



Model for Opinion Leaders Activation (MOLA)

Handbook for participants

ACTion

*Promoting active citizenship
through civic education and
active online participation
of youth role models*

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Welcome!

ACTIon is an Erasmus+ educational project that aims to strengthen the digital competences of young people in a range of social contexts and learning environments and encourages them to become active citizens online.

This handbook for participants is a part of opinion leaders activation training programme, developed within the project. It contains handouts for the training activities and is a part of the curriculum of MOLA training.

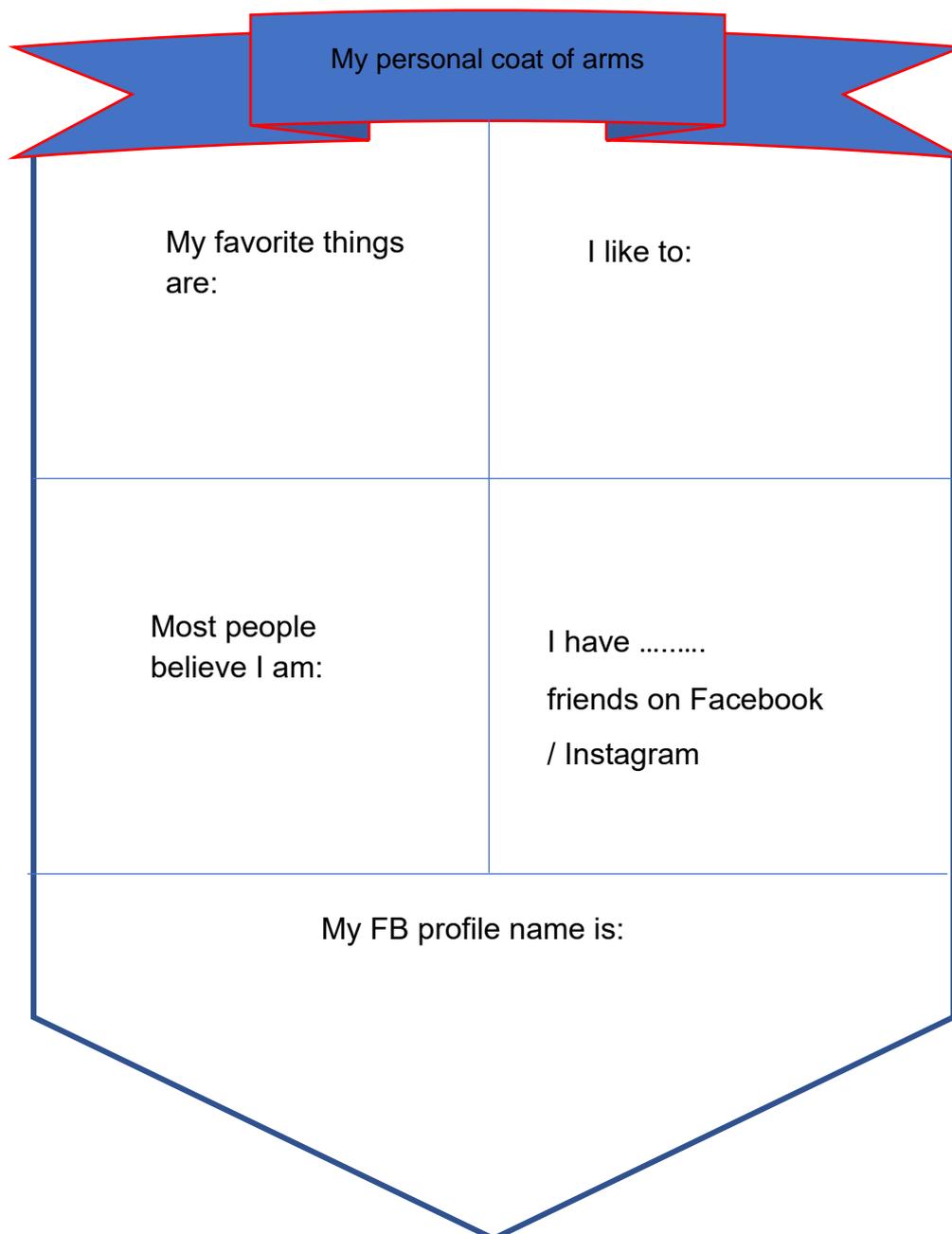
We hope you will find the activities interesting and useful!

HESED`s team



Session 1. Caught in the net: safe browsing

Activity 2. Introduction game. My personal coat of arms.

