like saying everyone in that group is the same, even though that’s not true.

Step 2: Silent Walk & Write

Tell the children:

“We’re going to walk around and visit each island. At each one, you can write or draw whatever comes to mind about the word. What do you think it means? Have you seen or heard of it before? What do you think it means?”

Instructions to children:

- Move in silence between the stations
- Write thoughts, questions, drawings or emojis directly on the paper with markers.
- You can add to what others have written or drawn.

Step 3: React & Add

After everyone has visited most or all stations say to children:

“Now go back to stations where you see something interesting, funny or surprising. Add your reactions like 👍, ❓, 😮, 💡, or write a follow-up thought.”

This encourages connection between children’s contributions and reflection on peer input.

Step 4: Spotlight & Circle

Hand each child a marker and ask them to go back once more and:

- Circle or star something that really made them think
- Pick something to share later in the group talk

This helps identify key ideas to explore in the discussion phase.

Step 5: Group Huddle & Chat

Bring everyone into a seated circle near the centre of the pitch. Gather the sheets and place them in the middle or hang them on a fence or bench if available.

Ask open-ended questions:

- “Which words were easy to understand? Which were tricky?”
- “What were some ideas from other children that made you think?”
- “Why do you think these words matter when we talk about videos, games, or social media?”
- “Do you think you’ll need to understand these words more as you get older and go online more?”

Trainer Notes & Tips:

- Use cones and visible boundaries to keep things organized and safe.
- If windy, tape down papers or weigh them with flat objects (like clipboards or boards).
- Consider splitting the group in half if it's large and rotate between word stations and a short football activity.
- Encourage playful movement between stations to keep the energy up.

MODULE I: Fake news and disinformation

Activity 1

“Football News Detective!”

Objectives: To help children identify fake news and disinformation by critically evaluating football-related news, learning to ask questions, verify sources and think before they believe or share.

Duration: 45–60 minutes

Materials Needed:

- Printed or digital "news articles" (some real, some fake) about football (find examples below)
- "Fact-Check Cards" (simple checklist for children)
- Whiteboard or flipchart
- Pens/markers
- Optional: Internet access (to simulate verification steps)

Activity set up:

Create 4–5 short football-related news stories. Make some real and others fake or exaggerated, including things like:

- “Cristiano Ronaldo to join local team in Greece!”
- “Team wins match thanks to magical lucky socks”
- “Lionel Messi buys a stadium-shaped island”
- “Young goalkeeper saves 3 penalties in 1 match” (real)

Make sure the tone is fun but deceptive enough to test critical thinking.

Instructions:

1. Warm-Up (10 minutes)

- Ask the children a few fun yes/no questions (e.g., “Can a footballer score a goal with their hand?”).
- Lead into a discussion: “Sometimes things we hear about football sound true... but aren’t!”

2. Main Activity (25–30 minutes) – “Be the Football News Detective”

1. Divide children into small groups (3–4 per group).
2. Give each group 2–3 football news stories (mix of real and fake).
3. Provide Fact-Check Cards with questions like:
 - Is this story too strange to be true?
 - Can you find who wrote it?
 - Is it from a trusted source?
 - Does it make you feel very excited or angry?
 - Can you find a second source saying the same?
4. Teams read the articles, discuss and decide whether it’s real or fake.
5. Optionally: If internet is available, let them "verify" one story.
6. Have each group present their findings and explain their reasoning.

3. Debrief (10–15 minutes)

- Use the board to write signs of fake news:
 - No source
 - Too good/weird to be true
 - The news tries to make you feel something strongly
 - Hard to find anywhere else
- Emphasize: ***“In sports, like in life, not everything you hear is true!”***

Optional Activity:

Let the children create their own fake or funny football headline and challenge others to guess if it is real or fake.

Activity 2

“Spot the Trick Play!”

Objectives: To help children understand that sometimes things look real but aren’t and learn to stop, think and check before they act.

