Dessine-moi la liberté d'expression
"Draw me freedom of speech"
Developed by Média Animation asbl

List of the training units:
- ➢ Unit 1 – The genre of caricature
- ➢ Unit 2 – Evolution of the genre
- ➢ Unit 3 – The specifics of caricature
- ➢ Unit 4 – Focus on stereotypes
- ➢ Unit 5 – Caricature, freedom of speech and limits
- ➢ Unit 6 – Interactivity and fight against hate speech

Small abstract about the Module path :

This module uses media analysis, media production, role-play and creativity approaching various topics as freedom of speech, stereotypes, viewpoints, interactivity and decontextualization of pictures in order to address the issue of hate speech through caricatures.

For several years, and even more intensely since the Charlie Hebdo attacks in January 2015, the genre of caricature as a means of media expression raises questions: what is its specificity? How to understand it in the press world today? What are its issues? Through a critical exploration of the genre of cartoons and even more from the specific angle of the fight against discrimination, we believe that young people can develop many skills in media education including those of analysis and understanding of cultural media contexts. Because caricatures operate primarily on stereotypes, the challenge of this tool is to decode the negative functions of potential stereotypes and to overcome them. Finally, we invite young people to supplement this media education approach by using in turn cartooning as a means of expression to take action against discriminations and hate speech.

This educational tool aims to:
- Understand the issues of freedom of expression in the media field today
- Being able to analyse the genre of caricature and understand it as a media object
- Being able to identify the use and roles of stereotypes
- Make young people express themselves using the techniques of caricature to fight against discrimination and hate speech

This module is intended for any teacher or facilitator working with young people from 15 to 20 years in a school or not. The content is structured around six sub-themes corresponding to angles and approaches organized as unit, and to achieve at the discretion of the teacher or facilitator. Each unit develops its own content in a two-hour format (2 periods of 50 minutes) with 3 to 5 activities.

Total of timing: 12 hours (6 x 2 hours)
Each unit can be implemented separately

Unit n° 1
Author: Anne-Claire Orban (Média Animation asbl)

*Original title of the activity: Le genre de la caricature
*English title of the activity: The genre of caricature

*Overview:
This unit aims to make young people understand what the genre of caricature is, what its characteristics are and how to identify it among other similar genres. The first activities make young people develop a common definition of caricature. From the characteristics of the caricature, they think about how to caricature situations and people by adopting a critical perspective. They also learn to identify its function in a newspaper and to distinguish it from other images. Finally, young people identify a situation of discrimination and adopt a critical perspective on it.

*Goals :
- ✓ Objective 1: Understand the genre of caricature (portrait and caricature of situation or political press cartoons) and its characteristics (humor, exaggeration, critical perspective on a situation)
- ✓ Objective 2: Identify the genre of caricature not only in the press but also distinguish it from other similar genres
- ✓ Objective 3: Understand what a point of view is and adopt a critical view on a situation of discrimination

*Instructions: (summarize the steps of the activity)
- ✓ *As introduction: A1. What is caricature for us ? (brainstorming)*

Each young person describes in a few words a caricature that has marked him/her, why it has marked him/her and the context of publication. From there, the group develops a common definition of what is a caricature and what issues the group associates to it.

- ✓ *Main activity :* A2 : **From portrait to newspaper cartoon**

The trainer ask young people to imagine how to caricature personalities and current events from their photography with the help of the definition and characteristics of the genre of caricature (exaggeration, humor, criticism ...).

A3 : The critical perspective

Young people transform current events into caricatures by adopting a critical perspective. Then they compare their views with other existing caricatures of the same event.

A 4 : Caricature in newspappers

By exploring various newspapers containing press cartoons, young people identify the different types of image, identify the caricatures and its role in the newspaper.

- ✓ **Conclusion : A 5 – Common thread**

Young people reflect on situations of discrimination and identify the characters / actors / stakeholders in these situations (brainstorming). Then they choose a situation and identify the features to exaggerate in order to caricature it.

