

# Media Literacy Toolbox

Exercises for teaching media literacy



The Media Literacy Toolbox provides engaging exercises for teaching media literacy. These activities help trainers cultivate participants into critical and responsible consumers and producers of media.

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# 1 Foreword

The Media Literacy Toolbox is a practical resource to help in teaching and training media literacy. It offers different kinds of exercises to inspire and support teaching practices by providing a diverse selection of hands-on activities. The main purpose of the exercises is to help trainers to help participants develop into critical, responsible readers and producers of media.

This guide includes ten practical exercises organized into five themes, each designed to enhance media literacy skills, such as introduction to media literacy, ethics of journalism, and fact-checking. The aim of these exercises is to support trainers in teaching media literacy in various environments and communities.

You can freely adapt and apply these exercises in any way that best meets your needs. The exercises are versatile, initially created for youth and adults, but exercises in the Toolbox are easily adaptable to different kinds of target groups.

This Toolbox has been created as part of the Inclusive Media Literacy Education in Palestine (2023–26) project. I would like to express my gratitude to Kaisu John from the Finnish Lifelong Learning Foundation (Kvs) and Maysoun Ramadan, Tamara Abu Laban, Hisham Melhemallaham and Ossayd Alamarneh from the Bethlehem University, who planned the themes and the structure of the Media Literacy Toolbox and provided feedback on the texts. The Inclusive Media Literacy Education in Palestine project is funded by the Ministry for Foreign Affairs of Finland.

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Hanna Hirvonen



## 2 Exercises

**The ten exercises** in this Toolbox are designed to be flexible and can be adapted to suit the needs of different target groups. These exercises require minimal materials, making them easy to implement in various environments.

**As a trainer,** your role is to spark meaningful discussions. Encourage open dialogue, ask questions and create a safe space where participants feel comfortable sharing their views. Each exercise aims to stimulate critical thinking and conversation, so focus on facilitating an engaging, reflective learning environment.

### 2.1 Introduction to media literacy: What is media literacy?

Media literacy is the ability to understand, analyze and critically evaluate content produced for various forms of media, including news, advertisements, social media posts and other information sources. It helps people to recognize who created the content, the purpose it serves and the main messages it communicates. A media-literate person can examine media messages critically, understanding how they may be biased, manipulated or unreliable.

Strong media literacy skills also make it possible for people to use media responsibly and create trustworthy content themselves. Media literacy is essential for making informed decisions and successfully navigating today's complex, fast-changing media landscape.



## 2.1.1 Exercise 1: Agreeing or disagreeing with a claim



### LEARNING AIM

**Learning aim:** The learning aim of this exercise is to make the participant self-reflect on what kind of media user the participant is and what they think about media literacy. This exercise may also bring out insights about why media literacy is important.

**What?** The trainer draws an imaginary line on the floor or ground, with cards reading "I agree" at one end and "I disagree" at the other end. The trainer says the claim aloud, and the participants place themselves on the line at the point that feels right to them.




### WHAT?

When the participants have lined up, the instructor sparks a conversation by asking some participants: why are you standing there? The participants reflect on why they are on the other end of the line, in the middle, or somewhere else.

The following are some examples of claims, but you can come up with more yourself according to the topic:

- I'm a very critical user of media.
- I know how to recognize disinformation.
- The constant change and development of technology is moving too fast.
- I think that artificial intelligence (AI) is a threat to people.
- I'm quick in my reactions when using social media and don't always remember to check the origin of the posts or photos.
- Feeling comes before rational thinking. On social media channels, I may react emotionally first, before thinking.
- If you wouldn't say something face-to-face, you shouldn't say it on social media either.
- When I take photos in my everyday life and share them in social media, I always ask for permission for my friends, family members, colleagues and others before publishing them.
- It is OK to share photos of children on social media.



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** This exercise takes place in a room or outside where there is enough space to move around. The trainer needs two papers with the texts "I agree" and "I disagree". You also need some kind of tape to attach the paper to a wall.

## 2.1.2 Exercise 2: Value islands



### LEARNING AIM

**Learning aim:** In this exercise, participants get to reflect on their values. The aim is to understand that one's own values may also affect what one does at work, for example, when a journalist chooses story topics. The aim is to understand that values may affect one's actions also as a social media user, including what one reads and shares online.

