



Erasmus+



Youth for Equality



CHECK FAKE!

4-11 AUGUST 2019

SLOVAKIA





DESCRIPTION

The issue of disinformation and particularly fake news have lately become infamously popular in the world. It has a huge power to change how young people think, behave and feel. Although, the notion of fake news and disinformation dates back many tens of centuries, in the 21st century it has acquired a new powerful tool – internet, that made it even more influential and encompassing. Social networks and social messaging have even further enhanced the spread of fake news. The groups most susceptible of falling for fake news are seniors and Youth. In our project Check fake! we aimed to help young people learn how to improve their skills in recognizing disinformation from facts, manipulation from objective reality and develop their critical thinking. The youth exchange Check Fake! meant to help young people from different countries (Turkey, Greece, Ukraine, Belgium, Finland and Slovakia) to become more aware of what is manipulation, fake news, disinformation, propaganda etc. The project empowered young people and gave them important knowledge and skills to be able to orient themselves more easily in a complex world we live in.

Partners

Participating countries were involved from all of Europe as all the European countries experience the flood of disinformation and different countries apply different methods to counter it - South of Europe (Greece, Turkey), North (Finland), West (Belgium), East (Ukraine, Turkey) as well as a Central European country (Slovakia). Symbolically, the project took place in the middle of Europe, in Slovakia.



Youth for Equality

Slovakia

www.youthforequality.sk



**TOPLUMSAL KÜLTÜR
ve GELİŞİM DERNEĞİ**

Turkey

www.togel.org.tr



Greece

www.irtea.gr



Finland

www.facebook.com/systemngfinland/

Follow your dreams,
Belgium

www.facebook.com/Follow-Your-Dreams-425806097998034/



Ukraine

www.systemandg.eu

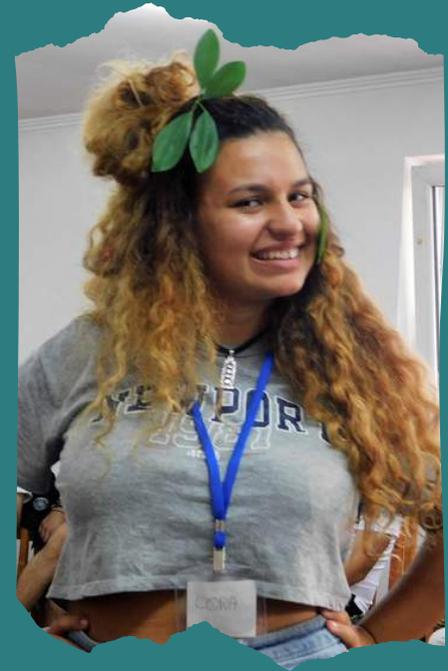


ACTIVITIES IN SLOVAKIA

The project activities were based on non-formal learning methods. During various thematic workshops various approaches, techniques, NFL methods we got more involved about the main topic of the project exchange - disinformation, fake news and manipulation.



We adjusted and carried out workshops, role plays, exercises and presentations, creations and discussions, analysed and deduced/proposed solutions to concrete problems related to fake news, disinformation, manipulation by socialising and entertaining activities. Throughout the project we evaluated the development of overall capacities, educational and practical advancements. We elaborated the final touchable outcomes of the project like Fake news depicted in individual artistic creations, Check fake fundamentals and other.



The project started with by entertaining and thematic ice-breakers to get into fresh and positive mood and getting to know each other which helped for the rest of the day's activities/work and created friendly atmosphere.

We proposed energizing activities such as evolution, ninja game, zumba exercises, hand games, name games, bunny and many other.



