

MEGA IN PRACTICE

**MEGA approach at combating Europhobia
by a strategy combining online
gamification and interactive face-to-face
interventions in youth groups**

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**Center for Social
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INTRODUCTION

Currently, Europe is faced with manifestations of Europhobia and right-wing populism. As new challenges arise in the world, more myths emerge. COVID-19 pandemic, Brexit, refugee crisis, to name a few. Social media and media overall play an essential role in spreading misconceptions about the EU and sometimes it becomes impossible to separate facts from fiction, especially for someone without knowledge of Europhobia or Euromyth. Though Euromyths can be created unintentionally due to misinterpretation of unclear or misunderstood information on complicated policies of the EU, they are also frequently spread intentionally by Eurosceptics and Europhobes, who blame the EU for all the difficulties arising in the modern world, such as the Covid-19 pandemic, Brexit, bureaucracy and much more.

The MEGA project stands for Make Europe Great Again and is a two-year project funded by the Erasmus+ Programme. The project MEGA aims at equipping young people with the critical thinking capacities required to unmask Europhobic myths and misrepresentations of EU realities, a tendency that increasingly divides and threatens social cohesion and identification in Europe.

To this end, the MEGA consortium set up a compilation of 145 EU-myths via detailed research on validated, reliable EU webpages. This compilation comes along with explanations including facts and useful links where correct information can be found and 60 success stories along with shortcomings of the EU. Moreover, the partners have developed and implemented a Train-the-Trainer course to address Europhobia in an informal, playful way in youth clubs and other places where young people meet. The course addresses youth workers, trainers, facilitators and other relevant stakeholders that offer services and training for young people.

The MEGA brochure complements the MEGA compilation and training material. It introduces the topic of EU myths and distortions and their impact on our society and describes how MEGA approaches the topic with a playful approach. It also summarises the experience gained by MEGA partners in implementing the MEGA approach and highlights the findings and recommendations based on feedback from young people and youth workers involved in the implementation phase.

We hope that the Brochure will raise interest and serve as a source of inspiration for youth workers and trainers to include EU-related topics in their informal face-to-face learning and online interactions with young people to unmask false images of the European Union and to empower young people to become “ambassadors of the European idea”.

01 EU-MYTH AND DISTORTIONS



A growing number of people use the internet to stay informed and share millions of posts, articles, and videos across platforms such as Facebook, Twitter, and YouTube. The rapid adoption of social media has led to a rise of sharing information among users and made fake news as well as misinformation and disinformation a huge component of our digital daily routines.

Fake news is a piece of factually incorrect, fabricated information created on purpose in order to manipulate public opinion. This kind of news is made up to either influence people's views, push a political agenda or cause confusion in the society. Disinformation is 'verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public'. Misinformation is verifiably false information spread without the specific intention to mislead, and usually shared because the user believes it to be true.

Although we insist to know quite a lot of tools for modelling the spread of fake news, the fact is that targeted disinformation campaigns spreading fabricated information are on the rise in Europe. The spread of disinformation and misinformation as well as fake news and myths about the EU can have a range of consequences, such as threatening European democracies, polarizing debates, and putting the health, security and environment of EU citizens at risk.

What is an EU myth?

EU myth or euromyth usually refers to invented stories or distorted facts about the European Union (EU) and the activities of its institutions. The EU is accused of nonsensical EU legislation, bureaucracy and all difficulties and challenges arising from global trends. We read for example about the EU that has banned kebabs or wants to boycott national products. And we wonder whether it is actually true that there is a European tax on air conditioning.

What are the effects of EU myths on people and on our societies in general?

Social media disinformation is a widespread tool of influence: computer propaganda has been described as a pervasive and ubiquitous part of modern everyday life. Effects of sharing EU myths and fake news about the EU include political interference, increased group polarisation, reduction of trust and general undermining of civil society. However, the effects are not limited to online processes. They regularly spill over into other areas of our lives. We have seen in the past that disinformation about the EU can lead to a change in attitudes, and there are many real-world examples of behaviours directly attributed to disinformation. Accurate information is necessary to exercise free and critical thinking and to affirm the rights associated with democratic citizenship.

