



Citizen Empowerment Course

Lesson Plan | Module 3



Module Title	CSOs & Media - Essential Components of a Democracy
Module Learning Objectives	<p>Upon completion of the module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify and understand the nature of CSOs (characteristics, challenges). 2. Acknowledge and appreciate the significance of CSOs within a democratic context. 3. Comprehend and define the role and contributions of media within a democratic society.
Module Duration	5 hours (300 minutes)
Materials/Equipment	<ul style="list-style-type: none"> ▪ Training venue with IT equipment including laptop and projector. ▪ A computer for the facilitator ▪ Internet connection ▪ Projector ▪ Flipchart and markers ▪ Sign-in sheet ▪ Electronic device (mobile or computer) for each learner (optional) ▪ A notebook and a pen for each learner
Resources/ References	<ul style="list-style-type: none"> ▪ Charities Aid Foundation. (2017). Do as I say, not as I do: UK policy and the global closing space for civil society: a 2017 update. Giving Thought discussion paper no. 5. https://www.cafonline.org/about-us/publications/2017-publications/2017-update-do-as-i-say-not-as-i-do-uk-policy-and-the-global-closing-space-for-civil-society

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Unit 1	CSOs				
	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	<p>Introduction to the Module objectives:</p> <ul style="list-style-type: none"> ▪ Begin the unit by describe the module and unit objectives. ▪ Go over the materials on definitions of CSO and their importance. 	10 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 1)
	<p>Activity: Country Case Studies</p> <p><i>Steps</i></p> <ul style="list-style-type: none"> ▪ Begin the activity by separating into small groups. (Ensure there are at least 5 groups; if there are too many learners to have 5 small groups, you may duplicate group assignments. ▪ Assign one country per group by handing out a printout of the relevant slide. ▪ Explain to the learners that these are examples of policies introduced by government regarding civil societies. ▪ Each group should discuss their thoughts on the impact this policy might have both on the CSOs and society in general. Learners should have 10 minutes to discuss. ▪ Then all the groups will come together and present each country to each other and their discussions. Trainer should encourage discussions on each country. The presentations should last about 30 minutes. 	40 min	<ul style="list-style-type: none"> ▪ Group Activity ▪ Case study 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector ▪ Notepad/ pen 	Presentation (PPT_Module 3_Unit 1)

	<p>Civil Society Organizations and Democracy</p> <ul style="list-style-type: none"> ▪ Discuss with the participants about the contribution of the CSOs in democracy and society ▪ Explain how CSOs contribute to democracy and society ▪ Key ways in which CSOs contribute to Democracy. ▪ Civil Society Organizations Challenges : Note the detailed analysis in speaker notes 	10 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 1)
	<p>Worksheet</p> <p>Invite learners to get into small groups and to answer the questions in the worksheet.</p>	10 min	<ul style="list-style-type: none"> ▪ Worksheet 	<ul style="list-style-type: none"> ▪ Pens/ Pencils 	Worksheet 1 (Module 3_Worksheet_Unit 1)
Unit 2	Media				
	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	<p>Activity: Re-design news</p> <p><i>Steps</i></p> <ul style="list-style-type: none"> ▪ Begin the activity by asking learners to make small groups of 3-4 people. Then they should use their phones or laptops to locate a short news clip (max 5 minutes) of any topic. ▪ After they locate the clip, they should discuss the clips content: Ensure they pinpoint the point of the story and who exactly was affected. Learners should use the guiding questions on slide 4. 	90 min	<ul style="list-style-type: none"> ▪ Group Work ▪ Team discussion ▪ Problem-solving 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 2)

	<p>Trainer can keep the guiding questions up on the projector whilst learners are discussing in their groups.</p> <ul style="list-style-type: none"> ▪ The group will then hold a subsequent discussion about how learners would improve the clip to better communicate its points based on the guiding questions. ▪ They should then discuss and come up with 2 other ways they would change the clip in a way they feel better communicates the news story. ▪ Each group will present their clip and their recommendations 				
	<p>MEDIA: Foundational Concepts Go over the materials in the slides with learners. If there are questions, discuss as group as they come up.</p>	15 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 2)
	<p>Activity: Our own show <i>Steps</i></p> <ul style="list-style-type: none"> ▪ The objective of the activity is to explore how a single news story can be explored through different lenses and perspectives. The understanding that all stories are told from someone's perspective and always carry with them a set of values and points of view inherently means that still other values are not being represented. Being able to recognize and name missing perspectives is a critical skill of democracy as we negotiate our way each day through our mediated environment. Begin the 	60 min	<ul style="list-style-type: none"> ▪ Group Work ▪ Team discussion ▪ Problem-solving 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector ▪ Smartphones 	Presentation (PPT_Module 3_Unit 2)

	<p>activity by instructing learners to get back into their groups from the previous activity and to pair up with one other group.</p> <ul style="list-style-type: none"> ▪ Explain to the groups that they will now complete the second part of the activity, which is to create their own version of the news story. As a newly formed big group, they must vote on one of the two news stories they shared in the previous activity for all groups to explore. Once the main story is selected, groups should then decide which group will take on the “conservative” perspective, and which the “liberal” perspective. Trainer can help advice groups. ▪ Learners may use their phones and/or laptops to create a short podcast or article about their new story guided by their chosen perspective. Learners have 30 minutes to prepare for this. ▪ Each group will then present their podcast and/or article to the whole group. Trainer should ensure that groups with the same story are one after the other and that the whole group should discuss on the similarities or differences observed. ▪ Direct learners to use the Guiding Questions on slide 17 for assistance in navigating the observation conversation. You may further guide the conversation by asking learners to comment on: information chosen or omitted, the use of adjectives and verbs, any music or sound effects included, and the way the information is framed and presented. 				
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	<p>Role of Civil Society and Media and media and democracy. Guide the learners through the slides on the role of media in civil society, democracy and, the connection between journalists and the government.</p>	15 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 2)
	<p>Activity: Media and Democracy <i>Steps</i></p> <ul style="list-style-type: none"> ▪ Begin the activity by diving learners into new small groups of 3-4 per group. ▪ The group should then begin a discussion on a topic in which they believe the media played a direct part in altering or affecting democracy in Cyprus or worldwide. ▪ Groups should engage in discussion of the following questions: Why? How? Who? What were the consequences? Groups should take about 10 minutes to discuss. ▪ All groups will then present their findings to the whole group. This should take about 20 minute total. 	30 min	<ul style="list-style-type: none"> ▪ Discussion ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 3_Unit 2)
	<p>Worksheet Direct learners to complete the worksheet you handed out. Learners can stay in their same groups.</p>	5 min	<ul style="list-style-type: none"> ▪ Worksheet 	<ul style="list-style-type: none"> ▪ Handout ▪ Pen 	Worksheet 1 (Module 3_Worksheet_Unit 2)
<p>Module: Assessment Exercise</p>					
<p>Duration: 15 Minutes</p>					



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