- ▶ **Fake news** - false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke; the story itself is fabricated, with no verifiable facts, sources or quotes
- ▶ **Conspiracy theory** - a belief that some covert but influential organization, group of people is responsible for an unexplained event
- ▶ **Conspiracy** – the act of conspiring together, real
- ▶ **Disinformation** - false information **deliberately** and often secretly spread (as by the planting of rumors) in order to influence public opinion or obscure the truth
- ▶ **Misinformation** - Incorrect or misleading information **negligently/recklessly** spread in order to influence public opinion or obscure the truth
- ▶ **Hoax** - falsehood deliberately fabricated to masquerade as the truth, often in a form of an email, message...
- ▶ **Propaganda** - the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person; generally, the selective use of information for political effect

In order to provide the introduction to the topic, one of our friends prepared interactive presentation with quizz. By this presentation we could learn the differencies between disinformation, misinformation, fake news. We prepared for the project very well by collecting 3 examples of hoaxes, fake news that spread in our country in the past and just lately and became very popular or had a significant influence on the society in our country. To made the discussion more interactive, we used the method of conference where our chosen representatives introduced the details and by questions of participants we could reveal interesting details.

The videos is a great tool which affects all our senses. TEDx talks known worldwide where people like us present their great ideas, opinions, researches helped to see different opinions about fake news and propaganda.

DID YOU KNOW?

There are several online games which help you to get closer to the thematic orientation on fake news and functioning of conspiratorial webs, media etc. We had an opportunity to try practically and test these educational online games by directly playing them. The games include: “Factitious”, “Bad news” and “Fake it to make it”. After playing each of the games we were giving feedback and rating them (what we have learnt, how we felt during the playing). It is definitely worth to try and you can evaluate it yourself!

CLICK HERE AND PLAY

1st game FACTITIOUS - identify if an article is true or fake
(www.factitious.augamestudio.com)

2nd game BAD NEWS - simulation, interview (www.getbadnews.com)

3rd game FAKE IT TO MAKE IT - simulation of reality, interactive communication with a machine, measures credibility and followers (www.fakeittomakeitgame.com)



OUR GAMES

SUBSEQUENTLY, WE WERE DEVELOPING OUR OWN NEW EDUCATIONAL GAMES THAT COULD HELP OTHER PEOPLE TO ACQUIRE KNOWLEDGE ABOUT FAKE NEWS. IF YOU EXPECTED WE HAVE DEVELOPED DIGITAL GAMES LIKE THOSE ABOVE, LETS HELP US TO CREATE ANOTHER PROJECT WHERE WE WILL LEARN PROGRAMMING! :) HOWEVER, WE CREATED SOME USEFUL OFFLINE GAMES WHICH TEACH HOW TO RECOGNIZE FAKE NEWS, UNDERSTAND WHAT IT IS AND WHICH CAN BE PLAYED BY DIFFERENT TARGET GROUPS, WE HOPE FOR THEIR BEST USAGE AND SPREADING TO CHILDREN AND YOUNGSTERS!

Devils advocate

This game is for 5+ players and duration is 40 minutes. By fake thesis you improve critical thinking, the ability to create logical chains, work in team, understanding the diversity of facts.

There are two roles - a judge and players and several facts: people are not alone in the universe, climate change is not a problem at all,...

Each team has 10 minutes for preparation of argumentation - you have to use more than 3 arguments for one fact and ask minimum 3 questions the opposite team. The council makes a final decision.

