



**FAKE  
OFF!**

## **TRAINING MATERIAL** **FOR YOUTH WORKERS, TUTORS AND TEACHERS**

EXERCISES, GAMES, TIPS & TRICKS ON HOW TO FOSTER  
DIGITAL LITERACY AND DIGITAL WELLBEING AMONG  
YOUNG PEOPLE IN THE ERA OF FAKE NEWS



**Erasmus+**

**This project has been funded with support from the European Commission.**

This publication [communication] reflects only the views of the author. Therefore The Commission cannot be held responsible for any eventual use of the information contained therein.

**Project No. 2017-3-AT02-KA205-001979**



[www.fake-off.eu](http://www.fake-off.eu)

**Created by**

Dr. Tetiana Katsbert (YEPP EUROPE)  
Jochen Schell (YEPP EUROPE)  
Barbara Buchegger (ÖIAT/Saferinternet.at)  
Matthias Jax (ÖIAT/Saferinternet.at)  
Thomas Doppelreiter (LOGO jugendmanagement)

**Contributions by**

Stefano Modestini (GoEurope)  
Javier Milán López (GoEurope)  
Alice M. Trevelin (Jonathan Cooperativa Sociale)  
Dario Cappellaro (Jonathan Cooperativa Sociale)  
Marisa Oliveira (Future Balloons)  
Vítor Andrade (Future Balloons)  
Clara Rodrigues (Future Balloons)  
Michael Kvas (bit schulungcenter)  
Laura Reutler (bit schulungcenter)  
Sarah Kieweg (bit schulungcenter)

**Graphic design by**

Marcel Fernández Pellicer (GoEurope)



**Erasmus+**

**This project has been funded with support from the European Commission.**

This publication [communication] reflects only the views of the author. Therefore The Commission cannot be held responsible for any eventual use of the information contained therein.

**Project No. 2017-3-AT02-KA205-001979**



Intellectual Output 4

# Training Material

**for youth workers, tutors and teachers**

Exercises, games, tips & tricks on how to foster digital literacy and digital wellbeing among young people in the era of Fake News

## **Created by**

Dr. Tetiana Katsbert (YEPP EUROPE)  
Jochen Schell (YEPP EUROPE)  
Barbara Buchegger (ÖIAT/Saferinternet.at)  
Matthias Jax (ÖIAT/Saferinternet.at)  
Thomas Doppelreiter (LOGO Jugendmanagement)

in the framework of the project "Fake OFF! Fostering Adolescents' Knowledge and Empowerment in Outsmarting Fake Facts"

[www.fake-off.eu](http://www.fake-off.eu)

December 2019

This project has been funded with support from the European Commission.  
This publication [communication] reflects only the views of the author. Therefore the Commission cannot be held responsible for any eventual use of the information contained therein.

Project No. 2017-3-AT02-KA205-001979

**bit** schulungcenter  
member of bit group

**LOGO!**  
JUGENDMANAGEMENT

1100001  
**oiat**  
Österreichisches Institut für integrierte Kommunikation

 **JONATHAN**  
COOPERATIVA SOCIALE

 **GoEurope**

**FUTURE  
BALLOONS**  
we take you higher!

**Y E P P**  
  
EUROPE



## Table of contents

Foreword	6
1. Young people as social media users	7
2. Fake news: Recent trends and technologies	8
2.1. Online news consumption	8
2.2. Influencers, YouTubers, Instagrammers	9
2.3. Fake news & Fake reach	11
2.4. Algorithms & Advertising	11
2.5. Chain letters	11
2.6. From propaganda to hoaxes and fake news	12
2.7. Filter Bubbles	15
2.8. Deepfake	16
2.9. Tips for youth workers	18
3. Key competences for young people in the era of fake news	19
3.1. Digital literacy	19
3.2. Digital wellbeing	20
3.3. Three-step model to foster digital literacy and digital wellbeing	21
STEP 1. Strengthen digital literacy	22
STEP 2. Create new habits	36
STEP 3. Apply new habits in daily life	41
4. Training young people in key competences	43
4.1. Exercises and games	43
STEP 1. Strengthen digital literacy	43
4.1.1. Warm Up Quiz	43
4.1.2. Find and report misleading accounts	45
4.1.3. Hoax factory: trace the evil	46
4.1.4. Why & what in horror movies	47
4.1.5. Social Network training for younger ones	48
4.1.6. Search routines for younger ones	49
4.1.7. Pass the ball, pass the fake!	51
4.1.8. Prototyping reliable & fake posts	52
4.1.9. Let's become fake authors!	53
4.1.10. Where is my truth?	54
4.1.11. Influence me!	56

4.1.12. Tell me what you did last weekend	57
4.1.13. K-W-L Charts	58
4.1.14. The motives behind Fake News	60
4.1.15. Detecting Fake News	61
4.1.16. Emotions and Fake News	63
4.1.17. The way we (re)act online	64
4.1.18. The way we (re)act online – Emoji Cards	66
4.1.19. 8Ps Puzzle	68
4.1.20. What is what? Matching mis- and disinformation	70
4.1.21. Spotlighting fake news: element by element	72
4.1.22. Run for the correct answer!	74
4.1.23. Selfie	75
4.1.24. Accordion communication	77
4.1.25. Touchscreen	78
4.1.26. Did you know this?	79
4.1.27. Before and after the fact	81
4.1.28. News thunder	82
4.1.29. Are you online?	84
4.1.30. Fake news about something around me	85
4.1.31. Youtuber for a day	86
4.1.32. What's wrong?	88
4.1.33. Chinese Whispers	89
4.1.34. From a detail	90
4.1.35. Chinese Drawings	91
4.1.36. The unreliable news reporter	93
4.1.37. FAKE NEWS Bingo	94
4.1.38. Real or Fake?	95
4.1.39. What can we learn from satire?	96
4.1.40. Know your bias!	97
4.1.41. Professions	97
4.1.42. What a picture! (1)	99
4.1.43. What a picture! (2)	100
4.1.44. Who wants to be a millionaire?!	102
<b>STEP 2. Create new habits</b>	<b>103</b>
4.1.45. One day completely different: my documentation	103
4.1.46. One day completely different - 2: the challenge	104
4.1.47. Freeze	106

