Media and politicians - advanced

Introduction:
We recommend this lesson plan for use as a continuation of the "Media and politician - introduction" training. During this training, we will develop topics related to our - women politically involved - relationship with the media. We will deepen the reflection and the ability to use the media at the work of a politician. We will focus primarily on a more conscious and controlled shaping of our public image and using the media's potential to support the objectives of our environmental activities.

General purpose of the training:
Increasing knowledge and competence related to the use of traditional and social media in political activity.

Training objectives:
1. Developed individual strategies towards media.
2. Increased skills in media coverage.
3. Recognition of resources to b femoral position and expertise.

Key words :
gender stereotypes, education, public appearances, storytelling, herstoria, blog, social media

Time : 2 days (6 hours clock / day).
We suggest organizing breaks in training according to the needs and preferences of the leading person as well as participants. It is worth discussing this topic with the group when introducing the rules of cooperation, the so-called contract.

Materials needed:
Please, make sure that people participating in the workshop have a smartphone and / or laptop / tablet with an internet connection. In addition, you will need:
- Flipchart paper
- Paper A 4
- Colored markers, pens, pastel crayons
- Post- ity
- Painting tape
- Camera and tripod
- Participants' telephones
- Computer and projector with internet access

THE FIRST DAY

Module O - Introduction [60 ']

When the workshop program is very tight, there may be a temptation to "save time" on the so-called Module A. Meanwhile, in a workshop situation, when the participants do not know each other well and are in the perspective of spending two days working together, sharing, sometimes personal experience, this introductory part is very important and allows to build a solid base for further activities. Therefore, at the beginning of the training, take care of the mutual presentation (eg in the form of a "round"), presenting the planned program and training objectives and making sure that there is consent from the group, gathering fears and expectations from the participants, as well as working out the rules (contract) that will give a sense of security and support those who participate in the fullest possible use of the workshop. At the end of this part, you can propose to the group "energizer", which on the one hand will have an integrating character, and on the other hand it can introduce people to the next substantive part of the workshop in a light manner.

The suggested course of the module:

1. Introducing trainers and participats and the integration of the workshop group (choose the exercise that you like).
2. Presentation of the training goals.
3. Gathering the expectations / needs of participants and their concerns related to participation in the training.
4. Presentation of the training program.
5. Working out the terms of cooperation = contract.
6. Energizer introducing the next part of the training (choose the one you like the most).

> **Methodological note:**
> During the whole workshop, invite people to short stimulating exercises, the so-called energizers. They may seem childish but if you choose them in cooperation of participants, they will keep adequate the level of energy. You can also ask participants to share and / or lead one of them.

Training framework:

Module O: Introduction

Module I: *Me and the media - diagnosis*

Module II: *My story - genuinely in the media*

Module III: *Contacts with the media - practice*

Module IV: *Building an expert position - a blog*

Summary and closing.

Module I: Me and the media - diagnosis [120 ']

In this section, participants will have the opportunity to do a stop-frame look and DK up his experience to the media. How have their relations with the media so far been, whether they were satisfactory - if so, what decided about it, if not - what is a challenge for them, a difficulty, where they diagnose areas for improvement; what is the social and cultural context that affects perception and the situation of women, in particular women politicians, in the media; how to deal with with the consequences of this impact. Participants will be invited to individual reflection as well as exchange of observations and experiences with each other, so that together they can search for the most effective strategies for building their media image and relationships with the media.

About dp IRST activity until the end of the training, each participant will look at the relationship of "I-media" from three perspectives: equality, and eksperckości herstorii.

The module's course:

Exercise 1: Speed dating about the media. [30']

This exercise is to introduce the subject of training and integrate participants.

Divide the group into two subgroups, make sure that the number of people participating in the exercise is even (if it is not, take part in the activity yourself).