The emergence of the digital era has had unintended consequences for civil rights and hate speech. As recognised by UN Secretary-General Antonio Guterres, social media, as well as public discourses, are often weaponised with incendiary rhetoric which attacks and stigmatises minorities [...] and any so-called “other”.

Why should we talk about EU-myths and check the real facts?

As European Union constantly faces different manifestations of Europhobia, unmasking EU myths becomes more and more important to keep the EU united. Web-based communication and social media take a significant part in today's Eurosceptic mobilisation. Checking the facts not only helps to unmask EU myths but also to better understand EU processes.

What is MEGA's response to the problem?

The MEGA consortium first collected the most widespread Europhobic myths in each partner country and beyond through social media to get an accurate overview of the situation. Based on these myths, the partners produced a compilation of 145 EU myths. Each of the myths is briefly introduced and then set right. Reference is always made to reliable sources that present the facts about the myth. However, the MEGA partners did not want to compile myths alone, but also to tell success stories that – sometimes quite individually – shed light on positive aspects of the EU. But also here, there is a critical view and shortcomings are also pointed out.

The myths are grouped by topics such as legislation, policy, religion, culture, migration, finances, functioning of the EU, health care, democracy, and Brexit. Success stories of the EU are clustered into general achievements and country-specific stories.

The compilation is available in English and all partner languages and can be downloaded from the MEGA website: <https://mega.bupnet.eu/downloads/>

On the basis of this compilation, the partners developed educational games – mostly learning quizzes – around the deliberately distorted representations of the European Union and the real picture of achievements and shortcomings of the European institutions that can be embedded in informal learning activities with young people.

The compilation can also serve as inspiration for the development of own learning materials, quizzes or games and can be extended. And new myths are constantly emerging in addition to the ones we have found.



02 SPOTTING FAKE NEWS AND MISINFORMATION



Media plays a significant role in shaping perceptions of social realities. Particularly, social media, as a platform to express different personal opinions, became a source of interpretation. When the world faces new challenges, various explanations and interpretations of events emerge on such platforms. E.g. the Covid-19 pandemic has resulted in the emergence of misinformation and conspiracy theories about the origin, treatment, diagnosis of the disease as well as political involvement and actions taken by the EU and governments.

According to the Report Securing Democracy in the Digital Age, the virtual spread of fake news can affect the outcome of our democratic elections. The most striking case was the 2016 US Presidential Elections: in the final months before the election, trending fake news headlines received higher Facebook engagement rates than the top headlines from traditional media, such as the New York Times and Washington Post.

How to decide whether a piece of information or story should be trusted?

Fake news come in different forms: There are fake news consisting only of a written text, others consist of the text that is supported by a picture (usually the most powerful ones because the picture itself is the proof that what is being written is true). Finally, there are fake news that work with the phenomenon of “clickbating”: along with the text of the fake news a link to another webpage is shared and the one who has shared the news earn in terms of ads.

As for fake news, they can be anything: The most important thing is that they have to set off some kind of social alarm. For fake news to be effective, it does not have to convince everyone. It is enough that they cause a certain amount of confusion to undermine trust in official sources of information.

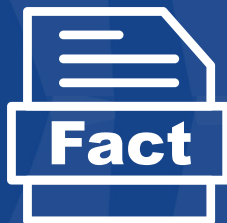
We suggest 7 simple steps to follow in order to become aware of the reliability of the news:

1. Consider the source: who is the publisher of the story? What is their mission?
2. Read beyond the headline: when you read a sensationalistic headline or a misleading one, you are probably reading fake news.
3. Check the author: who is the author of the story? Is him/her reliable? Is this a real person?
4. Verify supporting sources: if there is a supporting link to the article you are reading, make sure this is a real link that brings you to a real website.
5. Check the date: is the story up-to-date or reposted?
6. Check the images: what results do we have by googling just the picture?
7. Check if it is a joke! (satire) and question your own biases!



