LIARS AND VERIFIERS

TOOLKIT

Erasmus+ Key Action 1 Professional Development Activity

A Toolkit for Youth Workers who want to learn new skills and methods for increasing Media Literacy of young people.

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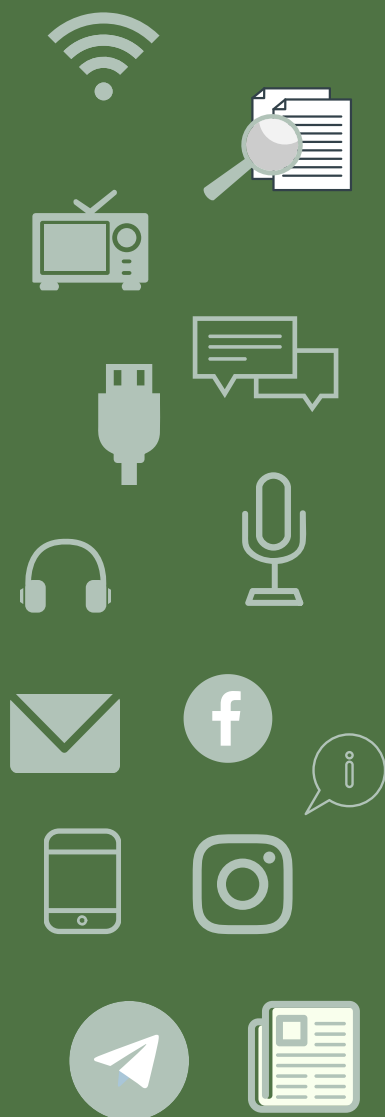
1. Background

Fake News and Disinformation are used to influence societies, to fuel anger, to win elections, slandering public figures or social groups. There are Fake News about almost all spheres of social life. What they have in common is that they are contributing to dividing the society and are a real threat to social peace and democracy. Although social media and many apps are a tool for the democratisation of communication and information, they also serve as a tool for spreading disinformation.

The European Commission states: "Fighting disinformation in the era of social media and online platforms has to be a coordinated effort involving all relevant actors, from institutions to social platforms, from news media to single users".

Many young people from our target group are "digital natives" and are using online tools as main means of communication, information and entertainment. They can be an easy prey for Fake News. Hence, we as youth workers can respond to that by integrating this topic into our youth work and increase the media literacy of young people. This Toolkit is intended to support youth workers and trainers to find the right methods.

2. About the Project

To address the lack of Media Literacy and to exchange good-practice we implemented the Erasmus+ Key Action 1 PDA "Liars and Verifiers" that was funded by the Czech National Agency. The activity took place 28th February - 07th March 2022 in Rustavi/Georgia.

The participants came from Armenia, Czech Republic, Germany, Georgia and Turkey and where representing the following organisations: Gyumri Youth Initiative Centre (AM), INspire (CZ), KOMED e.V./Radio F.R.E.I. (DE), Youth Association DRONI (GEO) and Sof Dagi (TK).

In February 2022 - a couple of days before the activity took place - Russia started the war in Ukraine. Due to this reason the participants from our Ukrainian partner Phoenix Association were not able to join us. The whole conflict cast a shadow on the project, however it was a daily topic and we noticed that dealing with Fake News and Disinformation is especially in the wake of a war more needed than ever.

"The first casualty when war comes is truth", this saying proofed to be more than valid, still today. As youth workers we can contribute that our target group develops critical thinking, intercultural awareness and empathy, so that they are enabled to step up in the future to counter propaganda and Fake News.

3. Activities

Let's Get Started

3.1 ENERGISERS AND GETTING TO KNOW

As in any other project, you need to make the participants acquainted with each other and create a pleasant working atmosphere. We will introduce two activities that are well-practiced and that we adapted to the topic of Media Literacy.

Media Literacy BINGO

This activity is similar to the classical BINGO game, however it is played with humans. Each participant gets a copy and needs to find somebody who fits one of the criteria in the Bingo squares. The name will be written into the square, but each person can be "used" only once. Who has filled all squares shouts "BINGO". For the debrief, you can invite the participants to tell something about the criterium: What is the name of the podcast you listen to? What was the topic of the article you published? Which Erasmus+ projects did you attend and what were they about? Etc. The group will meet in an informal atmosphere and learn about each other.

Find somebody who...and write their name in the correct Bingo square. You can only use the name of a person once. Shout "BINGO" as loud as you can when all your Bingo squares are full.

was born in May	is for the first time in _____ (enter country)	listens to a podcast	hosted a radio show
speaks more than 3 languages	works at a media outlet	has an own blog	worked for the school paper
participated already in more than 4 Erasmus+ projects	is free-lancing for media	can play an instrument	has a newspaper subscription
listens regularly to the radio	(un)intentionally spread Fake News	uses 3 or more messenger apps	published an article in a newspaper

"Media Seat Changers"

All participants build a circle sitting on a chair, one chair is missing and this person stands in the middle of the circle. To get to have a seat this person shares information about her or his personal way of using media, which kind of it, how often, fact-checking or not, sharing news or not and everyday life behaviour focused on the media. This can be one sentence like: "I am used to listening to the news on the radio every morning."
Everybody in the circle that is doing the same or agrees with the information has to stand up and look for a seat at another chair. The person in the middle also tries to take a seat. There will always be one person in the middle that has to give a new sentence to try to take a seat.
In this way, it will not only be an energizer but also already share information about the participants and a reflection of many ways to use and consume media. It will give an overview about the different behavior of the workshop participants concerning the use of media.