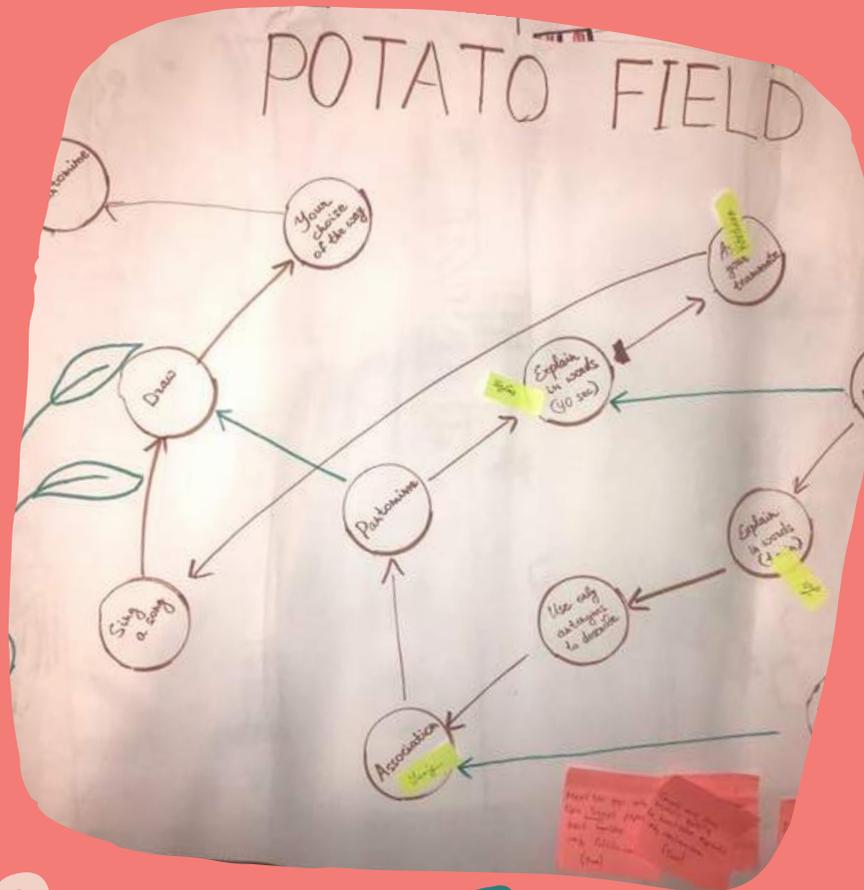




This role play game takes 20 minutes. Its purpose is finding the truth, learning through fun. At least 10 players can join the game. Throughout the role play participants were supposed to reveal who in the city kidnapped the cow

Welcome to Spriengfield

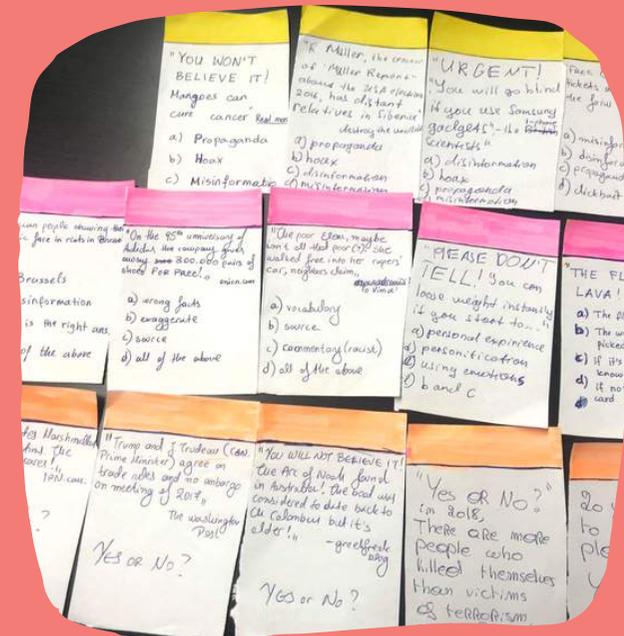
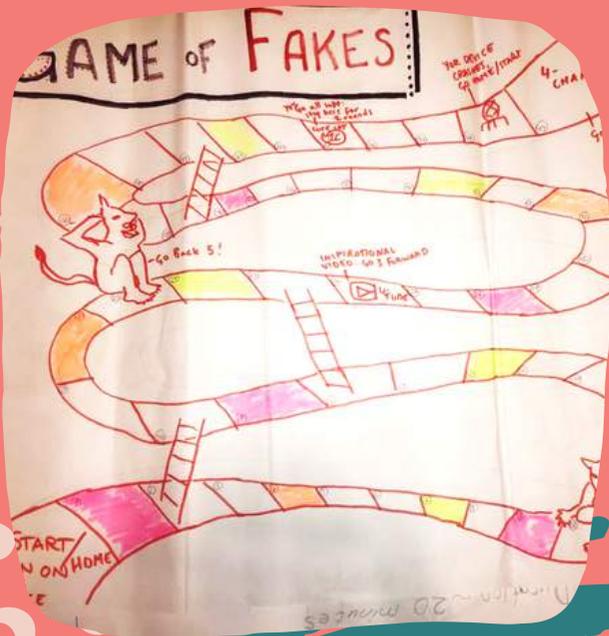
Potato field



This board game is for 3 - 6 players aged 14+. The aims are to develop critical thinking and artistic skills. Players learn how to distinguish the truth from fake news and disinformation by stepping on different fields and revealing the true or fake statements written on the cards.

