

MEDIA LITERACY FOR ALL: A GUIDE TO INCLUSIVE MEDIA EDUCATION

Institute of Communication Studies

Instructional Principles

MEDIA LITERACY FOR ALL: A GUIDE TO INCLUSIVE MEDIA EDUCATION

- INSTRUCTIONAL PRINCIPLES –

Institute of Communication Studies
April 2024

Title:
A Guide to Inclusive Media Education – Instructional Principles

Publisher:
Institute of Communication Studies
"Jurij Gagarin" no.17-1-1, Skopje www.iks.edu.mk

About the publisher:
Assoc. Prof. Dr.sc Zaneta Trajkoska

Edition:
ResPublica
Authors:
Jordanka Cherepnalkova Trajkoska, Prof. Dr.sc Meri Karanfilovska, Institute of Communication Studies, MA Vildan Dautovska, MA Viktorija Paunoska, Assoc. Prof. Dr.sc Zaneta Trajkoska

Editor:
Assoc. Prof. Dr.sc Zaneta Trajkoska

Review:
Prof. Dr.sc Vesna Sopar, Institute of Communication Studies, Aleksandra Temenugova, Media Literacy Expert, Institute of Communication Studies

Translation from Macedonian:
Olivera Celeska

Design:
Tatjana Koceva

Technical editing:
Dejan Joveski

Place and year of publication:
Skopje, April 2024

This guide was created as part of the Inclusive and Creative Media Education (ICME) project. The project is coordinated by the Finnish National Audiovisual Institute and is carried out together with the Institute of Communication Studies and the University of Florence in Italy. The project aims to develop operational models of innovative media literacy activities from inclusive and creative perspectives.

Funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

CONTENT

01 About the Guide 5
Why this Guide? 5
Who participated in the preparation of the guide? 6
What to expect and who is it intended for? 6

02 What is inclusive media education and why does inclusivity matter? 7
Education from the perspective of equality and equity 7
Why is it important to promote equality in media literacy activities? 8

03 What do instructional principles mean for inclusive media education? 10

04 Activities that follow the instructional principles of inclusive media education 17
Activity 1 – integrated activity with a focus on the subjects Social Studies and Arts 18
Activity 2 – free student activity with a focus on creativity and understanding the instructions 22
Activity 3 – inspiration for verse creation through a keyword search on the Internet 25
Activity 4 – creative activity with a focus on participation and contextualization 28
Activity 5 – integrated activity for media literacy and equality 31

05 Conclusion 35

APPENDICES 37
Appendix 1. "My inclusive media education diary" 38
Appendix 2. Plan for the implementation of activity 1: "How to contribute to my safety and the safety of others in traffic" 41
Appendix 3. Plan for the implementation of activity 3: "My song - my picture of a colorful world" 43
Appendix 4. Plan for the implementation of activity 4: "Get to know our homeland to love it more" 44
Appendix 5. Plan for the realization of activity 5: "March 8 - International Women's Day" 45
Appendix 6. Three awarded pupils at the contest "My poem - my picture of a colorful world" with the participation of their poems prepared within the activity of the same name 46

References: 48

01 ABOUT THE GUIDE

Why this Guide?

The guide has been prepared with the aim of helping teachers to reflect upon and improve their teaching practices by applying instructional principles for ensuring inclusivity in media education.

The instructional principles are guidelines, when planning activities for media education and media literacy, for the teacher to reflect and ensure equal and fair participation of each student, to choose contents that encourage inclusivity, participation, cooperation, to use materials and resources with inclusive content, etc.

The guide explains the application of ten instructional principles:

- Planning the activities within the mandatory guidelines that are in force
- Reflection on one's own activities, attitudes, competencies and development needs
- Overview of available resources and planning of media education accordingly
- Using content and materials that support equality
- Cooperation wherever possible
- Media education done in a participatory and contextualized way
- Encouraging participation in all phases of work
- Making sure the activity is accessible to everyone
- Creating a safe space to learn and work
- Willingness to adapt according to the situation

This guide is an adaptation of the Finnish model of inclusive media education by following the instructional principles in the field of media education. The Finnish model, as well as this guide, were developed as part of the Inclusive and Creative Media Education project in which the Institute of Communication Studies is a partner.

Who is involved in the preparation of the guide?

The application of instructional principles is elaborated in the below-described activities carried out during the months of February and March 2024, in two primary schools from Skopje, Municipal Primary School (OOU) „Jashar Bej“, municipality of Chair and OOU „Ljuben Lape“, municipality of Aerodrom. OOU „Jashar Bej“ is a primary school in which teaching is conducted in three languages of instruction - Macedonian, Albanian and Turkish, while in OOU „Ljuben Lape“ teaching takes place only in the Macedonian language. OOU „Jashar Bey Shkupi“ is located in an ethnically diverse area, and the students‘ families have different socio-economic backgrounds. The advantage of this school is that it is located next to the old Skopje bazaar, right next to the Museum of Macedonia and the Skopje Fortress (Kale), so that it allows for easier implementation of many cultural, historical and social activities.

The school actively participates in many national and international projects. Due to the multi-ethnic composition of the staff and students, the school closely cooperates with many institutions such as: the Ministry of Education and Science, the Bureau for the Development of Education, the Municipality of Chair, the Children‘s Cultural Centre Karposh, the Macedonian Civic Education Centre, the Macedonian Institute for Media, The first children‘s embassy in the world Megjashi, etc. OOU „Ljuben Lape“ successfully implements continuous cooperation and networking with institutions, which enables the development of inclusivity and multiculturalism through education and involvement of teaching staff and students in various external and internal project activities providing care and support for everyone.

The activities that explain the application of the inclusive media education instructional principles were carried out with pupils from the third grade of both schools, one class from „Jashar Bey“ Elementary School where the language of instruction is Turkish and one from „Ljuben Lape“ Elementary School where the language of instruction in Macedonian, conducted by their teachers Ms. Vildan Dautovska and Ms. Victoria Paunoska, respectively, both certified media literacy trainers.

Reflect:

- **In your opinion, why is it important to promote inclusivity?**
- **What strengths do you recognize in your work environment for promoting inclusivity?**
- **Which people in your work environment can contribute to promoting inclusivity?**
- **What do you think would be the easiest way to start developing inclusive actions?**

What to expect and who is it intended for?

The guide provides an explanation of inclusive media education, presents the instructional principles including their application in several activities, and provides questions for reflection.

The examples of activities provided are just that – examples and are intended to encourage you to think about whether you apply all or some of the instructional principles provided in the guide, in what way, how often and how intently, i.e., mindfully you apply them.

The guide is intended and open for use by teachers of grades 1 through 5, form tutors, subject teachers, professional associates and for anyone who believes that there is always room and a need for upgrading, reflecting and revising their own knowledge and skills.

02 WHAT IS INCLUSIVE MEDIA EDUCATION AND WHY IS INCLUSIVITY IMPORTANT?

Various kinds of media content are present in everyday life; therefore, media literacy is an important competence to be used on a daily basis. Media literacy is developed through media education.

Media literacy is a set of skills and it is not equally developed in all individuals and groups, but it varies between and within different groups of people and communities. Factors such as language, education, socio-economic status, living circumstances, cultural background, place of residence, health and age can have an impact on one's ability to use, understand and produce media content. These factors are also related to the patterns of media use, as well as the presence, availability and the appeal of media education.

Inclusive media education encourages and uses pupils' diverse experiences, even those that may seem irrelevant, in the process of learning about media and their lives with media.

Education from the perspective of equality and equity

From the perspective of promoting equality, limited resources, inequality in access to media for different groups and individuals, lack of appropriate skills, insufficient planning and coordination pose the most common challenges in inclusive media education. Too often there is also a narrow understanding of media education, media literacy and the overall impact of media on people's lives. This leads to a situation in which media education is carried out individually and separately by different actors coming from different sectors. It is very important to establish a cooperation that will overcome sectoral and other boundaries in order to increase equality in media education.

An inclusive approach to media education and media literacy focuses on **equality** and **equity** and the inclusion of people from diverse backgrounds. This approach is based on the rights to equality, freedom of expression and education.

Inclusivity in media education also implies **aligning** the achievement of externally set **learning goals** with **the needs of students** and the general well-being, keeping in mind the limitation imposed by the duration of the curricula.

To promote equality, media education should **take into account the competencies and skills of individuals**, which is very easily overlooked if only the needs of different population groups, viewed as a whole, are highlighted and taken into account.

In the process of defining priorities and topics, ensuring inclusivity in media education activities also requires **the involvement of educators with a different background than media**. The expertise of non-governmental organizations, various experts and peers should be used to a

greater extent in media education. This can be made possible through contacts between the various actors in media education.

Overall, **peer-to-peer activities** are considered a good way to increase accessibility and equity in media literacy. Through peer activities, students facing similar challenges can share their experiences. Experts, on the other hand, can use examples to encourage those who face challenging situations to overcome them.

In today's text-and-media-dominated society, being linguistically challenged in some way can lead to exclusion. From the perspective of inclusivity, there is a need for **greater and more frequent use of straightforward language with common terminology** in social communication. The greater use of simple, understandable language will allow everyone to more easily receive information, express their ideas and participate in public discussions.

Why is it important to promote equality in media literacy activities?

In addition to building the capacity for an active and critical attitude towards the media, media education and the promotion of media literacy also build **competencies for influencing the media culture**.

Media education takes place within and emerges from the dominant individualistic media culture. Such a media culture encourages individualistic use of the media which, in turn, can lead to a situation in which people have fewer opportunities to hear different opinions and form a common understanding. In the context of inclusion, it is very important to **promote pluralism, media literacy** and **common understanding**.