Goals and aims:
go into the topic of media to start a workshop

Approximate time: 10 minutes

**Group size:** group should have at least 8 members, more would be better

Materials: chairs, one chair less than participating people

3.2 Introduction

MEDIA LITERACY

After making the group familiar with each other, you can jump right into the topic. But before you can start to work and implement workshops, it is important that the whole group has the same understanding of the topic.

What is Media Literacy? What belongs to media literacy? We will explore the concept and find a good definition. We will also discuss related terms and find definitions and examples for: media literacy, fake news, desinformation, alternative facts, gate-keeping, framing, bias, cognitive dissonance, filter bubble, click-bait, social bots/ bots army,...
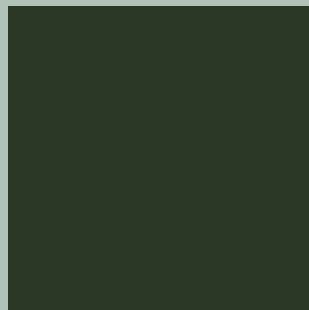
An Introduction to Media Literacy

VIDEO SCREENING:

You can start with the video "Fake News explained: How disinformation spreads":

https://www.youtube.com/watch?v=8fQdzVbQIaU

DISCUSSING THE VIDEO:

- split the group into 4 to 5 smaller teams (mixed by their different levels of knowledge)
- groups discuss the following questions:
  - What do you think about the video?
  - Which terms and topics were familiar for you and which were new?
  - Do you think these topics are part of media literacy?
  - What are other terms/concepts that you see around yourself that media literacy education should address?

SUMMARY OF THE DISCUSSION – CREATE A GLOSSARY

- terms/ concepts were clustered (media literacy, fake news, desinformation, alternative facts, gate-keeping, framing, bias, cognitive dissonance, filter bubble, click-bait, social bots/ bots army,…)
- all partcipants decides which terms, conceps and definitions are neccessary for us
- build smaller teams - each team chooses terms/concepts

RESEARCH

- each team does research about the terms/ concept, defines their term/concept and how it is related to the other terms/concepts

FINISHING THE GLOSSARY

- teams present their definitions of the terms/concepts – serve as working basis for the workshops
- time for Q&A
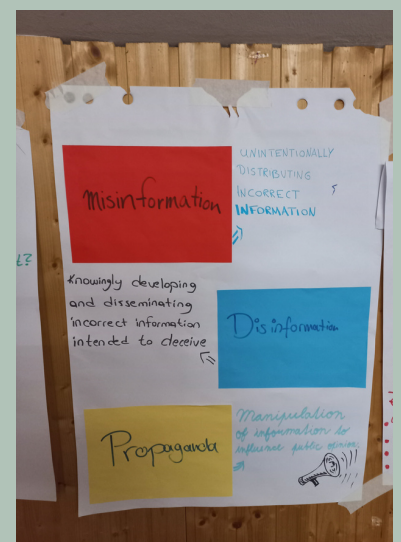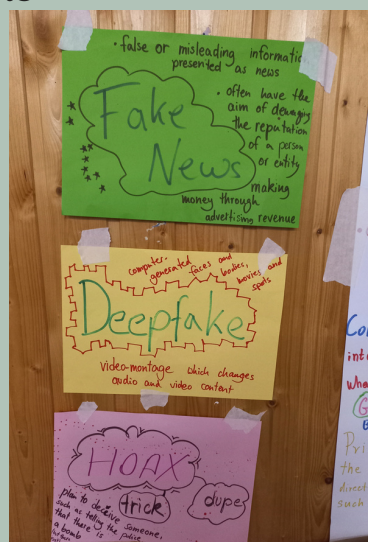- gallery with all the flipcharts: glossary

Goals and aims: introducing the topic, defining related terms

Approximate time: 90 minutes

Group size: 8-20+ learners

Materials: laptop, projector, speaker, WIFI, Flip-Chart and paper, moderation cards, pens, tape, smartphones/laptops

3.3 Country Presentations

WHAT'S GOING ON OVER THERE?

This activitiy is appropriate when you work with a mixed group, for example during international Erasmus+ exchanges. In each country the media landscape differs. This applies to the consumption habits of media, the ownership of media, the role state or private actors play in regard to the news coverage, the level of trust into media, freedom of press, etc. It is not only interesting to learn about the situation in other countries but also important to identify similarities and differences to have common ground for working with each other.

Country Presentations

PREPARATION

The participants gather in their national teams and will have approximately 30 minutes to prepare a presentation about the medialandscape in their home country. This can be a flipchart or powerpoint presentation.

Present the questions they should try to answer in their presentation as a guideline and to support the working process:

- what kind of media is consumed in your country?
- "Who owns the media"? Public, state or private owned?
- facts and figures about media and consumption?
- Is there a legal framework? Press codex? Sel-regulation bodies?
- Level of freedom of press?