A shield-shaped form with a blue border and a blue banner at the top. The banner contains the text 'My personal coat of arms'. The shield is divided into four quadrants by a vertical and a horizontal line. The top-left quadrant contains the text 'My favorite things are:'. The top-right quadrant contains the text 'I like to:'. The bottom-left quadrant contains the text 'Most people believe I am:'. The bottom-right quadrant contains the text 'I have friends on Facebook / Instagram'. The bottom section of the shield, below the horizontal line, contains the text 'My FB profile name is:'.

My personal coat of arms	
My favorite things are:	I like to:
Most people believe I am:	I have friends on Facebook / Instagram
My FB profile name is:	

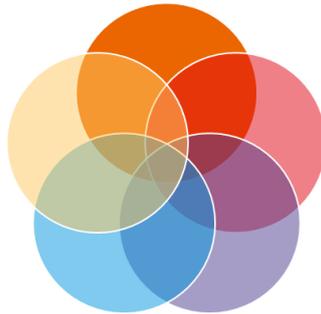


How to browse safely?

Maintain a healthy skepticism about material you find.

If you find useful material, print, take a screenshot or save it. You may not find it again or it may be taken offline without warning.

Bookmark useful sites or portals so you do not have to search for them again.



Take the time to manage/clear your cookies and your browsing history.

Always try several search terms, advanced search techniques and various search engines to get the most out of your search and find a diversity of sources for your query.

Session 2. True or false

Fact vs opinion

A piece of information that can be proved with concrete evidence

- Can be verified with evidence
- Objective
- Does not change

F
A
C
T

Look for:

Numbers, always, predict, substantiate, prove, at all times, statistics, general truths dates & records

A view or judgement about something

- Cannot be proved by evidence
- Personal & subjective
- May differ according to different people

Look for:

good/bad, assumption, feel, probably, possibly, think, prefer, interpretation, guess, my impression, in my opinion, point of view





Handout 2. Facts vs Opinion

Identify whether the statements below are a fact or an opinion and explain why.

1. Asis is the most famous singer in Bulgaria.

Fact

Opinion

2. Oranges contain both calcium and vitamin C.

Fact

Opinion

3. The more money someone has, the more successful they are.

Fact

Opinion

4. Facebook is a high quality social media platform nowadays.

Fact

Opinion

5. A health literate person makes more informed decisions.

Fact

Opinion



HOW TO SPOT FAKE NEWS

COVID-19
Edition



CONSIDER THE SOURCE

Is there an author? Check out their credentials on relevant issues.



READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



SUPPORTING SOURCES?

Click on links or check with official sources. Do they support the story?



DO OTHERS AGREE?

Are any other sites reporting this? What sources are they citing?



IS IT A JOKE?

If it is too outlandish, it might be satire. Research the source to be sure.



CHECK YOUR BIASES

Consider if your own beliefs or concerns could affect your judgement.



ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site, official source like the WHO.



LOOK BEFORE YOU SHARE

Don't share posts or stories that you haven't checked out first!

Session 3. THINK you are an opinion leader!

The role of the influencer:

- **To connect** – influencers, with their networks of followers and friends, connect people to each other and to brands, organizations and communities..
- **To inform** – they inform their followers of new ideas.
- **To shape opinions** – the most important role of the opinion leader.