Without **accessible and equal media education for all**, a pluralistic media culture cannot exist. It is very important to understand that *by promoting equality and accessibility in media education, media literacy and media culture, everyone becomes more included in society and democracy is strengthened*. Promoting equality and accessibility does not mean only special solutions intended for certain groups of the population. From a more general perspective, promoting accessibility and equity **improves the conditions for everyone to function in the media environment** and thereby supports the level of confidence and control over media culture, at different stages of life.

In the context of media education, inclusion and inclusivity refer to the expansion of the scope of target groups, including those who have difficulties accessing them, on one hand, but also to the increase in the use of multimodal texts and technologies, on the other. Hence, the goal of inclusive media education would be for all children and youth, regardless of culture, gender, or language, **to enjoy the benefits of media literacy and of full participation in public life**.

In this context, globally, a large number of media education programs focus on developing special programs for greater inclusion of marginalized social groups, such as pensioners, people with disabilities, the underprivileged, ethnic minorities, youth living in segregated parts of the city, at-risk youth, etc. The purpose of these programs is to hear the voice and opinion of these marginalized groups.

On the other hand, inclusive media education educates pupils and students (most of whom do not belong to marginalized groups) in ways in which social justice, fairness and cooperation are fostered, regardless of the students' socio-cultural background, and supports children and young people in dealing with the dominance and hegemony of the white race in the media space.

Media portrayals of people and situations often reinforce prejudice and stereotypes, thus contributing to social division, discrimination and exclusion. Therefore, inclusive education for media literacy should at the same time be **aimed at the majority of students and at students who live on the margins of society**. Apart from educating children to analyse and critically evaluate media messages, media education can also support children and young people in using media to **connect with people from different cultures and countries** and to take **a stand against negative stereotypes** and assumptions about others. Media education can contribute to a more inclusive society in various and complex ways.

03 WHAT DO INSTRUCTIONAL PRINCIPLES MEAN FOR INCLUSIVE MEDIA EDUCATION?

Planning and designing **inclusive media literacy work** is no simple or easy task. It takes time, dedication, experimentation and learning. However, there is always an opportunity for everyone to do something. You can take small steps and you don‘t have to do it all on your own. It is important to start with courage, even if you do not know everything in advance.

Development is a shared process: everyone can learn from others and everyone has something to teach to others. Activities can be planned and implemented independently, with a partner or colleague, with stakeholders and networks or together with participants. **Leadership, planning and structure are important in creating equal work conditions**.

These instructional principles have been prepared by partners from the Finnish National Audiovisual Institute (KAVI), and are intended to serve as a ‚checklist‘ to help you reflect and find ways to improve your own practice. Instead of ready-made content, the instructional principles will help you start or develop your work further. They are not precise instructions, but rather a collection of perspectives, considerations and advice that may be helpful in planning activities. They are also a basis for discussion and for identifying your own strengths. You can begin to look at them in terms of, for example, the principle that you consider most important.

Instructional principles should be considered from three perspectives: 1) the perspective of media education practices, 2) the perspective of teaching materials, and 3) the perspective of communication.

Feel free to adapt the instructional principles and their content to suit your work. You can also supplement and develop them based on your experience and expertise.

INSTRUCTIONAL PRINCIPLE 1:
Planning the activities within the valid and mandatory guidelines

Media education and equality are regulated by a number of laws and other guidelines. Understand which of these documents are binding for you and which have the role of a guide for your actions - considering media equality education.

When planning activities, consider all directions and plans that apply to your activities. Try to keep equality in focus. Set goals and objectives for media education activities, based on your long-term equity building guidelines and plans.

Make a visible connection between the media educational material you produce and the policies that guide it, so that the user is aware of the connection.

Examples of documents that provide guidance for the work on inclusive media literacy:

- A Framework for Media Literacy in Elementary Education, Bureau of Educational Development
- Handbook of media literacy for youth, media and civil society organizations
- Media Literacy Network
- The Universal Declaration of Human Rights (Official Gazette of RM No. 57/93)
- UN Convention on the Rights of the Child (Official Gazette of RM No. 12/02)
- UN Committee on the Rights of the Child General Comment on Children's Rights in Relation to the Digital Environment
- The Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse of the Council of Europe (The Lanzarote Convention) (Official Gazette of RM No. 135/10)
- The law on protection of personal data

Reflect:

- **Which documents are mandatory, binding and must be followed in your work, and which are not binding but give good guidance?**

INSTRUCTIONAL PRINCIPLE 2:
Reflection on one's own activities, attitudes, competencies and development needs

Reflecting on your own work is a continuous process, and it is good to plan times when you can reflect on your own work, for example, in the same context as when you assess students' learning/knowledge. You can even do a reflection in collaboration with the students.

Set goals for your inclusive media education activities and measure how well they have been achieved.

Also consider the teacher's responsibility in media education activities: For example, is your approach gender-sensitive and does it follow your governing guidelines? Are you setting an example through your actions to promote equality and inclusivity? Are you open to meeting and talking about different perspectives?

Also think about the material you are preparing and whether it reflects the values of your work. Check if old material is updated. Consider how you choose the images, themes, etc. that you will use in the material. Does the material promote diverse perspectives and people?

Put into practice the conclusions you reached in the reflection process. Media education in itself can be a means of developing one's own skills and attitudes. One way to put the results of reflection into practice, thus developing actions, is to pilot new ideas.

Reflect:

- **In your work, when is there an opportunity for reflection or for improving your skills or attitudes, as part of media education activities?**
- **Does the material reflect the values of the activities? Did you update the old material?**

INSTRUCTIONAL PRINCIPLE 3: Overview of available resources and planning of media education within the resources

Make sure you have enough resources to get the job done. The way resources are managed can affect resource sufficiency. Where necessary, look for opportunities to increase resources. Actively lobby higher up to increase resources and pursue grant opportunities.

However, don't stick to existing resources, but go ahead and experiment boldly. Also, remember that working with other organizations can make it possible to work with fewer resources.

Developing media education material that promotes equality does not even require a lot of resources. You can adapt and recycle ready-made materials that can serve different purposes and can be used with different audiences.

Moreover, media education does not always require digital equipment or online access, but can also be conducted using traditional media. If digital equipment is needed but not available, borrow some equipment or opt for co-owning equipment. You can also get creative and make a wide spectrum of media yourself.

Keep in mind that **media education does not necessarily have to be a stand-alone activity - you can try to integrate it with other activities and different topics. Also, equality-building communication does not have to be separate from other communication**. Equality communication tends to reach a wide range of people.

Practical advice

- **Create an annual media education calendar. The goal is to allocate the necessary resources throughout the year and lower the threshold for taking action.**
- **Consider collaboration between school subjects from a media education perspective. Make efforts to integrate media education into them.**
- **Take advantage of the services offered by libraries. Libraries have magazines, books and other materials that you can use on site or borrow.**
- **Provide media education without digital devices by researching local newspapers.**

Learn about local digital equipment rental opportunities.

Reflect:

» **From your school's perspective, how can you increase your resources?**

INSTRUCTIONAL PRINCIPLE 4:
Use content and materials that support equality

Before planning and implementing the activity, have a clear understanding of the key contents of media education, taking into consideration your students; think about different options for implementing the activities and choose the most appropriate ones for your situation.

Implement activities that support equality. Take into account current media phenomena that are important to everyday life and use topics that are common to different groups of students, for example, students' emotional and interaction skills.

Use diverse, high-quality material that supports and promotes equality and is accessible, motivating and relevant. Use a variety of media and make sure the material is appropriate for your students. Sometimes using, for example, a photograph or a drawing/comic can create a basis for discussion, even about challenging topics.

INSTRUCTIONAL PRINCIPLE 5:
Cooperation whenever and wherever possible

Diversity and changes in media culture become more evident through collaboration and collaborative networks.

Reflect:

» **What are the most important, essential areas of content for your students?**

Consider the opportunities for collaboration inside and outside of your school. For instance, consider what local services are available in the vicinity of your school. Identify resources for collaboration.

Consider options for working in partnership or collaboration with professionals from other sectors: discuss, share information and reflect. Create space for collaborative design.

Invite external visitors to your media education activities. Inform visitors in advance about the specificities and competencies of your students.

It is possible, and often wise, to produce media education materials as collaborative projects. Different organizations can use the same basic material for different purposes.

The collaborative network may also include the students' parents/guardians or relatives. Therefore, consider the possibilities of cooperation with them. However, keep in mind that not everyone can have the same capacity (time, resources, knowledge, etc.) to support their children or familiarize themselves with the material.

INSTRUCTIONAL PRINCIPLE 6:

Reflect:

» **Outside of your school, who would you like to collaborate with to promote equality?**

Implementing media education in a participatory and contextualized way

When **planning the activity**, take into consideration the diversity of students. Treat them as individuals and as equals. Plan activities according to students' needs and their level of competence. Motivate students in a way that is best suited to them. Build bridges between school and leisure activities. Draw practical lessons from students' daily lives and media culture.

Prepare and use high-quality teaching **materials**, suitable and interesting for the students. Consider the diversity of people represented in the materials, both in the assignments and in the illustrations. Enhance the material with student-friendly examples.

When **you communicate**, pay attention to the language you use. Include a wide range of people in your communication. Choose appropriate communication methods and channels. Unless your communication is specifically aimed at a specific target group, emphasize equality rather than specific groups.

Reflect:

» **What are the ways to increase participation in your media education activities?**

Practical advice:

» **Look into the research, literature, or other materials for different target groups.**

» **Identify students' wants and needs through discussions, a survey or "dream map[1]" and use this to provide targeted media education content.**

» **Use current examples such as news or social media in your media education teaching.**

1. A visual method for the teams to find the fastest way to the goal, to find a way of harmonizing and achieving the dreams together. A fun and interesting way to measure the result and the outcome, but also of collaborative work on things that are truly important.