4.1.48. 'Fake news' handball	107
4.1.49. Collect ideas against fake news	108
4.1.50. Guessing bad habits	109
4.1.51. Breaking habits	110
4.1.52. Online behavior change	112
4.1.53. The habits of your role model	114
4.1.54. Replacing bad habits	115
4.3.55. Ethical online behavior	117
4.1.56. Critical Thinking	119
4.1.57. Just Listen	121
4.1.58. The Online Behavior Stop Dance	123
4.1.59. My SOCIAL MEDIA USER from the past...and future!	125
4.1.60. Are you here?	129
4.1.61. Healthy communication	131
4.1.62. Medical leaflet	132
4.1.63. Media Diary	134
4.1.64. Start a rumour!	135
4.1.65. You better think!	136
4.1.66. Spot it!	138
<b>STEP 3. Apply new habits in daily life</b>	<b>141</b>
4.1.67. Fight fake news online - My answer depository	141
4.1.68. My news detector update, or "check your source" day	142
4.1.69. My filter bubble update	143
4.1.70. Report fake news	144
4.1.71. Yes, I can!	145
<b>4.2. Combining exercises in different time slots</b>	<b>148</b>
4.2.1. A two-hour session	148
4.2.2. A half-day session	150
4.2.3. A day activity	151
4.2.4. A fake news week	152
<b>4.3. Working with the FAKE OFF! app</b>	<b>152</b>
4.3.1. We defend ourselves against fake news (1 hour)	152
4.3.2. Our school gets immune against fake news (1 month)	153
4.3.3. Group challenge (1 hour)	155
4.3.4. Fake news rally (1 hour)	156
<b>4.4. Testing of the Training Material</b>	<b>157</b>

4.4.1. General information	157
4.4.2. Feedback to the exercises	157
4.4.3. Overall Evaluation	165
4.4.4. Profile of the respondents	165
Annex 1. Further reading	169
Annex 2. Template for the exercises	170
Annex 3. Info about the Fake OFF project	171

## Foreword

This Training Material has been created as Intellectual Output 4 in the context of the project Fake OFF! Fostering Awareness and Media Literacy among Young people. The goal of the Training Material is to enable youth workers and teachers to support young people in their individual learning process in the context of media literacy. This Training Material is developed in line with the project's General Didactic Concept (Intellectual Output 1) and the app for young people (Intellectual Output 3). It seeks to foster educators' competencies in the area of intentional digital misinformation and to improve teachers' and tutors' competencies regarding digital learning systems and platforms. To ensure that the Training Material meets the needs of the target group, results from the learning, teaching and training activity with youth workers were considered in the process of creating the Training Material, as well as evaluation and the feedback provided by the target group.

The Training Material is a new resource in the area of media education in youth work as not much of the kind has been established yet. This material is available in five languages: German, Portuguese, Spanish, Italian, and English. Many youth workers and teachers from Europe contributed to the development of the Training Material and their feedback was incorporated in the final version of this document.

To increase the impact, we strongly encourage our readers to use the Training Material in broad educational settings, as well as share information about the available project outputs: A General Didactic Concept to foster media literacy in youth work, an app for young people which contains game-based classroom activities and a tutorial on fake news; the website fake-off.eu for youth workers with access to didactic material and up-to-date information, and finally the Training Material itself. We expect that the material will be used by youth workers and teachers in five project countries - Austria, Germany, Italy, Portugal and Spain, and beyond.

The Training Material is available for download worldwide. It can be translated into other languages and might be adapted for other educational contexts outside of youth work.

Further use of this material is permitted with reference to the source.

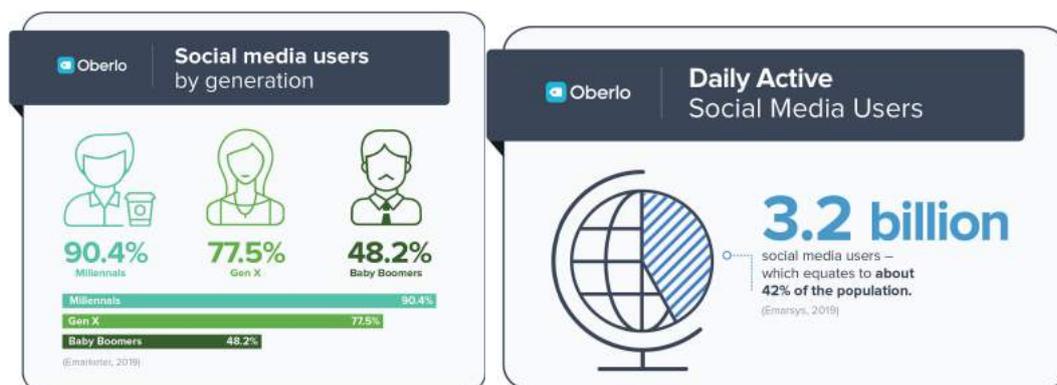
The Fake OFF Project has been co-funded by the Erasmus+ Programme of the European Union, Key Action 2 - Strategic Partnerships.

# 1. Young people as social media users

The Global Digital Statshot report as of July 2019 shows that currently, there are 3.5 billion social media users worldwide, which equates to about 46% of the total world's population, and this number is only growing.<sup>1</sup> Users of Internet and social media come from the following generations - in the progression numbers:

- Baby Boomers (born between 1944 and 1964),
- Generation X (1965 - 1979),
- Generation Y, or Millennials (1980 and 1994),
- Generation Z (born between 1995 and 2010), and
- Generation Alpha, or the iGeneration (born between 2011 and 2025).

Whereas Millennials are reported to be most active users compared to previous generations (90,4% compared to 77,5% of Generation X and 48,2% of Baby Boomers), the signals are clear that Generation Z and Generation Alpha are going to overrun them in their frequency of social media usage.



