

CZECH THE FACTS OUT 2

BRNO 5.-15.6.2017



BOOKLET FOR YOUTH WORKERS IN MEDIA LITERACY



BOOKLET FOR YOUTH WORKERS

MEDIA LITERACY, FACTCHECKING, HOAX AND PROPAGANDA

This booklet was created by participants of TC “Czech the Facts Out” which took place in Široký Důl, Czech Republic, between 5.-15.6.2017.

INTRODUCTION

Trying to understand the media and its role in society is a bit like trying to **capture fog in a box**. The project is covering the actual topic of media literacy in today's "**post-truth**" era.

The era of disinformation, uncertainty in the sources of information, era of hoaxes. Era in which the loudest voice of shocking information without source, voice of emotion using our deepest fears often matters more than **the quiet, calm voice of facts, statistics, fact checked quotes and logic**.



Program of the project is designed to **helped us understand, that we all live in media reality**, which is affecting our opinion, our decision making.

This booklet contains information acquired in **practical workshops** with experts from the field, helping us to orientate in complex **media world, feedback and outcomes of the training course**.

CZECH OUT OUR PROJECT!

www.facts.brnoforyou.cz



Brno for you www.facebook.com/brnoforyou

Czech the Facts Out <https://www.facebook.com/564984443679>



Brno for you Spolek

DAY 3: THE POST OFFICE

Duration time: 3h

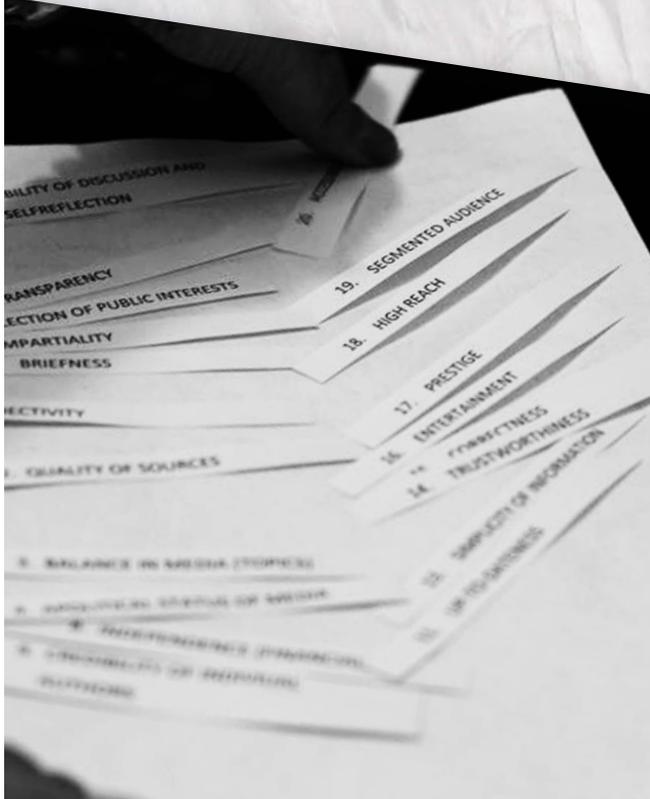
No. of players: 20-30

Level of complexity: 5/5

Topics: manipulation, media reality, roleplay

Participants were divided everyone of them had their own special role in the „society“ created by them. They made groups according their characteristics and activities connected to their role. There were political parties, journalists (freelancers, paid journalists, tabloid) and normal citizens. Important roles were also observers of the activities, behavior and situations of others playing participants.

They should observe and be „the eyes in the shadows“ to report more complex scenario of all the game (they wrote down the important stuff and communicated together to get the better picture about situation in the game) . The point was to understand the importance of the being informed based on information from different sources which can be then checked and compared. The the situation can be more readable and the opinions based on truthful info.



DAY 6: EXPERT BLOCK – HOAX with BE INTERANTIONAL

We analyzed hoaxes thanks to method of **Problem tree analysis**.

