

# CREATIVE EXPRESSION PROJECT IDEAS

## Why Media Literacy Matters

### ACTIVITY: Conduct a Media Literacy Survey

#### Instructions:

Develop a 3-question survey that asks participants to share and reflect on personal experiences encountering disinformation or hoaxes in the media. The surveys can be shared via social media, asked in interview-format in person, or by other means. After receiving at least 20 responses, review the survey responses and look for patterns.

*#asking #listening #evaluating*

#### Discussion Questions:

1. What kind of disinformation are people encountering?
2. Where are they exposed to these messages?
3. How are they responding to them?

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**H.HP.2:** Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed.

**H.HP.3:** Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences.

### PROJECT: Compose a Media Literacy Picture Book

#### Instructions:

Write and illustrate a children's picture book that tells the story of a child encountering disinformation and being led by trusted friends, parents, teachers, and mentors to develop their media literacy skills to thoughtfully respond to inaccurate, misleading or damaging media messages.

Discuss the intentions behind your story, the creative decisions you made in writing and illustrating the book, and how the picture book reflects your personal perspectives on media literacy in a 300 word statement.

*#writing #illustrating #teaching*

# CREATIVE EXPRESSION PROJECT IDEAS

## Preventing Violent Extremism

### ACTIVITY: Evaluate Media Messages about Extremism

#### Instructions:

Conduct some research and locate 3 op-eds or persuasive essays that relate to violent extremism. Evaluate each piece, identifying their primary argument, evidence used to support their argument, credibility of sources, and viability of solutions they propose. Organize these evaluations into a chart, and look for patterns.

*#researching #evaluating*

#### Discussion Questions:

1. Where is violent extremism taking place? What forms does it take?
2. What arguments are being made about violent extremism? Which arguments do you find most compelling? Why?
3. Which arguments do you disagree with? Why?

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**CG.P.1:** Identify what political power is and who has political power in a society.

**CG.RL.2:** Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences.

### PROJECT: Argue Against Extremism

#### Instructions:

Write an op-ed or persuasive essay that discusses the impact of violent extremism on society and proposes actionable solutions, using a particular case study that matters to you. The piece should also emphasize at least one potential approach to addressing violent extremism, and end with a “call to action.”

*#researching #persuasive writing*

**Courageous RI**

# CREATIVE EXPRESSION PROJECT IDEAS

## High Conflict

### ACTIVITY: Identify Different Types of Conflict

#### Instructions:

Choose a place within society where you observe conflict. These places might include online comments sections, the US-Mexico border, interactions between police and communities of color, at school, in the family, or somewhere else. Using your new understanding of conflict, imagine and brainstorm different examples within your chosen place that could illustrate "good" conflict and "high" conflict.

*#brainstorming #connectingclassroomtoculture*

#### Discussion Questions:

1. In your chosen place, what forms of conflict might be productive? Unproductive?

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**CG.P.1:** Identify what political power is and who has political power in a society.

### PROJECT: Illustrate Conflict

#### Instructions:

Create an image or graphic design that visually represents the differences between types of conflict—including "good conflict" and "high conflict"—within a specific context like race relations, American politics, etc. The image should have a deliberate aesthetic that is visually appealing while also clearly communicating information about the impact of different types of conflict on society.

Discuss the intentions behind your image or graphic design. What were some of the creative decisions you made? How does the image reflect your personal perspectives on conflict? Compose a 300-word artist statement to accompany your creative expression.

*#visualcommunication #connectingclassroomtoculture*

# CREATIVE EXPRESSION PROJECT IDEAS

## Conflict Entrepreneurs

### ACTIVITY: Scrolling for Conflict

#### Instructions:

Review your social media feed (including TikTok, Instagram, Twitter, etc.) and identify 10 posts that reference, represent, comment on, create or contribute to some sort of conflict. Look for patterns among the 10 posts.

*#research #analysis #self-reflection*

#### Discussion Questions:

1. What types of conflict are being represented?
2. How do the posts engage with this conflict?
3. How do the view/like counts on the posts that represent conflict compare to other posts' counts?
4. What kinds of meaning or value do you make of these posts?

