

EXPLORE YOUR ECHO

EXPLORE TON ÉCHO

A MEDIA ARTS LEARNING AND EVALUATION SITUATION (LES) ON SOCIAL MEDIA
AND ONLINE HATE IN COLLABORATION WITH PROJECT SOMEONE

UNE SITUATION D'APPRENTISSAGE ET D'ÉVALUATION (SAÉ) EN ART MÉDIATIQUE SUR LES
MÉDIAS SOCIAUX ET LA HAINE EN LIGNE EN COLLABORATION AVEC PROJECT SOMEONE

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2022

Someone

social media education every day

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INTRO

Explore Your Echo is a pedagogical guide that allows teachers to explore questions pertaining to social media and online hate with their high school students. It goes without saying that social media platforms play an integral part in the lives of teenagers today and that a large amount of their interactions take place on these platforms (Dennan et al., 2020). This solicits an urgent need to tackle cyberbullying issues that inevitably arise. One way to respond to online hate is to raise awareness through art. Many artists create artwork to address pressing social problems or to represent the change they would like to see in the world. Students and teachers who wish to use the *Explore Your Echo* resource will be invited to familiarize themselves with certain theoretical notions regarding hate speech, to take part in different activities that raise awareness and analyze these issues, and to create artistic content in response to online hate in the form of a short-form video. This artistic film project, inspired by the visual practices of TikTok videos and Instagram Reels, aims to help educate the community about what hate is and what it can do, and how to counter it today.

The guide is divided into three sections: the first section is for secondary school teachers, the second section is for high school students and the last section is for university professors who would like to expand on certain concepts with student-teachers.

Explore Your Echo was developed in collaboration with Project SOMEONE. Project SOMEONE works to build awareness, create spaces for pluralistic dialogues, and combat discrimination and online hate. Their multimedia materials, art installations, training curricula and programs aim to prevent hate speech and build resilience towards radicalization that leads to violent extremism.

LABELS KEY

01


COMPETENCIES



LINKS TO
WORKSHEETS &
PRESENTATION



LINKS TO VIDEOS &
ADDITIONAL
RESOURCES



This section is for high school art teachers or for high school social studies teachers who wish to explore notions surrounding online hate and how to counter it with their students through art.

First, the guide presents key concepts relating to online hate. Next, the guide suggests different activities for teachers to prompt their students to reflect on online hate through the appreciation and analysis of artworks by different artists who explore art for social change. This allows students to exercise their critical and aesthetic responses to artworks and work on the visual arts **competency 3** (appreciating images). Finally, an artistic short-form video project is presented. This project targets visual arts **competency 2** (creating media images). All worksheets that accompany these activities and projects can be found in the student section of *Explore Your Echo*.

In addition to targeting visual arts competencies, this guide integrates [Quebec's Digital Competency Framework](#) and aims to help students develop **competency 1** (exercising ethical citizenship in the digital age), **competency 7** (producing content via digital technology), **competency 8** (fostering inclusion and addressing diverse needs), **competency 10** (solving diverse problems via digital technology), **competency 11** (developing critical thinking with regards to the use of digital technology) and **competency 12** (adopting an innovative and creative approach to the use of digital technology).

A corresponding PowerPoint is provided for teachers to use in their classrooms.

GRAPHIC ORGANIZER

LESSON	MATERIALS	VOCABULARY	HOMEWORK
1 Where to begin?	<ul style="list-style-type: none"> - Pen & paper (to take notes) - To be distributed: <i>Reflective Practice</i> worksheet 	algorithms, echo chambers, online hate/speech, polarization	<i>Brainstorm</i> worksheet
2 Art for social change	<ul style="list-style-type: none"> - Pen & paper (to take notes) - Homework (<i>Brainstorm</i> worksheet) - To be distributed: <i>Conceptualize Your Video</i> worksheet 	x	Finish <i>Conceptualize Your Video</i> worksheet
3 Short-form video	<ul style="list-style-type: none"> - Pen & paper (to take notes) - Colouring pencils and/or markers - Homework (<i>Conceptualize Your Video</i> worksheet) - To be distributed: <i>Storyboard</i> worksheet 	camera shots (e.g. close-up, long shot, etc.), camera angles, lens movement	<ul style="list-style-type: none"> - Finish <i>Storyboard</i> worksheet - Bring in any props you may require in your short-form video
4/5 Filming & cinematic language	<ul style="list-style-type: none"> - <i>Storyboard</i> worksheet - Filming equipment (smart phone, tablet, camera) - Any props you may require - USB stick (optional) 	Same as last lesson	x

GRAPHIC ORGANIZER

LESSON	MATERIALS	VOCABULARY	HOMEWORK
6/7 Editing	<ul style="list-style-type: none">- <i>Storyboard</i> worksheet- Videos shot by your team (USB stick is optional, videos can be Airdropped or WeTransferred to the editing platform)- Canva account- Internet	x	Finish editing short-form video as a team.
8 Presenting	<ul style="list-style-type: none">- Completed short-form video	x	x



TAKE NOTICE

This graphic organizer serves only as a suggested plan of study. With this, we are presenting only one of the many ways these lessons can be divided and taught. We hope that teachers appropriate the material and adapt/transform it to their individual teaching styles and methods.

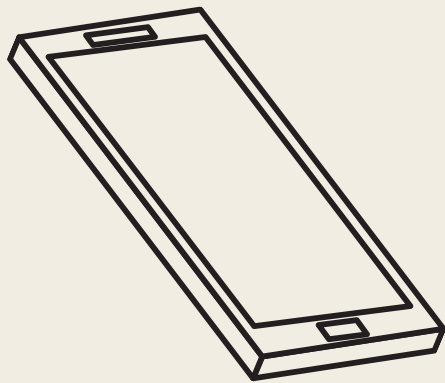
LESSON 1

ONE: WHERE TO BEGIN?

RATIONALE: WHAT IS EXPLORE YOUR ECHO?

Do you own a social media account? This question may seem silly when asked today, but this is precisely what catalyzed *Explore Your Echo*. It goes without saying that social media platforms play an integral part in the lives of many teenagers today and that a large number of their interactions take place on these platforms (Dennan et al., 2020). Consequently, an urgent need to tackle cyberbullying issues surfaces.

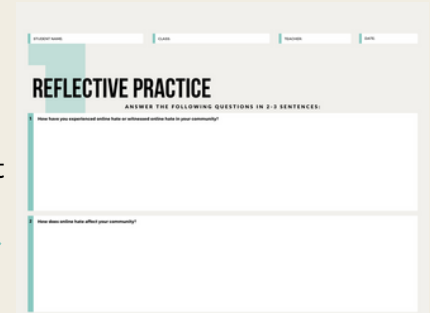
One way to respond to online hate is to raise awareness through art. Many artists create artwork to address pressing social problems or to represent the change they would like to see in the world. This module will help you explore the ways in which your *Echo*, your point of view, can be expressed artistically through a short video. This artistic film project, inspired by the visual practices of TikTok videos and Instagram Reels, aims to help you educate your community about what hate is and what it can do, and how to counter it today.





MATERIALS

- Pen & paper (to take notes)
- To be distributed: *Reflective Practice* worksheet



WORK TIME

- Presentation on the *Explore Your Echo* project
- Introduction to the keywords & concepts
- Discussion on the topic of online hate/speech, algorithms, and echo chambers
- Introduction to 1-minute short-form videos & related project
- Get into groups of 2 or 3
- Work on the *Reflective Practice* worksheet



CLOSURE

- Groups discuss what kind of answers they wrote down in response to the worksheet
- Homework is handed out (*Brainstorm* worksheet). To do as a group

HOMEWORK

Brainstorm worksheet to be completed as a group



LESSON 1

ALGORITHMS
INCREASINGLY LEARN AND
SELF-SHARPEN, OFTEN
CAUSING UNINTENDED
SIDE EFFECTS AND
AMPLIFYING
DISCRIMINATION,
REFRACTING AND
SHARPENING CLASSED AND
GENDERED BIAS.

(BISHOP, 2018, P. 71; O'NEIL,
2016).

ALGORITHMS

When we think about algorithms, often our first thought is numbers and equations. Indeed, that's what we were taught in school, and that's what they are, in a way. It can be counterintuitive for some to imagine our social media platforms, riddled with precise mathematical calculations happening non-stop invisibly while we casually scroll.

Algorithms, as Kim (2017) explains, “(...) **is a fancy way to describe a set of steps to reach a goal. Algorithms are all around us. For example, we follow an algorithm of our own when we go through a step-by-step process to shop for a new laptop**” (p. 149). Later, he writes, “the algorithm analyzes the accumulated unstructured data. Then the algorithm predicts the content a user may find interesting. Finally, the algorithm populates the user's feed with that interesting content” (p. 149). The step-by-step process we go through when we want to purchase things like a laptop, as described by Kim, is dictated by us. In this way, algorithms can be very practical as well because they show you what you want to see. Another example of the practicality of algorithms would be that when scrolling online you want your local news or the sports teams you like from your city to come up first.