INSTRUCTIONAL PRINCIPLE 7:
Encouraging participation in all phases of work

Intentionally lower the threshold for participation. Enhance students' experience as agents of change. Consider the possibility of anonymous participation (e.g. due to the sensitivity of the activity or topic).

Students have a wealth of knowledge to draw upon in designing the activity. Ask them what they want and what kinds of ideas they have. Make sure all students are equally heard and that everyone's perspective is taken into consideration. Use activities that encourage collaboration and peer learning. Together with the students, plan the topics and objectives of the material. Use their skills and knowledge to develop media education activities, materials and content.

Ask students for their opinions on the activities in a variety of ways, then prepare activities, materials and communication based on this information.

INSTRUCTIONAL PRINCIPLE 8:
Making sure that the activity is accessible to everyone

When carrying out the activity, take into account:

- the time and place when the activity is outside school premises - are they easily accessible to students? Make sure all participants get there and the space is accessible. If necessary, use teaching aids for support, so that the activity is accessible to all.
- different visualization tools to reach a common understanding – how can you illustrate your speech, for instance, with concrete examples? Use interpretation and dictionary services wherever necessary.
- accessible and obstacle-free materials - explain the key terms provided in the materials. When possible, provide text and audio versions of the material. Don't forget to include subtitles in the videos. Clear, simple and concise language and text layout will help make the material easier to understand. Use material that appeals to different senses. Provide illustrations in the materials.
- bold and diverse use of different modes and channels of communication to promote accessibility. Communicate through both digital and traditional media.
- captions on the images to explain their content. Choose the language of communication that promotes accessibility. Remember to use consistent language: use the same terms systematically and choose images according to the text.
- social accessibility - how will you promote inclusion when a person is excluded due to discrimination or fear of discrimination? If necessary, organize specific groups for minorities.

Reflect:

- **How can you adapt the most popular materials by using comprehensible language?**

INSTRUCTIONAL PRINCIPLE 9:
Creating a safe space for learning and working

Reflect:

» **What do the safe-space principles include in your school?**

Review with the students the principles and practices associated with a safe space. Make a gender-sensitive and rule-abiding approach your starting point. Ensure that the content of the material complies with the safe-space principles. Use language and images appropriate for the students, but be accurate and truthful - don‘t sugarcoat things.

When using movies, TV shows, games or social media content in media education activities, pay attention to age restrictions. Discuss with the students the external risk factors associated with different media platforms, such as online risks. Use non-discriminatory language in your speech, material and other communications. Communicate with the conscious intention to raise awareness of safe-space principles. Build a safer media culture through your own communication.

Practical advice

» **Use the age information on restrictions provided by The Agency for Audio and Audiovisual Media Services**

INSTRUCTIONAL PRINCIPLE 10:
Readiness to adapt to the situation

Be flexible when designing your inclusive practices. Structure the activity in such a way that students can participate in different ways and at different stages. For example, if someone cannot or does not want to participate in person, they can participate remotely, or if someone does not want to appear at a public event (e.g. a school play), they can participate in the preparations, thus providing their contribution. Use a variety of pedagogical approaches and media. Be brave and creative in taking advantage of situations that arise during the process. Make the material easily accessible and adaptable as needed. Plan tasks in a way that allows for greater clarity and can be broken down into smaller parts - depending on the situation. Be prepared to respond through communication and interact with people.

Reflect:

» **What can contribute to greater flexibility in your activities?**

04 ACTIVITIES THAT FOLLOW THE INSTRUCTIONAL PRINCIPLES OF INCLUSIVE MEDIA EDUCATION

This section presents five activities carried out with third-grade pupils, aged 8, from OOU „Jashar Bey Shkup“ and OOU „Ljuben Lape“, portraying the application of one or more of the instructional principles in the regular curriculum of these schools. For each activity it would be good for the teacher to keep a reflection journal, focusing on the instructional principle(s) that are key to the activity. Suggested reflection questions are provided in Appendix 1. “My Inclusive Media Literacy Journal”, which teachers can follow if they find it useful.

All the activities are within the scope of the planned curriculum and educational objectives, and choosing them shows that the instructional principles can be applied to every activity of the curriculum. Therefore, it is not necessary to come up with new activities, outside the curriculum, but one or more of the instructional principles can be applied when planning the regular activities, in order to make them more inclusive. The number of these activities and the principles applied may vary. In any case, the more principles that are taken into account when planning activities, the better. Appendices 2 to 5 provide the lesson scenarios for each of the activities, and which instructional principle is predominant in the activity and the teachers‘ reflections on how useful it was to follow the principle are provided below. The two teachers kept a reflection journal during the piloting of the instructional principles in the activities.

All the presented activities are part of the curriculum provided for several third-grade subjects and in all of them the focus is on developing media literacy competencies within the native language subject: web browsing (links, keywords, Google) and creating simple media content.

NB: It is important to note that it is very difficult to single out a certain principle for planning and implementing activities, because each principle is of great importance and almost all of them are involved in planning and implementing activities for inclusive media literacy. In fact, the principles are part of our new reformed educational system and are included in the new (as of 2021) educational concept. The first key principle on which this concept is based is precisely inclusivity, understood very broadly - from the inclusion of all children, through the needs and interests of children to the included contents in the curricula, textbooks and materials.

Activity 1 – integrated activity with a focus on the subjects Society and Art Education

INSTRUCTIONAL PRINCIPLE IN FOCUS

During the implementation of integrated activities for inclusive media literacy, most of the instructional principles can be represented, but the focus of this activity is on the principle:

- *Encouraging participation in all phases of the activity*
- *The participation of the students is encouraged from the very beginning, starting with the ice-breaker activity, through the way of working - working in groups of three in which everyone has a role, then in the making of the means of transport, up until the final reflection on the activity*

„How can I contribute to my safety and the safety of others in traffic" – focus on the principle: Increasing, encouraging participation in all phases of the activity

The activity is performed as an integrated activity, whereby media literacy skills, such as keyword searching and text creation, are contextualized in the subjects Society and Art Education. The specific activity is part of the topic „I take care of myself and my surroundings" from the subject Society for the third grade, but also part of the results for media literacy in the subject Native Language - searching and finding necessary information on the Internet by using keywords and at the same time developing the skills of shaping, modeling three-dimensional forms.

Lead-in activity – bringing up prior knowledge

By presenting a picture, the students get to know the concepts that will be worked on (vehicles/means of transport). As they discover the terms, the teacher writes them on the board.

Main activities – experiential learning

The lead-in is followed by a discussion with the students about the means of transport you've written down, their grouping according to where they move (air, water, land). What type of traffic do they belong to? (water, air, and land)

A conversation ensues: How did we get this picture? Where was it found? (internet, library, etc.) What did we need to access the image? (access to the internet, library, etc.) How did we search? What keywords, sentences or short texts were used in the search?

The pupils are divided into groups of three with the assigned activity of searching the Internet according to the mentioned keywords for the types of traffic and means of transportation.

They record the information obtained at the group level as answers from the given guidance and questions asked:

- What types of traffic are there?
- Name and group vehicles for each type of traffic.

Then, each group draws a piece of paper with the type of traffic for which they will make a vehicle. In the group, they jointly do an online search and agree on how they will make the means of transportation, which materials they will use, etc. They also choose a student who will remind them not to get sidelined and search for something that is not the topic of the assigned task.

Final activity – drawing a conclusion

By playing the game „Name That Sound" they guess vehicles and the type of traffic they belong to. The pupils from each group search the Internet for the sound of a vehicle, and the other groups guess. The key word in the sentence will be the name of the vehicle, Ex. „Boat sound, plane sound, engine sound, fire engine sound..."

Reflection

- What did we do today?
- What did you learn?
- Name three key words from what you learned today. (Pupils should not repeat the words previously spoken by their classmates)
- Which activity did you like the most? Why?
- Why do we need to know what we have learned today? How can you use this new knowledge in everyday life?

CONSIDERING THE ACTIVITY FROM THE PERSPECTIVE OF THE PRINCIPLE

What does this principle mean?

This principle of work or activity basically means encouraging the students and increasing the participation and engagement of all students at every stage of the process. The basic idea is that all students, regardless of their role in the team, should be included and should have the opportunity to contribute and express themselves in different aspects of the activity's work. So, the essence is to create conditions and opportunities for students to be engaged, to get involved and to have an impact in the various aspects of their education.

This principle is important because:

1. It includes active learning;
2. Involvement in planning and execution;
3. Stimulates creativity and innovation;
4. It provides support during the implementation of the activities;
5. It offers a variety of activities and learning methods, allowing students to express their interests and develop a variety of media literacy skills.

How can this principle help in performing the specific activity?

The principle of increasing participation in all phases during the implementation of activities gives students influence and responsibility in their learning, which motivates them to be active and engaged participants in their education.

The implementation of this principle is essential for successful and satisfactory learning because it entails inclusivity, engagement of all, development of skills, individual progress, creativity and innovation, etc.

More specifically, applying this principle can encourage:

6. Improving student engagement;
7. Motivation (in the teacher and in the students);
8. Cooperation with other institutions (for example, in this specific case, cooperation with the Institute of Communication Studies and with the other school)
9. Multiculturalism and interculturalism;
10. Developing critical thinking, problem solving skills, communication skills and teamwork;
11. Recognition of individual needs and interests of students;
12. Creating respect and support between teacher and students

How does the inclusion of students in all phases help the activity to be more inclusive?

The activity "Grouping the means of transport according to the type of traffic (land, air and water) by searching the internet (links, keywords)" allows activities to be adapted to suit the different needs and abilities of students, which includes accessing different ways of learning, providing additional resources or support, and creating conditions where all students can participate successfully and satisfactorily, regardless of their abilities. It also contributes to the integration of activities with other subjects (in this specific activity, the subjects Society and Art Education are integrated). It can also help create an environment where all students feel welcome and included, and where all students feel safe to express their ideas and opinions.