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**E.PC.1:** Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements.

**E.PC.4:** Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities.

**E.SA.2:** Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why.

**E.SA.3:** Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes.

### PROJECT: Exposing Conflict Entrepreneurs

#### Instructions:

Create a 1-3 minute video that introduces the concept of “conflict entrepreneurs” and uses journalistic/documentary storytelling techniques to explore some impacts of this phenomena. Videos can take the form of news reports, short documentary films, informational videos, or even memes/remixes.

Discuss the intentions behind your video, the creative decisions you made, and how the video reflects your personal perspectives on conflict entrepreneurs in a 300 word artist statement.

*#videoproduction #storytelling #journalism #documentary*

# CREATIVE EXPRESSION PROJECT IDEAS

## Feelings and Facts

### ACTIVITY: Picking Favorites

#### Instructions:

List 5 works of media (including news stories, social media posts, web videos, movies, TV, popular music, video games, books, advertisements, etc.) that have impacted the way you understand or experience the world. For each work of media, write (1) what meaning you ‘made’ from it, (2) what aspects of the work of media you find most compelling, and (3) what changes in your attitudes or behaviors were informed by the work.

*#self-reflection*

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**H.HP.1:** Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change.

**H.HP.2:** Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed.

**H.HP.3:** Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators’ and students’ intersectional identities and lived experiences.

### PROJECT: The Power of Story

#### Instructions:

Create a 1-3 minute audio piece that explores the power of storytelling to influence attitudes and behaviors. Your approach can include scripted drama, documentary storytelling, poetry, song, interviews, narration, sound design, etc. Pieces should be engaging while also communicating (explicitly or implicitly) your perspective on the “power of story.”

Discuss the intentions behind your audio piece, the creative decisions you made, and how the piece reflects your personal perspectives on storytelling’s power to influence attitudes and behaviors in a 300 word artist statement.

*#storytelling, #mediaproduction*

# CREATIVE EXPRESSION PROJECT IDEAS

## The Influencers

### ACTIVITY: Influencer War

#### Instructions:

List 20 people whom you trust to provide you with accurate information and valid perspectives on the world. They can be people you know personally or public figures. Put the name of each of these “influencers” on a note card.

Partner with another student, and using your deck of influencer cards, play the classic card game “War” (in which both players simultaneously reveal the top card from their deck). The goal of the game is to engage both players in dialogue about why the name on their card is trustworthy (in relation to the name on their partner’s card).

Through their conversations, partnerships may (or may not) determine that one influencer is “more trustworthy” than the other, but that’s not really the point. Rather, the objective of the game is to spark conversation and reflection about how we decide who to trust.

*#playing #sharing #listening #reflecting*

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**CG.P.1:** Identify what political power is and who has political power in a society.

**H.HP.1:** Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change.

### PROJECT: The Trust Compass

#### Instructions:

Design an engaging graphic that visually illustrates the key elements people consider when deciding whom to trust. The image could feature indicators such as credibility, integrity, expertise, emotional response, social status or relationship, transparency, etc. with the purpose of guiding viewers to critically assess the trustworthiness of influencers.

Discuss the intentions behind your graphic, the creative decisions you made, and how the image reflects your personal perspectives on trusting opinion-leaders in a 300 word artist statement.

*#visualcommunication #criticalthinking*

# CREATIVE EXPRESSION PROJECT IDEAS

## Free Speech, Hate Speech and Censorship

### ACTIVITY: Map the Free Speech Players

#### Instructions:

Conduct some research and identify 5 recent news stories (from reputable publications) that reference keywords such as “free speech,” “hate speech,” “censorship,” “digital,” and “technology.” Select one current issue related to these concepts and identify the key players (including governmental entities, corporations, lobbyists, community organizations, activist groups, private citizens, and so on).

Create a visual map of the flows of power and voice between these different players. The goal of the visual map is to identify the key players in issues of free speech, each player’s perspectives, and the relative power of each of these player’s voice in the conversation.

*#researching #analyzing #visualizing*

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**CG.P.1:** Identify what political power is and who has political power in a society.