**What?** The trainer places 10–15 sheets of paper in different parts of the room, each with one value written on it. Examples of values: Openness, ethics, independence, development, reliability, multiculturalism, speed, objectivity, fairness, localism, family, neutrality, money, love, peace, honesty, courage, tolerance, equality, health, truthfulness, work, universality, curiosity, freedom, wealth, responsibility, community and friendship.



### WHAT?

First, the trainer invites participants to go to the value they consider most important for themselves. Once participants have chosen the value, the trainer will ask why they have chosen that value.

The trainer can also ask questions that encourage the participants to reflect on their values as media users and producers, for example:

- What value do you primarily aim to promote in your work as a journalist?
- What value do you prefer to promote on social media?
- Which value do you think is overemphasized in journalism?
- Which value do you think is overemphasized in social media?
- Which value is currently least important to you as a journalist?
- Which value do you not consider important to promote in social media?
- Which value would you like to promote more in your work if you had a chance?

Once the participants have chosen the value, the trainer can again stimulate a discussion about values and ask why.



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer needs large sheets of paper and pens. They can prepare 10–15 sheets in advance, each with one value written on it. Alternatively, the trainer can ask the participants to list values and then write them on the sheets. The exercise requires a spacious indoor space or a calm place outdoors.

## 2.2 Ethics and laws on professional journalism and citizen journalism

The work of professional journalists, such as what the published content should be like, is guided by ethical guidelines shared in the journalistic community. The objectives of these ethical guidelines include protecting the rights of readers, interviewees and journalists.

Journalists' ethical guidelines are country specific. For example, journalists in Finland and in Palestine have their own ethical guidelines. Compliance with ethical guidelines is monitored by media councils, for example Council for Mass Media in Finland and the Palestinian Journalists Syndicate.

At the same time, the work of professional journalists is guided by national and international laws. In some countries, the ethical guidelines for journalists define their work more precisely than laws.

Citizen journalism refers to people's own, self-directed, content production and publishing activities. For example, there are a lot of citizen journalists in Palestine, although many active media content producers do not call themselves citizen journalists.

Organizations are working to encourage citizen journalists to follow certain standards when they produce and publish content, and to ensure that they know about the standards – foremost about the key ethical guideline to always publish the truth.





## 2.2.1 Exercise 3: Text analysis



### LEARNING AIM

**Learning aim:** The aim of the exercise is understanding that the work of professional journalists is guided by **journalists' ethical guidelines** and examining them. Through this, the aim is to develop one's skills as a critical media user.

**What?** The ethical guidelines for journalists apply to all types of journalistic work and content. They apply to work that is done by using various tools, technology and ways of doing things

and published in different channels. In this exercise, the trainer asks participants to read a text on the website of a journalistic publication with which they are familiar. Then they ask the participants to analyze the text in small groups.



### WHAT?

Participants are asked to analyze if the text is written according to the following guidelines:


- When using information published elsewhere, the source must be acknowledged.
- The public must be able to distinguish fact from opinion and fictional material.
- Headlines, leads and picture captions must be justified by the substance of the story.

The above guidelines are from journalists' ethical guidelines from Finland. Now is a good moment for the participants to check the journalists' ethical guidelines in their own country or region. The trainer can then stimulate discussion about them with, for example, the following question: What do the ethical guidelines in your country or region say about publishing information?

If you have time, you can continue the discussion from these perspectives, for example:

The journalists' ethical guidelines are country-specific due to cultural differences and differences in national legislation. However, the ethical guidelines in different countries have something in common. When you look at the rules on publishing, do you see similarities between journalists' guidelines from Finland and your own country?

The journalists' ethical guidelines need to be updated from time to time. For example, in Finland, the guidelines were updated in late 2024. When were the ethical guidelines for journalists in your country created? In your opinion, should they be updated? If so, how?



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer can choose the text to be examined in advance and distribute it to the participants. Alternatively, participants can choose the text for their groups at the beginning of the exercise. The journalists' ethical guidelines should also be distributed to the participants. Besides journalists and journalism students, others may also benefit from knowing them.



## 2.2.2 Exercise 4: Citizen journalism



### LEARNING AIM

**Learning aim:** The aim is to identify **one's own interests, motivation** and possibilities to have influence as a content producer in digital environments. The aim is also to look together at what kind of issues should be taken into consideration when creating our own publications, including social media posts.