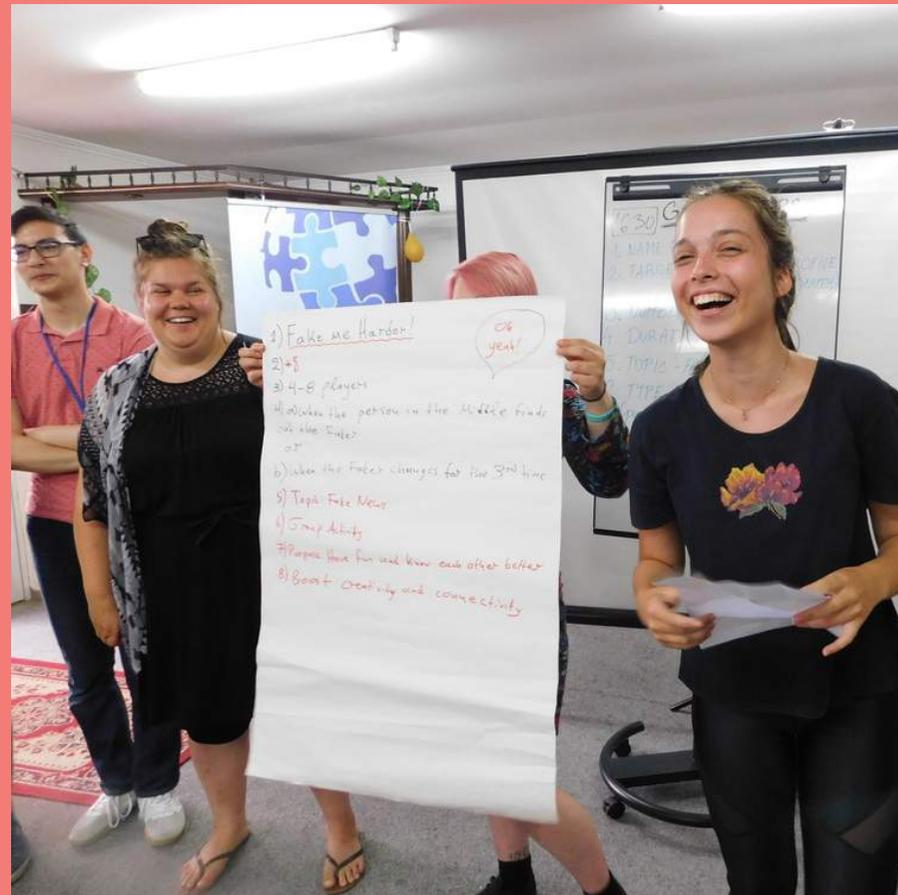
Game of fakes

This board game is meant to teach 2-6 players aged 14+ in 20 - 40 minutes how to detect fake news, enhance critical thinking and have fun at the same time.



Fake me harder

The game for 4-8 players aged 8+. The rules: There is a person in the middle of the circle and everyone else one by one is asking close questions. The game is over when the person in the middle finds out the fake or when the faker changes for 3rd time. By this game you will have fun, know each other better, boost creativity and connectivity.



Afterwards, we were playing and testing our games and received feedbacks from other groups.

In 2003 American journalist Brooks Jackson (worked in Associated Press, Wall Street Journal) understood that he was tired from politicians' lies. So he decided to start checking the words of politicians. That is how appeared the first project of fact checking - Factchecking.org.

TRUE

Information is truthful. Data are presented in the respective context. Data may distinguish from real up to 10%.

EXAGGERATION

Information is truthful but data are overstated at 11-20% from real. Idea is right or exaggerated.

MANIPULATION

Information is correct but is presented in distorted context or incompletely. Speaker tries to illustrate false idea.

FALSE

Information or stated data are false including data which are bigger than correct on >20%



One of our friends is a professional working in the area of mapping disinformation and countering it so she introduced her work and prepared a workshop where we learnt how to distinguish true, manipulation, exaggeration and false and also how to deal with them and how to counter them. We asked various questions about the practical understanding of the topic.