THE AUTHOR

Who is the author of the story? Is there an author or it is anonymous? Does the author specialize in the field that the article is concerned with? To check this info about the author, go to LinkedIn or make a quick Google search.



FACT CHECK

Does the entire evidence match? Check the sources of the story, if there are no sources try to find as much information as you can and then decide if the story is accurate or not. Make sure there are at least two sources to verify a story. Be cautious if you see provocative headlines with excessive use of capital letters or emotional language.



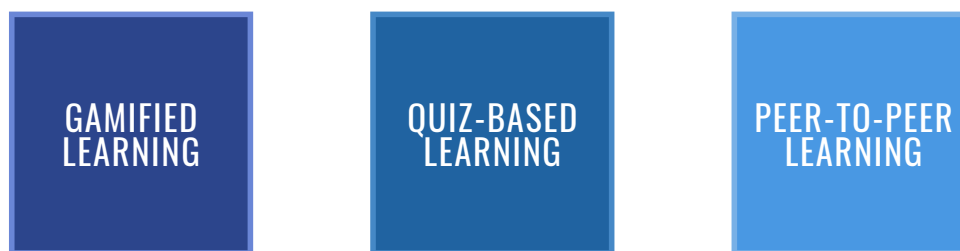
IMAGES

Is there a video or are there pictures in the story? Check them using a reverse image search.

The MEGA partners have collected a variety of fact checking tools and websites available on the learning platform: <https://mega.dieberater.com/>

03 THE GAMIFIED APPROACH OF MEGA

The gamified approach in MEGA is based on the following elements:



These three elements are each effective methods on their own. In MEGA, we have combined them to create a gamified quiz-based approach to debunking EU myths and promoting critical thinking, which challenges and encourages learners in a special way through peer-to-peer learning. Let us look at each of the three elements:

Gamified Learning

Gamification in education refers to implementing the elements of gaming in education activities – that is in non-gaming contexts. The term “gamified learning” refers to learning achieved through the use of games or videogames, which may sometimes start out as entertainment tools but are then used to achieve an educational objective.

Gamification is a great method to stimulate curiosity and engagement. In MEGA, on the one hand, we explore the use of rather classic games such as Dark Stories and Escape Rooms in the context of EU myths and fake news. On the other hand, we use online quizzes that help young people to learn. All these games have in common that they involve thinking back to information previously learned and bringing it to mind. The core principle behind gamification is very simple: if we have fun, we get better results.

Some ways of gamifying learning are:

1. modify the scoring system to include gaming points and awards
2. introduce levels of progress
3. offer instant feedback
4. introduce a constructive battle between good and evil

The online quizzes are set up and played on the MEGA gamified platform. The platform is based on the LMS (Learning Management System) Moodle. You can access it via the link: <https://mega.dieberater.com>.

On the platform, you have the possibility to create quizzes. Young people can also create their own quizzes related to fake news for their mates. They can then share these quizzes and rate each other. The aim is to sensitize young people and enable them to recognize fake messages on the EU and their institutions more easily.

You will find a step-by-step guide on how to set up quizzes and manage your learners on the platform. You can easily register yourself and see all provided information incl. all learning modules, the game area, the toolbox with fact-checking sites and tools and the platform guide for players. Future users who want to use the peer-to-peer quiz-functionality with a group can contact their respective MEGA project partner. They will then receive an enrollment key for their participants that will put them into the same playgroup.

Quiz-Based Learning

Quiz-based learning is a form of learning that is more widely subsumed under the term “inquiry-based learning”, which is defined as follows:

“Inquiry-based learning is an approach to learning that emphasizes the student’s role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.

Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion.”

(Source: <https://gradelearning.com/what-is-inquiry-based-learning/>)

We have chosen a quiz-based learning approach, since we believe that quizzes help with concentration, identify gaps in knowledge, and build confidence.

1. Concentration: when you’re playing a quiz you have to keep your mind on what you are doing. This means that quizzes do help people concentrate. Reading from textbooks often fails to grab our attention.

2. Gaps: The quickest way to find out how well you know a subject is to play a quiz! Any questions you answer incorrectly immediately show you where your knowledge is lacking.