Source: Social media marketing statistics, oberlo.com

Generation Z and Generation Alpha cannot remember life before Internet and social media. Generation Alpha - the children of the Millennials - is growing up with voice assistants, e.g. Siri, Alexa, Google Assistant, and artificial intelligence. They are called "digital integrators"<sup>2</sup> since they integrate technology in their daily routine and interact with artificial intelligence in the most natural way.

The young generation requires new approach to education and new skills. As the scientists point out, the right way to teach the young Alphas is by developing their critical thinking and problem-solving skills<sup>3</sup>. Although their knowledge of technology outstips that of the previous generations, it will be important for Generation Alpha and their children to be able to critically assess information

<sup>1</sup> <https://wearesocial.com/blog/2019/07/global-social-media-users-pass-3-5-billion>

<sup>2</sup> <https://interestingengineering.com/generation-alpha-the-children-of-the-millennial>

<sup>3</sup> ibid.

and make decisions based on their own personal and individual critical thinking. Quick thinking, creativity and teamwork will let them analyze possible alternative solutions according to different viewpoints, and co-live with advanced Artificial Intelligence. In this regard, deep learning will still be required to outsmart technology and its recent trends, which is the subject of the next chapter.

## **2. Fake news: Recent trends and technologies**

When the so-called "Web 2.0"<sup>4</sup> was mentioned in 2004, nobody could have imagined that this new technology, which replaced "read-only" Web 1.0 websites, allowed people to create, share, collaborate & communicate to the extent like never before. Between 2004 and 2019, the number of Internet users increased from 745 million to 4.39 billion<sup>5</sup> and continues to grow on a monthly basis. Nowadays it is hard to imagine our life without Internet. We browse naturally on our smartphones through social networks, share pictures of our food and search for information whenever we need it. The Internet has become omnipresent for the majority of the world's population.

### **2.1. Online news consumption**

Terms like "Smombies"<sup>6</sup> and "Generation Head Down" appear and try to describe the phenomena that are associated with constant accessibility of users and the continuous flow of information. Because we always have the smartphone with us as a faithful companion, on the way to school or at work, it's enough to put your hand in your pocket and we can pick our preferred information from an endless pool of information.

Information on current topics is, according to a 2017 Austrian study "Rumors on the Net" by Saferinternet.at, today primarily consumed in the social networks. These are no longer simply classic news sites that use Facebook, for example, as a platform to get users to their website, but contributions that are shared and commented by other users.

The generation between 11-17 in particular has no longer been using Facebook but has been relying primarily on the moving images and videos like Instagram or TikTok to get information. It is clear that in order to attract users' attention you need to apply images and infographics. Research undertaken by social media management platform Buffer found that tweets with images gained 18% more clicks, 89% more likes and 150% more retweets. Similarly, online content

---

<sup>4</sup> CIO: Fast Forward 2010 – The Fate of IT, 2004 – The Year of Web Services.

<sup>5</sup> <https://www.internetworldstats.com/emarketing.htm>

<sup>6</sup> <http://www.bbc.co.uk/learningenglish/thai/features/the-english-we-speak/ep-180402>

analytics tool Buzzsumo discovered that people were more than twice as likely to share an article with an image than one without<sup>7</sup>.

Nowadays, YouTube is the most relevant tool<sup>8</sup> for young people to search for news. Young people, for example, only use Google for a quick research, but if they want to go deeper, YouTube serves as the medium of their choice.

Besides YouTube, Instagram, at least in Austria, is the only medium to record a steady growth. In the so-called "Stories", private individuals as well as news portals upload videos of maximum 30 seconds which will disappear after 24 hours. These small snippets of information are one classic symptom for our fast-moving digital world.

The relevance of content has also changed over time. Young people in the digital world today are mainly concerned with topics such as health, sports, nutrition and diets, or self-image. All important topics for youth are outlined in the Fake Off! General Didactic Concept on page 16.

## 2.2. Influencers, YouTubers, Instagrammers

Who puts the news on the Internet? In the past, it was mainly the classic media owned by large publishing houses. Today it is mainly individuals. Some operate as individual companies, but many are part of larger media companies that support professional marketing. It is important to understand that young people today do not choose their own thematic channel but follow their digital role models. Then it can happen that for example political information is suddenly consumed between singing videos. A very popular example of this was the German YouTuber Rezo in 2019, who published an almost 1-hour video<sup>9</sup> shortly before the election, criticizing the largest parties in Germany with almost 200 topics including sources.

The technical term for all these people is "influencer<sup>10</sup>". That is, someone who influences other people in one way or another. Basically, it's nothing new. It used to be an actor, a famous musician or sometimes a neighbor next door. Today it's people who have their own digital channels to sell products.

"YouTuber" or "Instagrammer", the career aspirations of young people do not come from somewhere, but from the very fact that they are addressed in this way today.

---

<sup>7</sup> <https://info.lse.ac.uk/staff/divisions/communications-division/digital-communications-team/assets/documents/guides/A-Guide-to-Writing-Engaging-Content.pdf>

<sup>8</sup> <http://www.jugendinternetmonitor.at/>

<sup>9</sup> [https://de.wikipedia.org/wiki/Die\\_Zerst%C3%B6rung\\_der\\_CDU](https://de.wikipedia.org/wiki/Die_Zerst%C3%B6rung_der_CDU)

<sup>10</sup> <https://dictionary.cambridge.org/dictionary/english/influencer>

Internet celebrities like Felix Kjellberg (PewDiePie<sup>11</sup> 70 Mio YouTube subscribers) or Kimberly Noel Kardashian West (Kim Kardashian<sup>12</sup> 144 Mio Instagram subscribers) make it almost daily with their videos and pictures to the smartphones of children and teenagers. And it's understandable that one then has the desire to become so famous.