MANIPULATION

Marketing manipulation

Promotions

Experts opinions

Social proof (fake reviews, %)

Emotions (stories, Last chance!, Ltd edition) - video

Product placement



We were discussing the forms of manipulation, how can we recognize it, the issue of positive manipulation and nudging, we provided the real-life examples. We were talking on what sorts of manipulation do we come into contact the most and how do we counter it.

Other types of manipulation

Nudging and gamification (e.g. Amsterdam urinals, spillage 80% down)

Behavioral economy

Psychological manipulation



Examples of manipulation

Manipulated images



What media shows us



The actual truth



Divided into 5 mixed groups, we got 3 topics to choose from:

- manipulation as nudging for solving some societal phenomena – how to motivate (nudge) people to act in certain manner to make life in the society better (e.g. make them use stairs instead of escalators, direct smokers to smoking area...) – invent some new solution to a societal problem by using nudges or design a new product that would nudge the individuals to better behaviour. We created the Decon (mobile application - it synchronizes bank accounts, control the discounts at stores, rates products, knows your home equipment and tells you what to buy), Love bottle (a product which brings love portion to our life, .
- commercial manipulation (manipulation of customers in advertisements to buy a certain product) – we created the Magical Pen (a magic stick which embellish the things, makes people more beautiful, cures the injuries, eco-friendly, not tested on animals, 29,99 eur only today, lifelong guarantee, 2+1)
- news/article - we have learnt how advetizers use photoshops and change the facts to news which are tended to attract people that's why we created a video where we fake a speech of one of the organizers by using photoshop.