And last but not least ...

3. Build confidence: The more often you play quizzes the better you get at them and the more you know. Seeing how much you have improved, gives us the confidence to know we are progressing.

Peer-to-Peer Learning

Peer-to-peer learning is following the basic principle of „dialogue between equals“. Dialogue is not just a friendly discussion. It has its own rules like respect and equal time between parts. Another function of this very vivid process is that learners interact with other learners, without the intervention of, let's say a teacher. So learning is actually sharing ideas!

Peer-to-peer learning benefits learners in various ways: learners are the masters of the sharing procedure, critical thinking and problem solving are boosted, and communication and creative interaction are enhanced. Additionally, When it comes to diversity, peer-to-peer learning is also a good way to convey culturally sensitive messages.

Wrapping up, peer-to-peer learning is based on a mutually respected relationship. It's an easy-going process that is meant to bring people together for a common cause.



The MEGA approach is also the subject of a training that we tested with 22 participants within the framework of the project. The training consists of five modules that contain theoretical input and learning activities. All modules are available on the MEGA platform. The MEGA training comprises five main topics:

- Module 1: Relevance of MEGA project, New myths coming up, Pros & Cons of the EU, Key findings of MEGA Research
- Module 2: Methodology & Technology: Unmasking fake news, Gamified learning, Using the Platform
- Module 3: Self Testing & Training: Playful start to get into the topic - testing knowledge, embedding of topic in informal learning activities
- Module 4: Key qualifications to combat Europhobia & Learning approaches: Black stories, Escape rooms, Critical thinking, Quiz based & Peer-to-peer learning, Empowerment

Module 5: The game - Part1 playing it & Part2 using it in practice, Concepts and games

04 EMBEDDING THE TOPIC IN INFORMAL LEARNING ACTIVITIES WITH YOUNG PEOPLE



Youth work covers a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making. (Council of Europe: <https://www.coe.int/en/web/youth/youth-work>) This means MEGA fits very well into youth work and its objectives.

With the following examples, we are going to highlight the variety of contexts in which MEGA can be implemented. The examples all come from the testing phase, in which each partner has implemented MEGA in their own environment.

Eurocircle, Marseille, France “Preparing an international mobility for a volunteering programme (European Solidarity Corps)”

Eurocircle gathered nine learners between 18 and 25 years, participating in a month long training in preparation of an international mobility for a volunteering programme (European Solidarity Corps). The two involved trainers have worked in a youth association for two years, one managing and implementing mobility projects for young people between, and the other dealing with European projects.

MEGA content and activities were introduced in the segment of the training which addresses general issues such as information and communication as well as discrimination and intercultural dialogue.

To provide a general framework for the topic of the training, the opening session was first focused on sharing personal experiences related to fake news and the implications of having an online presence and gather information. The last point in particular was of great interest to the participants as they recognised the risk of being trapped in an online 'bubble'.

Their interest and willingness to dive deeper into the topic of the training, the joy of learning, especially through the use of dark stories, even led us to extend the training time by almost an hour to be able to include a "moving debate". This type of activity allows participants, even those who are not so comfortable in public, to open up and share their opinions in a dynamic and interactive way. In this case, the MEGA debate focused on possible actions that individuals can take to be safely informed and fact-check.

Participants provided very positive feedback on both the theoretical material and the practical activities of the training. They participated actively in the discussion and raised several interesting points which triggered small debates. They showed true interest in the dynamics of the creation of fake news and the business behind it. They furthermore enjoyed addressing euomyths that pertain to their "everyday life" and those topics which are predominant in the media (i.e. migration, economics etc.).

The feedback on the MEGA platform and on other forms of games such as dark stories was also extremely positive – a fun way to approach issues that are often polarising.

Participants had the chance to challenge their own stereotypes and prejudices towards the EU. The training was in fact the occasion to improve their knowledge and clarify uncertain points concerning, in particular, the historical development and the functioning of the EU. But it is the dynamics around the impact of fake news on the quality of democracy that caught their attention the most.