*Time : 2 hours
*Equipment: Paper and drawing materials
*Methodologies: brainstorming, team work, analysis of image et creativity.
*Strategies to engage students: By bringing students to build their own definition of what caricature is from what they know and point the issues around the caricature that they consider important, the teacher can orientate the path to better stick to students' expectations.
*Materials (resources):
A2 : Photos and caricatures of celebrities
A3 : Photos and caricatures of current affairs
A4 : Copies of newspapers including caricatures
Examples of newspapers in Belgium and France: Même pas peur, Charlie Hebdo, Siné Mensuel, La Libre Belgique, Le Soir, Courrier International, Le Canard Enchaîné, Le Vif l'Express.
Prerequisite (in terms of skills, or pre-activity): none

Unit n°2
Author: Anne-Claire Orban (Média Animation asbl)

*Original title of the activity: Evolution du genre
*English title of the activity: Evolution of the genre

*Overview:
Since its very beginning, caricature has almost permanently been a means of expression to protest against the established power or against a disruption of the system or society. Denounce the mechanisms of power and oppression is part of its nature. The purpose of this unit is precisely to understand the role of caricature over time but also its timeless nature in its way of representing social phenomena and tensions between social groups.

*Goals :
- ✓ Objective 1: To have historical landmarks in the history of caricature
- ✓ Objective 2: To understand the intent behind a caricature which varies over time and the established power
- ✓ Objective 3: To understand the current issues of caricature in its relationship to freedom of expression

*Instructions: (summarize the steps of the activity)
- ✓ *As introduction* **A 1 : When was it drawn ?**

In small group, young receive a panel of caricatures that they have to situate on a time line regarding the angle of the protest shown (proletariat against bourgeois, clergy, noble and peasants…).
- ✓ *The main activity* **A 2 : Over time**

With the help of an analysis sheet, young observe caricatures from different eras. They define what event the caricature evokes, what it denounces and what it mocks, what the position of the author is and how it is provocative to understand the protest and whistleblower role of caricatures over time.

A 3 : From yesterday till today

In small groups, young people choose one caricature from the panel they used in the previous activity and try to imagine what similar situation it could caricature today. Then they receive caricatures from present and link them to the caricatures from old time. At the end, all group compare their results and the trainer lead a discussion on how common societal problems mentioned in old caricatures are still linked to current societal problems and current caricatures (therefore considered as timeless).

A 4 : What has changed ?

In small groups, young receive a panel of old caricatures representing different social classes. They observe and discuss it and identify the social class to which belong(s) the individual(s) represented in old caricatures. Then they search on the Internet for recent caricatures representing the same social categories in order to understand that many actual representations of social categories are a legacy from the past.
- ✓ *In conclusion* **A 5 – Common thread**

Take the situation of discrimination/social debate chosen in Unit 1 and transpose the situation in other contexts (historical, cultural or social). Adopt other viewpoints and measure its "universality".

*Time : 2 hours
*Equipment:
 A1: Material: a flat surface
A2: Materials: Paper, pencils, analysis sheet.
A4: Equipment: Computers connected to the Internet to research images.
A5: Material: Paper and drawing materials.
*Methodologies: brainstorming, team work, analysis of image, research on the internet and creativity.
*Strategies to engage students: Taking the angle of social protest can help to engage students into the activity and see the subversive side of the caricature.
*Materials (resources): Caricatures from different time periods, analysis sheets, caricatures representing specific social categories.
Prerequisite (in terms of skills, or pre-activity): Unit 1

Unit n° 3
Author: Anne-Claire Orban (Média Animation asbl)

*Original title of the activity: Le genre de la caricature
*English title of the activity: The genre of caricature

*Overview:
At this level of critical approach of caricature, the interest of media education lies not in the ability to identify the various figures of speech and other processes but in the proposal of an analysis method to facilitate its complete understanding. As primer activity, young people will therefore work the relationship signifier-signified before going deeper into a methodical analysis grid.

*Goals :
- ✓ Objective 1: Understand the specificities of the caricature and identify the critical viewpoint of the author
- ✓ Objective 2: Understand the relation between signifier-signified within caricatures (notion of representation)
- ✓ Objective 3: Link a press cartoon with its context and its readership

*Instructions: (summarize the steps of the activity)

- ✓ *As introduction:* **A 1 What is represented?**

This activity aims at making young people realizing what is the signifier-signified relation in caricatures by the approach of representations. In pairs, young choose a caricature from the panel proposed by the trainer and observe it. Then they complete an analysis grid:
- Which element present in the caricature allow us to understand its meaning (text or drawings)?
- Among the drawn elements: what do they usually mean? Do they have another meaning in this context? Why? How can you tell that?
- If there is text within the caricature: what is its role?

In large group, the trainer draw attention of young on the signifier-signified relation and its possible interpretations depending on the context.