Ask all participants to seat on chairs in front of other person, in two rows opposite each other, so that each person had a second person in front of oneself - a partner to talk to. Inform them, that they will take part in speed dating about their media experiences. Each pair will have 3 minutes to talk about a given topic. After this time a pair will change (it is up to you, how to navigate these changes, you can decide that after each change of a person from one row change seat one place to the right, etc.) Invite thus formed teams to talks on the topics below. You can also add other topics if you think they are relevant for working in this group. In this way, by changing the interlocutors, discuss all proposed topics. Watch time, but if you see that a topic is particularly drawn by the participant, you can extend the session a little, and vice versa - shorten it if you hear that the conversations are over. Sensitizes participants to the fact that – in given time - both persons should talk.

Topics for conversation in pairs:

1. How do I rate my experience in dealing with the media?
2. What is difficult for me?
3. What do I like in relations with the media?
4. My biggest disappointment with the media.
5. My greatest media success.
6. How do I use the media as a politician?
7. What would a politician need from the media?

8.   My ideal / model of a woman - a politician or other public figure - when it comes to relations with the media?

9.   What I'm afraid of in contact with the media?

At the end, invite people to a common circle to share your thoughts with conversations. Ask:

- what new people have learned - about themselves, about others, about the media?

- what surprised them, what was the most interesting in conversations?

> **Methodological note:**
> Collecting these voices on flipchart you can create a "map" of the experience of people in the group in the subject "Me and the media". At subsequent stages of training you can complement the map for further insights, solutions, best practices, so that at the end of the course it has been developed into eg. "Media toolkit of hints and tips".

Break [15 ']

Exercise 2: Women in the media - context [45 ']

Introduce participants to the topic. Explain that if you have just analyzed the media and your relations with them through the perspective of individual, personal beliefs, preferences and experiences, now you will look at them from the meta-level, so as to capture social and cultural conditions, in which you operate and which - to a large extent - determine the position of women, especially politicians, in the media. The aim of this exercise is to identify the barriers and challenges faced by women who are public figures and have contact with the media.

Invite the participant to watch the film - CNN political commentators Ana Navarro and Jason Miller debate about President Trump's recent comments about Africa and Haiti, and discuss whether or not Trump is a racist.

Ask them to see this material and indicate in what sense Ana Navarro does not fit into a stereotypical female picture and what repercussions it may have?

Interview available here: https://www.youtube.com/watch?v=CxDT9m5d8yI

Lead a conversation about the presence of women in the media, starting from the analysis of the material viewed

• What are the difficult situations exposed by women appearing in the media?

• What is evaluated and commented in the media when women appear?

- With what behaviors - gestures, micro-orders and treatment politicians are facing in media? (You can call the names of other well-known politicians, what they are accused of, what double standards reveal the reactions they have to face: Hillary Clinton, Angela Merkel, Brigitte Macron)
- How are they presented?
- Who is most often invited to expert panels?
- What stereotypes prevail about women in the context of their public / political activity?
- What are the personal experiences of the training participants - difficult situations, barriers, unequal treatment, with which they had to face?

At the end of this discussion, write down all possible barriers – using the method of "word-storm", pay attention to: gender stereotypes, prejudices, discrimination, sexism, auto-stereotypes, absence / invisibility, inequalities (eg micro-trends), double standards etc.

Depending on the level of advancement of the group, you can offer a short coaching presentation on:

GENDER STEREOTYPES

Stereotypes are opinions and beliefs, rarely reflected in reality. Fixed and commonly occurring, concerning a specific group, its features and behaviors. They are recognized as characteristic for the whole group and all its members. Stereotypes are an excuse for prejudices and / or lack of knowledge, moreover they are unlikely to be verified.

Gender stereotypes are still very much alive and ubiquitous in our life, also the labor market. Very often employers emphasize that they don't use gender stereotypes. Over 80% of employers admitted that whether or not the employee is good or not does not depend on employee's gender. At the same time, these statements are often declarations. In-depth questions in the same study confirmed that men, however, are rated higher by employers. Features, by which men on the job market are perceived as better employees are: overall mobility, durability on fatigue, availability, and also having own initiative, resistance to stress. In return, features more suited to women are: regularity, communication skills, initiative, creativity, the ability to learn quickly and ability to plan work. What's important, there was no feature noted, in which women have been rated higher by employers than men. In consequens, statistically a woman works an average of 3 years and 8 months longer than a man to get promoted.