Duration: 20-30 minutes

Materials Needed:

- footballs
- bibs
- cones

Set Up & Instructions:

1. Warm-up:

Players move with the ball freely.

The coach calls out actions:

- If it’s a real football action → they do it.
- If it’s a fake football action → they freeze.

Examples:

“Pass to a friend!” → Do it.

“Pick up the ball and throw it in the goal!” → Freeze!

“Stop the ball with your foot!” → Do it.

“Kick the ball with your hand!” → Freeze!

Note to trainer: *Keep it light and fun!*

2. Main Game:

Form two small groups (4–5 players each). Each group secretly agrees on ONE “trick move.”

Example: Pretend to shoot but do a short pass instead.

Example: Fake a dribble one way, go the other.

Note to trainer: *Keep it very simple!*

When the trick happens, the other team tries to spot it by shouting: “TRICK!”

- If they spot it → they win a point.
- If they don’t → the tricking team gets a point.

Play a few rounds so each team has a turn doing the trick.

3. Short Reflection Circle:

Sit in a circle and ask:

- Was it easy to spot the trick?
- How did you know it was fake?
- Why should we check things before we believe them?
- Is fake news like a trick play?

MODULE II: Visual Influencing

Activity 1

“Photo Finish ”

Objective: To help children understand how images and videos, especially in sports like football, can influence how we feel and what we believe. Children learn how camera angles, expressions and framing can change the story a photo tells. The goal is to build critical thinking about the media they see and show them that even in football, visuals can be used to mislead or manipulate emotions.

Duration: 40–50 minutes

Materials Needed:

- At least 1 smartphone or tablet with a camera (1 per group or per trainer is enough)
- Optional: printed emoji cards (happy, sad, angry, excited)

Instructions:

1. Warm-Up Game (10 minutes)

- Ask a few children to act out emotions on the pitch using football: e.g., scoring a goal and being super happy, pretending to miss a penalty and feeling sad, arguing with the referee, celebrating a win.
- Ask the group:
“What emotion is that?”
“If you took a photo right now, what would people think is happening?”

Explain:

“Today, we’ll explore how photos and videos can change the way people feel and what they believe about what happened!”

2. Main Activity (25 minutes) – “Recreate the Moment”

In small groups:

1. Ask children to create a mini football scene to be “photographed”:
 - A goal celebration
 - A player being “injured”
 - A fight or disagreement
2. A team hugging in victory
3. Take 2 photos or short videos of each scene:
 - One that makes it look **positive** (happy, friendly, fair)
 - One that makes it look **negative** (angry, unfair, aggressive)

Use different:

- Camera angles (close-up, low angle, from behind)
 - Expressions (smiling vs shouting)
 - Positioning (showing more or less of what’s happening)
4. After each group finishes, they show the two versions to the rest:
 - Ask the class: “What’s happening here?”
 - “How does it make you feel?”
 - “Do both pictures show the same story?”

3. Debrief Discussion (10–15 minutes)

- Gather the children and reflect:
 - Can two different photos of the same moment give a very different message?
 - Have you ever seen a football photo or video online that made you feel something strong?
 - Why should we be careful about what we see?

Last words of trainer (Closure):

“A picture can show the truth, but it can also hide part of the story. That’s why we need to think smart and not believe everything right away!”

Activity 2

“Photo freeze”

Objectives: To help children understand how photos and videos can tell different stories. To encourage critical thinking about what is shown or left out.

Duration: 20–30 minutes

Materials Needed: Printed football photos (real examples: a winning goal, an angry player, a cheering crowd, a posed celebration photo) OR show them on a tablet. Cones to mark “freeze spots” on the pitch. A whistle or music player.

Instructions:

- Spread 4–6 cones on the pitch. Each cone marks a “freeze spot.”
- At each cone, place a printed football photo or display it on a device held by the trainer.
- Children dribble their ball freely around the pitch while music plays or the coach blows the whistle.
- When the music stops or whistle blows, they must “freeze” near the closest cone.