- ✓ *Main activity :* **A 2 Who is the audience ?**

In pair, young take back the caricature they had in the previous activity and identify the type of newspaper that could publish it, its context of publication and what would be its readership (age, social and economic situation…). Then they receive an copy of the newpaper/website who published their caricature and ask themselves:
- Does the caricature have a title? If yes, what is it?
- Does the title influence the meaning of the caricature?
- What is the name and kind of the newspaper who published it?
- How would you describe the readers?
- Where is located the caricature in the newspaper/website?
- Are there other content in the newspaper/website that enable the reader to better understand it?
- Starting from those answers and the meaning you imagined in the first activity: what is the role of this caricature?

Comparing their first guess on the meaning of the caricature, young discuss the differences between their answer before and then after analysis.

A 3 The viewpoint

With the aim of distinguish the viewpoints of cartoons and articles, young people receive a panel of caricatures and on newspaper article related to a single topic (migrants crisis in Europe, International Women's Right Day, or mobility…). With the help of an analysis grid, they try to identify which of the caricature is linked to the article and to identify what is the relationship between the article and the caricature (opposed, complementary…) and what is the angle taken by the journalist and the cartoonist. In larger group, the trainer gather the different roles of the caricature identify by young people.

- ✓ *Conclusion* : **A 4 – Common thread**

In small group, young imagine what would be the context of publication of their caricature of the problematic situation they defined in unit 1 in order to refine the meaning.

*Time : 2 hours

*Equipment: Paper, pencils, drawing material.

*Methodologies: analysis grids, team work, image analysis, exploration of newspapers and websites, creativity.

*Strategies to engage students: By letting young people searching in newspapers and collecting hints to identify the readerships, they will understand better the importance of the publication context. The analyses grid will help them deconstruct the different elements composing a caricature.

*Materials (resources):

A1 : Caricatures from several newspapers and websites, but without context elements (titles and text erased)

A2: Same corpus of caricatures and analysis sheet

A3: Newspaper's articles with caricatures linked to a particular thematic (International Women's Right Day, mobility, migrant crisis in Europe…), analysis sheet

Prerequisite (in terms of skills, or pre-activity): Unit 1

Unit n° 4
Author: Anne-Claire Orban (Média Animation asbl)
*Original title of the activity: Focus sur les stéréotypes
*English title of the activity: Focus on stereotypes

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*Overview:
This unit aims to approach the concept of stereotype as conveyed by caricature including its definition, its functions and its effects. It also allow to consider the issues of a negative stereotyping that might produce a discriminating speech.

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*Goals :
- ✓ Objective 1: Understand the role of stereotype in communication and its dual mode: as simplistic message, does he have a negative or discriminatory impact?
- ✓ Objective 2: Understand the evocative power of stereotypes
- ✓ Objective 3: Understand subjectivity in identifying stereotypes.

*Instructions:
- ✓ *As introduction: A1.* Who is it?

To understand the evocative power of stereotypes, the trainer shows caricatures in which young people must guess which social categories of people is represented, specifying what elements have enabled them to respond.
- ✓ *Main activity :* A2 : A2: Could it be problematic?

To understand the subjectivity of identifying stereotypes, young people are asked to classify into two columns a panel of caricatures representing people from different social categories or nationalities (for example: Catholics, Americans, terrorists, politics, women, men…): those they view as problematic and those that are not. Each student express its opinion and listen to others'opinion before chosing a side of the column. If some students disagree with one's choice, they can give their opinion too, develop their arguments and debate. At the end of the exercise, the trainer conclude on the subjectivity of perceiving stereotypes and how it can open debates.

A3: Stereotypes in the heart of caricatures

To identify the stereotypical representation in caricature young people are asked to analyse in small group representation of various categories of people in a panel of caricature with the help of an analysis grid:
- How is the social category stereotyped? Describe in details the elements that characterize it.
- What are the advantages and disavantages of the stereotype used?
- Who is at the origin of this stereotype? What is the context around?
- Which aspect of the caricature could be problematic?

In larger group, the answers of each small group are presented and discussed.

A4: training in stereotypes

In large group, young people are proposed to choose two of the social categories/nationality from the former exercise (or to propose another one). Then they are asked to write on a board all the adjectives that come to their mind thinking about this category in a brainstorming. Finally, they read everything they have written on the board and note all the stereotypes that came out. They discuss the adjectives they selected and reflect on what could have categorise otherwise the category.
- ✓ *Conclusion: A5 – Common thread*

As a conclusion, student are asked to reflect on the caricature they have elaborated in the previous units of the module, to Identify the stereotypes they used in their own cartoons productions and see if they are problematic. Then they are asked to find other ways to represent their problematic situation, finding "alternative stereotypes" to oppose to dominant stereotypes they have used, as a challenge.