FAKE NEWS: as Fake News are an important topic of your project it would be good to present at least 1 popular example per country. As instruction:

- Present the story/narrative itself
- Who was the target group?
- On which channels was it spread?
- What were the effects?
- Do you know the source?

PRESENTATION AND DEBRIEF

Each group has 5-10 min. for their presentation. Calculate the overall time according to the overall group size: there should be enough time for the preparation and the presentation. Remember that there should be also time for Q&A. You can guide the discussions with questions: "What similarities did you notice?", "Can you imagine the situation in country X in your country?", "What might be the reason for differences?".

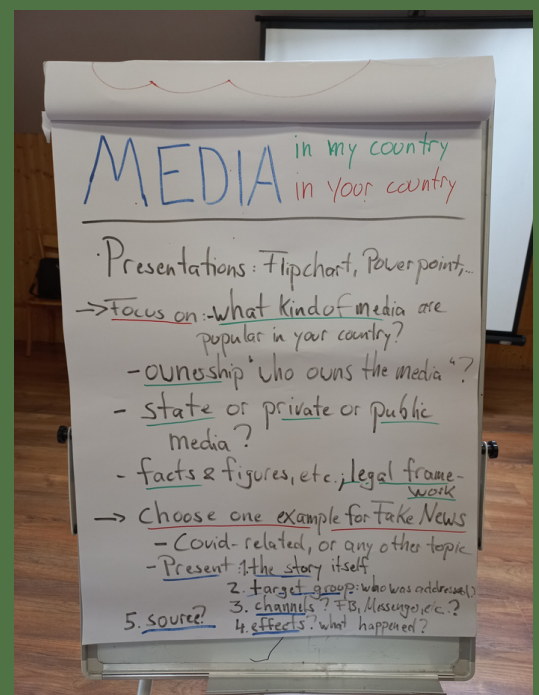If you have the presentations on flipcharts you can stick them at the wall as exhibition for the next days.

Goals and aims: getting to know the situation in other countries, spotting similarities and differences

Approximate time: 90 minutes

Group size: 8-20+ learners

Materials: laptop, (projector, speaker), WIFI, Flip-Chart and paper, markers, tape, smartphones/laptops

Participants might be not aware of the whole topic. If you want to support the process of critical thinking and boost the ability to reflective thinking there are two great activities for this purpose. The group will interact and exchangfe different points of view. You will see that there is often no "right" or "wrong", just different perspectives. But be aware, as group leader or trainer you need to be attentive, the discussion can get heated quite fast. Make sure that you have a healthy discussion and that everybody gets the chance to express opinions.

3.4 Raising Awareness

WHERE DO I STAND?
AND
HOW WORDS SHAPE OUR
PERCEPTION

Where Do I Stand?

Instructions

Tell the group that you will read several statements. After reading them aloud each group member needs to position him/herself in the room according to their level of agreement or disagreement. The position in one corner of the room means that you 100% agree, while the opposite corner means that you 100% disagree. Positioning in between is possible, accroding to the personal level of dis-/agreement. If you prefer you can "draw a line" with tape on the floor.

Implementation

You as a moderator read the statements aloud for everybody to hear and reflect briefly. Let each group member find a position in the room and then invite them to share why they chose the respective spot. The group should interact and start a discussion. But there are some rules:

- Only one person is talking
- Respect each other's opinions
- Listen
- No opinion is wrong
- You can change your position during the discussion
- Moderator decides who is talking

Possible statements can be:

- "Journalists can't be objective",
- "The main motivation of media publishers is profit",
- "Freedom of media needs to be protected, even though some of them might spread fake news.",
- "Traditional media (Newspaper, TV, Radio) can never be replaced by social media as a main source of information",
- "Freedom of media needs to be protected, even though some of them might spread fake news",
- "It is positive for diversity of opinions that everybody has a possibility to create media content",
- "Especially in crisis situation media and journalists should only use informations from official bodies".

Goals and aims: supporting critical thinking, exchanging opinions

Approximate time: 40-60 minutes

Group size: 10-20 learners

Materials: seminar room with some free space

Be creative and come up with your own statements. It is useful when they are ambivalent to create a ground for discussion and make the participants think critically.

Group Discussion: What do you think when you hear the word...?

During the previous activity you might have figured out that it is (almost) impossible for a journalist to be objective. The own bias, experience, identity, etc. will always influence a reporter.

But media can also intentionally use specific words, terms or expressions to generate emotions and to influence the audience. During this activity you will show or tell the group certain words and ask:

1) Is it something good or something bad?
2) What is your association with this word?

Depending where the groups are coming from you will have different interpretations and connotations and that one and the same word can create different feelings among the participants. Some participants might not know all the words because they are not used in their national context.

Here are some examples for terms that can be used. From our experience they have the potential to create a vivid discussion and an interesting exchange.

Liberal, Reform, Democracy, Opposition, Rebell, Separatist, Tolerast/Liberast, Austerity, Patriot, Gayropa.

The participants will realise how easy it is to be influenced by media. You can come up with other words that are suitable for you.

The duration of the activity depends on the motivation of the group to discuss. It can be over quite fast or last up to one hour.

