



Project Website <https://pros4democracy.internprize.eu/>

Activity Video Summary <https://www.youtube.com/watch?v=YWtU111J5II>

Lesson Category

Socio-Emotional Literacy

Title

Gaslighting in voters

Area(s)

Political argumentation; social-emotional problems

Objectives

Students will:

- 1. Discuss how gaslighting can be achieved.**
- 2. Discuss how the voters and the politicians are affected.**
- 3. Be able to critically discuss how the voters' feelings are affected by Gaslighting and polls.**

Time needed

8 teaching periods

Materials needed

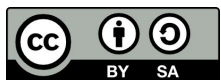
Computer, projector

Age level(s)

14-18

Number of participants per group

4-5



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.

2021-2-MT01-KA220-YOU-000047897

Originally designed by **University of Nicosia** as a part of the EuroVoters project
<https://eurovoters.eu>

Step-by-step description of activity

1. Teacher starts the lesson by showing a picture (see Appendix 1) of an example of Gaslighting. The teacher gives 5-10 minutes to the students to observe and study the picture in their groups.
1. Each group explains what they think the picture represents. After the groups say their opinion, the teacher writes the word “Gaslighting” on the board.
1. The students make a brainstorm about it and the teacher writes down their ideas.
1. For better understanding, the teacher shows the below video to the students after the brainstorm, <https://www.youtube.com/watch?v=3O3ZQPezglQ>.
2. After the video, students can ask clarifying questions for better understanding. If all of the students understand the term “gaslighting”, the teacher can continue the lesson.
3. Again, the teacher writes on the board the phrase “Gaslighting in Politics” and asks the students to give examples on that topic and what techniques might the gaslighter uses to manipulate others. They discuss that topic enough time, to make sure that the students fully understand the meaning, the definition, and the techniques used in “Gaslighting in Politics”.
7. The teacher shows the below video to the students regarding the above topic, <https://www.youtube.com/watch?v=SuwkGGiZyDQ>. Students must conclude that political gaslighting happens when a political person or a political party manipulates and/or uses false information to control a person or a rival.
7. When the discussion regarding the above ends, the teacher informs the students that they have to analyze critically a gaslighting incident. The students in their groups need to discuss **“the latest gaslight techniques used by Donald Trump in the 2020 election campaign”**. The students can use the computers to find videos or other sources of Donald Trump manipulating his main rival, Joe Biden.
7. The students use PowerPoint slides to show their findings. After the completion of the activity, all groups must present their findings to the whole class.
7. After the groups present their PowerPoint slides, the teacher sums up the whole lesson and the students can ask any question they might have.

Strategies of teaching and learning

Problem-based learning; critical-incident analysis; role-play and simulations.

Evaluation

Students are separated into two groups. Group A will be the political team of Donald Trump and group B will be the political team of Joe Biden. Both teams must use gaslighting techniques in their speech and the other team must find what technique was used from the opposite team. Both groups must perform a hypothetical discussion and use the techniques they learned.

Notes to the educator

- The teacher must give enough examples to the students to understand and digest the lesson.
- When the students are working in their groups, the teacher has a supporting role.

Notes to the students

- Students must be careful not to confuse the various forms of manipulation and distinguish the Political one.

Suggestions for follow-up activities

Students can create a 5 minutes video with the topic “Why Gaslighting is effective, especially in the Politics?” They can use any resource they think will help them create the video.

Appendices

See next page.

Appendix 1