Some local influencers from other countries:

### **German-speaking area**

Bianca Claßen with BibisBeautyPalace (5.6+ Mio. YouTube subscribers):

<https://www.instagram.com/bibisbeautypalace/?hl=de>

### **Spain**

El Rubius (35+ Mio. subscribers on YouTube):

<https://www.youtube.com/channel/UCXazgXDIYyWH-yXLAkcrFwx>

Dulceida (2.6+ Mio. followers on Instagram):

<https://www.instagram.com/dulceida/>

Paula Gonu (1.9+ Mio. followers on Instagram):

<https://www.instagram.com/paulagonu/>

El Cejas (1.7+ Mio. followers on Instagram):

[https://www.instagram.com/elcejass\\_/](https://www.instagram.com/elcejass_/)

### **Italy**

CutiePieMarzia (7+ Mio. subscribers on Youtube; 6,1 mio followers on Instagram):

<https://www.instagram.com/itsmarziapie/?hl=it>

Anima (3+ Mio. subscribers on Youtube):

[https://www.youtube.com/channel/UChZI\\_sLI4kGZSkrPBrWb\\_aQ](https://www.youtube.com/channel/UChZI_sLI4kGZSkrPBrWb_aQ)

Chiara Ferragni (17,1+ Mio. followers on Instagram):

<https://www.instagram.com/chiaraFerragni/?hl=it>

The influence these so-called "influencers" have on young people can be seen in the products they buy (BibisBeautyPalace has its own shampoo brand<sup>13</sup>) and, of course, the information they recite and how. This allegedly strange digital world with its own language is deeply embedded today in the everyday life of children and young people and it is important to know about it in order to know how to deal with it.

---

<sup>11</sup> [https://www.youtube.com/channel/UC-IHJZR3Gqxm24\\_Vd\\_AJ5Yw](https://www.youtube.com/channel/UC-IHJZR3Gqxm24_Vd_AJ5Yw)

<sup>12</sup> <https://www.instagram.com/kimkardashian/?hl=de>

<sup>13</sup> <https://www.bilou.de/>

## 2.3. Fake news & Fake reach

It is obvious that in the digital world there is a deliberate scattering of false information. Nothing spreads more easily than highly emotional content which even seems to be up-to-date on a daily basis. So, it happens that suddenly political topics are taken up like it happened around the EU article 13/17<sup>14</sup> where it was hard to distinguish between truth and fake news.

Yet above all, how do influencers measure themselves and how are they measured? Here it's all about the reach, i.e. likes and interactions. The more subscribers someone has, the more likes a picture gets, the more value their own digital opinion has. The fact that these likes are often not real but paid plays only a secondary role. It occurs already that an Instagrammer with several million subscribers gets only a few hundred likes and comments on his/her pictures. So much for the value of the opinion and the value of digital likes.

## 2.4. Algorithms & Advertising

Many fake news suddenly get a huge reach. Often one speaks of a viral effect. Social networks in particular rely on algorithms that display the right information to users at the right time. Sometimes this works better and sometimes worse. But since fake news often intentionally scatter highly emotional content, which, depending on the author, is supported with advertising money, algorithms support the distribution of this.

Especially big social networks live from the fact that companies spend money on advertising. In this way, targeted advertised articles can quickly take up coverage, which is then billed to the advertiser accordingly. Even if there are constant attempts to improve this algorithm so that only "really" relevant information is displayed, fake news always creates a high reach out rate and finally ends up on our smartphone, as well as on those of children and teenagers.

## 2.5. Chain letters

A prominent example for the spreading of fake news in the environment of young people are so-called chain letters<sup>15</sup>. These are short messages, which are usually sent with the request to send them to a certain minimum number of other people. The content of those messages can differ and mostly includes warnings (e.g. "be careful of person XY, he will send you a virus, forward this message to x people"), threats (e.g. "your mother dies if the message is not

---

<sup>14</sup> [https://www.youtube.com/results?search\\_query=article+13](https://www.youtube.com/results?search_query=article+13)

<sup>15</sup> <https://www.saferinternet.at/projekte/kettenbrief-handy/>

forwarded”), and rewards (e.g. “you can win an iPhone X if you forward this message to x people”).

To get an overview about current chain letters, check this website to get some examples:

<https://www.geekysplash.com/25-hilarious-whatsapp-hoax-texts-and-forwarded-messages/>

Even if it often seems ridiculous for critical thinkers, it is essential that such content is taken seriously when it is shown to you. For children, these chain letters are a digital reality with which they can be confronted daily. This makes it even more important to encourage them to stop sending the letters and discuss them with adult contact persons and peers. Saferinternet.at therefore even initiated a project called “Kettenbrief-Handy” which translates to “Chainletter-Smartphone” where young people can send their chain-letters. The aim of the project is to stop spreading chain-letters by telling the youngest that this service counts as the same as sending the letter to 20 people (which is normally the number of persons you have to send the chain-letter preventing that bad things will happen to you).

## 2.6. From propaganda to hoaxes and fake news

Propaganda is information that is not objective and tries to influence people to think in a certain way. On this behalf it is not surprising, that propaganda is not a new phenomenon; whenever powerful people wanted to exert influence on a special topic throughout history, some form of propaganda was used. There are indications that even in Ancient Rome Anthony, Nero and Claudius were victims of fake news campaigns by their political opponents. These were either circulated by historians, who wrote dishonest reports about behaviours of politicians, that are still partly believed today (like stories about Nero and the great fire of Rome), or even printed on coins to ensure the circulation.

Even though the term started as a neutral term mostly used in religious context during the Reformation, in the last 100 years propaganda became more and more associated with manipulation and biased communication. An early example of propaganda that still is around in some rightwing and antisemitic groups is ‘The Protocols of the Elders of Zion’. This antisemitic text was first published in 1903 in Russia and is a mixture of plagiarism, satire and hate towards the Jewish people. Parts of this work date back to a satirical text about french politics in the 19th century by Maurice Joly and an antisemitic novel by Hermann Goedsche. It pictured Jews as arrogant, corrupt, and willing to do anything to gain power and influence. Even though it was already proven a forgery in the early 1920s, Hitler and the Nazis used it to defame Jewish people. It was used in speeches, referred to in ‘Mein Kampf’ and even taught in schools.