How does it help each student understand the activity and engage?

With a clear and understandable communication approach, using clear language, as well as using different methods and means of communication to explain the activity (the principle of media education in a participatory and contextualized way). By determining key words in sentences and short texts, it is possible for all students to get involved and contribute, through different ways of participation. For students who need additional support or adapted resources, it will be provided, so they can understand the activity and engage in it. It is important to have clear instructions and performance criteria to help students orient themselves and understand what is expected of them. In this way, an educational environment is created that is inclusive and acceptable to the different needs and understanding abilities of the students. It can be made possible so that all students feel comfortable and are involved in the implementation of the activities as they can freely express their attitude or opinion.

What can be a challenge when applying this principle, in planning or performing the specific activity?

Applying the principle requires a lot of commitment and time to plan the activities, as well as integrating them with other subjects so that inclusive media literacy can come to the fore. The challenges in applying this principle in the activities may be the lack of technical means, such as: insufficient equipment in the classroom (not having a sufficient number of computers).

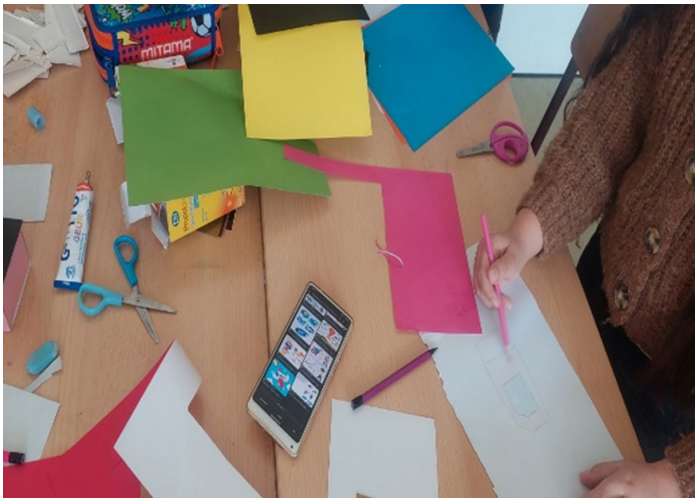
When implementing this activity by applying the focus principle (as well as the other principles that encompass these integrated activities), you can use all the possible resources you have: manipulative tools, projector, computer, laptop, construction paper, coloured paper, markers, crayons, Styrofoam, plastic plates, straws, cardboard, etc.

How and when to apply this principle?

The application of the principle is beneficial for all participants in the activities and can contribute to a better understanding, engagement and better learning and skill development. Applying this principle ensures an atmosphere in which all participants feel included and important. The principle makes it possible to raise awareness among students about the correct use of the Internet, analysing information, as well as breaking down stereotypes and prejudices.

The application of the principle also requires the involvement of students in the evaluation process. It also requires careful monitoring of individual student needs and provision of additional support wherever needed. The principle (like all other listed principles) calls for building a culture of learning that values diversity and respects the different perspectives and experiences of students. Encouraging students to share their ideas and seek new ways to solve problems.









Activity 2 – free student activity with a focus on creativity and understanding the instructions

INSTRUCTIONAL PRINCIPLES IN FOCUS

During the implementation of the activities for inclusive media literacy, most of the stated principles were represented, but since the activity is conducted as a free student activity, the starting principles are:

- *Be ready to adapt according to the situation and*
- *Making sure that the activity is accessible to everyone*

"Origami game" – focusing on the principle: *Be ready to adapt according to the situation and Making sure that the activity is accessible to everyone*

It is important to consider that every student has different needs and a different learning style. The application of the principles of adaptability and accessibility of the activity should provide the prerequisites for each student to develop their potential as best as possible, that is, ensure the conditions for the inclusion and successful learning of all students. The application of the principles provides conditions for connecting learning with real situations, i.e. application of knowledge in everyday life.

The activity is performed as a free student activity in which media literacy skills, such as searching and finding necessary information on the Internet by using keywords, are contextualized in the creation of instructions for making origami and the actual making of origami.

„Origami Game"

Students browse/search online various sources of origami instructions, including videos, text instructions, and images. Students work in groups creating their own versions of origami tutorials using different media (e.g., video tutorials with subtitles and audio descriptions, pictures with captions below each picture). They share their creations and give each other feedback.

At the beginning, several different origami models are chosen, ranging from simple to complex, to be adapted to the different skills and interests of the students. It allows each student to find something that is acceptable and interesting for them.

Clear instructions for each step of the origami process are then selected, using both visual and verbal methods to ensure that the information is accessible to all students, who have different learning styles (visual, auditory, verbal). Individual support is provided wherever needed, by adapting the instruction and directly helping students experiencing comprehension difficulties. Students are encouraged to think critically about origami information sources, such as online tutorials[2] or hard-copy instructions, discussing their reliability and how to recognize good quality information. They are encouraged to use their new skills to create original works, promoting reflection on how media can be used for personal expression (here personal expression refers to the ability and freedom of individuals to express their thoughts, feelings, ideas and identities in their own way).

At the end of the activity, there is a discussion with the students where they can reflect about what they have learned, not only about origami techniques, but also about the learning process and how to successfully access the source of information from the media.

VIEWING THE ACTIVITY FROM THE ASPECT OF PRINCIPLES

What do these principles mean?

The principle of adapting to the situation, in the context of education and media literacy, means being open and able to change the approach in learning and teaching in order to meet the different needs of students. The application of the principle implies: flexibility in learning and teaching (this may include the use of different educational tools, media and innovative teaching techniques), the principle supports the creation of an inclusive educational environment where every student can participate and make progress, think creatively and to come up with innovative solutions to overcome educational challenges, develop more effective learning strategies, enable readiness and ability to respond to unpredictable challenges, and instil confidence in every student, making them believe in themselves and their ability to succeed.

Awareness of the differences among students in terms of their educational, cultural needs and learning styles can be a key motivation to choose adaptability and accessibility as central principles. These principles raise awareness of the need to stay current and respond to new educational challenges and opportunities that come with technological advancement. Also, skills such as critical thinking, creativity, cooperation and communication are increasingly important in the application of the new educational concept. Adaptability can be crucial to foster the development of these skills, which are the basis for successfully meeting the challenges of the 21st century.

2. https://play.google.com/store/apps/details?id=com.mrstudios.origamitutorial&hl=mk&gl=US

How can they help in the specific activity?

The application of the principles is very appropriate for the implementation of the free activity of origami making, because in a more "relaxed" working atmosphere we can create a better adapted and inclusive learning environment for all students, at the same time encouraging their creativity, cooperation and critical thinking.

How does the principle of flexibility and the principle of accessibility help make the activity more inclusive?

The application of these principles enables:

- incorporating different educational materials and teaching methods and adapting them so that each student can learn in a way that suits them best.
- adaptation of instructions in different forms: text, images and video materials, clear verbal instructions
- the individual support that includes additional explanation, demonstrations or help in making origami.

The principle of creating conditions for the activity to be accessible to all enables the use of specialized materials or technologies that help **students with special educational needs** participate fully and effectively in the planning and performance of activities. For example:

- adapted instructions or additional clarifications through audio instructions or audio-visual materials, if the student has visual problems
- virtual origami applications or voice control applications can enable students with limited mobility to participate in activities in a way that is acceptable to them.

Essentially, the principle helps create an educational experience that is open and accessible to all students, regardless of their abilities, needs or learning styles. It is the basis for a truly inclusive approach to education.

What might pose as a challenge in applying these principles, in planning or carrying out the specific activity?

Management of time and resources: The performance of activities in accordance with students' free activities requires additional time and resources for preparation and carrying out.

How and when to apply the adaptation principle?

Applying this principle can be useful for classes that involve the integration of different subjects. For example, activities such as origami making can be integrated into lessons from subjects such as Mathematics (through Geometry), Society (making geographical symbols), or Native Language (through different cultural aspects and expressions).





Activity 3 – inspiration to create in verse through a keyword search on the Internet

INSTRUCTIONAL PRINCIPLES IN FOCUS

In this activity as well, most of the principles for inclusive media education are represented, but for the implementation of the specific planned activities, two principles are in focus:

- *Reflection on one's own activities, attitudes, competencies and development needs and*
- *Cooperation whenever and wherever possible*

"My poem - my picture of a colourful world" - focus on the principles: Reflection on one's own activities, attitudes, competences and development needs and Cooperation whenever and wherever possible

(In the specific activity, cooperation was achieved with the Ministry of Education, the school's management and the parents)

The application of these principles requires commitment in terms of planning appropriate activities and it presents a challenge with whom we could cooperate in implementing them. It can also be considered in the context of including the students in the process of planning the activities. Applying these approaches and principles can help teachers integrate the principle when thinking about their own activities, attitudes, competences and developmental needs in their educational practice and make learning more inclusive for all students.

This principle can have a profound impact on the way teachers prepare and implement the teaching process, as well as in their professional development.

The activity integrates results from two areas of the subject Native Language (Macedonian and Turkish, in the specific case): Literature, expression and creation and Media literacy and media culture, applying an inclusive education approach through the principles of cooperation and reflection related to competencies and development needs. Namely, through a process of reflection on one's own work in the context of achieving the goals of media literacy, but also the goals of Native language classes and bearing in mind the opportunity to register for a competition for the selection of the best poem that was available at the time, which the Ministry of Education in cooperation with the poetry festival „Struga Poetry Evenings" announced, as well

as the opportunities for cooperation with the Ministry, this activity was planned and carried out. (Three students from OOU "Jashar Bey" were awarded at the competition - see Appendix 6.)