Employers still often assume not only less availability and involvement of women in work, but also having no real professional aspirations and needs for promotion. This rating does not apply only to female employees who are mothers. Female workers who do not have offspring are perceived by the prism of potential motherhood, what with turn leads to reluctance of employers to employing young women for unspecified time, whether also reduces the tendency of employers to investing in raising their qualifications and competence.

BRAND SOFI

VRL | VoteRunLead

WOMEN ELECTION

FÓRUM 50%

TOWARZYSTWO EDUKACJI ANTYDYSKRYMINACYJNEJ

ACTIVE WOMEN ASSOCIATION

That is not true, that the stereotype load hits only on women. Also, to some extent, men must deal on every day basis with consequences of stereotypes, eg due to gender stereotype there is excessive burden of men who work   - being responsible for   family maintenance - often they work beyond their own strength. Also employers are significantly less consent to the need for greater *work- life balance*, including active involvement of men in taking care of children.

Source: https://rewoscwbiznesie.info/stereotypy-stereotypy-plci-definicja/ - translated by TEA.

SEXISM

Sexism is a view about the superiority of one sex over another. Inequality in this belief is justified by nature or cultural issues. It may refer to the biological, moral and intellectual dimension. Most often, this term is used in the context of women's perception on the basis of their gender, but it can also be used in relation to negative attitudes, beliefs and actions towards men.

The term was introduced in 1965 by Pauline M. Leet , a professor of English, who in her conference speech   *Women and the Undergraduate*   she used it for the first time in relation to the practice of excluding women from poetic anthologies, referring to the analogy with the racism concept that was already in existence . In 1968 in the introduction to the book *Born Female : The High Cost of KeepingWomen Down* this concept has been defined and popularized by Caroline Bird.

Sexism is of an appreciable nature - it refers not only to differentiation, but also to the valuation of people based on their sex; it is not only a belief that women are different from men, but also a judgment that they are worse. Behind the view may also be action, unequal treatment or abandonment on grounds of sex, defined as discrimination on the grounds of sex.

Sexist beliefs are shaped, transmitted and consolidated socially. They affect individual and personal relationships, they also manifest themselves in the activities of groups and institutions. They can be both explicit and hidden - in both forms they influence the perception of persons belonging to a givengender, taking or abandoning actions towards them, as well as their positions in the social structure.

Researchers indicate that sexism can function on several different levels. In individual relationships, it will be referred to as personal sexism and translates into worse, anticipated treatment in interpersonal relationships. It can also be a characteristic feature of a given institution's functioning, when the values, norms, structure and practices of a given institution communicate prejudices on the grounds of sex, assign lower value to people due to the birth of a woman (or a man) and carry out actions reflecting these beliefs. Sexism can also have a systemic (cultural) character, where the entire social structure reflects the conviction of a higher value of one of the sexes, usually men - this is a characteristic feature of the patriarchal social order. A feature of this order is m.in. explicit or latent consent to violence against women based on sex.

An example of the impact of systemic sexism is, for example, the legal system of the pension system in Poland, in which the retirement age is uneven, thus women's pension benefits are significantly lower than men, and women are thus at risk of poverty (feminisation of poverty). The systematic sexism may also be considered as the legal system that does not recognize the crime of rape as a crime prosecuted ex officio, but at the request of a person who has experienced this form of violence.

Developed by: Natalia Sarata
Women's Space Foundation
Source: www.rownosc.info/dictionary/seksizm

MICRO-TRANSMISSIONS

In verbal and non-verbal signals sent by people to each other in everyday communication, above all towards people who in a given environment constitute a minority group.