**What?** Let's design content based on our own interests!

In this exercise, the participants work independently at first.

The trainer asks them to think about what topic they want to talk about on social media, a community website or elsewhere online. Once participants have chosen their topics, they plan a small publication about them, such as a social media post.



### WHAT?

They could consider questions such as:

- What kind of details or perspective on the topic do I want to bring out? Why?
- Are there images or videos in the publication? What kind, and how are they obtained?
- Does the publication contain text? If so, what kind? Is there a need to obtain information for it? If so, what kind of information?
- Do I need to use media content produced by others? If so, what should I take into consideration? For example, how do I check the facts and how do I indicate the sources? How do I take copyright into account? For example, how do I check whether I have the right to use the content?
- What other ethical choices do I make?
- What impact do I hope the publication will have? What motivates me to design a publication on this topic?
- What else do I need to take into consideration when creating the publication?

Participants can draft the text and images of their publication, for example, on paper and/or search for information sources online if need be. When they have progressed in planning their publication, they discuss it with a partner. The partner gives feedback on the plan, such as suggesting something to remove or add. They can also tell what kind of thoughts the plan evokes. Together, they could also consider a suitable place for publication. The participants can complete their plans based on their partner's comments.

If the trainer wants to spark discussion after this exercise, interesting questions might be:

- What kind of ethical guidelines or standards should citizen journalists follow when producing and publishing media content?
- Could the ethical guidelines of professional journalists be useful for citizen journalists?



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** Participants could be provided with note-taking tools such as a pen and a paper. Some participants might want to have internet access during the exercise.

## Fact box: Do you know your digital rights?

Digital rights include equal access for everyone to digital technologies and digital environments. Everyone has the right to access information and the right to produce content and influence in digital environments. Everyone also has the right to non-discrimination, security and privacy in digital environments.

Digital rights are human rights that belong to all of us when we use digital devices and are in digital environments. Knowing and protecting digital rights is important because different aspects of life, such as social life and work life, increasingly take place in digital environments. There, the risks include digital surveillance, disinformation and algorithmic discrimination.

We need our digital rights, for example when we use and produce media content online.

The trainer can stimulate a discussion about digital rights and/or encourage the participants to search for information about digital rights in connection with both exercises here.

For example, the following questions may be of interest:

- Which digital rights are essential when we read, listen to or watch media content on the internet?
- Which digital rights are essential when we produce media content, such as social media posts, ourselves?

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### Sources and inspiration:

Council for Mass Media in Finland: [Journalist's Guidelines](#).

Knuuti, Karoliina (editor): [Media Guide, Media Literacy for Adults](#). Chapter 3: The ethics and self-regulation of journalism.

Kansanvalistusseura sr. (The Finnish Lifelong Learning Foundation) and Media Development Center of Birzeit University (2020).

Verke, the Center for Digital Youth Work: [Tips for activities: Rights of children and young people in digital environments](#)

The African Digital Rights Network: [What are digital rights?](#)

## 2.3 Fact checking and digital security

All types of published content – texts, photos, videos and audio – may contain errors, inaccuracies or lies. **Fact-checking** a claim published online can be a long and laborious process, carried out by an author specializing in fact-checking. In fact-checking, the claim is compared to information obtained from different sources. It may include, for example, interviews with experts and comparison with statistics.

Fact-checking is also part of the daily job of professional journalists. A journalist should check the **factual information** that they intend to publish, preferably from more than one source. Information recently published by other journalists should also be checked. Some media houses have employees specialized in fact-checking.

All media users should also approach published content critically, for example by checking where the content was originally published and its source.

**Digital security** means being safe from false information, but also from other risks when we are online. One area of digital security is data protection. This means protecting people's privacy and protecting people's personal data from unlawful use. For example, organizations that collect personal data are responsible for data protection. At the same time, we can all manage our own data protection. For example, we should carefully consider which services we trust with our personal data.



## 2.3.1 Exercise 5: Investigating photos



### LEARNING AIM

**Learning aim:** The aim is learning about online tools for investigating the **origins of photos** and testing these tools. The aim is also to find information about other ways to determine the origins of photos.

**What?** The trainer provides the participants with photos on various topics from different internet sources. You can share the photos by giving participants links to the websites where

the photos are located. In this exercise, participants work in small groups, for example in threes. The atmosphere can be experimental and conversational.