BIG BROTHER IS
WATCHING YOU

3.5 NEWSPEAK

In his famous dystopian novel "1984" the British author George Orwell wrote about two totalitarian states who are in the state of constant war. It was published in 1949 and was influenced by Orwell's work for the BBC and the starting Cold War.

In times of mass surveillance, disinformation campaigns and fake news it is still relevant.

An Introduction to Newspeak

First of all, if you didn't read "1984" yet, it is highly recommended.
Start this session with an open question: "Who knows the book and can give a short description"?
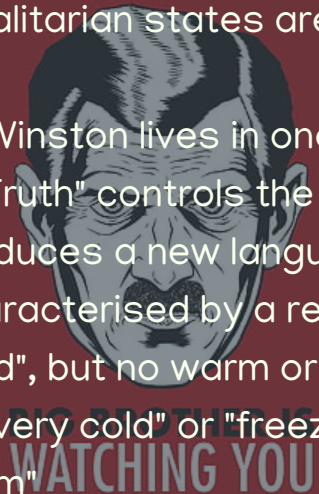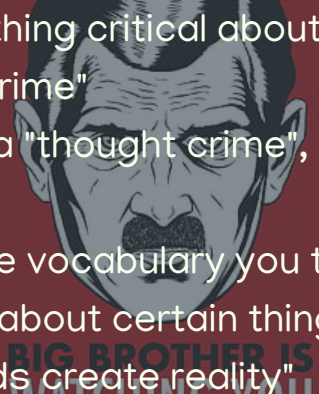You can summarise the content in a small presentation:

- content: two totalitarian states are in constant struggle
- main character Winston lives in one of them: Eurasia
- the "Ministry of Truth" controls the news, re-writes history and introduces a new language: "Newspeak"
- Newspeak is characterised by a reduced vocabulary
- there is only "cold", but no warm or ice cold
- "double cold" is "very cold" or "freezing"
- "un-cold" is "warm"

- thinking something critical about the state is a "thought crime"
- if you commit a "thought crime", you go to jail
- by reducing the vocabulary you take the ability to think about certain things
- because "words create reality"

You can ask the group at this point how they understand the saying "words create reality".

After this brief introduction you can show the video "A Guide to Newspeak":
https://www.youtube.com/watch?v=qiKsBd55aEk

But now it is time to go deeper into the topics by presenting and discussing some contemporary examples for Newspeak. Present the terms on a projector and ask the group if they can explain what they mean and when or by whom they are/were used:

"ALTERNATIVE FACTS"

In January 2017 the Trump administration gained a lot of attention when the Counsellor to the President Kellyanne Conways used the term "alternative facts", when commenting on wrong information given by the White House Press Secretary Sean Spicer. Alternative Facts sounds nice but in the end it is just a nice way to say "lies".

"COLLATERAL DAMAGE"

Sounds a bit like "Shit happens" but it was often used when reporting about civil casualties during war.

"AUSTERITY PACKAGE"

Sounds like a plan to safe money. This is good, no? Well, after the financial crisis 2009 this term was used to describe the austerity measures undertaken for ex. in Greece which included cutting pensions and other social welfare programmes, privatising state property, etc.

"POST TRUTH"

Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief. Word of the Year 2016 of the Oxford Dictionary.

"SPECIAL OPERATION"

Others would call it a "War".

Now it is on the group to come up with other examples for modern Newspeak. Remember – these are terms that sound nice but disguise a questionable truth. The participants will be able to consume news more attentively and read between the lines.

3.6 Cyber-Security

RAISING AWARENESS AND USEFUL TOOLS

The majority of your target group are probably "digital natives". They post, like, share and tweet. Entertainment, communication and sharing personal information happens online. Social networks and the whole online sphere offer great opportunities but they involve also certain risks. Identity–theft, pishing and simply being too exposed can be the results of careless online behaviour. On the next page there are some tools and methods that young people should know to protect themselves against online threats.
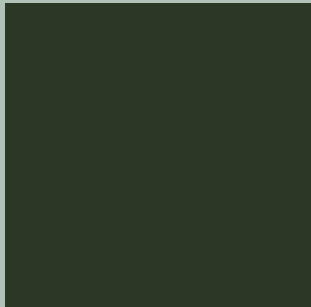
Raising Awareness

You can start this activitiy with a brief introduction and an open question:

"Nowadays social media platforms, apps for smartphones and online services provide unique opportunities to connect people, to share information and to organise our every day life. We can share pictures with our community, pay our bills online, work online together with colleagues in shared folders, ask our web browser to save our passwords and save our personal data in a cloud where we can access it easily from everywhere. But are we really aware of what content we are sharing and with whom?"

First of all let's check – what about us? Which online services are you using?

Gather all apps and online plattforms in an open question round.

Why are so many apps and online services for free?
"Because we are not the customer. The customer is another party who is interested in our personal data.

By connecting all these data (your check ins on Facebook, the products you buy with your credit card, the data of your payback card in the supermarket, the pictures you upload on social media, etc.) it is possible to receive a detailed picture of where you are going, whom you are meeting, what are your personal interests, what are you buying and how often.

It is also important not to forget that the term "Cloud" is misleading – there is no real cloud, a cloud is always the computer of somebody else.