Those can be:

Micro - inequities - small, depreciating behaviors that lead to a decrease in the sense of value, decrease in engagement, lower quality of tasks completion and an increased level of stress, and as a result: exclusion.

Micro - affirmations - small verbal and non-verbal behaviors, often barely noticeable, consciously sent and received, which counteract exclusion.

Source: *Anti-discrimination education. Training handbook*, edited by Maja Branka, Dominika Cieślikowska, Villa Decius Association, Cracow 2010.

As a curiosity, you can give an example of the application Woman Interrupted: http://www.womaninterruptedapp.com/en/ and present the concepts: **manterruption** and **mansplaining** .

More about gender , mechanisms of stereotyping , prejudice and discrimination, see the training program: Anti-discrimination workshop for politicians

Read also: Anna Dryjańska , Politicians *versus sexism in the media*: https://annadryjanska.natemat.pl/8099,polityczki-kontra-seksizm-w-mediach

Exercise 3 : Media - my personal goal [30 ']

This exercise - summarizing the first module of the training - is used by the participants to define their personal purpose related to the media, as well as the joint development of tools, methods

and strategies that that can be empowering in achieving these goals and in functioning the media in general.

At the beginning, ask the participants for a moment of reflection and recall the experiences that in the *Speed dating* exercise has raised a question about needs. When participants look at the barriers that you have just discussed and written down - what do they consider as their personal greatest challenge, the ability to acquire / develop? Ask them to write down for themselves such an individual goal related to development of the media image / contacts with the media / media coverage of its mission.

Then, ask people to get into pairs, according to the key, with whom they had least to deal with during the workshop. Ask them to share their thoughts and goals in pairs and listen to each other's experiences.

At the end, request that the same pairs write down on the post-It's ideas - tools, methods, strategies for overcoming anti-woman standards in the media - what they can do as simply the media receipients, but also persons acting in public, to counteract prejudice and discrimination against women, especially politicians in the media. Collect ideas and compare with the previous flipchart - in this way you will work out solutions and good practices for previously identified barriers.

Summarize this exercise briefly, paying attention to the agency and the range of possibilities to overcome stereotypes and prejudices.

Module II: My story - genuinely in the media [150 ']

At the beginning of the second module of this training, present its goal - the participants will get acquainted with the basics of storytelling and the herstoric approach in order to finish their media message.

Exercise 1: ABC of herstory and storytelling [45 ']

Present to the participants, the following quote:

Throughout history, everything that we do – everything that we believe about ourselves and other people, everything we plan for and work towards – has been shaped by stories. The stories we hear as children help us to imagine and dream what the future might hold. The stories we learn as we grow up held us to work out our place in the world. And the stories we tell when we are adults determine the legacy we leave behind. So it is impossible to underestimate the impact of the fact that still, in 2014, women's stories are not being told. That women in those stories we hear, are still portrayed as so incredibly limited pigeonholed and stereotyped. And that so very few of those stories are told in a woman's voice.[1]

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[1] Laura Bates, *Everyday sexism*, Simon & Shuster UK Ltd., London 2014, pages 185-186

Invite to the conversation - what are the most important conclusions for our presence in the media? What is the meaning of stories? What is herstory? What do we think about stories - what are the strengths of using stories in communicating positions, views, actions?

If the participants are not familiar with the term herstory, take more time to present and discuss this concept and approach:

HERSTORY - literally *her story*, a neologism based on language game *his-story* (his story). For more than twenty years, the word *herstory* functions as a recognizable now-now-folded formula of scientific jargon and the language of popular English-language publications.

Source: http://pisarki.wikia.com/wiki/Herstoria

(translated to English by D. Bregin)

METHODIC NOTE:

When preparing for the discussion about herstoria, be sure to read the site and publications of the Women's Space Foundation and the Archives of History of Women .