**CG.RR.1:** Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them.

**CG.RR.2:** Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes.

### PROJECT: Create a Public Service Message

#### Instructions:

Create a PSA (in the form of a short video, audio piece, or billboard design) that raises awareness about an issue related to digital technology and free speech. The PSA may ask a key question, expose an urgent concern, or propose a solution to a problem, but it should be engaging, clear, and concise.

Discuss the intentions behind your PSA, the creative decisions you made, and how the PSA reflects your personal perspectives on free speech and digital technology in a 300 word artist statement.

*#persuasivecommunication #criticalthinking*

# CREATIVE EXPRESSION PROJECT IDEAS

## Targets of Propaganda

### ACTIVITY: Propaganda Then and Now

#### Instructions:

Select two pieces of propaganda—one from World War II era and one that is relatively recent. Conduct a comparative analysis of the two pieces, looking for similarities and differences in the messages being communicated, the persuasive techniques being employed, the messages' sources, and their potential (or actual) impacts on culture and society.

Make a table in which you write down these similarities and differences.

*#visualanalysis #historicalresearch #connectingclassroomtoculture*

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**H.HP.2:** Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed.

**H.HP.3:** Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences.

### PROJECT: Create Targeted Propaganda

#### Instructions:

Design a work of visual art (photography, illustration, graphic design, etc.) that portrays the communities targeted and tactics used by harmful propaganda. The image should have a deliberate aesthetic that is visually appealing while also clearly communicating information about intentions behind and impact of harmful propaganda.

Discuss the intentions behind your image, the creative decisions you made, and how the image reflects your personal perspectives on propaganda in a 300 word artist statement.

*#visualcommunication #connectingclassroomtoculture*



# CREATIVE EXPRESSION PROJECT IDEAS

## Falling Down the Rabbit Hole

### ACTIVITY: Recovering Radicals

#### Instructions:

Conduct some research and find an interview (video or written) or essay that details someone's recovery from some sort of radicalization. Read/watch carefully and make note of the subject's comments on (1) what led to their radicalization and (2) what caused them to recover from their radicalization.

*#research #analysis*

**\*This activity aligns with the following [RI Social Studies Anchor Standards](#):**

**CG.P.4:** Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences.

**CG.RR.3:** Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society.

### PROJECT: Create Targeted Propaganda

#### Instructions:

Write a piece of poetry that depicts or reflects on the dangers of radicalization and necessity to support the rehabilitation of those impacted by extremism. The poetry can be representational or abstract, using whatever rhyme, meter, voice, etc.

Discuss the intentions behind your poem, the creative decisions you made, and how your piece of poetry might be used to support people who are moving towards radicalization in a 300 word artist statement.

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## The Ripple Effect

### ACTIVITY: Finding Common Ground

#### Instructions:

Everyone in the class writes down on a piece of paper a divisive social issue. These can be specific issues (pro-life/pro-choice), broader engagements with difference (race or class relations), or even silly things (NY vs. Chicago-style pizza). When a paper is drawn from the pile, the class will divide into groups according to their opinions, attitudes, or identifications.

Then the class plays a game—kind of like “Red Rover”—in which they look for common ground across these divides and invite members of different groups that share this common ground to “come on over.” (Ex: The class divides into Democrats, Republicans, and Independents. Then, students take turns inviting people from other groups to join them based on unrelated interests—their favorite soft drink, movie genre, or something else. The game continues until some of the divides between the initial groups are bridged and people begin bonding over their shared interests/attitudes).

*#self-reflection #listening #observation #movement*

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**CG.P.4:** Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences.

**CG.RR.3:** Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society.

### PROJECT: Create Targeted Propaganda

#### Instructions:

Create a 1-3 minute documentary profiling a member of your community who is making efforts to bridge divides that exist in society. Subjects might include educators, volunteers, activists, artists, policymakers, or professionals. Documentaries should include interviews with the subject about their efforts as well as footage of them working to build trust and respect between members of their community.

Discuss the intentions behind your documentary, the creative decisions you made, and how the film’s subject models how to promote trust and respect within communities in a 300 word artist statement.