Another ‘branch’ in the history of fake news are hoaxes. American showman P.T. Barnum became very famous in the early 19<sup>th</sup> century through buying strange

exhibits all over the world to present them in his travelling circus – such as the so called “fiji mermaid”. He knew that his exhibits were forged but sensation-hungry people paid the entrance to see them - and they acted as if they were real because they didn’t want to admit being fooled. This circus even came to Europe to visit royals like Queen Victoria and the Tzar of Russia. The poet Edgar Allen Poe wrote a hoax (mostly as a revenge) for the newspaper ‘The Sun’ when he posed as balloonist Monck Mason who allegedly crossed the Atlantic Ocean in a hot air balloon. The newspaper published the article but two days later it was retracted.

A part of hoaxes, that also is a big part of fake news, is parody. Even though they are not planning to spread fake news, they provide news that are close enough to real stories. Given these circumstances, they are believed and shared every now and then. A very prominent example is the “stone louse” invented (or better: discovered) by German humorist Loriot. He described the newly found species in a fictional nature documentary. It went on to be presented in the ‘Pschyrembel Clinical Dictionary’ as a scientific joke and it is still printed in the current edition. People who are not in this specific scientific community may not know about the joke-side of this article and take it for real. So the joke is often enough not on the subject itself but on the people who believe it.

In the time when newspapers were the biggest media authority and the TV began to develop, hoaxes became more and more used. It was easier to get messages to the people, because there were fewer different sources, and people believed what was presented by the outlets, because they had less ways to check if the message was true. Politics were a very important ‘market’ for propaganda and hoaxes - newspapers and leaflets were produced to discredit other parties, other nationalities, other religions. And some of the things didn’t change over the years: drastic pictures, harsh words with unambiguous messages and insults are still important parts of political campaigns.



In these four pictures you can see Nikolai Antipov, Josef Stalin, Sergei Kirov and Nikolai Shvernik. Stalin got the picture retouched after every one of them got removed from office or executed.

These pictures demonstrate an example of propaganda. With every person that became unpopular, the Stalin government had to redo the portrait until it only showed Stalin in the end.

The most recent big push fake news got was through U.S. President Donald Trump's media rants. Between December 10<sup>th</sup> 2016 and July 24<sup>th</sup> 2017 he used the term "FAKE NEWS" 73 times on Twitter<sup>16</sup> which he uses as his main public communication channel, often not to tackle "real" fake news but to discredit reputable sources that just didn't report his opinions and political agenda. He also defamed a whole part of the media as "fake news", not only their stories but the outlets as a whole. Unfortunately, not only Trump is using social media to spread his opinions: more and more (young) people express their feelings and opinions through social media channels. And there it seems that their feelings are more important than facts.

---

<sup>16</sup> <https://ew.com/tv/2017/06/27/donald-trump-fake-news-twitter/>

## 2.7. Filter Bubbles

According to Regina Marchi<sup>17</sup>, today's youth is less interested in news as they get their information more and more via social media. Even though people see themselves in a neutral position, only a minor percentage is subscribed to media sources from both sides of the spectrum (left/right). This is the reason why people tend to think that everybody thinks like them: because no one in their social media feed, or "bubble", is of contrary opinion).

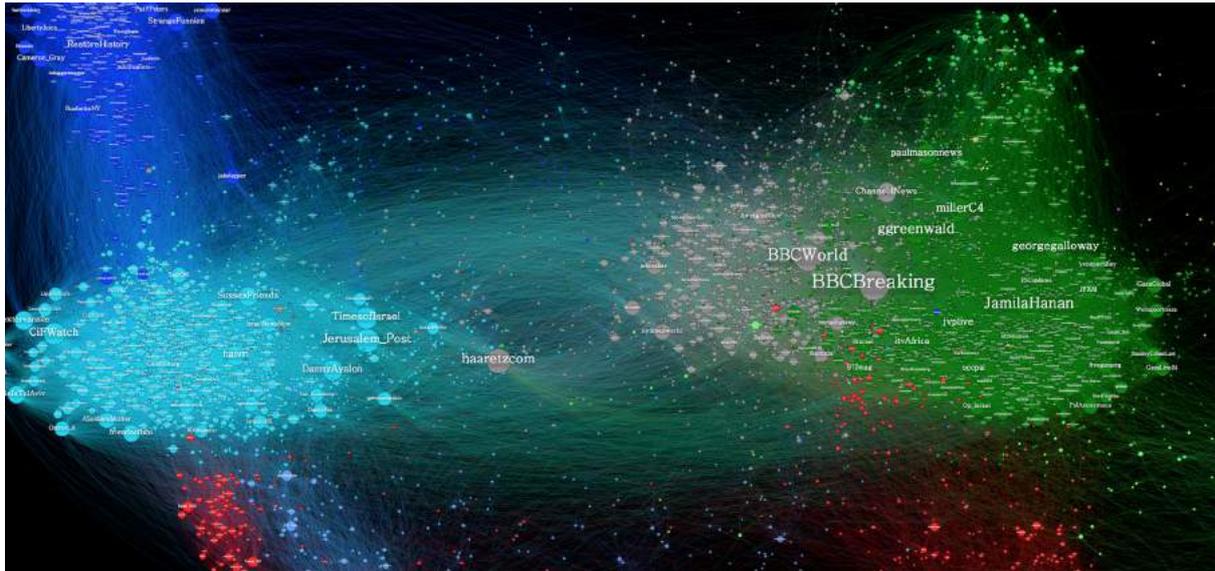
This phenomenon is called echo chamber and in times of social media and web 2.0 this gets amplified by algorithms. Through this, so-called filter bubbles are established in which people find themselves surrounded by mostly like-minded people. The term was first coined by Eli Pariser in his 2011 book of the same name. His definition of "echo chambers" is: 'the intellectual isolation that can occur when websites use algorithms to selectively assume the information a user would want to see'<sup>18</sup>. So, the Internet recognizes what you want to see and shows it to you; this is based on algorithms that consider your Internet behaviour and all other data that is available on you. And that can be a lot! Your social media profile, your location data (from apps that are allowed to use your location information), your search terms in search engines and online shops - they all can be used to create a profile and put you in categories as left/right-leaning, old/young, male/female, interested in topics such as environment, movies, sports, ...