Then, suggest to the group to watch the narrative of women - choose one or a few of the most interesting for the group, you can take advantage of the following suggestions:

- Chimamanda Ng ozi Adichie https://www.youtube.com/watch?v=D9Ihs241zeg
- Rosa - heroine of the campaign "Our daily bread" - http://naszchlebpowszedni.pl/rosa/
- Ewa Krawczyk - the heroine of the "One of many" campaign - https://youtu.be/TZb6zi3vn_s
- Hillary Clinton https://www.youtube.com/watch?v=CzCW30RnwuY
- More examples, e.g. here: http://sheiswe.eu/

First talk - about the heroines, her values, about what seemed important and convincing in this story, and why.

Later discuss the topic more generally, linking it to the training context:

- *Why do we like listening to stories?*

- *What do they give us as storytellers , and what about the recipients?*

- *What is the universality of storytelling ?*

- *What value can such personal narratives bring to our political activity? And to our relationship with the media?*

- *How does storytelling support herstoria ?*

As part of introducing the storytelling, provide basic knowledge about the method and principles of story construction. Storytelling can be understood as telling stories in a way that:

- awakens imagination,
- engages thoughts,
- evokes emotions in recipients of the narrative.

Stories - although they are primarily associated with the speech - can take a variety of forms - which can be important to us in the context of using various forms of media messages - eg:

- literary (reportages, novels, stories, fairy tales, legends)
- visual (paintings, films, photographs)
- animation and / or artistic activities (theater forms, installations, digital storytelling etc.)
- combinations of the above.

But also our spontaneous, everyday communication may turn out to be a simple form of storytelling.

Tales are drawn in. We listen to stories and tell the stories. In fact, every person can be a storyteller - storytelling is therefore a universal and inclusive tool, and it is difficult to overestimate its values.

Good, captivating story usually has the following structure: we get to know the protagonist and, there is a difficulty or a challenge which the hero struggling, not necessarily successfully. At the end of the story, however, success appears , as the result of these struggles.

Lunch break [30']

Exercise 2 : My story [90']

For warm-up, conduct a brief exercise on waking up the memory. Ask participants to close their eyes and remember the earliest childhood memory - what emotions does it entail, what senses it evokes - taste, smell, sound, image? Ask people to share in threes their first memories.

On the forum, listen to the emotions and reflections associated with this experience.

Announce that you will now reach storytelling method in order to present your personal herstory associated with the involvement in politics. But first, some technical guidance – prepare previously on the flipchart or collect principles, which should take into account when preparing your narrative.

Then invite the participants to return to their goal related to political activity - what is their main motivation to deal with politics, what they want to achieve, what do they care for? What was the path that lead them to the place where they are now? What experience has made them deal with what they do today and what they want to tell people?

Ask them to prepare their story - no more than 2 minutes on the subject: "Me and politics . " It is important that they try to write it down it and then tell it. Allow about 30 minutes for individual work on the texts and editing, then ask people to present their herstories on the forum .

After each story, listen to the emotions of the narrator and ask for 2-3 voices from the room - let the structure of this feedback be as follows: what moved them, they became interested in, what they liked about this story? This exercise should be conducted in an atmosphere of mutual reinforcement and appreciation.

Summary of the day I [15']

Make sure that at the end of the day you have time to summarize your work and individual reflection. Invite the participant back to the circle. Remind them what you did today, recall the topics that you have touched and the exercises you have done. Then invite the participants to the talk in the round and answer two questions :

1. What do I take for myself from today ?;
2. What did I miss?
Thank everybody for working together.

DAY TWO
Introduction to day II: What are you starting with? [20']

Welcome the participants on the second day of training. Remind you what you finished the previous day with. And invite to open a new one. You can use Dix-it cards - participants choose a card from those that are arranged on the floor, which best reflects their mood, thoughts with which they start classes today. Then invite the participants to the round and share the interpretation of the card.

Then briefly enter Module III - after working on defining your personal goal related to media relations, preparing your own narrative, you go to exercises that are designed to support participants in dealing with the media – in communication and psychological issues they may face. Participants already know what they expect from the media and what they want to communicate with them, it is than time to confront the situations that seem the most difficult to them, to which they would like to be able to prepare themselves in a safe training environment. Perhaps at this stage of the training you know what these situations are and you can call them; if you do not - offer a few variants. In the next practice-oriented exercise, you will use the *role play* technique.