### WHAT?

**If there is plenty of time**, the trainer can ask participants to search online for tools that can be used to examine the origins of photos. The trainer may also encourage participants to look for other information on how to observe photos, on how to observe their authenticity, for example.


What tools and other methods do you find for examining photos? Share information together at this point in the exercise.

**If time is short**, the trainer can suggest online tools for examining the origins of photos, such as TinEye, Google Images and Yandex. These tools can be used to see, for example, where else the same photo has been published and other photos of the same subject.

The trainer can also advise participants on other ways to examine the origins of photos. For example, a photo found online can be saved on a computer and then the properties of the photo (such as the date it was taken) may be seen. It is also worth delving into the content of the photo by considering, for example, whether the location of the photo could be what it is said to be. For example, does the clothing of the people in the photo match the place the picture is said to be from?

It is a good idea for the participants to make notes about the origins of the photo they are examining. When was the photo taken? Where else has the same photo been published, other than on the website shared by the trainer? For what purposes has the photo been used elsewhere? What kind of texts have been published with the photo? What differences are there in the same photo in different publications, if any? What else did you learn about the photo? Does it inspire trust or is there something suspicious about it?

After the investigation, discuss what you think of the photos that the trainer shared. Have the photos been used correctly or is there something questionable about their use?



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer should choose the photos to be examined in advance. It would be good to include real and manipulated photos, photos whose use seems honest, and photos whose use seems dishonest. You can share links to the photos with participants at the beginning of the exercise. For this exercise, participants should have access to the internet.

## 2.3.2 Exercise 6: Digital security in everyday life

### LEARNING AIM

**Learning aim:** The aim is to understand that we all can strengthen **our own digital security**, and to learn how we can do so.

**What?** In this exercise, participants think about whether they manage their own digital security. The trainer places four large sheets of paper with the words “always”, “usually”, “sometimes” and “never”, one word per sheet, on the floor. They then read

claims about digital security to the participants. The participants answer by choosing from the paper sheet that best describes each one’s own experience of being in digital environments. They stand next to the sheet of paper they choose.

### WHAT?

The trainer can read the following claims to the participants:

- I know the risks of using digital services.
- I have a critical attitude towards the content I see online.
- I carefully consider whether to share my personal data with some digital service.
- My passwords are long and complex, and I keep them secret.
- I feel safe in digital environments.
- I am worried about risks in the digital environment.

You are free to come up with more claims yourself.

After participants have answered, they ask each other questions inspired by others’ answers.

For example: If one participant has answered that they always know the risks of using digital services and another participant never knows them, the latter might want to ask what the risks are.

Or if one participant says they always keeps their passwords secret, and the other does not, the latter might want information on how to keep passwords secure.

Through questions and answers, participants learn about digital security. The trainer’s task is to read the claims, share the speeches and decide how long the same claim will be discussed. If necessary, the trainer can also share their own knowledge about digital security during the exercise.

### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer needs four large sheets of paper, and writes the words “always”, “usually”, “sometimes” and “never”, one per sheet. They should plan in advance or choose from the list above which claims they want participants to discuss. The trainer should have some knowledge of digital security. The exercise can be done in a spacious place inside or a quiet place outdoors.

#### Sources and inspiration:

FaktaBaari: [Faktabaarin toimitusperiaatteet](#) (in Finnish)  
Digital and Population Data Services Agency of Finland; [What is digital security?](#)  
Vehkoo, Johanna: [Valheenpaljastaja: Näin tunnistat kuvahuijauksen ja jäljität valokuvia verkossa](#), Yle (2020). (in Finnish)  
Paikkala, Maija: [Kuva voi valehdella enemmän kuin tuhat sanaa - näin varmistat kuvan aitouden](#), STT (2017). (in Finnish)

## 2.4 Human rights and journalism

Human rights belong to every person in the world. For example, freedom of opinion and expression is a human right. The most important document on human rights is the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948. The Declaration is morally binding on those states that have signed it.

The realization of human rights is promoted by international human rights treaties, for example. These treaties are legally binding on states that have ratified them, i.e. incorporated them into their legislation. The task of states is to promote the rights defined in the treaties in practice within their territory.

Journalism can also be used to promote human rights. For example, in their work, journalists can raise awareness of human rights or human rights treaties, monitor the realization or violation of human rights in their home countries, or give a voice to human rights defenders.