Many people are asking why all this is problematic, as they have nothing to hide. This is a very weak argument, because it is about one of our fundamental rights: the right on privacy. "

At this point it can be useful to watch the TED Talk of Glen Greenwald:
https://www.youtube.com/watch?v=pcSlowAhvUk&ab_channel=TED

Goals and aims:
raising awareness about cyber security and online threats, showing tools for online self-protection

Approximate time: 60 minutes

Group size: 10-20 learners

Materials: Projector, computer, wifi

"By sharing your data in social networks, apps and online services you are not only allowing state institutions or companies to access your data, you are also exposing yourself to several risks: such as data collection of your identity, your passwords and you make yourself vulnerable to malicious software and spyware, which could cause serious harm."

But how to protect ourselves?

Useful Tools

In the following section we will present some useful tools, links and apps that can help to increase the personal protection against online threats.

- To check whether your password has been leaked use this website: https://haveibeenpwned.com/
- Use a VPN - a "virtual private network". To explain how a VPN works you can showthis video: https://www.youtube.com/watch?v=_wQTRMBAvzg
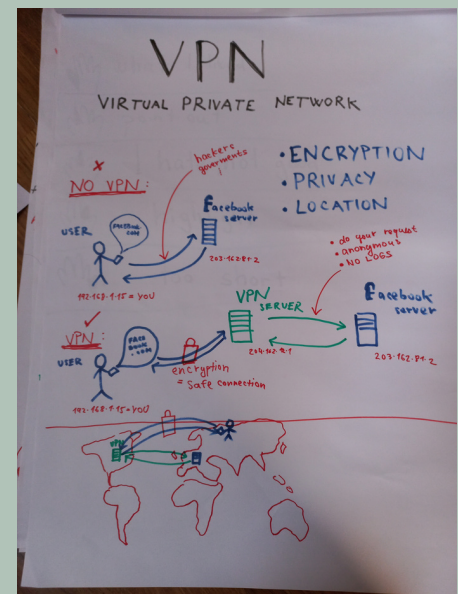
- How much do the websites know about you and if your device is up to date you can check on this site of Czech Technical University: https://www.civilsphereproject.org/doileakdata#
- How much time take approximately to crack your password when it's hash it's leaked you can check here: https://random-ize.com/how-long-to-hack-pass/
- What is a password manager and how and why you should get one? https://www.youtube.com/watch?v=wcDtLMraTkQ&ab_channel=AllThingsSecured

Pro Tips:

Use a **secure web browser** such as **Brave Browser** or **Mozilla Firefox** which respects your privacy. For Firefox there are many useful extensions (Ad-Ons):
- **HTTPS Everywhere:** forces encryption for all connections between your web browser and the webserver you are visiting: https://www.eff.org/https-everywhere
- **uBlock**: block ads, trackers and malware sites: https://github.com/gorhill/uBlock

- **Privacy Badger**: blocks spying ads and invisible trackers: https://www.eff.org/privacybadger
- **Self–Destructing Cookies**: gets rid of a site's cookies and LocalStorage as soon as you close its tabs, protects against trackers and zombie-cookies. https://addons.mozilla.org/en-US/firefox/addon/self-destructing-cookies/?src=api
- **NoScript**: blocks JavaScript. JavaScript is an essential element of many websites, but can be exploited to track your browsing behaviour, leak your passwords, and to inject malware. https://noscript.net/
- Use **another search engine** instead of Google.com: Duck Duck Go or StartPAge are good alternatives. Theya re not capturing IP-adresses. Personal data is not stored and given to third parties. No cookies are used to indetify the user.
- Use **Signal Messenger** instead of Messenger, Instagram or Whatsapp. No one will have access to your messages except you.

Most important is a **safe password**. You can use a password generator or come up with your own safe password. A safe password contains capital letters, special characters and numbers.

A very good way is the "Schneier scheme", a method advocated by Bruce Schneier use strong passwords including capital letters and numbers.

You can even create them by yourself For example: **lw2cMYd8@S**
Hard to remember?
Maybe it's easier like this: I (**l**) want (**w**) to (**2**) see (**c**) my (**MY**) data (**d8@**) secure (**S**)

It could be a bit boring to present these tools, apps and links just in a Powerpoint presentation. What about organising a Digital Paper Chase? You can create a QR-Code for each of the tools and websites. For example here: (https://www.qr-code-generator.com/). Print these QR codes on a paper and hide them in the seminar room or in the venue. Divide the the young people in different groups and let them 1) look for the hidden QR codes, 2) scan the codes and explore what they reveal and 3) prepare a small presentation about the respective tool for the whole group.

3.7 Filmscreening

AND DISCUSSION

So much input....After a long day your participants should be able to relax during a movie night. Alternatively this can also be afternoon session, because it is not only about watching a movie but to keep the mind active and share impressions and opinions right afterwards that can result in an interesting discussion. On the next page we present two movies that fit the topic perfectly.

The Social Dilemma

The film is a mixture between documentary and fictional story and was released in 2020 on Netflix.