Module III: Contacts with the media – practice [180']

Exercise 1: How to prepare for contacts with the media [60 ']

Probably already during the training you have been discussing with participants topics: stress, stage fright, lack of self-confidence. Our reactions to the necessity of public appearances may be very

different, however, most of us (and this is also has a gender based) when thinking about taking the floor in the forum and/or in the light of cameras are facing some level of shyness and stress. Usually, each of us has some ways to deal with such a situation - someone needs more sleep, someone has a talisman, someone learn a few sentences by heart, someone else stare at a specific point in the hall, etc. It is also known that the most effective way to reduce the stress associated with public speaking is excellent preparation and a lot of practice. In detail: lead hints and tips on public speaking can be found in the training program. Here, on the other hand, let the participants leave the verbal aspects and ways to prepare for public speaking, for the benefit of working with the body.

Watch witch participants the TED material - the speech "Your body language shapes who you are" by Amy Cuddy, author of the book "Get up!" (Time: 20 minutes 19 seconds):

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

The film can trigger different reactions, reserve a moment to listen to the impressions, and then invite people to get up and explore position of strength. You can suggest additional movement exercises, like walking around the room and taking the pose, which expresses different emotions / states related to public speaking: "shyness", "stress", "courage", "self-confidence", "rightfulness", " success".

Discuss these experiences with the participants, and then ask them to develop in small groups: "Cribs for politicians - how to prepare for appearances in the media". Let them create posters / infographics, referring to various possible ways that they consider to be effective. Then, let each group present their crib. So equipped, go to the next exercise

Break [15']

Exercise 2: Media situations - we practise![120 ']

This exercise is the heart of the whole workshop - time and space for the practice of contacts with the media. Participants have the task to apply the knowledge and skills acquired so far. They are preparing in the most practical way for satisfying contacts with the media. Announce that they will have three roles - on the one hand, prepare for specific situations in the media, on the other - play journalists and the third role - the audience. Provide the directions:
Local elections are approaching and the campaign is in full swing. As a politician taking part in the elections, involved in local and current affairs, you are invited to speak in media. You must prepare for this speech - the questions may concern both your political biography, the program with which you run for power, but also to take a stand on a variety of controversial issues.
You get into three and in these three you will change roles: politician (here you are yourself, practice your speech), journalists and audience.
Each time you choose the format that a politician wants to face:
- an interview for the information portal
- debate on television
- live interview on the radio
- speech at a press conference
- ...
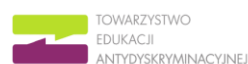
Take a moment to briefly point out with the participants the specificity of each of these situations. Encourage the use of cameras and dictaphones for exercise, in order to reproduce the situation of a public appearance in a maximum way.

Then give time to prepare for each role: a politician and a representative of the medium, the recipient. Emphasize that the adoption of such different perspectives will consequently allow us to get even more familiar with the social exhibition, but also allow us to better understand and respond to the needs of recipients of our activities (media and potential voters). To facilitate the preparation, you can suggest starting auxiliary questions, but also encourage to take these different points of view, to get into the role and to ask questions that are really important and for people. Also emphasize the educational nature of such an exercise - acquiring skills and recognizing your strengths on which you can base later on.

FOR POLITICS - WHAT YOU WANT TO DIRECT? *(adapt to local context)*

Who are you - what do you want to say about yourself to your voters ? What do you do?

What is your political goal?

What do you want to change, how does it respond to the needs of voters?

What's your opinion on the Program 500+? Abortion? Partnerships? Higher taxes? Local opposition? Religion at school? Education reforms? etc.

What distinguishes you from other politicians?

Does your gender matter?

....

FOR MEDIA - WHAT YOU WANT TO KNOW, WHAT DO YOU WANT TO CHECK?