*Time : 2 hours
*Equipment:
A1, A3:Paper, pencils
A2: Board divided in two columns, adhesive paper
A3: Board or poster for brainstorming
A4: Paper, pencils, drawing material
* Methodologies: analysis grids, team work, image analysis, debate, creativity

*Strategies to engage students: By letting young people express themselves about which stereotype they personally find problematic or, they will debate and confront their opinions to others 'opinion.
*Materials (resources):
A1 : Caricatures representing different social categories or nationalities
A2: A series of simplistic and stereotypical portraits of social categories (or animal or people…)
A3: Caricatures representing different social categories or nationalities, analysis sheet
A4: The caricature of the problematic situation made by young people in the previous units
Prerequisite (in terms of skills, or pre-activity): Unit 1

Unit n° 5
Author: Anne-Claire Orban (Média Animation asbl)

*Original title of the activity: La caricature au sein de la liberté d'expression et ses limites

*English title of the activity: Caricature through the angle of freedom of speech and its limits

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*Overview:

This unit aims to make young people understand the principle of freedom of speech and the limits it underlies but also the sensitivity of judgments to pass on caricatures in their satirical and critical dimension. About this sensitive issue of freedom of speech, we propose as first activity with young people to collect their own conception of freedom of speech. To do so, it is as much about preserving freedom of speech in the method (ensure debate and expression of views of each) than to discuss it in terms of content.

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*Goals :
- ✓ Objective 1: Build collectively a definition of freedom of speech
- ✓ Objective 2 : Make young people aware of the role of caricature as spearhead of freedom of speech
- ✓ Objective 3 : Take position and have a debate with reasoned opinions

*Instructions: (summarize the steps of the activity)

✓ **As introduction:** **A1: Freedom of speech: what is it?**

From keywords given by the trainer, young people try to build in small groups a definition of freedom of speech. During the sharing of their work in larger group, the trainer corrects the definition. The keywords given are: Principle - Freedom of expression - Right - International - All materials - For all - Censorship - Humor - Provocation - All media - Limits - Act - Tolerance - Privacy - Image rights - Honor - Slander - Defamation - Discrimination - Racism - Sexism - hate speech -Blasphemy - Caricature

✓ **Main activity :** **A2 : Activity 2: Freedom of speech around the world**

The trainer distributes to young people caricatures from different countries about freedom of speech. Young people choose a few caricatures and start analysing them, answering these questions: What element are presented? What do they mean? Who is the author? In which country does he live? What is the message of the author in relation to freedom of speech?

Once they have answered these questions, they replace the caricatures they chose on a big world map and try in small groups to draw up a list of the main issues related to caricatures and freedom of speech as censorship, self-censorship, threats on freedom of speech, fights for freedom of speech, etc. To end this activity, the trainer propose to young people to identify in a few words the role of caricature in the field of freedom of speech: defend it, take a stance opposite to the dominant discourses, inform on situations, get aware of taboos (which doesn't requires to transgress them automatically - self-censorship), denounce censorship situations, etc. They also identify the different attacks on freedom of expression in particular from the caricatures made by cartoonists from different countries.

A3: What debates? Roleplay

In this activity, the young people will discuss caricatures that have created controversy in a roleplay where the young alternately defend or attack a caricature with reasoned arguments. The trainer distribute caricatures that have created controversy in different countries and divide young people in four groups:

- The "whistleblower": those who believe that the cartoon overstep the limits of freedom of expression (what legal category, what arguments?);
- The "defenders": those who take defence of the cartoonist and / or the newspaper that published the cartoon and do not consider that it exceeded the limits;
- The "moderators" (only 1-2 people): they invite each other to put their arguments and they cannot have an opinion;
- The "observers": they attend to the role play without taking sides and note the main arguments.

The trainer attend the roleplay as observer without intervening if possible. After the debates, he invites the observers to reformulate the main arguments conducted by some and by others: are they all valid? Which would take the road more than others? The goal is not to judge whether the caricature finally bypassed or not the limits but to raise awareness of the multiple dimensions that must be taken into account. The facilitator then asks the group to express their feelings and feedback from the position they have taken in this role play, including their personal opinion /embarassment about the cartoon if they feel the need. The roleplay can be done with different

caricatures to allow young people to change roles. By alternately defending or attacking a caricature with reasoned arguments, the young people will have the chance to defend opinions that are not especially theirs and will better understand what freedom of speech is.