Photo Time:

The trainer quickly shows the photo at that cone and reads aloud a simple question like:

“What do you see happening here?”

“What story do you think this photo is telling?”

“Could this picture be showing only part of what really happened?”

The children talk in small groups (near the cone) for 1–2 minutes and quickly share thoughts.

Freeze and Move:

Start music again and children dribble to a new cone. Repeat until all photos are discussed.

After the dribbling rounds, gather children in one group.

Hold up 1–2 of the photos they just saw (pick ones with obvious ‘hidden stories’, like a player looking angry or a dramatic goal celebration). For each photo, tell a short “real version” that explains what was left out:

Example:

“You saw this photo of the angry player. Did you know he was actually shouting to encourage his teammate, not fighting with the referee?”

“This goal celebration looks like they won the championship, but it was actually just a friendly match!”

Ask them some of the following questions:

“Did the photo show you the whole story?”

“How did it feel when you found out what really happened?”

“Which picture surprised you the most? Why?”

“Why do you think it’s important to ask questions about what we see on the internet or online?”

“What can this teach us about pictures we see on the internet?”

Trainer Tip:

Encourage them to share their ideas in their own words, there are no right or wrong answers.

Last words of trainer (Closure):

“Photos and videos can be edited, cropped, or shown in a special way to make us feel excited, sad or angry, just like when we see the best or worst moments in football. Always look closer and think for yourself!”

MODULE III: Limitations of Freedom of Speech and Hate Speech

Activity 1

“Commentators on the Pitch”

Objective: To help children understand how comments, especially online, can cross the line from opinion to harm. By acting out a football game as “players” and “online commentators,” children explore the impact of words, reflect on the responsibility that comes with freedom of speech, and develop media literacy skills to recognize and reject hate speech.

Duration: 45–60 minutes

Materials Needed:

- A football
- Cones (to mark field zones)
- A few slips of paper with sample “social media-style” comments (optional)
- Two colored bibs or armbands (to distinguish roles)

Instructions:

1. Warm-Up (10 minutes)

Start with a group discussion:

- Ask: *Have you ever watched a football video online and read the comments?*
- Share a few examples of online-style comments (realistic but safe for children):
 - “Great goal!”
 - “He only got picked because of his skin color.”
 - “She should go play somewhere else.”
 - “That pass was amazing!”
- Ask:
 - *Which comments make people feel good?*
 - *Which ones cross a line?*
 - *Is everything allowed online? Should it be?*

2. Main Activity (25–30 minutes)

Split the group into two roles:

- Players (majority): play a short football match (4v4, 5v5, etc.)
- Commentators (3–4 children standing outside the pitch): act like online users commenting in real-time

Rules for the “Commentators”:

- They must say short “comments” aloud as if they are reacting to what’s happening in the game just like on a livestream or a post.
- Encourage both positive and realistic comments and gently let a few slip into mean or disrespectful territory (trainer can provide these if needed).

At halftime or at a break, stop and ask:

- *How did the comments feel?*
- *Did any of them hurt or distract players?*
- *If this were real social media, would those comments be okay?*

Then switch roles so everyone experiences both perspectives.

3. Debrief & Reflection (10–15 minutes)

In a circle, ask:

- *How did it feel to be “commented on” while playing?*
- *Did you notice when a comment went from opinion to hurtful?*
- *Why do some people say things online they wouldn’t say in real life?*
- *Is it okay to say anything online just because it’s “freedom of speech”?*
- *How can we be better “commentators” in real life and online?*

Last words of trainer (Closure):

“What we say, on the pitch or online can lift others up or bring them down. Freedom of speech means we can share our thoughts, but it also comes with the responsibility to be kind and respectful. Let’s remember that good teammates support each other not just with passes, but with words too”

Activity 2

“Your Words, Your Rules?”

Duration: 10–15 min

Objectives: To help children understand that freedom of speech is important, but limited. To show how rules protect everyone’s safety and respect and to practice spotting when “saying whatever you want” can cross the line.