This does not only affect the commercials you may get, e.g. via Google Ads; more and more websites like Amazon or YouTube have dynamic content where they show you the content you may like based on your search history, interests and other algorithms. They do not show you other things. This means that different people with different opinions (or separated by algorithms) get different articles. Unfortunately, that has the potential to divide society. An example brought up by data scientist Gilad Lotan is the Israeli-Palestinian conflict. On Twitter, the bubbles do not really overlap. People who are pro-Israel get their news from pro-Israeli websites and people who are pro-Palestine get their news from pro-Palestine websites (see the graphic).

---

<sup>17</sup> Marchi, Regina (2012): With Facebook, Blogs, and Fake News, Teens Reject Journalistic "Objectivity" in *Journal of Communication Inquiry*, p246-262.

<sup>18</sup> Pariser, Eli (2011): *The Filter Bubble. How the new personalized Web is changing what we read and how we think.* Penguin Press.



Gilad Lotan 2014: network graphics of the Twitter landscape (Israel - Palestine)

A webpage that shows news from both sides and classifies them is [allsides.com](http://allsides.com). To every bit of news, they show where it was published and where on a spectrum of left/right the medium is placed. On big news, you can read the articles next to each other and see what certain sources underline, leave out, and with which pictures they show the content. It is US-centric, but also shows news from around the world, if they are of worldwide interest.

## 2.8. Deepfake

Deepfake is a technique for human image synthesis using the Artificial Intelligence (AI) technology to combine or superimpose existing images to create fake news and hoaxes.



An example of deepfake technology – actress Amy Adams in the original (left) is modified to have the face of actor Nicholas Cage (right)<sup>19</sup>.

<sup>19</sup> <https://en.wikipedia.org/w/index.php?curid=61555724>

The term “deepfake” originated in December 2017 in an online Reddit community from a user known as *deepfakes* who used a deep learning machine technology to edit the faces of celebrities onto people in pornographic video clips. Since then, according to Wikipedia, the technology has been used in politics, pornography, fraud and software development<sup>20</sup>, creating concerns around abuse of technology and undermining credibility and authenticity.

The technology behind creating deepfakes is that there are two competing AI systems: the generator and the discriminator.<sup>21</sup> The generator creates a fake video clip and then asks the discriminator to determine whether the clip is real or fake. Each time the discriminator accurately identifies a video clip as fake, it gives the generator a clue about what not to do when creating the next clip. A so-called *generative adversarial network* ([GAN](#)) is formed by the generator and discriminator, and the system has been constantly improving: the generator gets better at creating fake video clips and the discriminator gets better at identifying them. The other way round, as the discriminator gets better at spotting a fake video, the generator gets better at creating them.

Until recently, it has been very difficult to modify video content. However, since deepfakes are created through Artificial Intelligence (AI), this does not require much human skill to create a deepfake in contrast to the real video production. This means that anyone can create a deepfake in order to promote their agenda. The danger of high-quality fake videos is that, on the one hand, people might believe in images of other people re-projected doing and saying things that they have not in fact done or said. On the other hand, deepfakes undermine the trust in the validity of any image-based content and create public confusion which can be used for manipulation.

---

<sup>20</sup> <https://en.wikipedia.org/wiki/Deepfake>

<sup>21</sup> <https://whatistechtarget.com/definition/deepfake>

## 2.9. Tips for youth workers

After this general information about fake and fact in news and social media, this part addresses you as a youth worker. For you as a trainer of young people it is important to stay up to date to the reality of young people. To this aim and to know what young people are thinking, you must know what apps they use, what trends they follow and what stars and influencers they know and trust. You do not have to think alike, but you should be aware of these things in order to understand them.

If a young person wants to talk to you about his or her life and habits or some problem he or she faces on the Internet, not only should you show interest, but also (at least to some extent) know what he or she is talking about. Otherwise it's hard to be authentic and young people realize that very quickly. Then it may be hard to communicate with them, as they lose trust in you.

If you get to know a new app or social media platform, try it out! Play around with it, do a bit of research about hazards and safety issues. See who is in charge of the app, who developed it and where your data is going to. Which permissions does the app have and what are they for?

If you find a news story or a picture that seems suspicious to you, try to find its source. Try to find out where it came from and what spin it has. Young people will ask you about things they find on the Internet. And they (sometimes) will ask your advice whether they should trust the source or not.

Be aware that everyone is biased. Everyone has personal values that shape his or her everyday life. Try to break out of your filter bubble and inform yourself on different media channels. The more diverse sources you read and know, the better you can judge by gut feeling if something can be true or not.

In short:

- Know the kids you are dealing with!
- Know their (online/digital) life reality!
- Don't be afraid of new technologies - try them out!
- Be open-minded but question so-called "truths"!
- Be aware of your own bias!
- Think (and read) outside the box!

### 3. Key competences for young people in the era of fake news

The phenomenon of fake news, how they arise, what forms and channels they take and what competences and capacities young people need to spot and counteract them, was already described in the “General Didactic Concept” of the FAKE OFF! project.

In this chapter, we focus on two key competences for young people in the era of fake news, namely digital literacy and digital wellbeing. We give examples of how they can be fostered in the non-formal learning setting using a three-step approach: 1) strengthen digital literacy, 2) create new habits, and 3) apply new habits in daily life. In the next chapter, we will give explanations on how to use the FAKE OFF! app created specifically for the purpose of raising young people’s awareness and key competences in different learning settings.

Young people are continuously exposed to large streams of information, parts of which are misinformation, propaganda and commercials. Critical assessment of the information is a challenge because it takes time and discipline. Moreover, it requires the knowledge of how to respond once you detected fake news and propaganda. Becoming aware of what is healthy, safe and conscious digital behaviour, how the digital data is used and how critical thinking can help to counteract fake news is becoming **digitally literate** - a key life & career skill and competence of the 21st century.