Lead-in activity – activation of prior knowledge

Through **the Mind Map or Cluster technique**, students are encouraged to write down as many ideas as possible related to the keywords „poem", „picture" and „colourful world", which encourages interaction, connection with given keywords. The purpose of this lead-in activity is to stimulate students for the main activity, to organize ideas and prepare themselves for creative writing.

Main activities – experiential learning

Students search the Internet using the keywords „children's colourful world". They get inspired from the images and then they verbally express themselves, sharing how they imagine it.

Reading poems from a textbook, from a magazine (for example, „Click"), on different topics, as an incentive to compose your own poem on the given topic.

The students compose sentences, verses, rhymes, with the words from the nets (from the mental map) and then read them in front of their friends (on a voluntary basis). Some of their verses, sentences get written on the board.

Students independently compose a poem with the title:

„My poem - my picture of a colourful world".

Students can also be offered an additional resource, for example, the website rimuvaj.mk

Final activity – drawing a conclusion

Reading the poems, discussing and correcting where necessary. They give ideas for publishing the poems in some media outlet or entering a competition with the poems.

• What did we do today? • What did you learn? • Which activity did you like the most? Why? • Why do we need to know the things that we learned today? How can you use what you learned in everyday life?

CONSIDERATION OF THE ACTIVITY FROM THE ASPECT OF THE PRINCIPLES

What does the principle of reflection combined with the principle of cooperation mean?

The principle of reflection presents a challenge on how we can best use the potential, skills and interests of students to improve the educational process in cooperation with other institutions or individuals.

Through the process of reflection, the skills and competencies the teacher has managed to develop become evident and further activities can be planned based on the reflection. The principle of cooperation (in the specific case with the Ministry) can encourage students to use their creative abilities and be active participants in the process of learning. The opportunity

provided by collaboration and participation in an external competition encourages students to think outside the box and not focus solely on educational materials, enabling them to develop their independent learning skills. At the same time, cooperation allows them to feel accepted in society and responsible for their learning and development, which instils great self-confidence.

How can the two principles help in performing the specific activity?

The principles encourage students to lead their learning in their own way, i.e. the theme of the poem (provided by the Ministry of Education and Science and the Struga Poetry Evenings on the occasion of March 21 - World Poetry Day), allowing them to decide how to present their image of the colourful world. The principle contributes to the development of various competencies such as writing, creative thinking, communication skills and public speaking skills.

How does it help each student understand the activity and become involved?

The principle of reflection allows the teacher to adopt an individual approach to each student, which helps students understand the activity. In particular, the teacher can get to know each student‘s individual needs, interests, and competencies and incorporate them into the explanation of the activity, which will help students feel connected to the activity and get involved.

At the same time, the principle allows the teacher to think about the different educational methods and strategies that s/he uses so that s/he can use the most appropriate methods and strategies for explaining the activity, which supports the different ways of learning of the students. For example, the teacher can use visual aids, discussions, demonstrations, or other activities to illustrate and explain the goals and expectations of the activity in a way that all students can understand.

The principle of cooperation, on the other hand, allows and supports students to be active participants in the learning process and to get involved in the activity. The teacher can motivate the students to share their opinions, ideas and understandings about the activity and support them to express them in a way that will draw them in and encourage their active participation.

What might pose as a challenge in applying these principles, in planning or carrying out the specific activity?

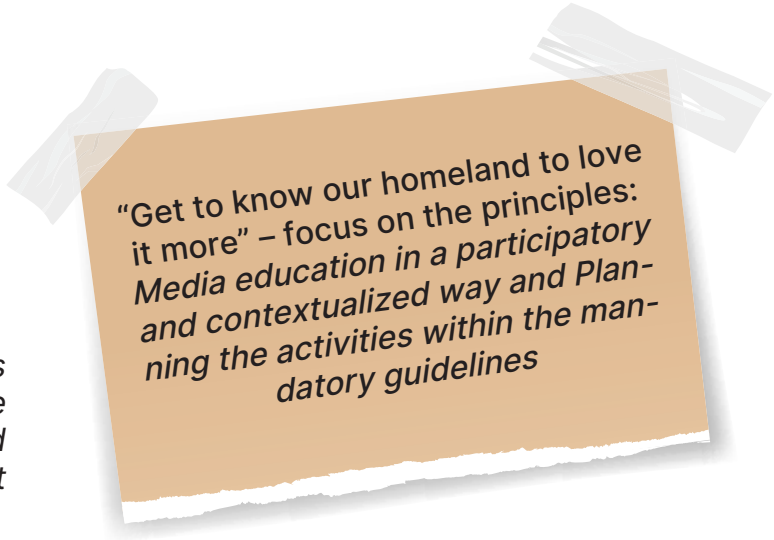
It should be kept in mind that the challenges that may be encountered are a normal part of the educational process. It is important to be flexible, to communicate with students and to use the resources and support available to us to provide the conditions for the successful performance of the activity and the satisfaction of all students.

Activity 4 – Creative activity with a focus on participation and contextualization

INSTRUCTIONAL PRINCIPLES IN FOCUS

- *Realization of media education in a participatory and contextualized way and*
- *Planning the activities within the current and mandatory guidelines*

The participatory approach encourages students to be active participants in the learning process as well as to understand and analyse contemporary media content and trends.



Contextualized activity planning includes aspects of the environment and the context in which learning takes place, meaning that they understand media content in their own context, which increases the meaning and relevance of learning for them.

These two principles encourage students to develop critical thinking, which is crucial for understanding media culture and their participation in it.

An activity they will have to come up with how to promote their country under the motto: „Get to know our homeland to love it more." In the third-grade class of OOU „Jashar Bey Shkupi „, due to the small number of children, the students prepare a book about the beauties of our homeland, while in the class of third grade OOU in „Ljuben Lape" the students divided into several groups to prepare a book, a poster, a leaflet and a postcard.

Lead-in activity – activation of prior knowledge

In a brainstorming activity, they list applications that they know and use for different purposes. (YouTube, TikTok, Instagram...)

Main activities – experiential learning

A discussion follows about apps and what the students use them for and whether they have ever been an active participant in anything? What? How informed are adults about it?... An activity for them to devise a way to promote their country under the motto: „Get to know our homeland to love it more."

Splitting into groups:

- Group 1 makes a Poster
- Group 2 is making a Leaflet
- Group 3 makes a Postcard
- Group 4 makes a Book

They use mobile phones and search for content by keywords that they find in the Society book. One member per group is made accountable for keeping the group from sidelining, i.e., for them to stick to browsing only in relation to the given topic.

If need be, they can print an image, text, certain shapes, in the context of the products they are making.

After they have completed the activity, a discussion ensues on how their creations can be made accessible so that everyone can understand their messages (for example, deaf or blind people)

We write down their ideas in order to implement them in one of the following classes. (Ex. We will invite a guest who knows sign language...)

Final activity – drawing a conclusion

Presentation of the poster, leaflet, postcard, book. A conversation follows where the students choose an application where they would promote our country with the product they made, and the way they would go about it.

Reflection

- What did we do today?
- What did you learn?
- Which activity did you like the most? Why?
- Why is it important to know what we have learned today? How can you use it in your everyday life?

CONSIDERATION OF THE ACTIVITY FROM THE ASPECT OF PRINCIPLES

What does the principle of participation and contextualization combined with planning in accordance with the mandatory framework mean?

The first principle means involving students in the learning process in a way that encourages them to be active participants in their educational process. In the context of media education, this may include methods such as group discussions, team work, creating media projects and participating in simulations (in the final product sending a sign language message „I love my homeland“). This approach allows students to explore and express their opinion and understand media content.

The principle „*Planning the activity within the mandatory guidelines that are in force*“ includes the analysis of different media texts, contents and cultures, as well as understanding their impact and meaning in the specific context. Planning activities appropriately to the context helps students understand media content in more detail and analyse it in their own context.

How can the two principles help in performing the specific activity?

The activities in which the principles „Implementation of media education in a participatory and contextualized way“ and „Planning the activity within the mandatory guidelines that are in force“ were applied are a series of activities that, despite being integrated with several

school subjects, and continuing to be carried out as free activities during the mandatory stay at school, are still activities that cannot be completed in one school day. The initial activity can be an analysis of the geographical map of RNM and through discussion (brainstorming) students share which colours are dominant on the map of RNM. Then it is discussed why these colours are dominant, what they signify. Then follows a series of activities: divided into groups, they investigate the natural lakes of RNM, then the largest mountains of RNM and the largest rivers in RNM. Information is selected from their web searches and a book, poster, leaflet (brochure) and postcard are made. Also, each group prepares a presentation with all the information gathered from the web search. During all activities, the teacher follows and directs the students to appropriate links so that terminology that is not appropriate and understandable for the children's age is not used (such as academic papers and research, because they contain professional terminology, which is not understandable for children of that age).

When promoting the final product, the principle „Cooperation whenever and wherever possible" is applied, for example, if the promotion of the products (book, poster, leaflet, postcard) is organized, attended by parents, teachers and the school management. At the end of the event, students can use sign language to send the message „I love my homeland".

How does the principle of participation and contextualization help each student understand the activity and get involved?

The principle allows students to be actively involved in learning and explore their environment through various media aspects. Students are actively involved in the learning process through various activities such as discussions, online research, creating textbooks, posters and presentations. The activities are planned in the context of the geographical and natural features of the Republic of North Macedonia, which helped the students to understand the natural aspects of their homeland through the media context.

The activity itself is organized in such a way that it allows the use of different media aspects and learning methods, which can correspond to the different needs and ways in which the students learn. It also gives every child the opportunity to express their opinions and ideas. Among other things, these activities are more inclusive by encouraging cooperation and mutual support, as well as learning sign language for sending a message in the final activity.