Instructions:

- **Warm-Up Kick-Off (3 min)**

Gather the children in a circle. Ask:

“In football, can you do anything you want on the pitch?”

No! There are rules to keep the game fair and safe.

“It’s the same with words you can say lots of things, but not if they break rules that keep people safe and respected.”

- **Mini “Word Referee” Game (7–10 min)**

Each statement is like a ‘move’ on the pitch. Children decide: Is it allowed or not allowed?

Mark two spots:

- ❖ Allowed Zone
- ❖ Not Allowed Zone

Read out quick examples. Children run to the zone they think is right.

Examples of “Allowed”

“I think our team is the best!”

“I don’t like that player’s style.”

“I like playing striker more than goalkeeper.”

“I think our team should practice more.”

“Your idea was really good in the game.”

“I don’t agree with the referee’s decision.”

"Next time, let's pass more."

"I feel sad when I lose, but I'll try again."

"I think cats are better than dogs."

"I want to sit next to my best friend today."

Examples of "Not Allowed"

"Let's all ignore her because she's from another country."

"He should get hurt so he can't play."

"You're useless, go sit on the bench forever!"

"Nobody wants you here because you're different."

"Let's all tell him he can't play with us because he's new."

"People like you shouldn't be on our team."

"If you don't pass me the ball, I'll spread lies about you."

"Go back to your country, you don't belong here."

"You're so bad you should just quit football forever."

Ask them:

"Why is this not allowed?", "Who might get hurt by this?"

▪ **Quick Reflection (3 min)**

In a circle:

"Why do you think freedom of speech has limits?"

"How do rules about words help everyone feel safe and included?"

"What could you do if someone breaks the rules with their words?"

Last words of trainer (Closure):

"Freedom of speech means you can share ideas, but not if your words are meant to hurt, threaten or exclude others. Like football, our words have rules so we can all play safe and fair!"

MODULE IV: Creating Alternative Narratives and Critical Thinking

Activity 1

“Media Match-Up: Who’s Telling the Story?”

Objective: To help children understand that the way a story is told depends on who is telling it and that every story can look different from different points of view. It encourages questioning and evaluating the source and motivation behind what we read or hear.

Duration: 45–60 minutes

Materials Needed:

- Football
- 4–5 printed “Perspective Cards” (or read aloud)
- Cones or bibs for quick scene setup

Instructions:

Step 1: Introduction (5 min)

In a circle, ask:

“Have you ever watched a game and disagreed with someone else about what happened? Why do you think people remember things differently?”

Briefly explain:

“In the media, the same story can sound totally different depending on who is telling it. Today, we’ll explore that on the pitch!”

Step 2: Scene Play (10–15 min)

Choose a simple football situation and ask a small group (4–5 children) to act it out. It can be:

- A player accidentally trips another
- A teammate forgets to pass the ball
- A player celebrates a goal in a strange way
- Two players argue after a foul

Everyone else watches.

Step 3: Perspective Cards (15–20 min)

Give small groups one of the following “Perspective Cards” and ask them to retell the scene from that viewpoint:

- **Goalkeeper** (was too far away to see it clearly)
- **Sports Blogger** (wants a dramatic story)
- **Social Media Influencer** (looking for clicks)
- **The Player Who Fell** (felt hurt and misunderstood)
- **Referee** (tries to be neutral and fair)

Each group acts out or narrates a version of the same scene, according to their role.

Trainer Tip: Help the children see that each group can differently share one football moment.

Step 4: Group Discussion (10 min)

After each version:

- “How did this version feel different?”
- “What did they focus on? What did they leave out?”
- “Why might someone tell the story this way?”
- “Can all of these stories be true at once?”

Encourage reflection on bias, intent and audience.

Last Words of Trainer (Closure):

“Whether it is in football or on social media, stories change depending on who tells them and why they are telling them. Being media smart means asking: “Whose voice is this? What are they trying to make me think or feel?” That is how we build strong teams and strong minds.”