CSI, Nicosia, Cyprus “Young citizens and outsiders of a Union at a crossroad”

CSI adopted a train-the-trainer approach to share the MEGA approach with multipliers and carried out three different events. The first one was attended by 21 participants aged on average 30 years old with different backgrounds: school teachers, social workers, lawyers specializing in consultation for unaccompanied minors, youth caregivers, and other professionals specialised in youth protection and promotion of youth rights. All of them have a tutor/mentor/trainer background.

In addition, CSI provided two online MEGA training events involving 11 school teachers from a primary school and 10 representatives from the Hope For Children CRC Policy Centre (HFC), respectively.

Teachers confirmed that even primary school pupils are very susceptible to EU myths, stereotypes, fake news and conspiracy theories. Information disseminated in the family, in the media (TV news, etc.), on social media and in other social occasions and settings already has an impact on children's perception of the EU. Thus, they were sensitised to the need to be active in the classroom to accelerate the acquisition of critical thinking skills.

The same group also had the opportunity to reflect on their perceptions and the way they convey information about the EU in class. Some of them were surprised to find that they were unconsciously reproducing stereotypes that should be further analysed and addressed.

The HFC officers enjoyed the offline and online games as a method of interacting with the unaccompanied minors (third-country nationals) they work with.

The training sessions revealed that as far as EU myths etc. are concerned, young people need to be involved as much as possible. Children of younger age are already exposed to a lot of information that indirectly or directly represents the EU reality.



SIF, Kaunas, Lithuania “Lets play true false game about the EU!”

In Kaunas, the MEGA activities involved 20 learners aged between 18-20 years in their last year in secondary school or first year students at university. The learners were youth from the Youth Centre “Rusys” in the Kaunas district. The centre organises various seminars, workshops and thematic events for young people. The activities were conducted by two trainers – one being a youth worker working at the “Rusys” Youth Centre and the other being a trainer who has experience in conducting various training and activities involving youth.

Firstly, the project and topic of fake news were introduced to the youth followed by a brief discussion about their experience of EU myths on social media and general knowledge about the EU. In a second step, the young people were introduced to the MEGA platform, they registered and played single-player quizzes. Finally, youth were given instructions on how to create quizzes. They created and played them in groups. They came up with creative questions and were curious about the questions of others.

Playing single-player quizzes they learned a lot about new facts on the EU and myths related to the EU. Also, they worked in teams to create new quizzes which helped them open up and share their thoughts, be creative, and discuss their attitudes towards the EU. Here it became very clear how well peer-to-peer learning works and how successful it can be when learners teach each other.

The youth centre only has a few laptops, so the young people used their smartphones to play the single-player quizzes, and in the part where the participants created the quizzes, they were divided into groups, where they could discuss and find ideas for quizzes using their smartphones, and one of the members of the team was setting up the quizzes on the platform.

The feedback was very positive and the young people enjoyed above all the part where they were setting up quizzes themselves.

CESIE, Palermo, Italy “The post-truth era: how to spot and unmask fake news”

CEISE involved 21 learners with an average age of 20 years. CESIE organised two training sessions on two different days with two different groups of learners.

During the first training, CESIE involved volunteers from the European Solidarity Corps. The participants are from different countries of Europe and they all have at least a Bachelor's Degree and have an established background and information about the EU. During the second training, CESIE involved participants from different countries and with different backgrounds. Some of them have a migratory background

The training started with activities to get to know each other, explaining the MEGA project, its main objectives and historical context, and a discussion session on the EU, what participants know about it and what myths they know. After this introductory part, the participants went deeper into the topic by creating and playing the quizzes on the MEGA platform. Last but not least, we introduced the concept of Black Stories, after which the participants were divided into two groups and made up three different Black Stories of their own invention.

The participants think that the training was useful for them and their studies/work: During the training, they learned how to check more facts to debunk fake news and myths, and how to be more careful when reading the news. It was also useful for some of them to get more information about how the EU works.

The training was definitely a way to increase young people's interest in fake news and how to fight them. The training was also an important experience for empowering young people and establishing a constructive dialogue between them.