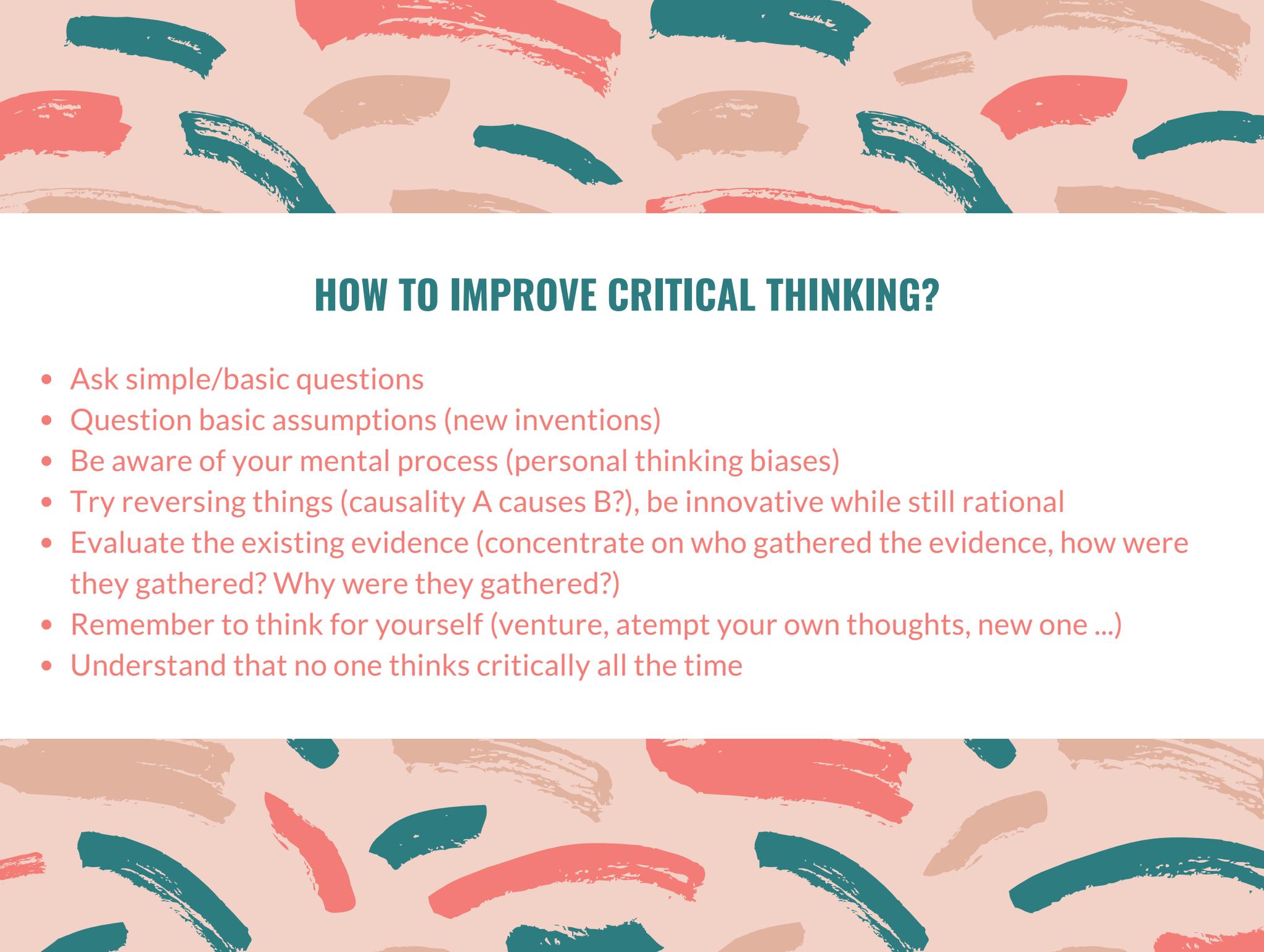
Creative presentations





WHAT IS CRITICAL THINKING GOOD FOR?

- Allows to form own opinions, engage with information beyond a superficial level, don't learn by heart – understand the issue!
- Allows to craft worthy arguments and rationally and logically support them
- Gives you capacity to evaluate your work
- Allows you to constantly develop your intellectual advancement
- Helps you make hard decisions
- Helps resist manipulation



HOW TO IMPROVE CRITICAL THINKING?

- Ask simple/basic questions
- Question basic assumptions (new inventions)
- Be aware of your mental process (personal thinking biases)
- Try reversing things (causality A causes B?), be innovative while still rational
- Evaluate the existing evidence (concentrate on who gathered the evidence, how were they gathered? Why were they gathered?)
- Remember to think for yourself (venture, attempt your own thoughts, new one ...)
- Understand that no one thinks critically all the time

There is an effective exercise related to critical thinking skills. Every group of participants reads the same text in different conditions. The first group reads the text in a quiet place without smartphones and other distractions. In the end, they write down the main messages of the text and point out the most interesting ideas for them. The second group reads the article but they have to additionally search-up for at least three more enlarging information and then similarly write down the main messages and best ideas of the author. The third group has to read the article, but they read it in a noisy environment (with the radio sound in the background) and they have to be engaged in an online conversation with at least one friend (on Facebook, Instagram...). In the end, they also write down the main messages of the article and the most interesting intakes for them. After the experiment, the groups mutually compare their reading results and engage in a discussion about their impressions from reading under different conditions and levels of preoccupation. The aim is to demonstrate the importance of proper concentration in reading, learning, and complex thinking as well as finding the best methods for concentration, sharing different personal best practices on how to read/think/learn properly with best achieving best results.



Debate

We were introduced to the basics of construction and deconstruction of an argument. The workshop was devoted to interactive exercises. Workshop focused on the power of quality arguments was conducted, in order to explore various means of how an academic debate can help us to recognise fake news and assess the credibility of information, by understanding the structure and the features of a proper argument. It helped to express our thoughts and defend our opinions. We got some good tips on how to survive in the debate even with very strong opponent. We received subsequently professional feedback.

What are the first things to do when creating the argument, engaging in debate?

- to frame what you are going to talk about and why, you have create a context from a narrative
- even though we understand why to use those arguments or why the change is needed, the listener does not share our thinking
 - we need to be very elaborate
 - to create a Good narrative - use statistics, stories, explain (why)

What power does an argument have?

- power to convince
- words as the weapons

The facilitator of this workshop, Filip Kužma, is a member of the Board of Directors of Slovak Debate Association (www.sda.sk). SDA, established in 1999, is an independent NGO and Slovakia's national debating body, with a mission to promote critical thinking, open-mindedness and citizenship of young people.

The organization has departments in different countries, check it out for your country!