Hoax is hacking important evolutionary features of human psyche, such as: family feeling, being suspicious, empathy and others

It is entering social media and spread very quickly thanks to accumulation of shares, shocking title and “easy-explained truth”. It created the illusion, that moral breakdown is attacking from Western societies.

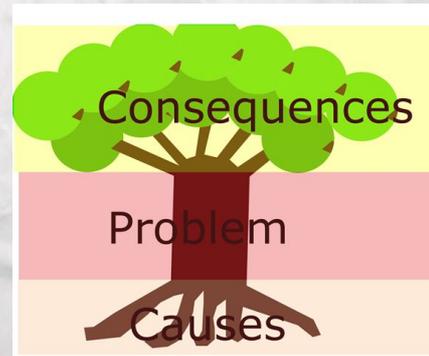
So, how does Problem Tree analysis work?

The problem, objective and strategy tree analysis is one participatory tool of mapping out main problems, along with their causes and effects, supporting project planners to identify clear and manageable goals and the strategy of how to achieve them.

1. The first step in developing the problem tree is to identify the problem that the project seeks to overcome. The core problem is written down in the middle of the paper, or on a sticky-note that is placed in the middle of a wall. **Things to help define the core problem** include lessons from previous projects, the stakeholder analysis, and other research. If there seems to be more than one core problem, it may be best to develop a problem tree for each one.

2. Once the core problem has been identified, participants should consider what the direct causes and effects of the problem are. Each cause statement needs to be written in **negative terms**. There are a couple of ways to undertake this. Participants can either collectively brainstorm all the negative statements about the problem at hand, and a facilitator writes each negative statement down on a piece of paper.

3. A solution (also called objectives) tree is **developed by reversing the negative statements** that form the problem tree into positive ones. For example, a cause (problem tree) such as “lack of knowledge” would become a means such as “increased knowledge”. The objectives tree demonstrates the means-end relationship between objectives.



DAY 5: PROPAGANDA THEN AND NOW

Duration time: 2,5 – 3h

No. of players: 20-30

Level of complexity: 4/5

Topics: history, country presentation

Participants are divided into **national teams**.

They present historical poster of any kind propaganda of their country and they **link it with basic elements of historical propaganda**: more of an argument over ideology, conflict of ideologies - communism vs. capitalism, socialism vs liberalism. The aim was to convince the people of the "Truth"/"the right way"

Now, information is used as as a tool for **creating chaos, conflicts**. No matter what kind of story is produced main is to spread enough information so that people can no longer orientate.



DAY 5: PSYCHOLOGICAL BIASES AND ME

Time: 1 h.

Topics: psychology, information, biases

Level of complexity: 4/5

Group size: 5 pax

Main idea: Participants are divided into small teams by energizer. They are presented the main 20 Cognitive biases that affect our decision (anchoring bias, cognitive bias, bandwagon effect, etc.).

Discussion about each bias will follow- in what situations this bias affect us? How to prevent it? is it always negative?

How can this be used for manipulating us?

5. Choice-supportive bias.
When you choose something, you tend to feel positive about it, even if that **choice has flaws**. Like how you think your dog is awesome – even if it bites people every once in a while.



10. Ostrich effect.
The decision to ignore **dangerous or negative information** by "burying" one's head in the sand, like an ostrich. Research suggests that investors check the value of their holdings significantly less often during bad markets.



12. Overconfidence.
Some of us are **too confident about our abilities**, and this causes us to take greater risks in our daily lives. Experts are more prone to this bias than laypeople, since they are more convinced that they are right.



DAY 7: EXPERT BLOCK – FACTCHECKING by DEMAGOG.CZ

“The hunger for truth remains a universal human desire, and that's what gives fact checking its power.” **Angie Holan, PolitiFact editor**

Process to make sure that facts are correct, especially in something that is published. Process to check that all the fact in a piece of writing, a news article, a speech, etc. are correct. **Statement is true** <= it relays correct information in appropriate context; **false** <= it relays incorrect information; **misleading** <= correct information is presented in inappropriate kontext.