The difference between this sort of algorithm generated by your interests and the other algorithms online is that we don't dictate the other ones. **Software engineers design them with specific business goals in mind.** Being aware of this when interacting on social media is crucial to not getting trapped in echo chambers. Noticing your lack of control over them is the first step to gaining back some of that control.

To illustrate the phenomenon more clearly, one can think about YouTube's suggested box of videos that appear next to the video the user is currently watching and its autoplay feature. Granted, this is only one facet of the algorithm conversation; it can serve to explain the phenomenon more concretely.

To explore this, researcher Tufekci (2018) created a YouTube account to watch videos related to topics ranging from Trump's campaign trail to videos about exercise and enabled the autoplay feature. In other words, she let the algorithm play by itself. She found that whatever topic she started with, the algorithm would suggest and autoplay more and more extreme versions of the initial video. She wrote, "[i]ntrigued, I experimented with nonpolitical topics. The same basic pattern emerged. Videos about vegetarianism led to videos about veganism. Videos about jogging led to videos about running ultramarathons" (p. 2). **Tufekci's experiment illustrates how easily one can easily be led by the algorithms and eventually fall into the echo chamber trap online.**

Social media algorithms are designed to direct us towards like-minded content that interests us to stay on the platform (Cinelli, Morales, Galeazzi, Quattrociocchi, & Starnini, 2021, p. 5). Let's now define echo chambers because they are closely tied to algorithms and influence what some consume today.



MAJ: ALGORITHMS

what is maj?

SOME OF THE MOTIVATIONS BEHIND ALGORITHMS AND ECHO CHAMBERS

They exist to keep the viewer (you) hooked and glued to the platform; the longer you are on it, the more money the platform makes. The money is made by gathering and selling your data, or paid advertising. Remember, social media platforms are businesses first. Kim concisely refers to this as "maximising engagement". (Kim, 2017, p. 147-148)

They are designed to store all of your interactions (comments, likes, shares, re-shares, hashtags, clicked-on content, etc.) so that the platform can provide you with more of the same, and therefore keep you longer and ether gather more data or directly sell more to you. (Kim, 2017, p. 151)

FEED ALGORITHMS
MEDIATE AND INFLUENCE
THE CONTENT PROMOTION
ACCOUNTING FOR USERS'
PREFERENCES AND
ATTITUDES. INDEED, USERS
ONLINE TEND TO PREFER
INFORMATION ADHERING
TO THEIR WORLDVIEWS,
IGNORE DISSENTING
INFORMATION, AND FORM
POLARIZED GROUPS
AROUND SHARED
NARRATIVES.
FURTHERMORE, WHEN
POLARIZATION IS HIGH,
MISINFORMATION QUICKLY
PROLIFERATES.

(CINELLI, MORALES, GALEAZZI,
QUATTROCIOCCHI, & STARNINI,
2021, P. 5)

ECHO CHAMBERS

Echo chambers are "an environment where a person only encounters information or opinions that reflect and reinforce **their own**" (Oxford Dictionary). They have also been defined as **interactive clusters of like-minded individuals** who spread biased information. The term has a pejorative connotation to it (Cinelli, Morales, Galeazzi, Quattrociochi, & Starnini, 2021).

Let's take Reddit as an example. Often compared to Twitter, Reddit is a forum-based website where individuals openly discuss any topic they want to through a series of comments. Recently, it has been criticized for its "low moderation and regulation on content has resulted in widespread hate speech" (Cinelli et al., 2021, p. 2). **Reddit has a "subreddits" feature where users can join communities with similar points of interest. Rapidly, we can begin to see how easily one can decide to be exposed to points of view that align with one's own.** Cinelli et al. (2021) wrote, "The wide availability of content combined with confirmation bias and news feed algorithms may foster the emergence of groups of users around a shared narrative" (p. 6). **Being aware of one's biases is the first step to becoming aware of your click choices and the information you consume.**

HATE SPEECH & ONLINE HATE

Ah, the Internet... It's been described as the best and worst space of our time. At its best, it has the potential to rally millions together and inspire positive change. It can indoctrinate some into dark situations and thought patterns at their worst. To strive towards the former, one must be aware of how to navigate the internet and beware of the hateful scene.

"Among scholars, **hate speech** has been defined as any form of expression – for example, by means of speech, images, videos, or online activity – that can increase hatred against a person or people because of a characteristic they share, or a group to which they belong" (Jääskeläinen, 2019, p. 345). **Hate speech can take a myriad of shapes, from embarrassing texts and photos, hurtful memes and comments, malicious Tiktoks, and political propaganda, to targeting minorities (to name a few).** Dr. Clermont-Dion has talked about the social issue, especially regarding hate being directed towards women (2017). Notably, [*La Ruelle Films*](#) released a series of short videos (in French) that explain in layperson terms what online hate is and how it can be countered by youth. The series gives clear examples of what online hate looks like and strategies to navigate this realm which can quickly get overwhelming to some.

Explore Your Echo also aims to share concrete ways to counter hate speech; the students and teachers willing to participate will be asked to create their own content reacting to online hate. The goal is to create an artful video that would help inform your community about what hate is, what hate can do, and how to counter hate today.



PROJECT SOMEONE:
HATE SPEECH



PROJECT SOMEONE:
ONLINE HATE



LA RUELLE FILMS:
CYBERVIOLENCE

POLARIZATION

The root definition of polarization is “the act of dividing something, especially something that contains different people or opinions, into two completely opposing groups” (Cambridge Dictionary, n.d.). **When it comes to social media and digital technologies, echo chambers cultivate polarization, resulting in increased online hate.** This occurs because people tend to interact with people with similar beliefs and do not necessarily see content that exposes different points of view on a situation or event. **Social media makes it easy to interact with like-minded people because there are no geographic boundaries.** Studies have shown that these interactions can cause extremist beliefs to be amplified (Barberá, 2020).

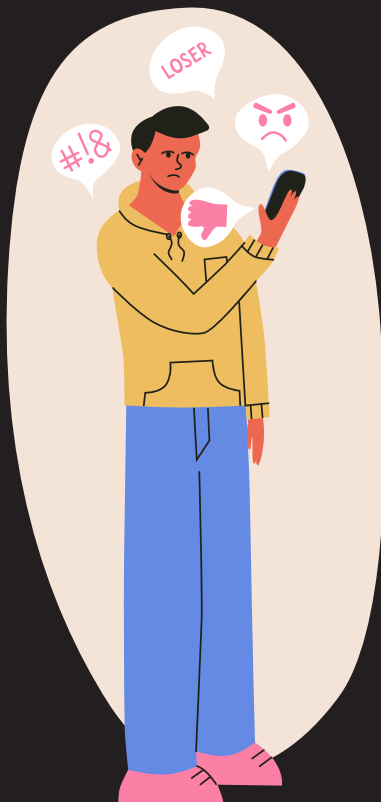
Not only do echo chambers contribute to polarization, but so do algorithms. Social media relies on personalized algorithms which determine which information is presented in a user’s news feed or timeline and what order. Barberá (2020) explains in his book chapter that **“even if people would not voluntarily choose to gravitate toward echo chambers, they may have no option, as social media sites become the arbiters of what people see and what they do not”** (p.42).

One way to avoid polarization is to be aware of the phenomenon. More concretely, it is recommended to consult news articles and posts that present different sides to a situation from various reliable sources rather than only what comes up automatically in your news feed.

EVEN IF PEOPLE WOULD NOT VOLUNTARILY CHOOSE TO GRAVITATE TOWARD ECHO CHAMBERS, THEY MAY HAVE NO OPTION, AS SOCIAL MEDIA SITES BECOME THE ARBITERS OF WHAT PEOPLE SEE AND WHAT THEY DO NOT.

(BARBERÁ, 2020, P. 42)

HOW TO DISCUSS SENSITIVE TOPICS IN THE CLASSROOM



In order to provide a safe space in the classroom while discussing sensitive topics, it is important to first prepare the discussion ahead of time, follow certain tips during the discussion and follow up with students afterward (Indiana University, 2022; University Michigan, 2021).

A few suggestions to keep in mind:

- Identify a clear purpose
- Establish ground rules
- Provide a common basis for understanding
- Create a framework for the discussion that maintains focus and flow
- Include everyone
- Be an active facilitator
- Summarize discussion and gather student feedback
- Provide relevant resources

THE SUGGESTIONS HERE ARE FURTHER EXPLAINED HERE:

[Managing Difficult Classroom Conversation](#) (Indiana University)
[The Center for Learning and Teaching](#) (University of Michigan)



EXTRA RESOURCES FOR DEALING WITH ONLINE HATE

IF YOU ARE EXPERIENCING CYBERBULLYING:

1. Screenshot and exit the environment or the app on which it is taking place
2. Block the person or the messages and most importantly do not answer them
3. Save the cyberbullying messages or posts (screenshots).
4. Speak to an adult and call the police if the cyberbullying poses a risk to your physical safety

Best Practices for Responding to Cyberhate

[HTTPS://WWW.ADL.ORG/BEST-PRACTICES-FOR-RESPONDING-TO-CYBERHATE](https://www.adl.org/best-practices-for-responding-to-cyberhate)

How to Confront Online Racism?