#### 3.1. Digital literacy

According to Chambers et al., digital literacy is a core capability of living, learning and working in a digital society and understanding technologies that map and record personal data<sup>22</sup>. Aviram & Eshet-Alkalai provide a more differentiated view of digital literacy as an integrated 5-skill model which combines<sup>23</sup>:

1. **Photo-visual literacy**: the ability to read information from visuals.
2. **Reproduction literacy**: the ability to use digital technology to create a new piece of work or combine existing pieces of work together to make it your own.
3. **Branching literacy**: the ability to successfully navigate in the non-linear medium of digital space.
4. **Information literacy**: the ability to search, locate, assess and critically evaluate information.

---

<sup>22</sup> Fiona C. Chambers, Anne Jones, Orla Murphy. Design Thinking for Digital Well-being: Theory and Practice for Educators 2018. <https://www.amazon.com/Design-Thinking-Digital-Well-being-Educators/dp/1138578053>

<sup>23</sup> Aviram A., Eshet-Alkalai, E. Towards a Theory of Digital Literacy: Three Scenarios for the Next Steps 2006. <http://www.eurodl.org/index.php?p=archives&year=2006&halfyear=1&article=223>

5. **Socio-emotional literacy:** the social and emotional aspects of being present online, whether it may be through socializing, and collaborating, or simply consuming content.

With regard to fake news, photo-visual literacy, as well as information and socio-emotional literacy are key competences which would enable young people to distinguish between fake and true content, critically assess the content and be able to react in an appropriate way.

Chambers et al. claim that digital literacy encompasses information literacy. Sometimes, however, it is used interchangeably with information literacy, or (digital) media literacy. In this document, we use the term "digital literacy".

According to Antonio Cartelli, digital literacy has three purposes<sup>24</sup>:

- 1. Democracy, participation, and active citizenship**

Illiterate individuals of any kind are less able to participate in democratic processes. They don't have the means to get and stay informed, they are not able to express their opinions in the digital society.

- 2. Knowledge economy, competitiveness, and choice**

In an ever faster and bigger growing economy, that gets more complex, digital illiterate individuals are most of the time not able to achieve higher levels in education and/or work. So, media literacy is also a skill that can gain a financial advantage and vice versa.

- 3. Lifelong learning, cultural expression, and personal fulfillment**

Finally, digital literacy is part of a very personal dimension of a meaningful life. You are more inclined to being creative and expressing yourself.

If young people become aware of the positive effects of digital literacy, they can focus better on developing this competence.

## 3.2. Digital wellbeing

Another important core competence in the technological age is digital wellbeing. Digital wellbeing includes socio-emotional literacy mentioned above, as well as other aspects.

Chambers et al. define it as capacity to look after your personal health, safety, relationships and work-life balance in digital setting, to use digital data to foster community actions and wellbeing, to act safely and responsibly in digital environments, to manage digital stress, workload and distraction, to act with

---

<sup>24</sup> Cartelli, Antonio (2012): Current Trends and Future Practices for Digital Literacy and Competence. IGI Global.

concern for human and natural environment when managing digital tools and to balance digital with real world interactions appropriately.<sup>25</sup>

Digital wellbeing is the result of raised awareness about the functioning, algorithms and use of digital media tools. It is also linked to emotional intelligence and capacity to take care of yourself.

Fostering young people’s digital literacy and digital wellbeing means positively affecting their daily routines.

Digital literacy and wellbeing do not only mean acquiring the competences in using and evaluating online information. It also means practical application of it in daily life.

### 3.3. Three-step model to foster digital literacy and digital wellbeing

To strengthen digital literacy and foster digital wellbeing of young people in daily life, FAKE OFF! project partners developed a three-step competence model:

Three steps	Goals
<p><b>1. Strengthen digital literacy.</b></p>	<p>Strengthen critical thinking skills, learn how to interpret information, how to detect fake news, raise awareness of digital ethics and privacy on the Internet, and learn how to deal with emotions on social media.</p>
<p><b>2. Create new habits.</b></p>	<p>Raise awareness of the causes of habits, challenges of change and steps to create new healthy habits regarding digital literacy and digital wellbeing.</p>
<p><b>3. Apply new habits in daily life.</b></p>	<p>Become aware of the old habits and integrate new healthy and safe digital behaviour habits in your everyday life</p>

<sup>25</sup> Fiona C. Chambers, Anne Jones, Orla Murphy. Design Thinking for Digital Well-being: Theory and Practice for Educators 2018. <https://www.amazon.com/Design-Thinking-Digital-Well-being-Educators/dp/1138578053>

The three steps of the Fake OFF model are described below, in particular their different layers, e.g. critical thinking, digital ethics, emotional intelligence for Step 1; the psychology of habits for Step 2, and raising awareness on how to apply new digital habits for Step 3.

The practical exercises and games which follow in the next chapter are split according to these steps. They contain information for youth workers, trainers and tutors on how to use the exercises according to the level of the group, what material is needed and what is useful to consider while preparing for the sessions with young people.

## **STEP 1. Strengthen digital literacy**

---

### **Critical thinking**

Critical thinking might be described as the ability to engage in reflective and independent thinking<sup>26</sup>. Independent thinking means being an active rather than a passive recipient of information, and questioning ideas and assumptions rather than accepting them at face value.

Someone with critical thinking skills can:

- Understand the links between ideas.
- Determine the importance and relevance of arguments and ideas.
- Recognise, build and appraise arguments.
- Identify inconsistencies and errors in reasoning.
- Approach problems in a consistent and systematic way.
- Reflect on the justification of their own assumptions, beliefs and values.

Critical thinking goes hand in hand with digital literacy as it develops our ability to reflect, evaluate and explain the perceived information. Ultimately, it is a means to become resilient against manipulation and propaganda and to use discourse based on the principles of democracy.

For the project Fake OFF, training young people on strengthening their digital literacy and critical thinking means that they would learn:

- **how to critically assess** information: what is true? What is false? What is a hoax? How to detect fake news?

---

<sup>26</sup> <https://www.skillsyouneed.com/learn/critical-thinking.html>

- **the difference between trustworthy and fake sources** (depending on the topic, context, goal) and how to do a fact check
- **to understand the motivation behind Fake News:** e.g. commercial – using sensationalism; playing with emotions to get views and clicks; political agenda; etc.
- **to recognize and critically assess algorithms:** e.g. influencing information with paid adverts on Instagram, click factories, influencers, etc.
- **digital ethics:** e.g. how to use and process information, when to spread information, when to keep information for yourself (“think before you like/share”)
- **privacy:** e.g. how to be safe on the Internet, how to protect your accounts and private data and deal with cyber mobbing
- **how to deal with emotions on social media:** being aware of emotional reactions of other people on social media and choosing consciously how to share your own.

