

Module Title:	A game of perception			
Duration	60 minutes			
Delivery method	Blended ☐	Face to face ☒	Online learning ☐	Distance learning (Learning Platform) ☐
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
Learning Outcomes:	- Assess how language, visuals, and framing are used to influence perceptions - Identify biases, both in media content and in their own interpretation of information			
Materials	- Paper and pens (for notes) - Selected images (selected before the session by trainer, printed in colour on A4 sheets)			
Session purpose	The purpose of this activity is to encourage participants to explore and discuss their own perceptions of addiction in a safe and non-judgemental environment. By selecting and interpreting images that they associate with the concept of addiction, participants reflect on their beliefs, experiences and assumptions, while recognising that addiction can take many different forms. The activity promotes open dialogue, critical thinking and empathy, allowing participants to appreciate diverse perspectives and introducing the topic in an engaging, visual and accessible way.			
Session Details:	Lesson Item:	Method(s) and instructions for trainers:		
	Introduction	The tutor will welcome the students and encourage them to take place around the set table. The tutor will then divide the participants in small groups (min. 2 people per group - optimal number 3 people).		
	Activity 1:	Once the groups are organised the tutor will place on the table the images prepared and will ask the group the following questions, giving in between each question 5-10 minutes for each group to discuss and confront: What image, according to you, better represents addiction? Each member of the group should select their image and describe to the members of the group the reason for their selection (Note: the question should be adapted to the topic discussed for example inclusion, migration, addiction, green, etc.). Now choose, as a group, the image the better represents the topic and why. In this session give the participants more time to discuss and move from group		

		to group to analyse the discussion, give inputs and ensure a correct flow. Now exchange in between groups the images selected and discuss your thoughts on the image. Once the groups have discussed they should present why they agree or disagree with the choice made. The tutor should moderate the discussion and make sure no conflicts arise.
	Post-Activity Discussion	To conclude the session the tutor will ask each participants their impressions on their work. Here some examples of questions to guide the conversation: • Did you enjoy the activity? What did you enjoy the most? • Did the discussion give you new perspectives on the topic?

Additional notes and tips for trainers

- To allow team work and group cohesion the trainer should create the groups and not allow participants to create their own groups. A tip to create the groups is to place all participants in line and give each participant a number. The numbers need to go based on the number of groups the trainer wants to create (ex. if you need to create 5 groups of 3 people you will assign to the participants in line a number until 5 and repeat, so you will have 3 participants with n.1, 3 with number 2, etc.)
- Be prepared to provide information about support services if the discussion raises personal concerns.