[HTTPS://MUSEEHOLOCAUSTE.CA/EN/RESOURCES-TRAINING/HOW-TO-CONFRONT-ONLINE-RACISM/](https://museeholo.ca/en/resources-training/how-to-confront-online-racism/)

MediaSmarts

[HTTPS://MEDIASMARTS.CA/](https://mediasmarts.ca/)

Online Hate Prevention Institute

[HTTPS://OHPL.ORG.AU/](https://ohpl.org.au/)

Council of Europe

[HTTPS://WWW.COE.INT/EN/WEB/NO-HATE-CAMPAIGN/ONLINE-AND-SOCIAL-MEDIA-TOOLS](https://www.coe.int/en/web/no-hate-campaign/online-and-social-media-tools)

JEUNESSE, J'ÉCOUTE

1-800-668-6868 | [HTTPS://JEUNESSEJECOUTE.CA/](https://jeunessejecoute.ca/)

TEL-JEUNES

1-800-263-2266 | [HTTPS://WWW.TELJEUNES.COM](https://www.teljeunes.com)

SUICIDE ACTION MONTRÉAL

514-723-400 | [HTTPS://WWW.SUICIDEACTIONMONTREAL.ORG](https://www.suicideactionmontreal.org)

USEFUL VIDEOS

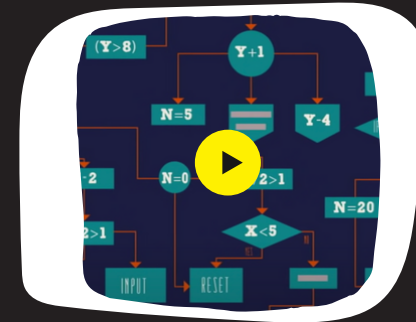
Click anywhere on the videos to play them and learn more about our key concepts and themes!



ONLINE HATE



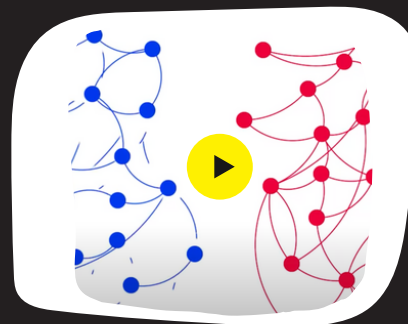
HATE SPEECH



ALGORITHMS



ECHO CHAMBERS



POLARIZATION



SOCIAL MEDIA &
POLARIZATION

LESSON 2

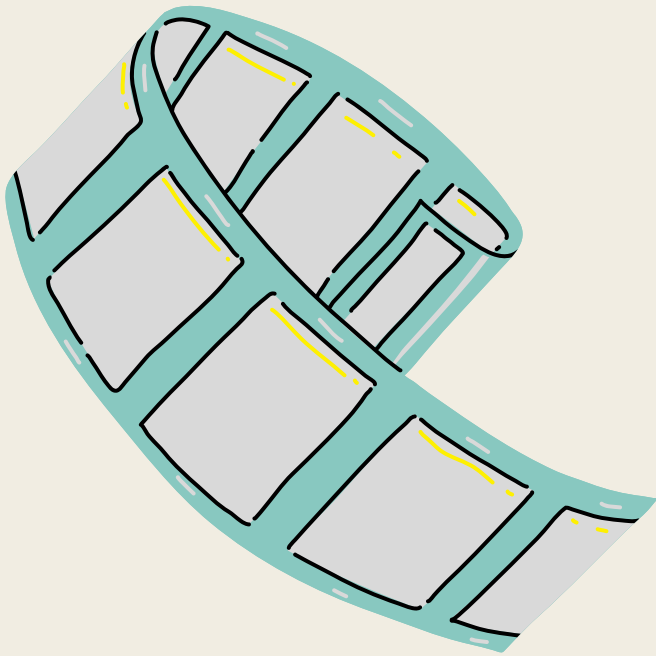
T W O: ART FOR SOCIAL CHANGE

RATIONALE: WHAT IS ART FOR SOCIAL CHANGE ?

Do you know artists who create art to raise awareness or draw attention to an issue or challenge? Can art be useful? Can art be a force for social change?

Art with an intention behind it can impact the people who encounter it. Art can change the way people view themselves and their communities, create a space for expression, challenge systems of oppression, teach people, alter people's perceptions, question beliefs, and more (Jääskeläinen, 2020).

During this lesson, you will learn about art for social change and research some artists who create engaged artworks.



MATERIALS

- Pen & paper (to take notes)
- Homework (*Brainstorm* worksheet)
- To be distributed: *Murugiah's Artworks*, *Art for Social Change*, *Landscape of Hope*, *Conceptualize Your Video* worksheet

WORK TIME

- Quick recap on the *Explore Your Echo* project
- Introduction to the keywords & concepts of the day
- Introduction to art for social change, and to the artists featured in the presentation (Murugiah, Davis & Landscape of Hope)
- Discussion on the topic of art for social change and the artists' works
- Class is divided into 3 groups, each group gets a social change artist worksheet
- Work on the *Reflective Practice* worksheet

HAND-IN

- *Reflective Practice* worksheet
- *Brainstorm* worksheet

WORK ON

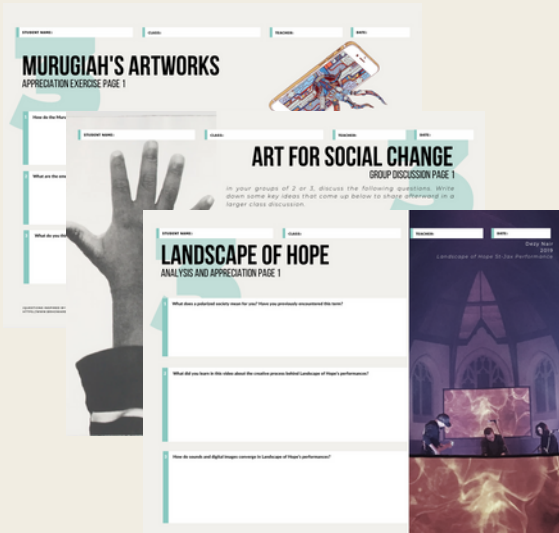
Either *Murugiah's Artworks*, *Art for Social Change*, or *Landscape of Hope*, worksheet depending on the group you are on. Hand in the worksheet at the end of the lesson

CLOSURE

- Group discusses what kind of answers they wrote down in response to the worksheets

HOMEWORK

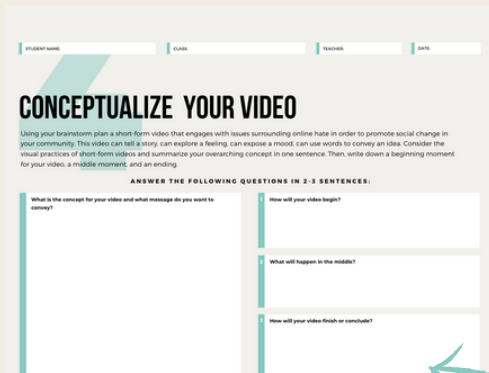
- *Conceptualize Your Video* worksheet to be completed as a group (your short-form video group of 2-3 students)



NADIA MYRE
SCATTERED REMAINS...



MANUEL MATHIEU
TO BE WHOLE/THE ENCOUNTER



HOW CAN WE RESPOND TO ONLINE HATE?

One way to respond to online hate is to raise awareness through art about online hate speech at school or in your community. Many artists create art to respond to pressing social issues or represent the change they would like to see in the world.

HOW CAN ARTS AND CULTURE SERVE AS A FORCE FOR SOCIAL CHANGE?

"Instead of just portraying or reflecting the power structures around us, activist or socially engaged art addresses those structures directly. In doing so, it becomes a kind of social or political currency, and creates the conditions for society to shift. It's arte útil, or 'useful art'" (TATE, 2022). [See TATE & TEDx videos]

“USEFUL ART IS ABOUT TRANSFORMING PEOPLE’S LIVES, EVEN ON A SMALL SCALE. IT IS ART AS ACTIVISM AND ACTIVISM AS ART.”