CREATIVITY WORKSHOPS

We all agree creativity and art play an important role in self-realisation. Through the artistic activities our deeper appropriation of the acquired knowledge, information was reinforced. We were supported to reveal our creative side and work on artistic expressions of fake news, disinformation, manipulation and critical thinking. We created T-shirt designs, badges and ads already mentioned, painted banner, designed a comics, wrote an article, created the posts on instagram by using hashtag checkfake (check it out!).

Everyone could choose a work according he or she is interested in. We prepared fashion show where each of us presented own painted Tshirt expressing the meaning of the topic for us.





What about the informal part?

The most important part of the youth exchange is obviously neither the presentations nor the energizers. It is communication. Exchanging ideas, jokes and secrets during cultural nights, playing games and discussing the international relations sum up in a big magic of the Erasmus+ which is impossible to find anywhere else. You understand if only you have such an experience. If not yet - you should try it!





DANUABIANA VISIT

The activities focused on art and creative work culminated in a beautiful Slovak gallery Danubiana (www.danubiana.sk) with modern art exhibitions. It's also unique due to its location on the borders of Slovakia, Hungary and Austria. We could enjoy and get inspired by the harmonious combination of museum architecture and the surrounding Danube River landscape and the sculpture park.





QR https://www.fakee.sk/e+fur
nws.contact
Check Fake?
SLOVAKIA
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iuventa

WHAT CAN MAKE YOU MORE CONSCIOUS ABOUT DIFFERENT CULTURES, TRADITIONS, REALITIES RATHER THAN MEDIA?

Cultural exchanges and sharing realities with young people from different countries! It was a unique experience when Turkish participants talked about the stereotypes and prejudices, or when Ukrainians and Greeks helped us to understand the current situation. It was an amazing benefit when friends from Finland shared their best practices throughout the project activities where the mixture of nationalities in working groups worked very well or when we learnt there is not that many fake news in Belgium. During the project we got the opportunity to taste Slovak traditional dishes, we were hosted by hospitable organisers, hotel owners, we could experience the Slovak culture during the trip in the capital. We could express our cultural identities in cultural evenings by delicious dishes, interactive games, videos, gifts. Although we travel to explore other countries and get great new experiences, we know and feel where our hearts belong.



CHECK FAKE FUNDAMENTALS

What to do when you want to recognize fake news? We have brainstormed on basic steps that everyone should bear in mind when reading news, blogs, listening to political discourses and debates:

1. Check the source of information
2. Pay attention to emotional words and intonation (a child dies after drinking water, tragedy - sensation) especially in headlines
3. Check the author
4. Check the date of publication
5. Read the comments, be careful about misinformation (someone can spread fake news by paying, it can be used for advertisement to attract more people)
6. Distinguish facts from thoughts (in my opinion, to my mind)
7. Remember to check own thoughts, you could also be wrong
8. Find the information from another source as well
9. Check the internet websites in your countries which helps to reveal fake news articles plus these www.checkfake.com, www.jokefacts.com, www.fakestory.com or google for the pictures Hoogle search by Image, www.mediasapiens.ua, findexif.com, www.fotoforensics.com, www.tineye.com

CHECK FAKE FUNDAMENTALS

What to do when you talk to person who believes certain piece of fake news, disinformation?

How to discuss with a person who believes fake news:

1. Ask the opponent about how they developed their belief;
 - a) Find out if the opponent is based on emotion and try to focus on rational arguments,
 - b) Try to detect the weak spots of their arguments,
2. Deconstructing opponent's theory;
 - a) Attack the credibility of their sources, so as to disapprove their arguments
 - b) Point out the flaws of the cognitive-logical thinking of the opponent
3. Watch for key parts of their arguments
 - a) Demonstrate the internal contradiction between the statements of the conspiracy theory,
 - b) Indicate why the statements are false by showing that they contradict to true facts,
 - c) Present evidence on why the contrary to their theory is true
4. Offer an alternative theory which has more explanative power than the conspiracy one, by;
 - a) Providing a more analytical structure of argumentation
 - b) Back up your counter-arguments with credible sources
5. Enjoy your Victory!