The fictional story follows a teenager, his struggle with social media and how it influences his real life. The story is accompanied by interviews with tech experts and developers from big companies such as Google, Facebook, Twitter, Mozilla, etc. Y

ou can find more information on the website:
https://www.thesocialdilemma.com/

There you will find also additional interviews, a reading list and a guideline for a social media reboot.

/the
social
dilemma_

Wag the Dog

The storyline goes like this:
"After being caught in a scandalous situation days before the election, the president does not seem to have much of a chance of being re-elected. One of his advisers contacts a top Hollywood producer in order to manufacture a war in Albania that the president can heroically end, all through mass media.""

The movie is from 1997 and features a great cast, such as Dustin Hoffman or Robert de Niro as spin doctor.

And although it is not the latest film, the story is still up to date. It is a great example for how media can be used to influence society, to cover up events or to produce and spread fake news.

You can get an impression by watching the trailer here:
https://www.youtube.com/watch?v=CNo0BicRM8k

3.8 Cyber-Bullying

TERMINOLOGY, TAKE A STEP
FORWARD AND THEATRE

Bullying is a serious threat.
Nowadays it is not limited to the
school yard or the work place but
can follow the victim also at home
or anywhere where a wifi
connection is available. The
effects are the same – no matter
if it's happening on- or offline.
Cyber-Bullying might be even
more serious as the bully doesn't
need to confront the victim face-
to-face which lower the inhibition
level. Besides, also sensitive data
and photos can be made public. It
is important that young people
are aware for two reasons: firstly,
it is important that they know how
a victim might feel so they are
less likely to participate in bullying
and secondly, they need to know
how important it is to step up for
somebody.

Terminology

Introducing a new topic, means also introducing a new wording. Here is a list with related terms and their definition. You can choose how you work on it. You can present and explain them, but this could be quite boring. Another option is to form small groups and each group gets one term and needs to find a definition and an example before presenting the results. You can also create a memory with different pairs of cards: one card shows the term and the corresponding card the definition. Or be creative and come up with other ways.

Goals and aims: getting to know the terminolgy in regards tp cyber-bullying

Approximate time: approx. 45-60min (depending how you design the activity)

Group size: 10-25

Materials: flip charts/paper, markers, wifi for the research

Flaming - provoking fights by rude messages and vulgar language (-> trolling)

Harrassment - sending repeatedly offensive messages

Cyberstalking - contuniation of harrassment that leads to a stae of fear by the victim

Denigration - spreading rumours, gossip or lies to damages someone's reputation

Impersonation - hijacking someone's personal online/social media acount and acting on the person's behalf in order to cause problems or damage the reputation

Outing and Trickery - after getting the trust of a person, the bully spreads personal or confidential information

Exclusion - excluding a person from a online group, common chat, online game, etc.

Cyberbashing - hateful comments, for example on social media content (photos videos, posts, etc.)

POINT OUT THE DIFFERENCES BETWEEN OFFLINE BULLYING AND CYBER–BULLYING:

IMPACT AND DISSEMINATION
- it is uncontrollable: what is online, stays online
- lower inhibition level

POSSIBLE ANONYMITY
- bully is hidden behind nickname or fake account

NO LIMITS
- can happen everywhere (not only at schools, workplace, etc.) but also at a person's private and personal space and any time, when the person is online

Take A Step Forward

You might know this activity already from different contexts in youth work. It can be used to address discrimination due to origin, disability, ethic background, gender, etc. It is usually play with cards that assign a specific role to everybody, for ex. a person in a wheelchair, a refugee, a single mother, an elderly person, a member of a sexual minority, etc. The trainer reads statements and depending if the statement applies to the assigned role the participants takes a step forward or remains at the same position. During the debriefing the location of each participant will be discussed and reflected on the reasons.

Goals and aims:
raising awareness about the forms of cyber-bullying and own privliges

Approximate time: approx. 45min

Group size: 10-25

Materials: no specific materials are needed, you just need some space in your seminar or class room

We decided to modify this activity in the way that the group members don't play a certain role but themselves instead.

> BE CAREFUL: this might contain sharing personal information and talking about vulnerable situations. Make sure that each participant shares only what they want and that there is no judgemental behaviour. If you are not sure about the well-being of each single participant, better don't implement this activity.

Here are some examples for questions:
- Were you ever bullied online (in a chat, group, comments, forum, etc.)?
- Were you insulted because of personal reasons (clothes, taste of music, etc.), cultural or social reasons (place of birth, religion, sexual orientation, etc.) or because of your political opinion?
- Were you alone without support by other users?
- Did somebody share your personal information against your will (chats, address, photos, etc.)?
- Did you receive threats online by email, messenger, etc.?

What about reversing the activity to shift the attention away from the "victim"?:
- Did you ever insult somebody online?
- Did you join others by bullying somebody online?
- Did you share personal data against the will of somebody?
- etc.

Theatre Against Bullying

Theatre can be a powerful tool to express emotions, to step into another role and to show the audience another perspective. This activity is also suitable as teambuilding.

1) Brainstorm with your group what "Cyber-Bullying" actually means. How can it look like? What situations can emerge? Who can be affected? Cluster the findings and create specific narratives/situations. You can also use the related terms from the activity "Terminology".