## 2.4.1 Exercise 7: Getting to know our rights



### LEARNING AIM

**Learning aim:** This exercise introduces **the Universal Declaration of Human Rights**. The goal is to learn or recall which rights belong to everyone based on the Declaration. During the exercise, participants also consider which rights are indispensable and important for the success of a journalist's work.

**What?** The Universal Declaration of Human Rights contains 30 articles. The trainer reads articles from the Declaration to

the participants. First, the participants sit. After hearing the article, they evaluate in their minds whether they think it is indispensable or important for the success of the journalist's work, or something that they could be flexible about at work.



### WHAT?

After reflection, the participants

- a) **stand up**, meaning that they consider the right in the article to be indispensable for the work of a journalist,
- b) **remain seated**, meaning that they consider the right in the article to be important for the success of the journalist's work or
- c) **squat down**, meaning that the journalist's work can succeed without the right mentioned in the article.

After this, the trainer can stimulate a discussion about human rights and ask participants why they are standing, sitting or squatting.

The trainer can read selected articles from the Declaration. For example, these may be of interest:


**Article 12:** "No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks."

**Article 13:** "2. Everyone has the right to leave any country, including his own, and to return to his country."

**Article 17:** "1. Everyone has the right to own property alone as well as in association with others."

**Article 19:** "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."

**Article 26:** "1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer needs the Universal Declaration of Human Rights, which can be found in many languages, including [Arabic](#), [English](#) and [Finnish](#), on the United Nations website. The trainer should read it in advance and think about which articles or rights they want to discuss with the participants. The exercise can take place indoors or outdoors, but it would be good if there were seats for the participants.



## 2.4.2 Exercise 8: Story ideas



### LEARNING AIM

**Learning aim:** The aim of the exercise is to understand that journalists can **promote human rights** in their work; for example, journalists can increase knowledge about human rights, report on human rights violations, or bring out the voices of human rights defenders and people from different backgrounds. The exercise will reflect on the choices journalists can make to defend human rights, such as choosing topics and interviewees. It is also important to consider what specific things a journalist should take into consideration when working on human rights issues.

**What?** At first, participants work independently. They list journalistic story ideas that could defend human rights. After this, participants work in small groups and share their best ideas with others. Participants together choose a story idea that they think is suitable for a newspaper or online magazine and that could defend human rights for more in-depth discussion. They write it down on paper and think about how they would work the idea into a published story.




### WHAT?

In groups, it is good to consider, for example:

- What is the story about? What is the angle of the story?
- If interviewees are needed for the story, who are they? What kind of written sources are important and where can they be found? What kinds of observations should be made for the story, and where?
- What specifically should the journalist take into consideration if the subject of the story is sensitive? How should you approach the interviewee, for example? How do you ensure the interviewee's privacy and safety?
- What is the style of the story, e.g. news item or reportage?
- What challenges might you face when working on the story?
- What would be a suitable publication venue for the story?
- How does the topic and point of view promote human rights?

It is also worth collecting the ideas and discussing them and their implementation together at the end – as if you were working at the editorial office of a newspaper.

The trainer can also stimulate discussion based on the following questions: What kinds of stories do not defend human rights or may even violate them? Why are such stories created? Is it part of a journalist's job to promote human rights? If so, what role can a journalist play in promoting human rights? What specific things should a journalist consider when working on human rights issues?



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** Paper and pens for ideation. To stimulate discussion, the trainer might need some background information on what kind of journalistic stories can promote human rights and what specific things should a journalist consider when working on human rights issues. Participants might like to have access to the Universal Declaration of Human Rights, which can be found in different languages, such as Arabic, English and Finnish, on the UN website.

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### Sources and inspiration:

Knuuti, Karoliina (editor): [Media Guide, Media Literacy for Adults](#). Chapter 9: Introduction to human rights, Kansanvalistusseura sr.  
(The Finnish Lifelong Learning Foundation) and Media Development Center of Birzeit University, (2020).  
United Nations: [Universal Declaration of Human Rights – English](#)  
Ihmisoikeusliitto (The Finnish League for Human Rights): [Mitä ihmisoikeudet ovat?](#) (in Finnish)

## 2.5 Impact of AI in journalism

Artificial intelligence (AI) refers to computer software capable of intelligent functions. Journalists are increasingly using AI for example for ideation, interview transcription, headline writing and proofreading and planning texts. AI can also write news to help journalists, such as news about the weather and sports results.