Using clear instructions by implementing different learning methods: visual, audio, audio-visual, written, etc. as well as organizing the activities in a way that is more interesting and fun for EVERY student (That is why it is important to consider the interest of the students when creating activities).

What might be a challenge in applying these principles, in planning or carrying out the specific activity?

Lack of technical aids. Also, the planning of activities corresponding to the stated principles requires a lot of commitment because it is necessary to ensure alignment between different students, to identify the most important aspects of media education and to create an effective plan for the inclusion of all students.

Recommendations

It is good for teachers to identify relevant topics and content, because choosing topics that are relevant to students is essential. Therefore, topics and activities should be selected that integrate media aspects into the learning content and encourage students to get involved. Activities should be planned very carefully, as sufficient time should be ensured for each activity, as well as resources and materials needed for the successful performance of the activity. Each phase of the activity should be planned so as to ensure the active participation of all students.

Also, sharing resources and experiences with other colleagues / peers can be very useful to get inspiration and ideas for applying the principles in your activities.

Activity 5 – integrated activity for media literacy and equality

A INSTRUCTIONAL PRINCIPLE THAT HAS BEEN ADAPTED

During the implementation of integrated activities for inclusive media literacy, most of the stated principles were represented, but the most dominant was the following principle:

- *Using content and materials that support equality*

This principle contributes to the selection of resources, materials and content that we use in our educational practice or in the learning process. This principle means being proactive in the selection of learning materials, literature, media content and other resources that we use in the school environment or in our educational practice.

The principle helps in creating a stimulating, inclusive and acceptable school environment where all students have equal opportunities for learning and development.



Equality and justice are an important aspect in the pedagogical approach to teaching. This principle provides an opportunity to create a school environment that meets the needs of all students.

Message for International Women's Rights Day: „Sending a message to the whole world"

Lead-in activity – activation of prior knowledge

Sticky notes with words explaining the meaning of the word „woman" are pasted on a panel. Students get to express their opinion, i.e. they can say what comes to mind first when they hear the word "woman".

After all the sticky notes are read, a discussion develops about the meaning of the 8th of March - International Women's Day.

Main activities – experiential learning

Divided into groups, the children investigate in more detail the meaning of March 8, so that they can choose a message that they would like to send to all women in the world.

The messages are selected, read aloud and a discussion is developed as to why exactly that message was chosen.

Then a video is made through which a message is sent to women all over the world.

After a short break and a complete review of the video, the same can be published on the Facebook profile of the school (the video of the specific activity is published on Facebook to support all women in the world.)

The messages in the specific activity were along the lines of:

- Equal rights for women everywhere.
- Human rights are also women's rights.
- Women's rights mean the empowerment of society.
- A woman should not be mentioned with her beauty and intelligence, but with her rights and freedom.
- We commend women's fight for their rights.
- Women's Day means love, support, equality.
- On this significant day, let's contribute to the support of women's rights.
- The world celebrates Women's Rights Day. By supporting women's rights, the world becomes a more fair place, etc.

After the video is recorded, it is presented to the children.

In continuance, within the framework of the school subject Society, the position of women in RNM can be researched and discussed. The children do an online search for female entrepreneurs, the representation of women in the RNM Assembly, women in top positions in our country, to see if there is gender equality in our country in the context of the labour market and if men's and women's labour is equally valued.

Furthermore, within the Art Education school subject, again with the brainstorming technique, proposals can be generated for the preparation of a poster that somehow depicts this day. The poster is made from all the collected information and messages about the meaning of International Women's Day.

Final activity – drawing a conclusion

Poster presentation and enjoying some snack

Reflection

- What did we do today?
- What did you learn?
- Which activity did you like the most? Why?
- Why do we need to know what we have learned today? How can you use it in your everyday life?

NB: The Native Language class is integrated with the activities in the subjects Society and Art Education.

CONSIDERATION OF THE ACTIVITY FROM THE ASPECT OF PRINCIPLES

How can using content that supports equality (the principle) help the specific activity?

Through the selection of materials and resources that promote women's rights and that present diverse perspectives of women and their achievements, the pupils understood that they should appreciate the role and contribution of women in different areas of society. Through discussions and activities based on the selected materials, students had the opportunity to develop a critical opinion regarding issues of gender equality and women's rights. The use of inclusive materials provided space for all students to participate in the activities and discussions.

Through these activities, the students gained knowledge and awareness about the history of the struggle for women's rights and the contemporary challenges women face.

How does the principle help each student understand the activity and get involved in it?

The application of this principle involves the use of a variety of strategies that enable the active participation of all students. This principle helps students develop a critical awareness of structural injustices and understand the roots of inequality. At the same time, this principle allowed every student to feel safe and free to express their opinion and feeling.

Using materials that were designed to be accessible and understandable to the students ensured that every student could follow the content and instructions.

What can pose as a challenge when applying this principle, in planning or carrying out the specific activity?

The application of the principle requires a lot of commitment and time to plan the activities as well as to integrate them with other subjects, so that inclusive media literacy can come to the fore. An additional challenge is the lack of technical means (computers, internet, etc.)

Recommendations

It is recommended to include the principle from the very beginning when planning teaching activities.

It is good to choose resources that show different views and cultures, and that promote understanding and acceptance of differences.

Think of ways to engage all students through group work, discussions, projects, research activities, video activities, poster making, etc. which enable the exchange of opinions.

Share your experiences and learnings with colleagues and exchange ideas on how best to apply this principle in different contexts.

Regular self-reflection and evaluation of how the principle is applied in our practice can offer insights into what is going well and where there is room for improvement.

05 CONCLUSION

The project Inclusive and Creative Media Education - ICME was aimed to develop different models of innovative activities for media literacy that can be shared among partners and beyond, and successfully upgraded or advanced in different media education contexts, bridging cultural, national and linguistic borders and creative perspectives.

The instructional principles for which this guide was prepared represent one of the three proposed models of inclusive and creative media education, prepared by the National Audiovisual Institute of Finland. As pointed out in their manual, they do not represent ready-made and unique solutions for inclusive media education activities, but rather serve as a reminder of what we should pay attention to when designing and implementing media literacy activities, if we want to include all students.

In the adaptation, i.e. in the upgrading of these principles and the preparation of this guide, teachers from two elementary schools from Skopje – OOU „Ljube Lape“ and OOU „Jashar Bey Shkup“ - were actively involved., showing how the principles can be applied in the activities that are part of the educational content, in accordance with the curriculum and program.

The main insight and recommendation from the application of the principles is that we can use them as guidelines for every activity. At the same time, by reflecting on the principles, we become more aware of all stakeholders in media education - from our own advantages and aspects that we need to strengthen, through the conscious recognition of the abilities, needs and interests of children, to the availability of resources, opportunities for cooperation and the advantages of applying the principles.

As the two teachers - Vildan Dautovska from OOU „Jashar Bey Shkup“ and Viktorija Paunovska from OOU „Ljuben Lape“ - pointed out, the actual process of thinking about the application of each of the principles and the conscious application in activities allowed them to see that the application of the principles „gives students influence and accountability in their learning, which motivates them to be active and engaged participants in their education.“ Furthermore, they pointed out that „they've created clear instructions and performance criteria, which helped students orient themselves and understand what is expected of them.“ The application of the principle „Readiness to adapt according to the situation“, for example, implies „flexibility in learning and teaching (this may include the use of different educational tools, media and innovative teaching techniques), the principle supports the creation of an inclusive educational environment where every student can participate and thrive. It also supports creative thinking and innovative solutions to overcome educational challenges, develops more effective learning strategies, enables readiness and ability to respond to unpredictable challenges, and instils confidence in every student, making them aware that they have the ability to succeed.“

The activities through which some of the principles for inclusive media education were adapted, confirmed that they (the principles) enable a clear connection of educational objectives from multiple school subjects, encourage cooperation between schools, institutions and organizations, conscious use of clear language, encourage student participation, and most importantly, they allow time for reflection on one's own work and its effects.

As part of the process of adapting the principles, in the framework of activity 3 – Inspiration for creating in verse through a keyword search on the Internet, the students from OOU „Jashar Bey Shkup „ participated with their creations made during the activity for the competition published by the Ministry for education and science, in cooperation with the international poetry festival „Struga Poetry Evenings". All three places in the competition (you can read more in Appendix 6) were won by students from this grade. Their teacher Vildan Dautovska says, „ *Inspired by the theme ‚My poem - my picture of a colourful and cheerful world', the children searched for photos online that presented their feelings about their imaginary cheerful and colourful world, which feelings they then translated into poems. This resulted in winning the first, second and third place in the competition*." One of the students who won first place, Ali Latif, said, „*These past few months, we have been implementing a lot of interesting activities at school. We are making a book for which we will have a promotion, we were learning sign language, wrote poetry and many other activities. Our teacher sent our poems to the competition at the Ministry of Education. I won first place. I'm very happy. I feel like a champion, and I got really high-quality Philips headphones*."

This guide, as well as the activities provided as examples, can be used freely and are intended to encourage all teachers of both lower and higher grades in primary education, as well as teachers in secondary education, to think about their own work and try them out and see how they can make their educational work more inclusive, especially in media education activities.

APPENDICES

My Inclusive Media Education Diary

APPENDIX 1: "MY INCLUSIVE MEDIA EDUCATION DIARY"

INSTRUCTIONAL PRINCIPLES FOR INCLUSIVE MEDIA LITERACY

Check the mandatory guidelines that are in force and plan your activities accordingly

Think about your own activities, attitudes, competencies and development needs

Make an inventory of your resources and plan your media education accordingly

Collaborate wherever possible

Use content and materials that promote equality

Provide media education in a participatory and contextualized way

Increase/encourage participation in all phases of the work/activity

Be prepared to adapt according to the situation

Create a safer space for learning and working

Ensure accessibility

Welcome to your diary in which we would like to ask you to write down all your insights, doubts, dilemmas and success stories!