2) Split the group into smaller groups with 3-4 participants each.
3) Each group gets one of the above mentiones situations. They have 30min to create a small scene (approx. 5min) about it, that contains also a possible solution. After planning the scene they rehearse it.
4) Each group will bring their scene to stage and the others need to guess which situation was displayed. The solution presented will be discussed by the whole group. Is it realistic? Can it be applied in real life? Maybe somebody has even a better idea?

ALTERNATIVELY: you can also set it up as Impro Theatre. After defining the situations/scences assign one scene and the related role randomly to the participants who need to perform the situation/scene off-the-cuff.
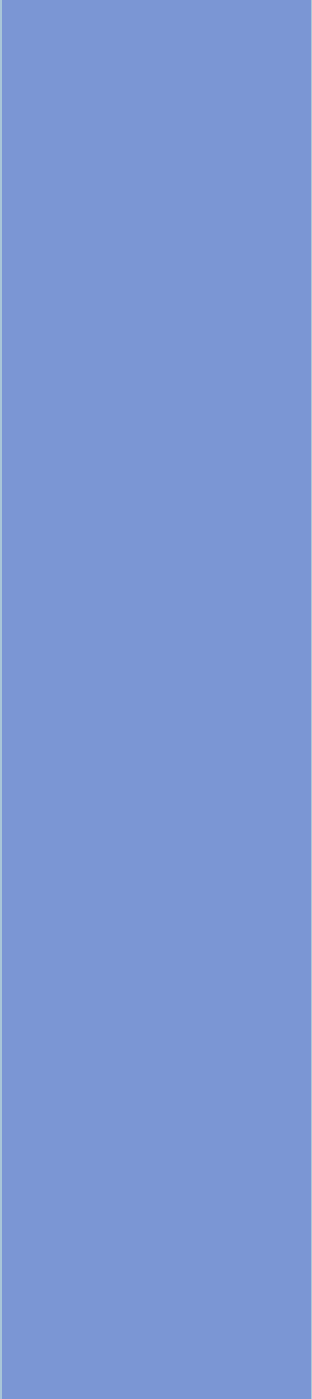
An interesting part of a seminar can be a study visit to see how experts work and to get an practical insight into the whole topic. Media outlets, associations, NGOs and initiatives are almost in all towns and cities and most of them will be happy to welcome you. Your participants can learn a lot by presentations of the staff of the insitutions that you visit and ask the employees all their questions in the best case they can even deliver a workshop and share some examples of their activities.

Rememeber to approach them in advance (at least 1 month) as many have a full schedule and need to prepare for their visitors. Inform them also about the estaimated group size.

3.9 Study Visits

CODA
AND
MEDIA DEVELOPMENT FOUNDATION

CODA https://www.codastory.com/

"Coda examines the roots of global crises and exposes their connections and international ramifications. Coda deploys teams of reporters, video journalists, artists and designers to think through what themes and stories fuel each crisis. Coda Media is a nonprofit media company that is dedicated to sustained, granularly focused, 360-degree storytelling on the roots of global crises, many of which arise from assailing the very legitimacy of empirical facts, such as disinformation campaigns and the war against science, or the applying of new technologies to surveil and control populations."

During our visit the staff members told us about their work and shared their latest produce that you can watch here:

Media Development Foundation
https://www.mdfgeorgia.ge/eng/home
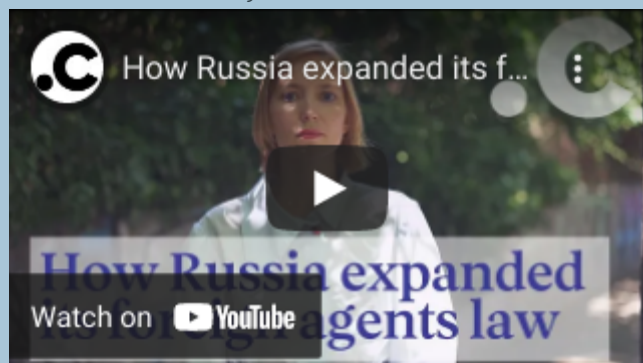
"The Media Development Foundation, MDF, is a non-governmental organization aiming to promote: Fundamental human rights and freedoms; Open, inclusive and pluralistic society; Professional and institutional development of media; Establishment of media accountability and self-regulation mechanisms; Critical thinking in a new media ecosystem and resilience building of citizens' through conscious media consumption."


The employees of MDF gave a presentation about their field of work and during a practical a workshop showed us useful tools for factchecking with us that we would like to share with you on the next page.