Activity 2

“The Football Coach’s Dilemma”

Objectives: To encourage children to think deeply about decisions and their consequences. To practice evaluating different perspectives before making a choice and to develop problem-solving skills through discussion.

Duration: 15–20 minutes

Materials Needed: Just an open space

Instructions:

- Present the Scenario:

The coach tells the group: *“Imagine you’re the coach of a football team. One of your players is really good but sometimes breaks the rules during games. What should you do? Think about the different options and what might happen with each.”*

- Group Discussion:

Split children into small groups (3–4 players). Each group lists possible actions the coach could take, for example:

- Talk to the player about fair play
- Ask the player to take a break from playing for a game
- Let it go because they help the team win
- Encourage teammates to remind the player of the rules

- Share & Reflect:

Groups share their ideas with everyone.

The trainer asks:

“Which option do you think is best and why?”

“What could happen if you choose one option over another?”

“How does your choice help the team and the game?”

Trainer Tip:

- Encourage respect for different opinions
- Guide children to think about fairness, teamwork and consequences
- Highlight that critical thinking means looking at a problem from different sides before deciding

MODULE V: Digital Resilience

Activity 1

“Scroll, Share or Stop?”

Objective: To encourage children to reflect on how they respond to online situations, such as viral football content, comments or peer pressure, by using real movement and decision-making in a game-like format. The aim is to build digital resilience and the habit of pausing to think before reacting online.

Duration: 45–60 minutes

(Can be delivered in one session or split into two shorter sessions depending on group needs and schedule.)

Materials Needed:

1 football

Cones (to create three zones)

Printed or spoken scenario cards (you can just read them aloud) (ANNEX 1)

Optional: small signs that say “SCROLL,” “SHARE,” and “STOP”

Instructions:

Briefly explain the meaning of digital resilience: the ability to respond to and manage online challenges.

Recognizing Digital Situations (30 minutes)

Set Up the Zones

- Divide one side of the pitch into **three zones**, clearly marked with cones or labels:
 - **Scroll** (○ = Ignore and move on)
 - **Share** (● = Spread or talk about it)
 - **Stop** (● = Something’s wrong! Pause, report or seek help)

Tell the children these represent choices we make when we see things online, especially in football-related posts, chats, or videos.

Digital Decisions

At various points, the trainer blows the whistle and reads a digital scenario aloud, (see examples below & more examples in ANNEX 1), players must freeze and run to one of the three zones again (Scroll, Share or Stop) that matches how they would respond online. Then they return to the match.

*This keeps children active while connecting the digital choices to real-time decision-making and emotions.

Example scenarios:

- *“You see a video of a player messing up and people laughing at him in the comments.”*
- *“A teammate shares a motivational quote with a cool football photo.”*
- *“A message pops up saying you didn’t get picked because you’re not ‘the right type.’”*
- *“Someone posts a football meme that’s funny but includes a stereotype.”*

Debrief:

Sit in a circle and reflect:

- *Was it hard to choose sometimes? What kind of online posts are easy or hard to respond to?*
- *Which situations seemed risky to you?*
- *Has anyone change their mind after hearing others?*
- *Why is it important to “pause before you post?”*
- *What should we do when we’re unsure or something feels wrong?*
- *What can we do to protect ourselves online?*
- *Who are the trusted adults we can ask for help?*

Trainer Notes

- Avoid an alarmist tone, prefer an educational and reassuring approach
- Encourage sharing in small groups if children are shy
- Link situations to the sports context: e.g., team WhatsApp groups or sharing match photos

Last Words of Trainer (Closure):

“In football and online, we make quick choices but quick doesn’t mean careless. Digital resilience means knowing when to scroll, when to share something great, and when to stop and say, “this isn’t right.” Being smart online helps us protect ourselves and support others too.