The diary aims:



to help you analyse, think about what works, what doesn't, how you can improve something, etc., while adapting the principles in your teaching



to contribute to the preparation of activities for inclusive and creative media education, helping to define the parts and steps in the application of the principles

- **Imagine that you've lost this diary and a young colleague who just started working as a teacher has found it.**
- **What would you like to point out to them, what should they pay attention to when planning inclusive media literacy education? How can they do it successfully?**
- **What principles are most important and will help most in offering different pupils and students equitable media literacy opportunities, so that everyone feels included and important?**
- **Your thoughts, dilemmas, opinions, examples can help those who find the diary!**

FOR EACH APPLIED PRINCIPLE, WRITE DOWN YOUR THOUGHTS, FOLLOWING THE QUESTIONS AND ENJOY THE PROCESS!

Instructional principle that I am adapting: (*write down the principle*)

An activity in the field of media literacy in which I applied this principle:
(brief description of the activity)

What does this principle mean to me? Why is this principle important to me? How does this principle help me? Why did I choose it?

How did I apply the principle, what did I actually do?

How did it help me in the specific activity? How does it help me to make the activity more inclusive? How does it help me get each student to understand the activity and become involved?

What was the most difficult for me when applying this principle, in planning or carrying out the specific activity?

What resources did I use to be able to adapt this principle?

From my experience in the specific activity, what would I recommend to colleagues about how and when to apply this principle?

Other thoughts:

ANNEX 2: PLAN FOR THE IMPLEMENTATION OF ACTIVITY 1: "HOW TO CONTRIBUTE TO MY SAFETY AND THE SAFETY OF OTHERS IN TRAFFIC"

School OOU "Jashar Bey" Skopje OOU "Ljuben Lape" Skopje		**Grade** III (third)	**Class teachers** Vildan Dautovska Victoria Paunoska		
Contents (and terms)	**Assessment standards**	**Time and date of implementation**	**Lesson scenario**	**Means**	**Monitoring progress**
Internet search (links, keywords, Google) **How can I contribute to my safety and the safety of others in traffic? (land, air and water traffic, vehicle, car, plane, train, bus, boat, ship, rules of conduct in a vehicle)** **Surfaces/ mats, tools, techniques and materials for painting: (tempera colours, water colours, coloured ink, brushes, pastel, palette, coloured paper, natural and artificial materials, collage / mix-media...)**	Determines key words in sentences and short texts. Student can group the means of transport according to the type of traffic (land, air and water). Creates shapes and structures from repurposed materials.	23.02.2024	***Lead-in activity – activation of prior knowledge*** A picture is shown (Appendix 1) from which the students discover the concepts the class will be working on (vehicles). As they identify the terms, the teacher writes them on the board. ***Main activities – experiential learning*** The lead-in is followed by a discussion with the students about the means of transport you've written down, their grouping according to where they move (air, water, land). What type of traffic do they belong to? (water, air and land) Then, a conversation ensues: How did we get this picture? Where did we find it? What did we need to access the image? How did we search? What keywords, sentences or short texts were used in the search? The students are divided into groups of three with the assigned activity of searching the Internet (on Google) according to the mentioned keywords for the types of traffic and means of transportation. They record the information obtained at the group level as answers from the given directions and questions: What types of traffic are there? Name and group the means of transport for each type of traffic. Then, each group draws a piece of paper with the type of traffic for which they will make a vehicle. In the group, they jointly do an online search and agree on which means of transportation they will make. They also choose a student who will remind them not to get sidelined and search for something that is not the topic of the assigned task. Presenting the manufactured vehicles to the group. ***Final activity – drawing a conclusion*** By playing the game "Name that Sound" they guess vehicles and the type of traffic they belong to. The students from each group have to find a sound of a means of transportation that will be guessed by the other groups. The key word in the sentence will be the name of the vehicle, Ex. "Boat sound, plane sound, engine sound, fire engine sound..." ***Reflection*** What did we do today? What did you learn? Name three key words from what you have learned today? (not repeating those previously named by classmates) Which activity did you like the most? Why? Why do we need to know what we have learned toady? How can you use it in your everyday life?	Projector A portable computer Image portraying various means of transport mobile phones Boxes in different shapes Self-adhesive coloured paper Glue sticks Pencils, crayons and other school supplies	Answers questions verbally using complete sentences Active participation in group activities Participation in discussion and drawing conclusions

Figure 1


SCHOOL
SAFARI
TAXI


СПЕЦИЈАЛНИ ПРЕВОЗНИ СРЕДСТВА
POLICE
TRIMAKS

APPENDIX 3: PLAN FOR THE IMPLEMENTATION OF ACTIVITY 3: "MY POEM - MY PICTURE OF A COLORFUL WORLD"

School OOU "Ljuben Lape" Skopje OOU "Jashar Bey" Skopje		**Grade** III (third)	**Class teachers** Victoria Paunoska Vildan Dautovska		
Contents (and terms)	**Assessment standards**	**Time and date of implementation**	**Lesson scenario**	**Means**	**Monitoring progress**
Oral and written expression and creation	Create in verse with or without rhyme, on different topics	6.3.2024	***Lead-in activity – activation of prior knowledge*** Through the **Mind Map technique,** we encourage interactions, and connections with given keywords 1) "POEM" 2) "PICTURE" 3) "COLOURFUL WORLD" ***Main activities – experiential learning*** Students search the Internet with the keyword "children's colorful world". From the images that will appear, they get inspired to verbally retell how they imagine this colorful world. Reading poems in a textbook, in the magazine "Click" on various topics as an incentive to compose your own poem on the given topic. Students compose sentences, verses, rhymes, with the words from the networks and then read them in front of their friends (whoever wants to). Some of their verses, sentences are written on the board. Students independently compose a poem with the title: "My poem - my picture of a colourful world". Students are offered an additional resource, the rimuvaj.mk website ***Final activity – drawing a conclusion*** Reading the composed poems, discussing, correcting where necessary. Students give ideas for publishing the poems in media outlets or entering a competition with them. ***Reflection*** • What did we do today? • What did you learn? • Which activity did you like the most? Why? • Why do we need to know what we have learned today? How can you use what you have learned in everyday life?	Projector A portable computer mobile phones White sheets of paper Pencils, crayons and other school supplies	Participation in the discussions and drawing conclusions Composition of verses, rhymes, poems

APPENDIX 4: PLAN FOR THE IMPLEMENTATION OF ACTIVITY 4: " GET TO KNOW OUR HOMELAND TO LOVE IT MORE "

School OOU "Ljuben Lape" Skopje OOU "Jashar Bey" Skopje		**Grade** III (third)	**Class teachers** Victoria Paunoska Vildan Dautovska		
Contents (and terms)	**Assessment standards**	**Time and date of implementation**	**Lesson scenario**	**Means**	**Monitoring progress**
The beauties of my country (Ohrid, Prespa and Dojran lakes, Korab, Shar Mountain, Baba, Vardar, national park Mavrovo, Galichica, Pelister, tourist destination, ski center, Shapka, Mavrovo, Krusevo, Ohrid, Struga, Prespa, Dojran, waterfall)	Names the three largest natural lakes in RNM by size and shows them on geographical map of RNM. Lists the three highest mountains in RNM by height and shows them on the map of RNM	15.3.2024	***Lead-in activity – activation of prior knowledge*** Through the "Brainstorming" technique, they list apps that they know and use for different purposes. (YouTube, TikTok, Instagram, ...) ***Main activities – experiential learning*** A discussion is started about the purposes for which they use the apps and whether they ever been an active participant in anything? Why? How informed are adults about it?... An activity with which they will have to devise a way to promote their country under the motto: "Get to know our homeland to love it more." Sharing into groups: Group 1 makes a Poster Group 2 makes a Leaflet Group 3 makes a Postcard Group 4 makes a Book They use mobile phones and search for content by keywords that they find in the Society school subject book. A member from each group is made accountable for stopping the group from sidelining, i.e., for them to do searches only related to the given topic. If there is a need to print an image, text, certain forms in the context of the products they make, it should be provided. After they have done the activity, discuss how their creations are accessible so that everyone can understand their messages (e.g. for those who are deaf or blind). We write down their ideas in order to implement them in one of the following classes. (Ex. We will invite a guest who knows sign language...) ***Final activity – drawing a conclusion*** Presentation of a poster, leaflet, postcard, book. A conversation discussing the applications they might use to promote our country with the products that they've made, and in what way. ***Reflection*** • What did we do today? • What did you learn? • Which activity did you like the most? Why? • Why do we need to know what we have learned? How can you use what you've learned in everyday life?	Projector A portable computer Printer mobile phones White sheets of paper Pencils, crayons and other school supplies	Participating in the discussions Gives verbal answers to questions in the discussions Contributes to activities Contributes in deriving the conclusions

APPENDIX 5: PLAN FOR THE IMPLEMENTATION OF ACTIVITY 5: " THE 8TH OF MARCH - INTERNATIONAL WOMEN'S DAY "