“Is the climate changing?”

“Global temperatures are steadily rising.”

“Global temperatures are stable.”

“It is five degrees colder than yesterday.”



DAY 8: NONFORMAL EDUCATION BLOCK - LIMIT 20

-“Limit 20 is a game, that opened my eyes and changed my perception of our society forever.” **Tereza, Czech Republic**

Limit 20 is an activity to help **participants explore manipulation, discrimination and exclusion, inequality of life chances, witness injustice and unfair competition.**

Duration time: 2,5 – 3h

No. of players: 20-30

Level of complexity: 5/5

Topics: manipulation, unequal chances

The game gives participants an illusion, that’s a game about fun, friendship and competition. In reality, they are being manipulated whole time and **revealing is a real eye-opener.** Simulation of social injustice is arranged by various activities with unequal conditions for discriminated group. Discussion after the reveal of the true topic of the activity was spontaneous. Participants saw the analogy with real social or political injustice. Just as in media, where the level of injustice in the media differ fro country to country. Not everyone has the same starting line and it can be also applied to the media literacy.

The game has very complex rules and we divided participants into three teams. We created the illusion of that the game is about fun and competition. **Truth is, that it was manipulated from the beginning and it lead participants to realize how easily one can discriminate others because he is the fortunate one, he doesn’t see others situation.** The game itself took 3 hours and we played all stages (6 in total) where the gap between winning and last team (discriminated one) is getting bigger and bigger.

During evaluation, all participants agreed that this was the best activity of the day. This roleplay had very strong impact on the participants, because they acted naturally since they didn’t know about they are actually playing the roleplay.

The game is used from Education Pack “all different - all equal” and can be find on <http://www.eycb.coe.int/edupack/42.html>



DAY 9: FOLLOW-UP

HOW TO DISSEMINATE? /TRAVELLING POSTER EXHIBITION/

Posters are sent by the post to partner organizations. These organizations make a short pop-up exhibitions with the posters in their youth centers. This is the way we ensure the dissemination, we share the possibilities of the Erasmus+ programme and we help the idea of media literacy to live on!

BRNO FOR YOU

CZECH THE FACTS OUT II - PROPAGANDA -

Erasmus+

“Propaganda”

- Information, ideas, or rumors deliberately spread widely to support or harm a person, group, movement, institution, nation, etc.
- The use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior or to perform a particular action. There is some disagreement about whether all persuasive communication is propagandistic or whether the propaganda label can only be applied to dishonest messages
- The point of modern propaganda isn't only to misinform or push an agenda. It is to exhaust your critical thinking, to annihilate truth (Kasparov, 2016)

Characteristics of Propaganda

- Simplifies the message
- Short but strong message
- Catch and direct emotions
- Blames, humiliation
- The real aim can be hidden

Examples of Propaganda

- In World War I, British Commonwealth Empire tried to pass the Dardanelles, Turkish side was trying to trick Australian and New Zealand soldiers' mind.
- It is another propaganda poster from World War I. It shows the alliance between Ottoman Empire-Germany-Austria-Hungarian Empire.
- It is fascist poster about the harmful influence of Jews in Croatia.
- Croatians wanted independency for many years and this poster was a reflection of the fascist government exploitation of that idea.
- Movement for independency of Macedonia during

How to distinguish information from disinformation?

- Sources
 - Anonymous journalism
 - “Top secret source”
 - “Scientificly proven”
 - Not proven statistics.
 -
- Blaming & Labeling
- Creation of false
- Manipulation of images and video content
- Fear and other emotions

THEN:

- 17. cc
- Censorship
- Influence of church
- Simple and basic

NOW:

- Complicated
- Disruption of trust in media
- Conspiracy, lies and distorted info
- Apathy of the society

**AUSTRALIAN and NEW ZEALAND SOLDIERS!
YOU HAVE BEEN TRICKED
YOU CANNOT WIN**

You can only die here far from home, or suffer from hunger and thirst. The English, insatiable in their desire to dominate, will waste your lives in their vain attempt at glory.