TANIA BRUGUERA, TATE EXCHANGE
LEAD ARTIST 2018-19

10

DIGITAL COMPETENCY:
SOLVING DIVERSE
PROBLEMS



TATE: ART FOR SOCIAL
CHANGE



TEDX: ART IS A
WEAPON FOR SOCIAL
CHANGE



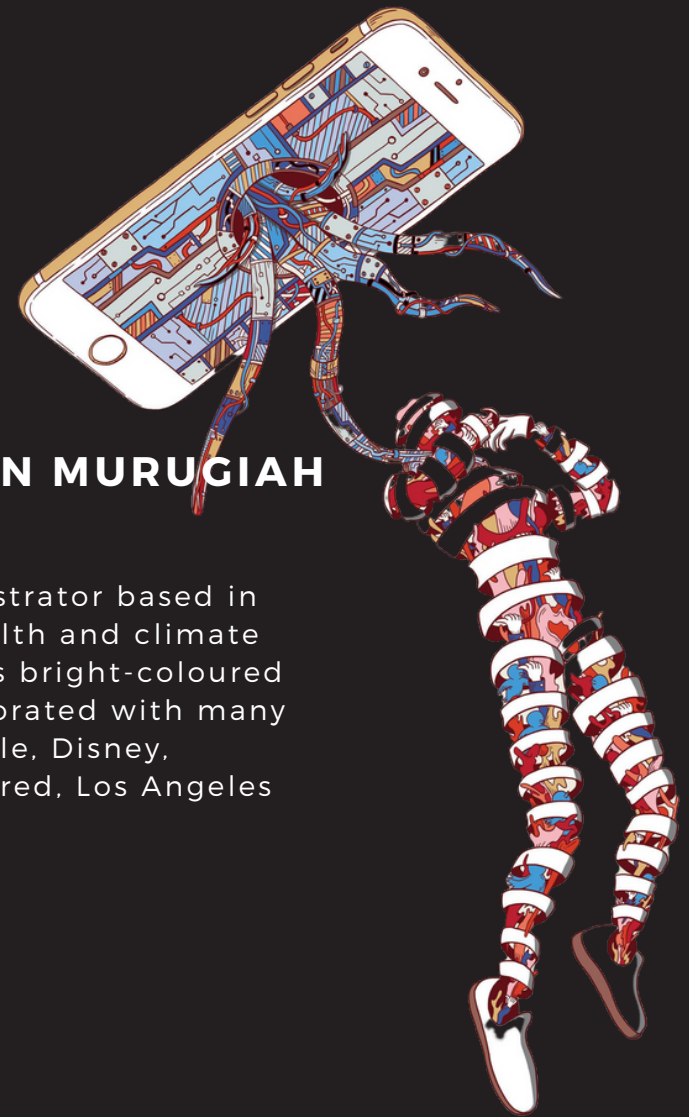
ECHO STUDENT
PRESENTATION

For some questions to prompt a class discussion around art & social change.






INTRODUCING SARMELAN MURUGIAH

Murugiah is a Sri-Lankan British illustrator based in London, UK. He explores mental health and climate change, amongst other things, in his bright-coloured detailed illustrations. He has collaborated with many well-known companies, such as Apple, Disney, Marvel, Facebook, Penguin, Vans, Wired, Los Angeles Times, and Mondo (Murugiah, 2022).



*Sharmelan
Murugiah*

 [Website](#)
 [Instagram](#)
 [Twitter](#)



Sharmelan Murugiah
2021
Jack Woodhams




Sharmelan Murugiah
2017
Unknown



INTRODUCING DAMON DAVIS

Damon Davis is a multidisciplinary artist from Missouri, USA, who has won numerous awards. He aims to counter systems of oppression through his artistic practice (<https://heartacheandpaint.com/Bio>).

Our guide features his work from the series *All Hands on Deck*. He created these photographs after police killed Michael Brown Jr. in August 2014. He spread images of this series as a callout for change on walls of buildings throughout the town of Ferguson, where the event occurred.

 [Website](#)
 [Instagram](#)
 [Facebook](#)



Damon Davis
2015
All Hands on Deck

INTRODUCING LANDSCAPE OF HOPE

Landscape of Hope is a unique, sample-based remixing project that magnifies youth narratives as they pertain to building resilience against racism, discrimination, prejudice and cyberbullying.

St-JAX PERFORMANCE

In the weeks prior to the performance Landscape of Hope invited Concordia Art Education and Theology students to co-create multimedia material with students from l'École des arts visuels et médiatiques de l'Université du Québec à Montréal for a special theologically themed performance. Professors Vivek Venkatesh (Concordia) and Martin Lalonde (UQAM), and research assistants Léah Snider (Art Education, Concordia), Éva Roy (Art Education, Concordia) and Dezaye Nair (Media Studies, Concordia) facilitated a digital arts workshop introducing students to theological questions and enabling them to contribute to Landscape of Hope's growing body of digital materials surrounding the way in which we address the concepts of hate and hope in postmodern society.

03

VISUAL ARTS
COMPETENCY:
APPRECIATING IMAGES

APPRECIATION
WORKSHEET (LOH)

LOH: ST-JAX
PERFORMANCE

MORE SOCIAL CHANGE ARTISTS

If time permits, invite students to research an artist who makes art for social change. They can choose an artist from the following list or another one of their choice. Students can then present their artist to the class.



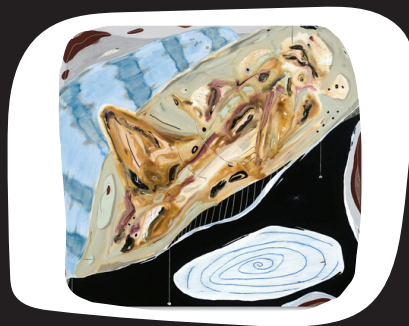
TATYANA FAZLALIZADEH
STOP TELLING WOMEN TO SMILE



AI WEIWEI
LIFE JACKETS INSTALLATIONS



JACYNTHE CARRIER
HUIS CLOS



MANUEL MATHIEU
TO BE WHOLE/THE ENCOUNTER



NADIA MYRE
SCATTERED REMAINS...



QUENTIN VERCETTY
QUEENS PARK 3017

LESSON 3

THREE: SHORT-FORM VIDEOS

RATIONALE: WHAT ARE SHORT-FORM VIDEOS?

Do you watch videos on TikTok? Shorts on YouTube? Reels on Instagram? What do you notice that is similar in all these videos?

Short-form videos can be anywhere between 15 seconds and 3 minutes and have become very popular in the past years. These types of videos have many visual practices associated with them. They are vertically formatted and often include music or sounds, filters, effects, and, notably, overlaid text. Short-form videos are a popular format as videos on TikTok, as Reels on Instagram, as Shorts on Youtube, and in a way, on almost all social media platforms today. These videos cover various topics, from humorous sketches to cooking or beauty advice. These videos can also be educational and artistic.

During this lesson, you will begin the steps of planning and creating your own short-form video to raise awareness about online hate.



02

**VISUAL ARTS
COMPETENCY:
APPRECIATING IMAGES**

07

**DIGITAL COMPETENCY:
PRODUCING CONTENT**

12

**DIGITAL COMPETENCY:
ADOPTING AN INNOVATIVE
APPROACH**

MATERIALS

- Pen & paper (to take notes)
- Colouring pencils and/or markers
- Homework (*Conceptualize Your Video* worksheet)
- To be distributed: *Storyboard* worksheet

WORK TIME

- Quick recap on what was accomplished last lesson
- Introduction to the keywords & concepts of the day (short-form video, storyboarding, camera shots)
- Introduction to short-form videos, the art project, & storyboarding
- Discussion on what short-form videos are, how they convey messages, and how they can be artful
- Present examples of storyboards
- Get into your groups of 2 or 3
- Work on the *Storyboard* worksheet (groups may require their past worksheets to work off their ideas)

HAND-IN

Conceptualize Your Video worksheet

WORK ON

Storyboard worksheet

CLOSURE

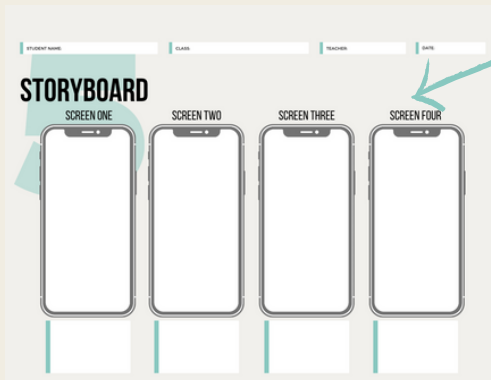
- Group discusses what kind of sketches and ideas they generated in preparation for their short-form video

HOMEWORK

- Finish *Storyboard* worksheet
- Bring in any props you may require in your short-form video