BUPNET, Göttingen, Germany “Going beyond European borders and own beliefs”

In Germany, MEGA was implemented with a group of twenty young people aged between 19 and 24. They took part in a programme that supports the labour market integration by providing internships abroad, embedded in preparatory and follow-up training courses. Young people suffer from increasing barriers to learning and have great difficulties in making a decision about what they want to do in their lives. They all use the media very frequently but are often not at all aware that they are in their bubble. So they get little stimuli or other perspectives and views. They don't critically reflect at all on what they consume.

During the 1-day session, we started by asking a few quiz questions to set the mood and asked whether they were right or wrong. Then we briefly presented the project and what we did and why. We then discussed what these false messages can cause and jointly discussed examples of this.

We then researched myths together and created quiz questions. We actually developed the questions on paper and played them off-line. Originally, we wanted to use the platform but on that very day, we had technical problems and had to find a quick and feasible alternative.

We also presented the dark stories – starting with giving an example – and then the young people developed a few own dark stories in small groups. Then it was playtime! The young people recognised how widely spread fake news and alternative facts are and how systematically they are used to influence people. They also see the impact on opinion-making in general and on them personally. They have realised how dangerous this influence can be to social cohesion. And they have realised that anyone who shares information on social media should do so in a responsible manner.



die Berater, Vienna, Austria “Learning to Counter Europhobic Myths in Youth College”

In Austria, die Berater involved 21 learners in two groups between November 11 and 25. Two youth workers held two four-hour sessions with young participants who are being prepared for the Austrian matriculation examination.

These participants all only had the compulsory school leaving certificate.

Our trainers have been working with young people in this area for many years. Usually, they hold workshops on the topics of digital competence or programming. The MEGA sessions were embedded in the “digital lab area” of our youth training course. There, we were able to set up two half-day sessions for our piloting.

The feedback was consistently positive. Our participants had a lot of fun with the dark stories and creating the quizzes. They liked how actively we guided them through the topic. The participants learned something about the methods and concepts of fake news and, for the first time, dealt intensively with the topic in such a setting.

Because of Covid-19 it was difficult to set up these sessions face-to-face, which we absolutely wanted. We are very happy that it finally worked out in November. We have learned how attentive young people become when you involve them from the beginning of a session with playful elements. Dark stories can be useful and fun in so many other contexts. We want to take that with us. We would not design the sessions as frontal lectures but rather as active sessions. Participants can afterwards deal with the topics in more detail on their own on the platform.

It was also surprisingly difficult for the participants to come up with good quiz questions. At the beginning of the session it was very quiet in the room. This was followed by lots of laughter as participants saw each other's questions. This atmosphere was really extraordinary for our courses.

Dialogue between the trainer and teachers (i):

-What would minors react like if you'd ask them to comment on the layout of the EU flag?

- “Amazing flag! Lots of stars!”

- And what would they say if you'd ask them to tell you what this flag stand for?

- “Europe”

- And what would they tell you if you would ask them what is Europe?

- Hmmm...

05 RECOMMENDATIONS



Based on the described pilot activities using the MEGA approach, we have put together some recommendations for future users. These should help you to implement MEGA in your own activities with young people and to have fun and achieve good learning outcomes when working with EU myths.

We have grouped the recommendations by thematic focus.

Planning and Timing

- Consider duration carefully – you could need more time to discuss the topics that will arise during the trainings. Some participants might need more time for single-player quizzes or to set up own quizzes (after the introduction on how to set up quizzes, participants might have technical questions, so the trainer should be prepared to answer them and this may take more time. Also, consider that some groups are slower on creating quizzes than others.
- Before planning the duration of the session, try to gather information about the target group (their educational level, knowledge of the EU and the topic of fake news, ability to use technologies, the setting of the trainings). For those participants who are not very familiar with the topic of functioning of the EU and the fake news, it would be useful to have a more detailed introduction (presentation) and explanation, discussions in smaller groups.

Equipment and Frame

- Before planning the activities where computers are used, e.g. for research purposes, or to play the MEGA game, make sure you assess the ability of your learners. If the group includes people with advanced skills, they can act as mentors for the others.