ŽIDOVÍ

1918

1943

**HRVATI SLOBODNI
POD TUBINOM**

**HRVATI SLOBODNI
NASVOME**

СЛОБОДА ИЛИ СМРТ

**“CZECH THE FACTS OUT II
IS IT REAL?
DID WE REALLY GO TO THE MOON?
DISCOVER THE TRUTH
EXPLORE THE UNKNOWN
ENJOY**

www.brnoforyou.cz

Posters are ready to be packed and sent!



BRAINSTORMING TO THE MOON AND BACK

"CZECH THE FACTS OUT 2"

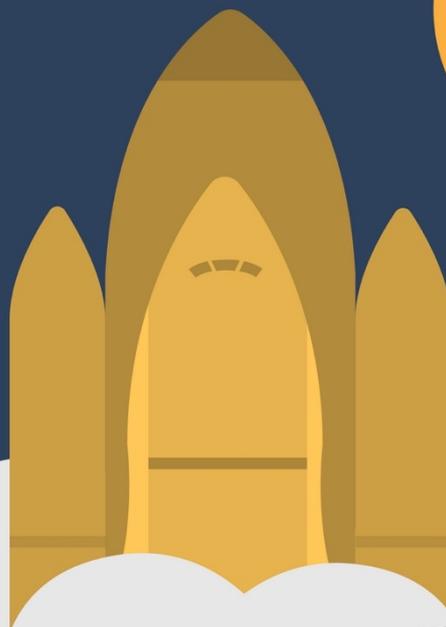
Training course

IS IT REAL?



DID WE REALLY GO TO THE MOON?

DISCOVER THE TRUTH
EXPLORE THE UNKNOWN
ENJOY



www.brnoforyou.cz



Erasmus+

PERCEPTION:

THE PROCESSING,
INTERPRETING, SELECTING
AND ORGANIZING OF
INFORMATION.

HOAX:

IS A SCAM, PLAYS OR
MISTAKES WITH BAD
INTENTION OR NOT. CAN USE
OUR EMOTION FOR
MANIPULATE US.

PROPAGANDA:

ADVERTISING AND
ANNOUNCE THAT PRETEND
TO CREATE NEW OPINIONS
OR MODIFY THE EXISTING IN
SOME GROUPS OF PEOPLE

MANIPULATION:

IS AN ACTION FOR SOMEONE
TO CONDITION OTHER
PEOPLE WITH DETERMINED
INTENTION

FAKE NEWS:

ATTEMPTS TO CONTROL THE
MIND OF THE PUBLIC

SERIOUS NEWS:

REAL NEWS FROM
OBJECTIVES SOURCES

RECEIVER:

WHO CONSUME THE
INFORMATION

SENDER:

WHO HAVE THE FUNCTION TO
DELIVER THE INFORMATION
TO THE RECEIVER

PRODUCER:

WHO CREATE THE INFORMATION

IN FORM AcTION



FEEL THE VIBE (click on the video!)



Training Course Czech the Facts says hi!

DO YOU WANT TO EXPERIENCE ERASMUS+?

Check NGOs in your country working with Erasmus+ programme. Maybe there is one even in your city! You can attend youth exchanges and as a youth worker, also training courses. You can find them on www.salto-youth.net and Facebook groups: Erasmus+ projects, Youth projects. And of course, on the web pages of NGOs from your country working and sending thanks to Erasmus+ programme.

You do not have to have a status of the student or big amount of money: Erasmus+ covers travel, accommodation, food and programme of a project. After you choose your project, carefully read the infopack for more detailed information.





WHO ORGANIZED THE TC

NGO Brno for you, z.s.

www.brnoforyou.cz