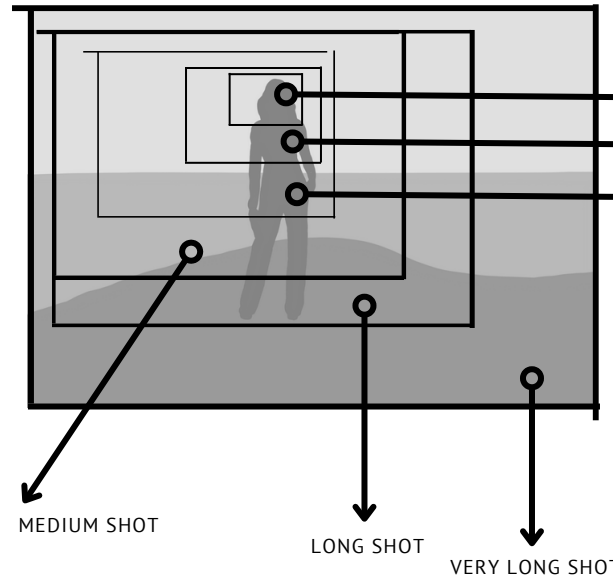
CLICK VIDEOS TO VIEW
SOME EXAMPLES
ÉVA ROY & EMMA JUNE HUEBNER



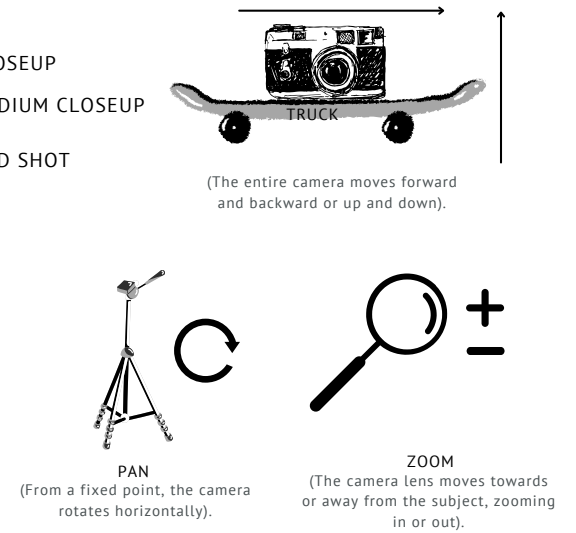
LESSON 3

VOCABULARY CHEAT SHEET

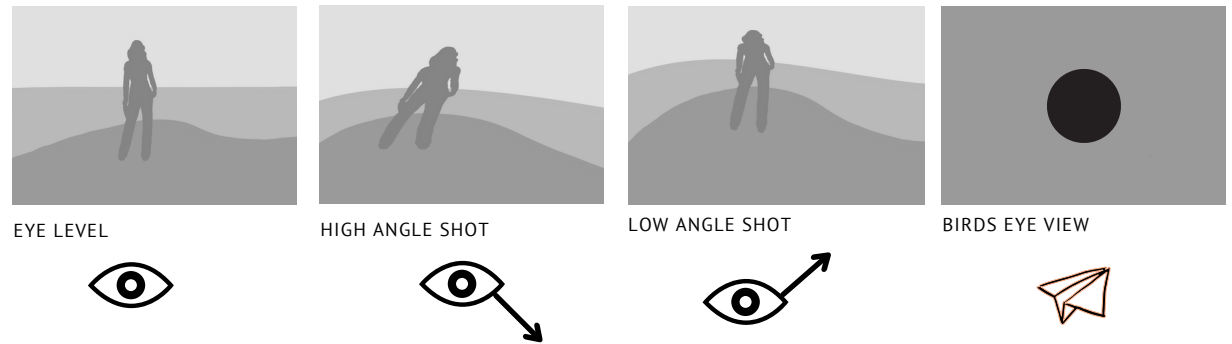
CAMERA SHOTS



LENS MOVEMENT



CAMERA ANGLES



1 MINUTE SHORT-FORM VIDEO ART PROJECT

BRIEF DESCRIPTION

Using the instructions and worksheets in the student guide found on pages 25 to 37, students will create a 1-minute short-form video that engages with issues surrounding online hate in order to promote social change in their community.

Short-form videos can be anywhere between 15 seconds and 3 minutes and have become very popular in the past years. These types of videos have many visual practices associated with them. They are vertically formatted and often include music or sounds, filters, effects, and, notably, overlaid text. Short-form videos are a popular format as videos on TikTok, as Reels on Instagram, as Shorts on Youtube, and in a way, on almost all social media platforms today. These videos cover various topics, from humorous sketches to cooking or beauty advice. These videos can also be educational and artistic.



[FREE MUSIC ARCHIVE](#)
[COPYRIGHT-FREE](#)
[MUSIC](#)



[FREE COPYRIGHT-FREE](#)
[SOUNDS AND EFFECTS](#)



[SHORT-FORM](#)
[VIDEOS](#)

Click here for examples of videos from this project. One example is a literal representation of online hate, while the second example is more metaphorical. Allow students to take any approach and direction they prefer.

SHORT-FORM VIDEO BEST PRACTICES



Best practices are a general framework of ethical guidelines that can be followed. A best practice can be "a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption" (Merriam-Webster Dictionary).

HOW DO YOU MAKE VIDEOS ACCESSIBLE? (MAHONEY, 2021)

- Consider adding closed captions and text overlays.
 - You can add automatic captions in TikTok.
 - You can also add DIY captions by adding text overlays on your video in Canva.
- Use an accessible format and design.
 - Think carefully about colour contrast, font size, font style, and text placement to make sure everything is visible. Using light colours on dark backgrounds is usually what is most accessible.
- Include video descriptions.
 - You can record yourself describing the video and make this audio file available to people with visual disabilities.
 - You can also include a text description of the video in the comments of your video if you plan on sharing it on TikTok.

02

VISUAL ARTS
COMPETENCY:
APPRECIATING IMAGES

08

DIGITAL COMPETENCY:
FOSTER INCLUSION AND
ADDRESS DIVERSE NEEDS

LESSONS 4 & 5

FOUR & FIVE: FILMING/ CINEMATIC LANGUAGE

RATIONALE: HOW TO PRODUCE SHORT-FORM VIDEOS

During this lesson, you will shoot your short-form video. Carefully consider what you planned in your storyboard and the cinematic language covered during the last class. It is ok to film more images than you think. It helps if you have various choices of shots when you begin editing. If you make a mistake, don't worry! The magic of digital filmmaking is that you can start over as many times as you need. Have fun shooting your video!

In the following pages, specific equipment is suggested. You probably have everything you need or can borrow equipment from your classroom or school.



MATERIALS

- Pen & paper (to take notes)
- Colouring pencils and/or markers
- Homework (*Storyboard* worksheet)
- Filming equipment (smartphone, tablet, camera)
- Any props you may require for your short-form video production
- USB stick (optional)

WORK TIME

- Quick recap on what was accomplished the last lesson
- Introduction to the keywords & concepts of the day (camera shots (e.g. close-up, long shot, etc.), camera angles, lens movement)
- Introduction to cinematic language and techniques
- Discussion about storyboards
- Get into your groups of 2 or 3
- Work on shooting your short-form videos

HAND-IN

Storyboard worksheet

WORK ON

Filming your short-form videos in groups

CLOSURE

- Group discusses what cinematic techniques were used today and why, what worked, and what can be improved next time

HOMEWORK

- Homework break

LESSONS 6 & 7

SIX & SEVEN: EDITING

RATIONALE: HOW WILL WE EDIT OUR SHORT-FORM VIDEO?

Once your group is done filming your short-form video, you will be ready for editing. Knowing when you are done filming will be easier if you rely on your storyboard worksheet. Compile all your clips and import them into Canva's free online video editing tool. If you have never used Canva before, make sure to create an account and write down your password in order to be able to return to your saved project later.

Create an account in order to start a new project. Then, choose TikTok video as the type of video to create. This will ensure the format of your video is vertical. You can begin from a template but a blank project will allow you more freedom of expression. Continue by importing your videos, music, and sounds. Following your storyboard, add your clips to your project timeline in the correct order. If you wish, add overlays of texts, images, and animations by exploring the different options on Canva's left menu. There are lots of options of fonts, have fun, but make sure to only use the free options (the options that do not have a small crown next to them)!