Who is this candidate? What distinguishes her?

What does she have to say? What is her main message?

What is her opinion on the matter ... ..?

What are her strengths?

Is she attractive for the media?

....

FOR VOTERS – WHY WOULD I VOTE FOR HER?

Does she inspire me? Why yes / no?

Does her program answer my needs? Which?

What does she think about matters that are important to me?

Will she represent my interests?

What connects me with her?

What does she is not telling us?

....

After preparing (about 30 minutes), invite to work in threes.Watch time. There is a maximum of 20 minutes for each person - suggest the structure: the speech, listening to the emotions of all parties, feedback - based on strengths - which was reliable, what worked - from the perspective of the media and the public (write down this plan on the flipchart, visible to all people).

When every person in the trio plays any role, invite everyone to the circle and discuss this experience with the whole group – how they benefited from the excercise, what they learn, what was difficult? Alternatively, run a few situations on the forum where willing people will perform with their political program. Then the degree of social exposure will be bigger and together with the group you will analyze cases.

Break [30']

Module IV: Building an expert position - blog [90']

An important role in building the media image and contacts with recipients is currently played by social media. In the training program "Media and politicians - introduction", more space was devoted to the initial characterization of individual communication channels and searching for the optimal style of communication and media relations format. Depending on the level of advancement of the training participants - you can return to the activities proposed in the program mentioned. At this point, at the end, it is worth devoting attention to the issue of building an expert position. Occasional media presentations are not enough to build your political brand and expert image. Even the best and posted comments, relationships and posts in social media such as Facebook, Twitter or Instagram - require work and time, and have a very short lifespan and with changing algorithms - a small free range. Therefore, PR and marketing specialists recommend blogging. Well-positioned content has a chance to stay on the web and appear in search engines for up to 2 years. And thus "work" for our public image. Invite the participant to face such an idea for presence in social media.

First, invite to work an individual and short review of your own political activity, media experience and online presence in terms of presenting their expertise:

How are you in the role of expert? Do you present yourself as a competent person familiar with a given topic? Does your image encourage others to contact you - invite to expert panels, give comments, etc.?

Ask participants to gaze their social media profiles - both the text layer, content available, as well as visual materials (what pictures you upload? what video materials you share? Do you use emoticons, GIFs, etc. - what, how ?). What is the general level of knowledge and aesthetic of your profile? What topics do you cover, what are you sharing? Can you see the coherence between who you are in public, who you want to be and what you share? What is your contact with recipients - are you responding to comments, in what spirit are you discussing, what is the level of discussion on your profile in general, how do you react to hate speech, how do you respond to other views than yours? What are your favorite pages, events, friends? Share your observations with the selected person in the group and ask for feedback. Help each other determine the topic in which you consider yourself an expert, feel

competent and which could be the leitmotif of your blog? Maybe it is a very specific social problem, or maybe the ability to mobilize to action, or building alliances? What would you like to write about?

Then each participant prepares an outline of his blog: Title, subject matter, idea for the first 2-3 entries. Invite to the market ideas. Along with the cards about their blog, the participants start to exchange ideas, inspirations - each of them is to discuss and get a comment from at least three other colleagues.

At the end of this exercise, the book of blogs will be prominently displayed as a testimony of the participants' extensive expertise.

As an example of a political blog, you can call up a case of Kataryna: http://kataryna.net/

Module V: Summary and evaluation [30']

Recall the course and the most important moments of the training. At the end of two days of work, invite the participant to the closing round. Ask people to think about and evaluate the experience of participating in the training using a suitcase, basket and wardrobe metaphor:

• suitcase: what do I take for myself, what I carry (knowledge, skills, relations, etc.) from this training?

• basket: what was not useful, I did not like it, I think it is unnecessary?

• wardrobe: these things, which I'm not sure of, I have to think about, maybe they will be useful later - for now I put aside?

Start the round and listen to all people.
If you have an additional evaluation questionnaire prepared - give away after the round.

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