- If you want to use the MEGA Gamified platform, you should make sure you have everything you need for a successful activity. (Please find a checklist in the annex that can help you think of everything.)
- Know and master the tools that you want to use. If you want to the gamified platform make sure you know how to use it or play it openly that you don't know how to use it and let young people become the "teachers" and "facilitators".
- Besides the IT-equipment you need to calculate enough time for creating quizzes. It is not only a technical challenge but you need meaningful content set up quiz questions. Either you can prepare a set of questions beforehand based e.g. on the MEGA compilation. Or you can have learners make a little research on common EU-myths.
- If no or only few computers are available, it is also possible that learners work with their smartphones. This has proven feasible in the SIF example (see above). Otherwise, the group can be split in small teams that develop their questions together (also on paper) and one could then transfer the questions onto the platform. Instead of using quizzes you can also develop dark stories or an escape room.
- Have the right tools and a good internet connection

Training Provision

- The principle of participant orientation is very relevant for introducing and involving participants in the learning activities that may affect their own beliefs, norms and values. Therefore, start new topics by asking about their personal experiences and from there go deeper into the topic.
- When dealing with topics with a rather high degree of abstraction, it is recommended that these be introduced on the basis of practical examples (principle of practice orientation).
- By using different media and addressing different senses the instruction becomes alive and engaging. Variations in work and social formats ensure that the participants are partners in the learning process and can actively help to shape it.
- Besides the MEGA online game it is also motivating to foster personal and collective dynamics.
- Generally you can adapt the methods to the time available, the interests in the groups or additional topics.
- It is important to have a good balance between theory and practical activities – both on- and off-line.

- Depending on the public of the training, it may be interesting – and even crucial – to introduce MEGA activities and content after a general overview of EU history and functioning. This would in fact help participants to put the subjects of the training into perspective and truly foster the development of critical thinking.
- The quiz questions that you might prepare should not be too difficult, as this might put the young people off. If you have difficult question, you should make sure to give feedback, so that the learners can learn a lot of new facts about the EU.
- Encourage discussion on the topic so that participants can express their views.
- Create a climate of healthy competition
- You should carefully reflect on your own stereotypes and biases before addressing MEGA-related topics with your audience.

06 ANNEXES

CHECKLIST for trainers when implementing the MEGA approach

Technology

- ☐ Does everyone have a smartphone or computer to access the platform?
- ☐ Is WIFI available? If yes, provide access data.

Framework conditions

- ☐ If face2face-games are planned: are the needed resources/materials provided?
- ☐ Is the available time sufficient to play the games/quizzes?
- ☐ Is the room/ location suitable?

Content

- ☐ Is the aim clear?
- ☐ Do the youth have enough background knowledge to play/ set up games?
- ☐ Is the chosen concept/approach appropriate for the young people in terms of scope and complexity?
- ☐ Does everyone know the rules of the games / to play the quizzes?
- ☐ Are tasks prepared for those who are faster than others?
- ☐ Do you have a plan b in case the originally planned concept/ approach does not work out?

Planning Template

You can use this template to plan your MEGA learning activity.

What is the context (youth organisation, afternoon club, training for youth workers, etc.)?	
Target group(s)	
Learning Objectives	
Learners' needs (e.g. learning styles, language proficiency/ literacy, max duration etc.)	
Describe the MEGA approach/techniques/ knowledge you will apply (e.g. EU-myths, critical thinking skills, quiz-based learning, etc.)	
How will you deliver it - what methods will you use with the target group?	
Which resources do you need for this?	
How can occurring difficulties be addressed?	
What impact do you anticipate?	
Your Timeframe	
How could you evaluate target group progress and satisfaction at the end of their experience?	

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www.cesie.org



SOCIALINIŲ INOVACIJŲ FONDAS
Kaunas, Lithuania
<http://lpf.lt/en/>



Centre for Social Innovation
Nicosia, Cyprus
www.csicy.com



Eurocircle
Marseille, France
www.eurocircle.info

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