Activity 2

“Create Your Safe Digital Profile”

Objectives: To understand what is safe to share online and what is not, to promote the protection of personal privacy in digital profiles and to practice critical thinking about what we publish and what is visible online

Duration: 35–40 minutes

Materials needed:

- Printed “Digital Profile” sheet (with fields: nickname, avatar, bio, hobbies, preferences etc.) (Annex 2).
- Markers / colors
- Scissors, glue, magazines (to create avatars with cutouts)
- Blackboard or poster with 2 columns: SAFE / NOT SAFE to share

Activity Set up:

Introduction and Brainstorming (10 minutes):

- Ask: “What do we usually see in online profiles?”
- Write responses on a poster divided into two columns:
 - “Safe to share” (e.g., a nickname, a hobby)
 - “Not safe to share” (e.g., address, school, phone number, private photos)
- Introduce the concept of a safe and responsible profile. You can say something like:

“Just like you wear your kit and protect yourself when you play football, you also need to protect yourself online. Your profile is like your ‘online uniform’, it shows people who you are. So, it’s really important to think about what you share and who can see it. Today, we’re going to have some fun learning how to keep our online profiles safe and smart!”

Build Our Profile (20–25 minutes):

- Each child receives the digital profile worksheet.
- They create their own safe profile, choosing a nickname, drawing or cutting out an avatar, listing hobbies and passions...
But: they must avoid sharing any real personal information.

Sharing and Reflection (10 minutes):

- Children share their profiles with classmates.
- As a group, reflect on which choices were safe and why.

Debrief / Reflection questions:

- *Which information in your profile is safe to show?*
- *What did you choose not to include? Why?*
- *What kind of information could be misused?*
- *What would you do if someone asked you for personal data online?*

Trainer Notes:

- Reinforce the idea that the internet is a public space
- Emphasize that even if a platform seems “for children,” it’s still important to protect ourselves
- Variation: discuss the use of profile pictures – which are safe? What can be inferred from an image?

MODULE VI: Civic Engagement

Activity 1

“Voices on the Pitch”

Objective: To help children understand how they can use their voice in real life and through simple forms of media to support positive changes in their team, school, or neighborhood. Children will work as a team to identify an issue and create a short, creative “media message” connected to football values.

Duration: 45–60 minutes

Materials Needed:

- Football
- Cones (optional)
- A4 paper and markers (if available – otherwise messages can be spoken or acted out)

Instructions:

Step 1: Warm-Up Game (10 min)

Start with a small-sided match or team challenge. Encourage fair play, respect and teamwork.

Step 2: The Civic Challenge (10–15 min)

Stop the play and explain what civic engagement means: helping your community, respecting others, taking care of the space where you live. You can say something like that:

“Civic engagement is just a fancy way of saying that we all help to make our community a better place. It means doing things like being kind to other people, respecting different ideas, and taking care of the places we live, play, and learn. When we help our team, our friends, or our neighborhood, we’re showing that we care about everyone, not just ourselves!”

Now split into small groups (3–5 players). Give each group a realistic football-related challenge that affects their team, school, or community.

Examples:

- Some players get excluded or bullied.
- People litter and destroy the football area after matches.
- Girls are not encouraged to join football teams.

- Parents argue loudly during children's games.
- Children don't know how to join a football team.

Step 3: Media Action Time! (15–20 min)

Each group now becomes a **“media team.”** Their job: Create a simple positive message to inspire change about that issue.

They can choose one of the following:

- A slogan
- A spoken message (as if for a video or announcement)
- A freeze-frame scene (pose silently to show a message with their bodies)
- A poster or symbol (if materials are available)

Examples:

- Slogan: “Respect All Players! We All Belong on the Pitch!”
- Pose: Group in a circle helping someone up after falling
- Poster: A football with cartoon arms and a smile, saying ‘Let's Kick Out Exclusion!’”

Each group presents to the others.

Step 4: Quick Reflection Circle (5–10 min)

Ask:

- “What made your message strong or clear?”
- “How do people use messages like this in real life?”
- “Can children share important ideas in their schools or online too?”