4. USEFUL LINKS

On the following pages we will provide you with some links regarding Media Literacy and Fact–Checking that you can use for further reading, to dive deeper into the topic, to use during the seminar or to prepare your participants in the run up of your activity.
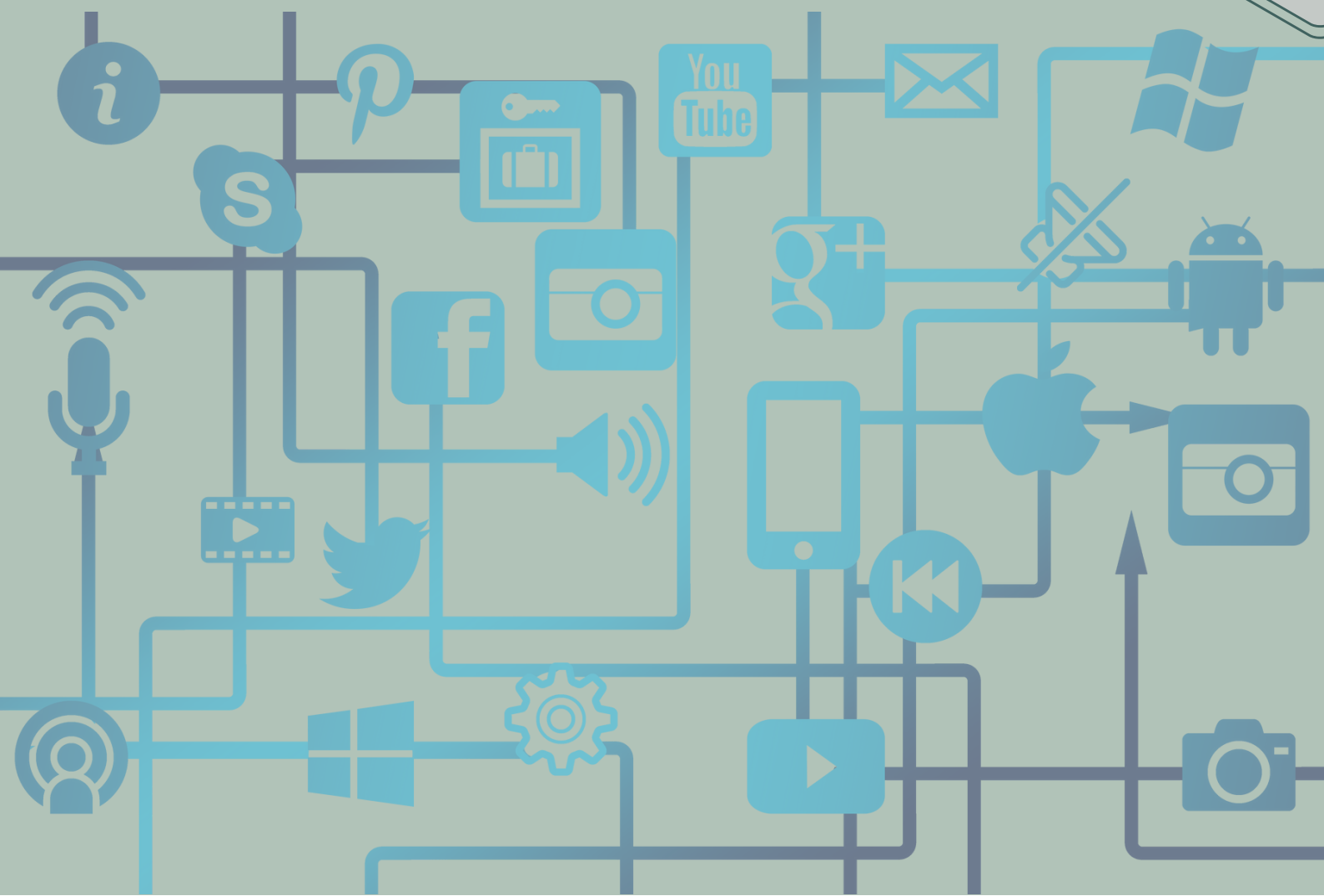
Media Literacy

- Above the Noise (2017): Why Do Our Brains Love Fake News (2017):https://www.youtube.com/watch?v=dNmwvntMF5A
- Channel 4 News (2017): Fake News exposed: Can you tell what' s real?: https://youtu.be/LLakMV6CNHk
- BBC Newsnight (2017): The Rise of „Fake News", Manipulation and „alternative facts": https://www.youtube.com/watch?v=1aTApGWVGoI
- CBS News (2019): How „fake news" and misinformation online is changing society: https://youtu.be/irHP3znqwq8
- Play GO VIRAL: A 5-minute game that helps protect you against COVID-19 misinformation https://www.goviralgame.com/books/go-viral/intro

Fact-Checking Tools

- **RevEye Reverse Image Search**: Perform a search by image. Choose between the image search engines Google, Bing, Yandex, and TinEye. This extension allows performing an inverse image search by right-clicking onto any image in a website. You can configure the context menu to contain either a single button with your default search engine, or a cascaded menu with all included search engines. Source code: https://github.com/steven2358/reveye

- **InVID Verification**: The provided tools allow you to quickly get contextual information on Facebook and YouTube videos, to perform a reverse image search on Google, Baidu or Yandex search engines, to fragment videos from various platforms (Facebook, Instagram, YouTube, Twitter, Daily Motion) into keyframes, to enhance and explore keyframes and images through a magnifying lens, to query Twitter more efficiently through time intervals and many other filters, to read video and image metadata, to check the video copyrights, and to apply forensic filters on still images.

A very comprehensive collection of Fact Checking Tools you can find here: https://start.me/p/ZNLPYO/verification-tools

LIARS AND VERIFIERS

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The Guide is an intellectual property of the
involved organisations.
If you wish to use the tools from this guide,
please refer to this professional
Development Activity and the
involved organisations.

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