AI can be used to make some work tasks more efficient or automate them. One of the strengths of AI is that it can go through a huge amount of data quickly and classify it. However, AI tools often have only one purpose. For example, AI can write a news story, but it cannot assess what would be a significant news topic.

The increasing use of AI raises both concerns and expectations. At the very least, journalists need to learn new skills, experiment with AI tools. At the same time, when utilizing AI, there are ethical questions to consider regarding the transparency, independence and journalistic decision-making power of journalism.



## 2.5.1 Exercise 9: Debates



### LEARNING AIM

**Learning aim:** The aim of the exercise is to reflect on and learn how AI may affect journalism.

**What?** Participants take pairs, or the trainer divides the pairs as they see fit. The trainer then makes arguments about AI and journalism. Participants discuss each argument with their partner for a few minutes. The idea is to have one person defend and one person counter the argument.



### WHAT?

The trainer can present for example the following arguments to the participants:

- If AI has been used to write a news story, readers should be told about it; readers should be told exactly how AI has been used to write the news story.
- When writing a news story, the journalist must know what the readers are interested in and take this into account when writing the news story.
- A journalist no longer needs colleagues as they can plan story ideas and content with the help of AI, for example with the help of the chatbot ChatGPT.
- News written by a journalist is more reliable than news written by AI.
- The journalist is always responsible for the content of the published news, even if the news is written by AI; source criticism and fact-checking are the responsibility of the journalist, even if they use AI to write.
- AI is a nuisance for journalists because it requires constantly learning new practices.
- If the journalist plans the angle of the story and conducts the interviews, AI can write the story – writing is not a very big part of a journalist's job.
- AI will not replace journalists in the future, but journalists who use AI will replace journalists who do not use it.
- If journalists use AI, journalism will lose its independence.

You are free to come up with more arguments yourself.

Participants do not need to express their real opinions. The most important thing is to raise both positive and questionable points of view about the impact of AI on journalism. It is a good idea to go through several arguments in the exercise so that a variety of points of view are raised. If there is a lot of time for the exercise, it is a good idea to discuss the points of view discussed in pairs all together at the end.



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer should plan in advance or select from the list above the arguments that they want participants to debate.

## 2.5.2 Exercise 10: AI tools



### LEARNING AIM

**Learning aim:** The aim of the exercise is to learn how to **evaluate media content produced with AI** and to try out **producing content using AI**.

**What?** In this exercise, participants will evaluate media content that has been produced using AI, or they will produce content themselves using AI and evaluate it. If you have a lot of time, you can explore the use of AI in both ways.



### WHAT?


The trainer asks participants to look at the material produced with AI that they have chosen in advance. Material can be easily found on Instagram for example, by searching with the word AI. You can find for example interviews where interviewee's language has been changed using AI.

The trainer can also ask participants to try out an AI tool to produce content. One such tool is ChatGPT. It can be used to write an article on a topic of one's choice, for example.

After this, the trainer should discuss media content produced using AI with the participants. For example, the following questions may be of interest:

- How can you say that content produced with AI has been produced with AI? What details can tell you that an image or video was produced with AI?
- What do you think has been the benefit of using AI in producing the content under review?
- What do you think has been the disadvantage of using AI to produce the content under review?
- What was the benefit of using an AI tool in writing the article?
- What was the disadvantage of using an AI tool in writing the article?
- For what reasons might you, in another situation, use AI to help you to write an article?
- In what situations do you think it is not wise to use AI to help you to write an article?
- Do you think content produced using AI is ethical? In what sense is it ethical and in what sense is it not?

At the end you could try out to check facts of the content produced using AI. Each participant could choose one piece of information and check from some other source if it is correct. Are the facts correct in an interview, posted on Instagram, where the language spoken by the interviewee has been changed with AI? Are the facts correct in an article written by ChatGPT?



### MATERIALS/ WHAT DO I NEED?

**Materials / What do I need?** The trainer should choose in advance the media content produced using AI that they want the participants to evaluate and the AI tool or tools that they want the participants to try. Participants will need smartphones and access to the internet.

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### Sources and inspiration:

Mediakasvatus/Uutismedian liitto (News Media Finland): [Tekoäly toimittajan työkaluna](#) -podcast (in Finnish)

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