The THINK model



Handout 3. Digital identity

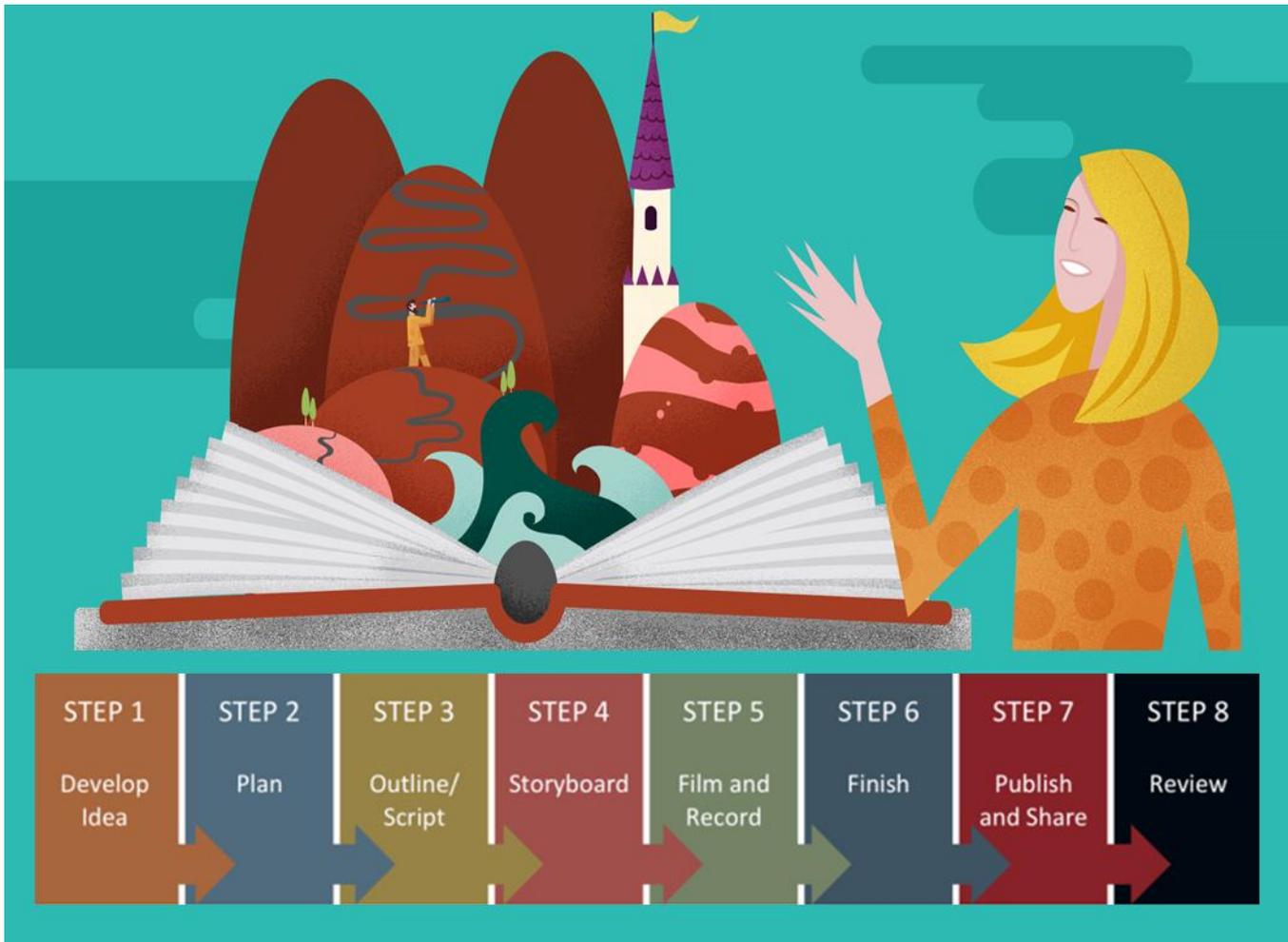
Instruction: Take 5 minutes to look at the Facebook profile of your partner in the couple. Answer the following questions:

1. What did you learn about them?
2. What do they like to do?
3. What are the things that interest them?

Share with your partner what you have learnt about them.



Session 4. Digital storytelling



Source of the picture: <https://www.duarte.com/presentation-skills-resources/storytelling-in-marketing/>

1. The first step in making a digital story is figuring out an idea you'd like to tell.
2. Develop a plan to help organize both your thoughts and resources
3. Develop a plan to help organize both your thoughts and resources
4. Make a storyboard: this step refers to more complicated video projects. It refers to a way of planning for all the things that will appear in the digital story, such as music, pictures, words, text, photos.
5. Film and record: Be aware of the quality of the video and the sound
6. Finish: This final editing phase is where the planning and recording come together.
7. Share the story with your friends!
8. Review to know what sort of impact you have!

Handout 4. Shoot a video – Group 1

Instruction:

1. Find online article “Children, consumption of fruits and vegetables and what is the effect on their mental health”¹ online (**use what you’ve learned in session 1. Caught in the net. Safe browsing**).
2. Check if the information is reliable (use what you’ve learned in Session 2. True or false)
3. Review the article and write down the main messages:

4. Choose a volunteer and an operator.
5. Choose a nice place to shoot the video.
6. Shoot a short video with the main messages from the article.

¹ Original: Децата, консумацията на плодове и зеленчуци и какъв е ефектът върху психичното им здраве



Handout 4. Shoot a video – Group 2

Instruction:

1. Find the article “The 10 most common questions about breastfeeding”² online **(use what you`ve learned in session 1. Caught in the net. Safe browsing).**
2. Check if the information is reliable (use what you`ve learned in Session 2. True or false).
3. Review the article and write down the main messages:

4. Choose a volunteer and an operator.
5. Choose a nice place to shoot the video.
6. Shoot a short video with the main messages from the article.