CHECK FAKE FUNDAMENTALS

How to avoid fake news:

- Do not follow untrustful pages
- Check the text and the pictures before you share if there is any manipulation
- Do not add and follow people if you do not know who they are, it can be fake account with fake photos

How to inform people about specific fake news:

- If you see some fake news or hoax, you can complain by clicking options on pages (i.e.facebook). Then experts will check it
- You can comment directly and say it is a fake, use relevant proofs and arguments

So repeat after us “Fake news are BAD!

Don't trust anything and everything you see on the internet!

Believe only reliable sources!

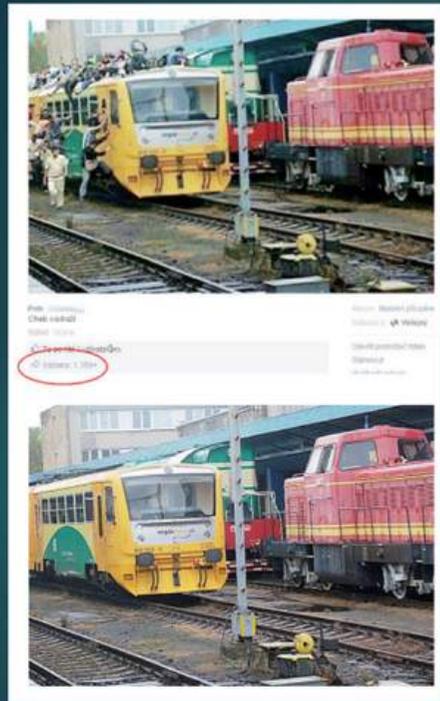
Don't spread news you are not sure of!

Search when you are not sure!”

Disinformation media

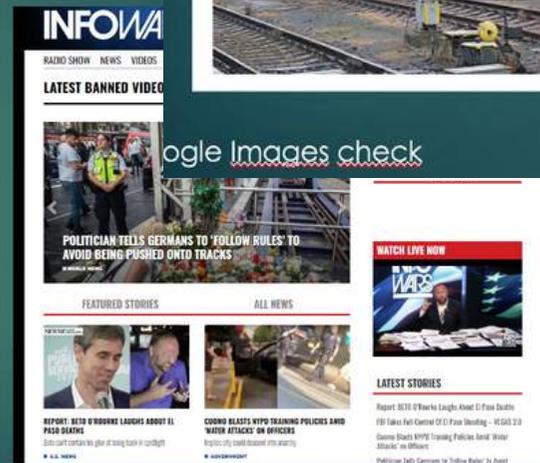
How to recognize them?

- ▶ Specific topics (migrants, islam... other sensitive issues)
- ▶ Journalists' style of work
- ▶ Mistakes correction
- ▶ Black and white world



5 signs of unreliable text

- ▶ Amateurism
- ▶ Emotions emotions emotions
- ▶ Drivel (sounds complicated but does not give sense)
- ▶ Simplification (LWTonight J.O.)
- ▶ Hidden manipulation



WHAT WE HAVE LEARNT?

Collaboration

Productivity and Social skills

Creativity

We are able to distinguish between various types of information by the crucial points of fact-checking. We can teach others in surroundings how they can distinguish true and false information. We are able to discuss with oponent by using relevant facts which we search for precisely. We know the importance of critical thinking, manipulation methods and disinformation styles. We recognize the value of truth, facts and sharpen the capacity to uncover lies, manipulating news and stories to reinforce our resistance to manipulation because we learnt about useful methods how to deal with manipulators. Since we were working in multicultural environment, we could benefit from it perfectly.

Flexibility

Leadership

We had great opportunity to benefit from Erasmus+ programme and we are thankful for that! Some of us are already preparing a youth projects where we aim to collaborate with each other. Some of us already implemented and shared the results with the schools, friends, in work. We were encouraged perfectly to take our own initiatives and spread these useful project results.

Learn more about the opportunities for YOU www.europa.eu/youth/EU_en

Critical thinking

Information literacy

Initiative

Media literacy

Communication

Youthpass

YOUTHPASS is a specific certificate which helps you to recognize the learning process and focus on individual reflection on acquiring new skills and knowledge that you attained during the course of the particular project. We found the personal usage of the certificate for us in our life. By 8 key competencies we evaluated our progress based on project activities. We found connections between these competencies and concrete acts.

www.youthpass.eu



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