School: OOU Yashar Bey		**Grade** III (third)	**Class teacher** Vildan Dautovska		
Contents (and terms)	**Assessment standards**	**Time and date of implementation**	**Lesson scenario**	**Funds**	**Monitoring progress**
Oral and written expression and creation	Students retell a literary text in their own words, according to a certain plan or according to their own plan.	8.3.2024	***Lead-in activity – activation of prior knowledge*** Sticky notes containing words related to the meaning of the term "woman" are pasted on a panel for expressing one's opinion, i.e. what comes to mind first when we hear the word "woman". After all the sticky notes have been read, a discussion develops about the meaning of March 8, International Women's Day. ***Main activities – experiential learning*** Divided into groups, the children investigate in more detail the meaning of International Women's Day, so that they can choose a message that they would like to send to all women in the world. The messages are selected, read aloud and a discussion is developed as to why exactly that message was chosen. Then a video is made through which we send a message to women from all over the world. After a short break and full review of the video, we post the video on our FB profile to support all the women in the world. Then, we investigate the position of women in RNM. We search the Internet for women entrepreneurs, the representation of women in the Parliament of RNM, women in top positions in our country, to see if there is gender equality in our country in terms of the labour market and if men's and women's labour is equally valued. Afterwards, during a brainstorming session, we give suggestions for creating a poster that is significant for this day. The poster is made from all the collected information and messages about the meaning of International Women's Day. ***Final activity – drawing a conclusion*** Poster presentation and snacks ***Reflection*** • What did we do today? • What did you learn? • Which activity did you like the most? Why? • Why do we need to know what we have learned today? How can you use what you've learned in everyday life? **Note: The Native Language class is integrated with the activities in the subjects Society and Art Education.**	Projector A portable computer Printer mobile phones White sheets of paper Pencils, crayons and other school supplies	Participating in the discussions Verbal answers to the questions in the discussions Contributes to activities Contributes in deriving the conclusions

APPENDIX 6: THREE AWARDED STUDENTS AT THE COMPETITION "MY POEM - MY PICTURE OF A COLORFUL WORLD"

When there is love and when we wholeheartedly believe in the work we do every day, then there is no change we wouldn't make, no task we are not ready to complete, nor do we lack the enthusiasm to persevere. The class teacher Vildan Dautovska is an example of that

Her pupils Nisa Musli, Muhamed Akil Kurtish and Ali Latif, all from the same III T grade from OOU „Jashar Bey Shkupi", won the first three prizes in the competition announced by the Ministry of Education and Science in cooperation with the international poetry festival „Struga Poetry Evenings" for creating a poem on the theme „My poem - my picture of a colourful and cheerful world".



The class teacher of this Turkish class at the school, Vildan Dautovska, with her students, during February and March joined the project of the Institute of Communication Studies „Inclusive and Creative Media Education". In the project's framework, she and her students implemented several activities and adapted the instructional principles of the Finnish model for inclusive media education. One of them was precisely the activity of the adaptation process, through which the students created poems and entered the competition. The adaptation process activity is part of the „Inclusive Media Education Guide".

„With great pleasure and enthusiasm, I carried out the activities within the Inclusive and Creative Media Education project. During the actual performance of the activities, I carefully applied all instructional principles for designing inclusive media literacy. We had an inclusive approach for all students, making efforts towards collaboration and collaborative learning. In accordance with the principle „Collaborate wherever possible", all students had the opportunity to do an online search for relevant information and reliable sources, which allowed us to analyse and recognize correct and incorrect information. This approach encouraged us to develop critical thinking, which was an important part in the realization of the activity.

As part of the process, our participation in the competition announced by the Ministry of Education and Science, in cooperation with the international poetry festival „Struga Poetry Evenings", was one of the most exciting experiences. Inspired by the theme „My poem - my picture of a colourful and cheerful world", the children searched for photos on the Internet to present their feelings about their imagined cheerful and colourful world, which were then translated into their poems. This resulted in us winning first, second and third place in the competition. This was an unexpected success that filled us with joy and motivation.

We were all filled with great happiness from this success, which not only encouraged the students to continue their creative expression, but also motivated us to continue implementing the activities and applying the principles of inclusive media literacy." *Vildan Dautovska - class teacher*.

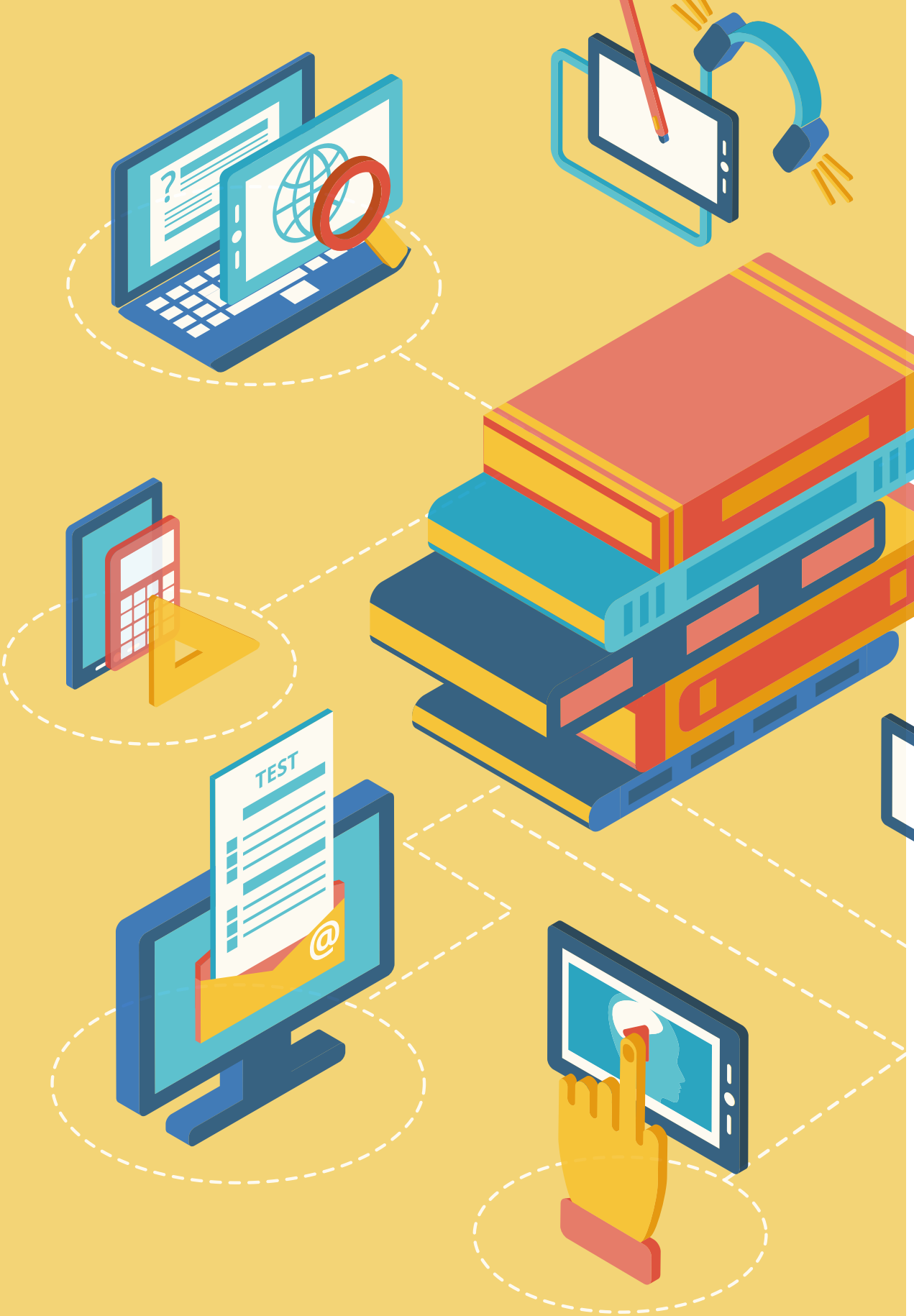
„These past few months, we have been implementing a lot of interesting activities at school. We are making a book for which we will have a promotion, we were learning sign language, wrote poetry and many other activities. Our teacher sent our poems to the competition at the Ministry of Education. I won first place. I'm very happy. I feel like a champion, and I got really high-quality Philips headphones." *Ali Latif – third-grade student*.

„I thought writing poetry was just a part of the daily activities we do at school. When our teacher told us that we would apply to a competition at the Ministry of Education, I was very excited. I didn't expect a prize because the competition was at the state level, but I thought it was „worth a try". When they informed me that I was the winner of the second prize, I had no words to describe my joy. Even when we went with the teacher to the minister's office where the awards ceremony took place, I still could not believe that I was the winner of the award." *Nissa Musli – third-grade student*.

„ I have two books in my hand that will remind me for the rest of my life of the success I achieved by winning third place at the competition for the best poem, organised by the Ministry of Education. I can't wait to have other activities like this and apply to other competitions. The school headmaster welcomed us as if we were real stars and gave us a medal that I didn't take off from my neck all day. My parents' phone didn't stop ringing that day, everyone was congratulating us. I was very proud, and my family is also very proud of the prize that I won." Muhamed Akil Kurtish – *third-grade student*.

REFERENCES:

- Towards inclusive media literacy - Instructional principles, 2023, https://icmeproject.eu/inclusive-media-literacy/
- **Perspectives on inclusive media education and media literacy** https://kavi.fi/wp-content/uploads/2023/06/inclusiveabstract.pdf
- Markéta Supa, Lucie Römer, and Vojtěch Hodbod, 2022, **Including the Experiences of Children and Youth in Media Education**, Inclusive Media Literacy Education for Diverse Societies, https://www.cogitatiopress.com/mediaandcommunication/issue/viewIssue/328/292
- Çiğdem Bozdağ, Annamária Neag, and Koen Leurs, 2022, **Inclusive Media Education in the Diverse Classroom: A Participatory Action Research in Germany**, Inclusive Media Literacy Education for Diverse Societies, https://www.cogitatiopress.com/mediaandcommunication/issue/viewIssue/328/292
- **Рамка за медиумска писменост во основното образование**, 2023, https://www.bro.gov.mk/wp-content/uploads/2023/10/Ramka-za-mediumska-pismenost-vo-osnovnoto-obrazovanie_MK.pdf



Institute of Communication Studies

www.icmeproject.eu