² Original: 10-те най-чести въпроса за кърменето“



Handout 4. Shoot a video – Group 3

Instruction:

1. Find the article “The 10 most harmful foods for your child”³ online **use what you`ve learned in session 1. Caught in the net. Safe browsing).**
2. Check if the information is reliable (use what you`ve learned in Session 2. True or false)
3. Review the article and write down the main messages form it:

4. Choose a volunteer and an operator.
5. Choose a nice place to shoot the video.
6. Shoot a short video with the main messages from the article.

³ Original: 10-те най-вредни храни за детето ви



Handout 5. Ideas for posting

Mediatheque:

1. Recommendations for healthy eating of children from 3 to 6 years (original: Препоръки за здравословно хранене на деца от 3 до 6 години) https://ncpha.government.bg/uploads/pages/3001/Healthy_eating_3-6.pdf
2. Protecting breastfeeding – shared responsibility (original: Защита на кърменето- споделена отговорност): https://ncpha.government.bg/uploads/pages/3001/AF_wbw2021-bulgarian-version_final.pdf
3. The harm of hookah and cigarette use and alcohol abuse (original: Вредата от употребата на наргиле и цигари и злоупотребата с алкохол) https://ncpha.government.bg/uploads/pages/3001/vreda_nargile.pdf
4. Recommendations for healthy nutrition of children from 1 to 7 (original: Препоръки за здравословно хранене на децата от 1 до 7) https://ncpha.government.bg/uploads/pages/3001/NPPNCD_2014-2020_Healthy_eating-children-1-7.pdf
5. Recommendations for healthy infant nutrition (оригинал: Препоръки за здравословно хранене кърмачетата): https://ncpha.government.bg/uploads/pages/3001/baby_healthy_eating.pdf
6. Recommendations for healthy eating before and during pregnancy and breastfeeding (original: Препоръки за здравословно хранене преди и по време на бременност и при кърмене): https://ncpha.government.bg/uploads/pages/3001/pregnancy_healthy-eating.pdf
7. Хранене на бебето (брошура за родители): <https://hesed.bg/2016/wp-content/uploads/2020/12/%D0%91%D1%80%D0%BE%D1%88%D1%83%D1%80%D0%B0-%D0%B7%D0%B0-%D1%80%D0%BE%D0%B4%D0%B8%D1%82%D0%B5%D0%BB%D0%B8.pdf>
8. Healthy eating infants and children from 1 to 3 years old (original: Здравословно хранене на кърмачета и деца от 1 до 3 години): <https://hesed.bg/2016/wp-content/uploads/2020/12/%D0%91%D1%80%D0%BE%D1%88%D1%83%D1%80%D0%B0-%D0%B7%D0%B0-%D1%81%D0%BF%D0%B5%D1%86%D0%B8%D0%B0%D0%BB%D0%B8%D1%81%D1%82%D0%B8.pdf>





Session 5. E-health shortcut to rights and services

Handout 6. My rights as patient

Which one of the following is NOT your right as a patient?

- Receive safe and proper care.
- Give or refuse consent for any procedure, and for any reason.
- Have a medical professional clearly explain health problems and treatments to you.
- Participate in health care decisions.
- Ask questions and express concerns.
- Request a second opinion, within reason.
- Refuse to provide information for your health status.
- Be assured that personal information is confidential.
- Request to access your health information records.
- Request the transfer of your health records to another medical professional; you may be charged a fee.



Handout 7. Planning the online activities

	Message of the content	Video/post/picture	Number of likes	Number of comments	Number of face to face conversations with friends	
					planned	done
Week 1						
Week 2						
Week 3						
Week 4						
Follow up session 1						
Week 1						
Week 2						
Week 3						
Week 4						
Follow up session 2						
Week 1						
Week 2						
Week 3						
Week 4						
Follow up session 3						





Sources:

1. How to browse safely: Internet literacy handbook, Supporting users in the online world (www.coe.int/children)
2. Facts vs Opinion: <https://blog.ananddamani.com/fact-and-opinion-the-filtering-process-bbb1408b234f>
3. **How to spot fake news:** epository.ifla.org/bitstream/123456789/1289/1/how-to-spot-fake-news-covid.png
4. The role of the influencer: <https://www.manobyte.com/growth-strategy/the-role-of-social-media-influencers>
5. The THINK model: <https://www.callcentrehelper.com/contact-centre-coaching-models-144743.htm>
6. **8 steps towards creating interesting information content:** https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/samhsa-storytelling-guide.pdf