   ✓ **Conclusion : A4 : Common thread**

Young people analyse the caricature they produced in the former units regarding freedom of expression and put words to this principle in the present context.

*Time : 2 hours

*Equipment:

A1 : Flip chart posters or A3 sheets, adhesive paper, pencils

A2, A3: Paper, pencils

A4: Paper, drawing material

*Methodologies: definition building, team work, debate, roleplay, creativity

*Strategies to engage students: By making young people first build their own definition of freedom of speech, they will reflect better on this concept. Then, in role play, they will have the chance to defend opinions that are not especially theirs and will better understand what freedom of speech is.

*Materials (resources):

A1 : Cards with keywords related to freedom of speech

A2: Cards with questions, a big world's map, caricatures representing the fight for freedom of speech and against censorship in different contexts and countries.

A3:Controversed caricatures about different topics

A4: The caricature of the problematic situation made by young people in the previous units

Prerequisite (in terms of skills, or pre-activity): Unit 1

Unit n° 6
Author : Anne-Claire Orban (Média Animation asbl)

*Original title of the activity: Interactivité autour de la caricature
*English title of the activity : Interactivity around caricature

*Overview:
This unit aims to raise awareness of the consequences of the circulation and decontextualization of the cartoons from their specificities as media and picture, as well as from those of the global Internet network. It also aims at making understand the impact of caricature on reception (interpretations, changes of meaning and reactions) and raise the issue of the moderation of interactivity. The activity "Common Thread" invites young people to get involved in the development of an online campaign related to their problematic situation.

*Goals :
  ✓ Objective 1: Make young people aware of the cultural issue of the reception and the polysemy of caricatures
  ✓ Objective 2: Making young people aware of moderation and hate speech in a situation of interactivity (videos, wall ...) by identifying the discriminatory comments or promoting hatred and analysing how they are or could be fought.
  ✓ Objective 3 : Considering the various dimensions of an online campaign
*Instructions:
  ✓ *As introduction: A1 :* **Without text**
In small group, young people receive a caricature which was removed from its context and potential texts. The trainer ask them to add texts and phylacteries in order to give meaning to their caricature and to identify the viewpoint of the author. In larger group, each team present their work, then they compare it to the original document (the original caricature with text and articles linked). The trainer emphasize the potential polysemy of images and especially caricatures.
  ✓ *Main activity :* **A2: On the wall**
In small group, young people receive a case study containing online comments of a caricature coming from a forum or a social network. They all read the comments and identify:
  - The topics of the comments
  - The role taken by the commentators in the discussion
  - If there are discriminatory comments or incitement to hatred. If it is the case: do they provoke reactions from other commentators? Is there any attitude of moderation? What type of answer or moderation attitude could be imagine if you were involved in the discussion?
In larger group, the trainer summarize the various answer to hate speech and launch a debate on discriminatory comments and hate speech on Facebook in other contexts than caricature publication (personal pages, groups…).
  ✓ **Conclusion : A3. Common thread**
In order to make people aware of the discriminatory situation they want to denounce, young people plan an (online) communication/dissemination campaign of the caricature made all along the module. To develop their online campaign, they use a methodology grid:
  - What is the message of your caricature? What does it denounce?
  - What will be the title of this campaign?
  - To whom is it intended? (the school community, the neighbourhood, young people…)
  - How to reach them? What media and tool will you use? (Facebook page, blog, YouTube…)
  - What are the advantages and disadvantages of this media?
  - What content do you need to add to disseminate this caricature (informational text, videos…)
  - Is there a dimension of interactivity in this campaign? If yes, how will you encourage people to interact? And how will you moderate these interactions?
  - What are the steps to follow? How do you distribute the tasks?
Young people prepare their campaign and reflect on it both in terms of contents and tools development and in terms of responsibilities. In larger group, they present their campaign plan and listen to the group's feedbacks.
 and have a debate on the moderation/management of this campaign with their trainer

*Time : 2 hours
*Equipment:
A1, A2 : Paper, pencils
A3: Paper, drawing material
*Methodologies: analyse of caricature and online comments (including hate speech), creativity, debate.
*Strategies to engage students: By choosing a caricature dealing with an issue close to young people, they will feel more concerned and will have more arguments to face hate speech in the online comments.
*Materials (resources):
A1: Panel of caricatures in several copies which were removed from any text or publication context.
A2: A case study of online comments related to a caricature chosen by the trainer from a news website or the Facebook page of a cartoonist.
A3: The caricature of the problematic situation made by young people in the previous units
Prerequisite (in terms of skills, or pre-activity): Unit 1