HOW TO USE CANVA
TO EDIT

MATERIALS

- Pen & paper (to take notes)
- *Storyboard* worksheet
- Editing equipment (smartphone, tablet, computer)
- A Canva account
- USB stick (optional)
- Your group's video clips

WORK TIME

- Quick recap on what was accomplished last lesson
- Introduction to Canva and editing short-form videos
- Get into your groups of 2 or 3
- Work on editing your short-form videos

HAND-IN

Short-form video after the seventh lesson ready to be presented during lesson 8

WORK ON

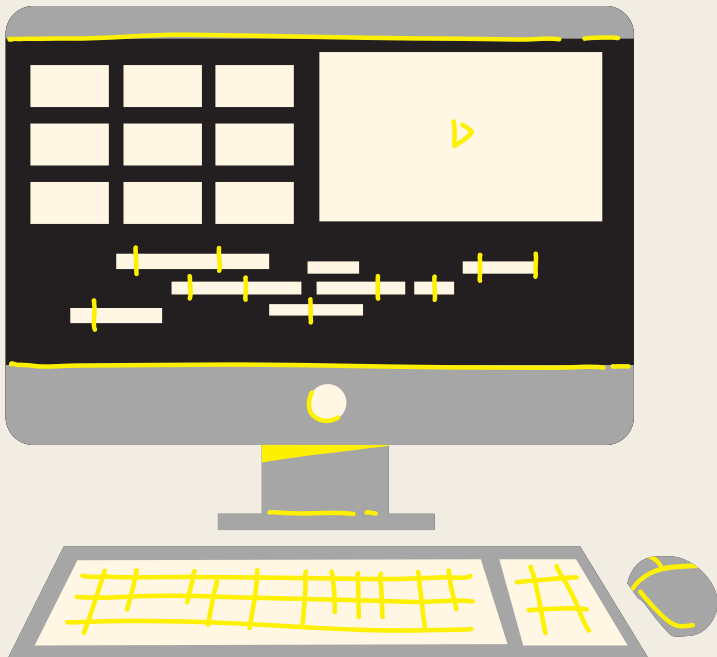
Editing your short-form videos in groups

CLOSURE

- Group discusses what cinematic techniques were used while editing with Canva: why, what worked, and what can be improved next time

HOMEWORK

- Finish editing your short-form video after the seventh lesson



LESSON 8

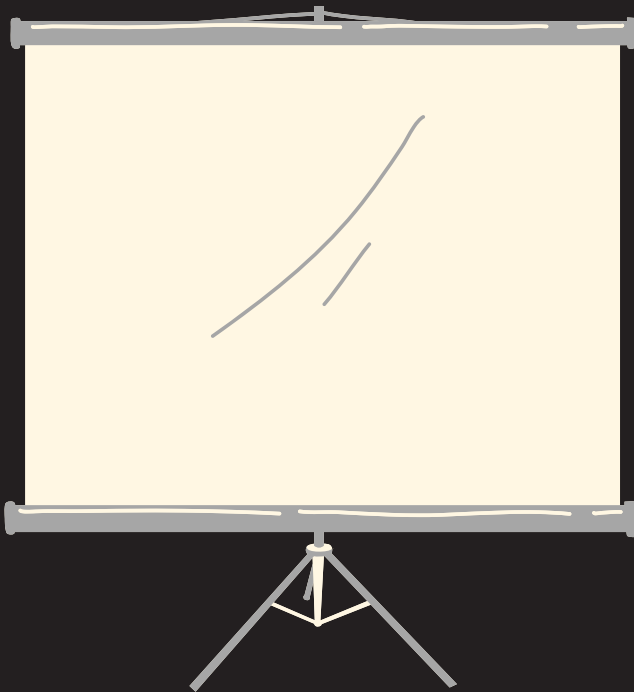
E I G H T: SCREENING THE VIDEOS

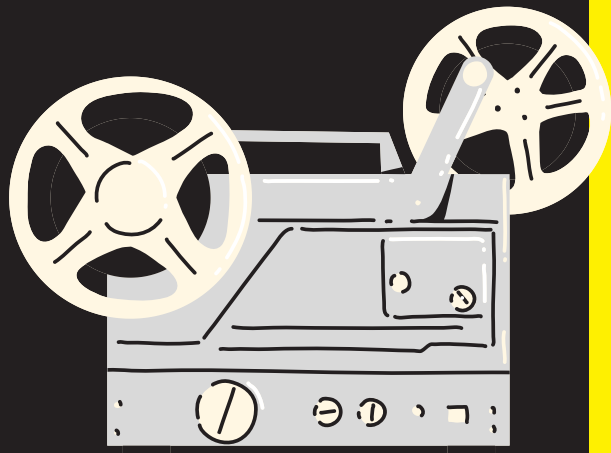
RATIONALE: SCREENING THE SHORT-FORM VIDEOS

The final step of the project is to present the short-form videos to your class and share them with your school and community. This can be done in many ways.

- You can upload all the projects to a website using a free online web design platform such as Weebly or Wix.
- You can organize a school screening in your gym or classroom.
- You can play them on the screens/TVs in your school if your school has them in the hallways.

The goal of this exercise is to appreciate your classmates' works of art and react to their hard work. It is also an opportunity for you and your teammates to explain to your community of learners how you reacted to the prompt and what you learned throughout this project's process.





MATERIALS

- Your short-form video (on a USB stick or sent via WeTransfer/email)
- Projector w/ sound system
- Computer (connected to the projector)

WORK TIME

- View classmates' short-form video and provide feedback.
- Present your team's short-form video and explain your artistic intentions.

HAND-IN

Short-form video.

CLOSURE

- Class discussion on what you have all learned during this process. What was new to you? What did you already know that came in handy?

RUBRIC

EXPLORE YOUR ECHO: RUBRIC

	STUDENT NAME:	CLASS:	DATE:	
	4	3	2	1
CONTENT /10	The short-form video is confident and clearly focused. It holds the viewers' attention. Relevant details enrich the composition.	The short-form video is purposeful and focused. Piece contains some details.	The short-form video related, quality paragraphs, with little or no details.	The short-form video is limited in communicating knowledge. Length is not adequate for development.
ORGANIZATION /5	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization.
PRESENTATION /15	The video is presented skillfully. The group members all contribute greatly to explaining its message and engages in a dynamic conversation with the audience.	The video is presented well. The group members engage in a conversation with the audience.	The video is presented to the audience. The group members have little interaction with the audience.	The video is presented to the audience. The group members have no interaction with the audience
VOICE /10	The group's message has a distinct, unique voice/point of view. It is skillfully adapted to the audience/community.	The group's message has a strong voice/point of view. The video engages the audience.	The group's message uses voice/point of view. The short-form video is targeted to a specific audience.	The group's message/voice/ point of view makes some sense to the audience.
COMPULSARY ELEMENTS - DURATION (1 MIN) - SOUNDS - TEXT /5	The short-form video has all the elements.	The short-form video has most of the elements.	The short-form video has a few elements.	The short-form video has non of the elements.
COMMENTS				Total: /45

WORKSHEETS

STUDENT NAME:

CLASS:

TEACHER:

DATE:

REFLECTIVE PRACTICE

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

1 How have you experienced online hate or witnessed online hate in your community?

2 How does online hate affect your community?

REFLECTIVE PRACTICE

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

3 How does this make you feel or how do you imagine it makes people feel?

4 What would you like to communicate and teach about online hate to your community and school?

STUDENT NAME:

CLASS:

TEACHER:

DATE:

LET'S BRAINSTORM PART ONE

How can you explore or represent your feelings and experience about online hate realistically, metaphorically, or poetically?

Write or illustrate ideas, colours, shapes, or sounds that come to mind when you think about online hate.



LET'S BRAINSTORM PART TWO

What words or sentences can promote a change surrounding online hate in your community?

Write down words, sentences, slogans, poetry, or lyrics that come to mind when you think about promoting change surrounding online hate.



STUDENT NAME:

CLASS:

TEACHER:

DATE:

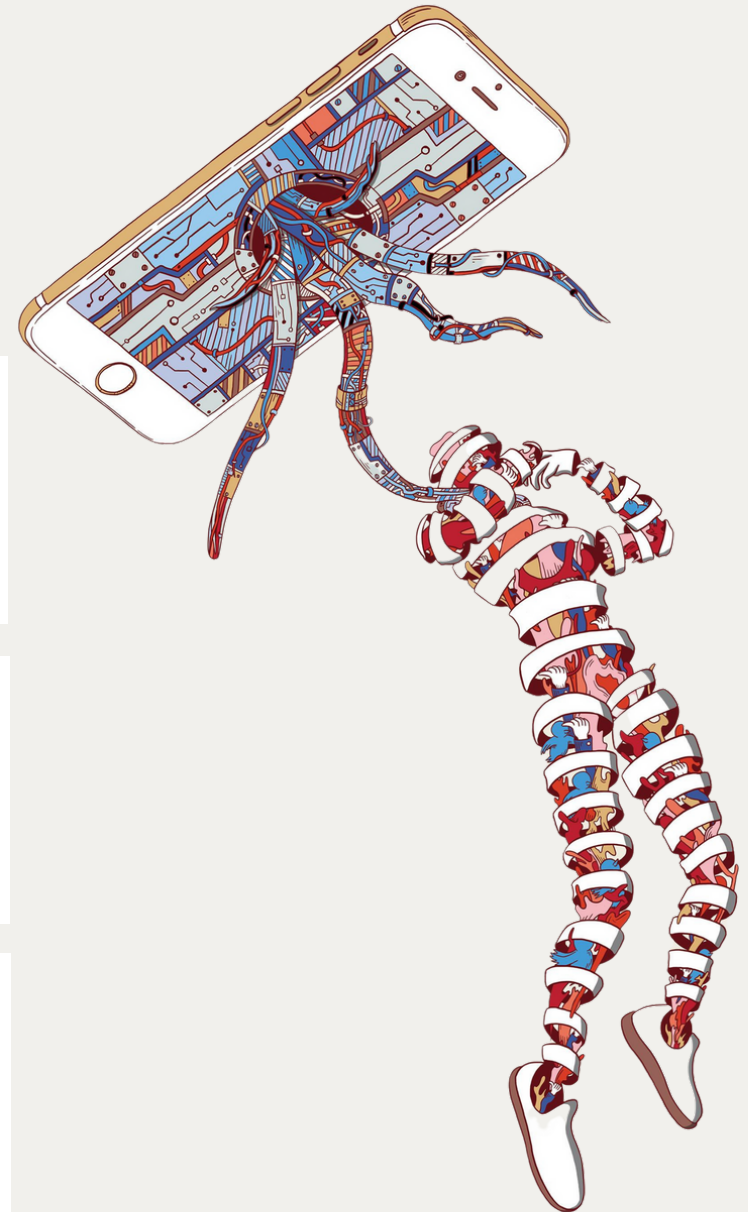
MURUGIAH'S ARTWORKS

APPRECIATION EXERCISE PAGE 1

1 How do the Murugiah artworks make you feel?

2 What are the emotions captured in the pieces?

3 What do you think his artworks are about?



Sharmelan Murugiah
2017
Unknown

MURUGIAH'S ARTWORKS

APPRECIATION EXERCISE PAGE 2

4 What are these pieces doing? Do they tell a story? Document an event? Present an idea?

5 Do these pieces bring to mind any of your own experiences or things you have observed or heard about?

6 How has your opinion changed about this piece from the time you started looking at it until now?



Sharmelan Murugiah
2017
Unknown

STUDENT NAME:

CLASS:

TEACHER:

DATE:

ART FOR SOCIAL CHANGE

GROUP DISCUSSION PAGE 1

in your groups of 2 or 3, discuss the following questions. Write down some key ideas that come up below to share afterward in a larger class discussion.

1. Can art be useful?
2. Can art be a force for social change?
3. Can art help you know yourself better?
4. Can art be a tool for good?
5. Where do art and social action converge?



Damon Davis
2015
All Hands on Deck



Damon Davis
2015
All Hands on Deck

Can you name any artists who engage with social issues in their work and how they do that?

A large, empty white rectangular area intended for a response to the question above. A vertical teal line is on the left side of this area.

STUDENT NAME:

CLASS:

LANDSCAPE OF HOPE

ANALYSIS AND APPRECIATION PAGE 1

1 What does a polarized society mean for you? Have you previously encountered this term?

2 What did you learn in this video about the creative process behind Landscape of Hope's performances?

3 How do sounds and digital images converge in Landscape of Hope's performances?

TEACHER:

DATE:

Dezy Nair
2019

Landscape of Hope St-Jax Performance



LANDSCAPE OF HOPE

ANALYSIS AND APPRECIATION PAGE 2

4 What part of the video stays with you after watching it?

5 Do you think live performances are an effective way to raise awareness surrounding social issues?

Dezy Nair
2019
Landscape of Hope St-Jax Performance



STUDENT NAME:

CLASS:

TEACHER:

DATE:

CONCEPTUALIZE YOUR VIDEO

Using your brainstorm plan a short-form video that engages with issues surrounding online hate in order to promote social change in your community. This video can tell a story, can explore a feeling, can expose a mood, can use words to convey an idea. Consider the visual practices of short-form videos and summarize your overarching concept in one sentence. Then, write down a beginning moment for your video, a middle moment, and an ending.

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

What is the concept for your video and what message do you want to convey?

1 How will your video begin?

2 What will happen in the middle?

3 How will your video finish or conclude?

STUDENT NAME:

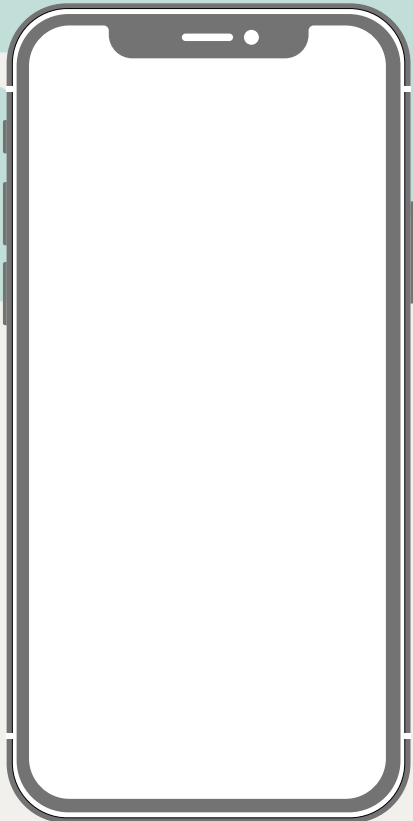
CLASS:

TEACHER:

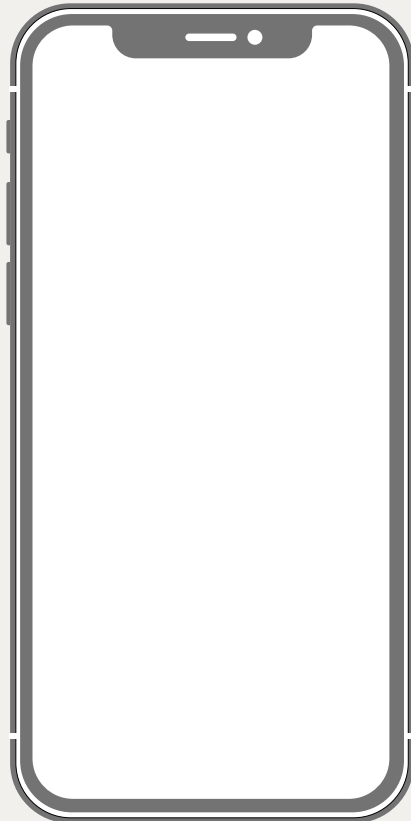
DATE:

STORYBOARD

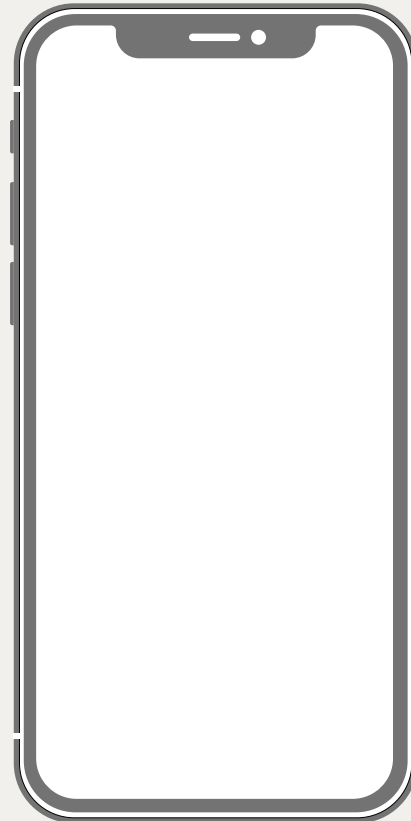
SCREEN ONE



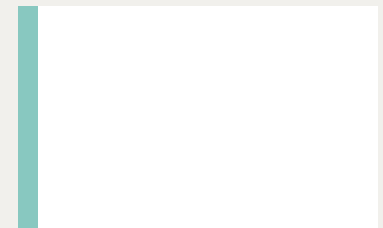
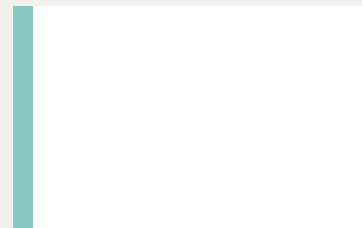
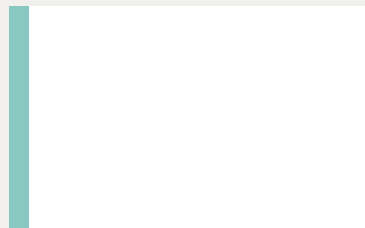
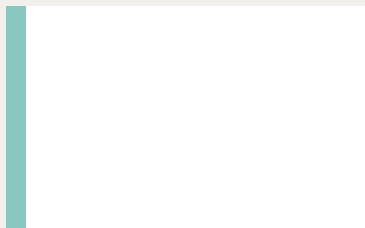
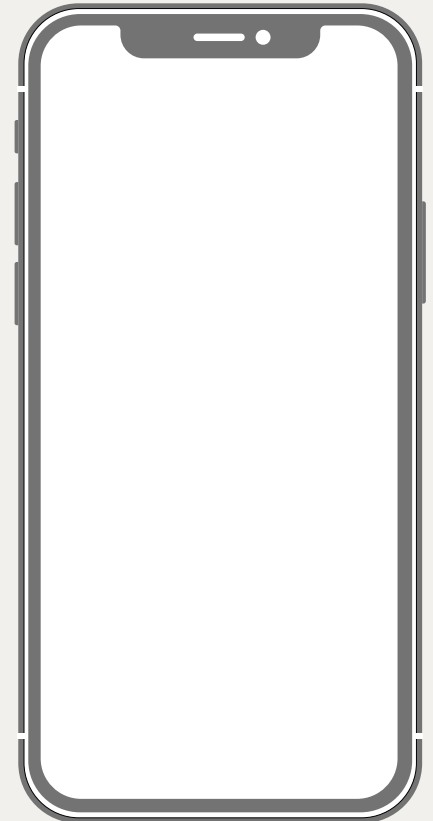
SCREEN TWO