Last Words of Trainer (Closure):

“You don't need to be a grown-up or famous to speak up. You already have a voice and your words, actions, and teamwork can help make your team, your school, or your community better. And when you share your message clearly and kindly, that's media power too.”

Activity 2

“Our Fair Play Campaign”

Objective: Children learn how they can use simple media messages to promote positive changes in their team and community, by creating a mini ‘social media campaign’ about fair play, respect and teamwork in football.

Duration: 30-40 minutes

Materials: Paper, markers, tape if you want to stick them up.

Instructions:

1. Warm-up Discussion (5–10 min)

Ask: “If you could share one message about fair play or respect on social media, what would it be?”

Children brainstorm short, clear messages like “We respect every player”, “Fair play makes football fun for all”, or “Say no to bullying on and off the pitch!”

2. Create Mini Posters or ‘Posts’ (15–20 min)

Divide children into small groups.

Give each group paper and markers.

Each group makes a ‘mini social media post’:

- A catchy slogan or hashtag (like #FairPlayTeam or #RespectOnTheField)
- A simple drawing or symbol (e.g. handshake, team gathering, smiley ball)
- One short tip for other children.

3. Share & Role-play (10–15 min)

Each group stands in a circle and ‘shares their post like they’re presenting on social media. Groups act out a short scene showing how their message could happen on the football pitch (e.g. helping up a fallen player, encouraging a shy teammate). Take a team photo with all posters to ‘launch the campaign’!

Debrief:

“How could you share your fair play message with other children who don’t play football?”

“What does being a good teammate teach us about helping others outside of football?”

“Why is it important to stand up for others if you see unfair or disrespectful behaviour?”

“What is one thing you could do this week to make your team, school, or neighbourhood more respectful and welcoming for everyone?”

ANNEXES

ANNEX 1_Scroll, Share or Stop

Sample Scenario Cards – “Scroll, Share or Stop?”

Scroll (○ = Ignore and move on)

Share (● = Spread or talk about it)

Stop (● = Something’s wrong. Pause, report or seek help)

Positive or Neutral Scenarios:

1. ● You see a post of your friend scoring a great goal in last weekend’s game.
2. ● Someone shares tips on how to improve your dribbling with a video tutorial.
3. ○ A sports brand posts a new pair of football boots with a price tag.
4. ● You see a quote from your favorite player: “Never give up, even when you lose.”

Questionable or Potentially Harmful Scenarios:

5. ● A comment says: “Girls can’t play football as well as boys.”
6. ● Someone shares a fake quote saying your team’s coach is being fired, with no source.
7. ○ You get sent a video of a kid slipping and falling during a match with laughing emojis.
8. ● You see a post making fun of a player’s skin color or accent.
9. ○ Your teammate posts “I hate losing. I should quit.”

Printing Tip:

- Print them on small cards and laminate if possible.
- Optionally add color codes (●●○) on the back to help facilitators guide discussion, but don’t show children the colors, let them decide.

ANNEX 2_ Create Your Safe Digital Profile

My Safe Digital Profile

Nickname

What fun, made-up name would you use online? (Not your real name!)

My Avatar

Draw or glue a picture that shows who you are online (NOT a real photo!).

[Draw your avatar here!]

Bio: Three Things I Like

What do you love? Write three things!

1. _____

2. _____

3. _____

My Favorite Hobbies

What do you enjoy doing?

My Golden Rule for Safe Browsing

One tip to keep yourself safe and kind online.

ANNEX 3_ Trainer Reflection & Observation Sheet

After the session, take a few minutes to reflect:

Learning Outcomes:

- ☐ Children showed understanding of the topic (e.g. fake news etc.)
- ☐ Children could give examples from their own experience
- ☐ Children participated actively in discussion or roleplay

Engagement & Participation:

- ☐ Most children were engaged in the activity
- ☐ Teamwork or group behavior was respectful
- ☐ Children helped each other understand the task

What worked well?

What would I do differently next time?

Any great quotes or moments I want to remember?