SCREEN THREE

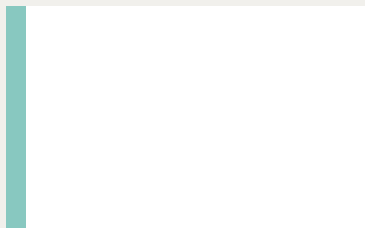
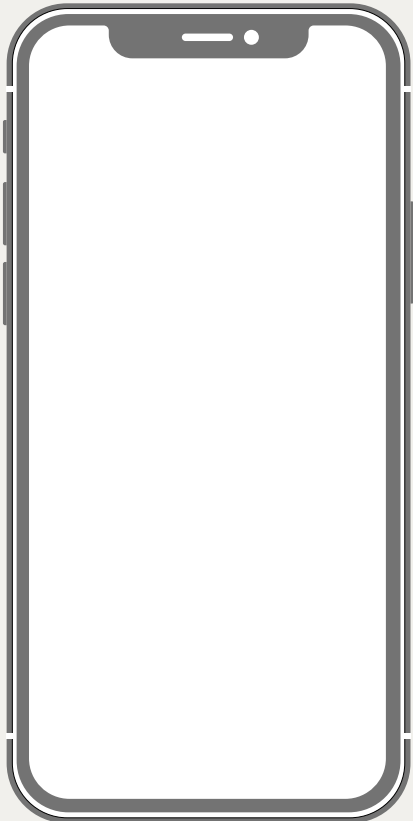


SCREEN FOUR

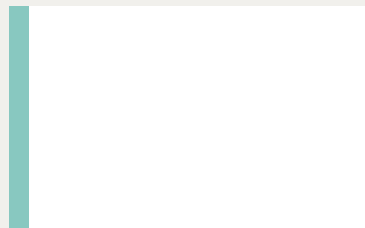
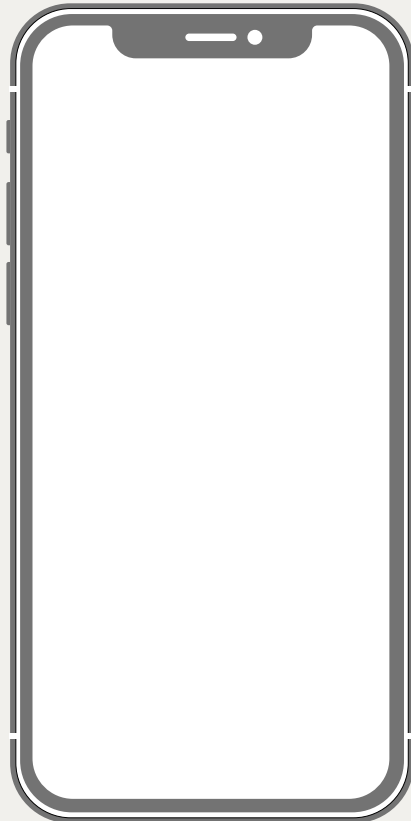


STORYBOARD

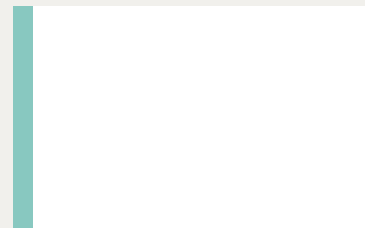
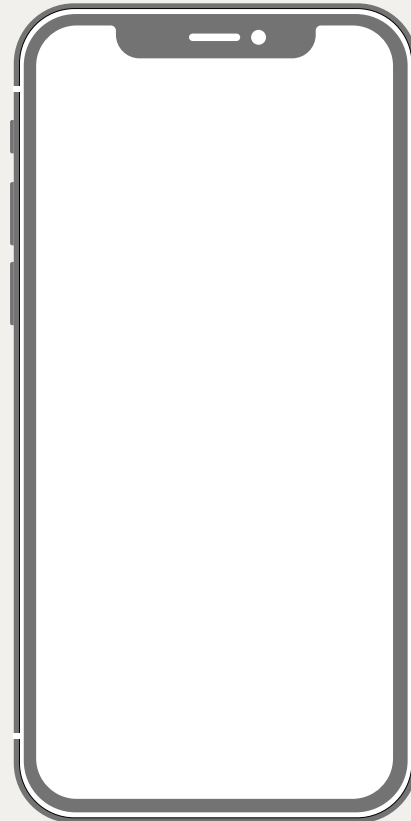
SCREEN FIVE



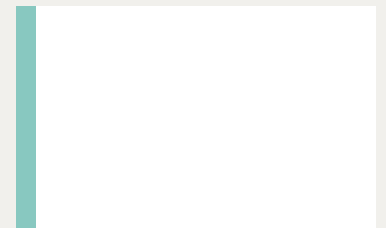
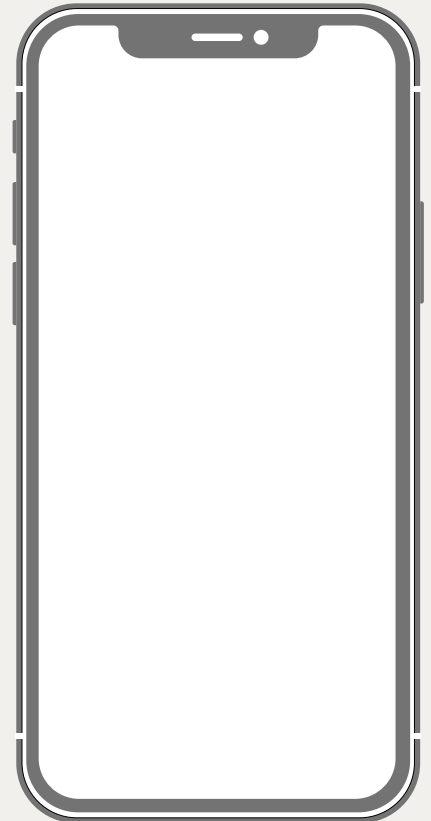
SCREEN SIX



SCREEN SEVEN



SCREEN EIGHT



ADDITIONAL RESOURCES

VIDEOS

ARTE Regards - Haine en ligne

<https://www.youtube.com/watch?v=0FJki0I366g>

COMMON SENSE EDUCATION - Teen Voices: Hate Speech Online

<https://www.youtube.com/watch?v=8vUdWpwLv10>

COMMON SENSE EDUCATION - 5 Ways to Deal with Hate Speech Online

<https://www.youtube.com/watch?v=77j7Wfussrc>

Comment réagir à un discours de haine en ligne ?

<https://www.youtube.com/watch?v=rKIHupybHEQ>

GREAT BIG ACTIVISM - Creating Change: Art as Activism

<https://www.youtube.com/watch?v=JiQ39t2v6u8>

Lutter contre la haine en ligne anti-LGBT+ avec Têtu

<https://www.youtube.com/watch?v=yLNbbxokGvM>

MAJ - L'actualité pour les jeunes

<https://ici.radio-canada.ca/jeunesse/maj>

PEDAGOGICAL TOOLS

MEDIASMARTS: Canada's Center for Digital and Media Literacy

<https://mediasmarts.ca/>

PROJECT SOMONE

<https://projectsomeone.ca/>

SERVICE NATIONAL DU RÉCIT DU DOMAINE DES ARTS

<https://www.recitarts.ca/>

STOP LES CYBERVIOLENCES: Situation d'apprentissage et d'évaluation (SAÉ)

incluant un guide pédagogique pour les écoles secondaires intitulée

Cyberviolences chez les jeunes.

<https://stoplescyberviolences.ca/>

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PREPARED BY
EMMA JUNE HUEBNER & ÉVA ROY

2022



United Nations
Educational, Scientific and
Cultural Organization



• "UNESCO Chair in Prevention of Rad
• Violent Extremism", Université de St
• Concordia University, Université du Q

Someone
social media education every day