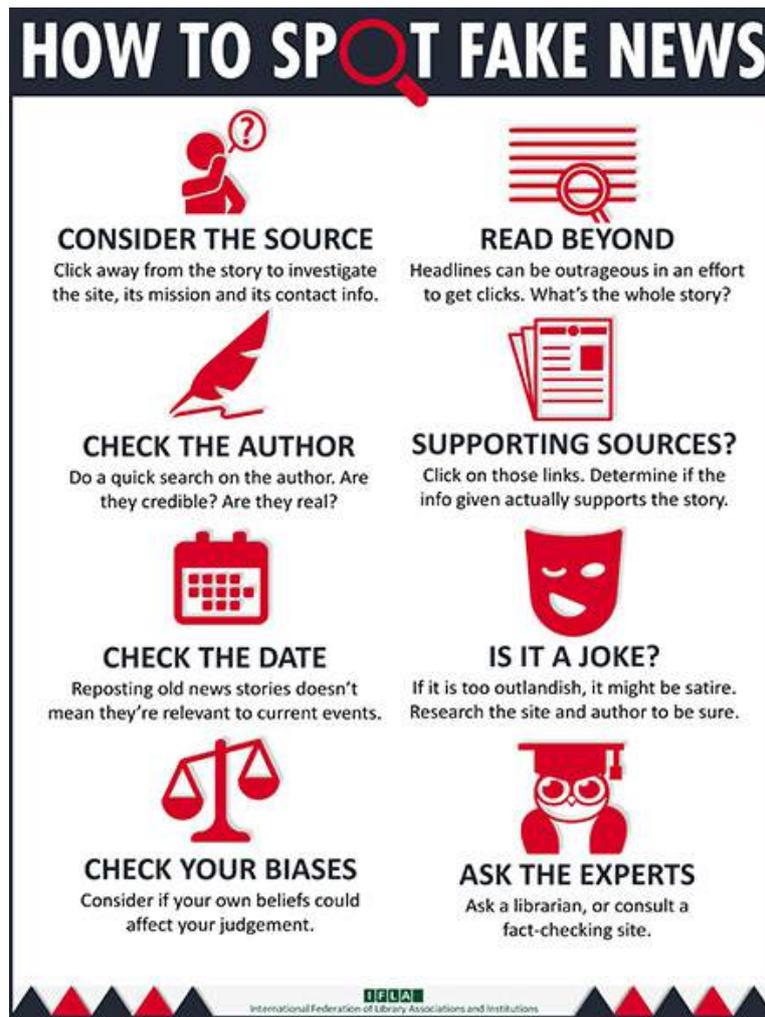
## Detecting fake news

In order to be able to critically assess information and get a feeling for what is true and what is false, critical thinking is the basic skill when you navigate the web. Another one is the knowledge on how to detect fake news.

The International Federation of Library Associations and Institutions (IFLA) has made the following infographic with eight simple steps (based on FactCheck.org’s 2016 article “How to Spot Fake News”<sup>27</sup>) to check the verifiability of given news and urged the global community to share it.

---

<sup>27</sup> How to Spot Fake News. By Eugene Kiely and Lori Robertson. 18.11.2016:  
<https://www.factcheck.org/2016/11/how-to-spot-fake-news/>



Source: <https://www.ifla.org/publications/node/11174>

Here some examples offered by Factcheck.org site<sup>28</sup>:

- *Consider the source!*

Some fake sites sound similar to well-known sites. Compare <http://abcnews.com.co> to the actual ABC News [abcnews.go.com/](http://abcnews.go.com/); or the WTOE 5 News (whose "about" page says it's "a fantasy news website" <https://wtoe5news.com/about-us/>) as opposed to the actual WTOE 1470 AM radio station Broadcasting Company. Whereas some sites provide a "fantasy news" or satire warning, others are not so upfront, like the Boston Tribune <https://economictimes.indiatimes.com/topic/The-Boston-Tribune> (not to be confused with Boston Herald). This paper doesn't provide any information on its mission, staff members or physical location — further signs that maybe this

<sup>28</sup> <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

site isn't a legitimate news organization.

- *Read beyond the headline!*

If a provocative headline drew your attention, read a little further before you decide to pass along the shocking information. Even in legitimate news stories, the headline doesn't always tell the whole story. Headlines are often created to gain clicks and push sales. According to News Media Alliance, fake news websites derive nearly 42 percent of their traffic from social media platforms, with readers clicking links they see posted on Twitter, Facebook, Instagram and other social sites<sup>29</sup>. But those links offer only headlines, making it difficult for even educated news consumers to know if what they're seeing is real or fake news. The same site offers a quiz to test your ability to tell real news from fake from headlines alone.

- *Check the authors!*

Another sign of a fake story is often the author. The pledge of allegiance story on abcnews.com.co was supposedly written by "Jimmy Rustling." Who is he? His [author page claims](#) he is a "doctor" who won "fourteen Peabody awards and a handful of Pulitzer Prizes." If you check the winners of these prizes, no one by the name of "Rustling" has won a [Pulitzer](#) or [Peabody award](#). The photo accompanying Rustling's bio is also displayed on another bogus story on a different site, but this time under the byline "[Darius Rubics](#)." The Dubai story was written by "Sorcha Faal, and as reported to her Western Subscribers. Sometimes, no author is indicated at all, as in the Pope Francis [story](#)."

- *Assess the supporting sources!*

Many times fake stories cite official, or official-like sources, but once you look into it, the source doesn't back up the claim. For instance, the Boston Tribune site wrongly claimed that President Obama's mother-in-law was going to get a lifetime government pension for having babysat her granddaughters in the White

---

<sup>29</sup> <https://www.newsmediaalliance.org/fake-news-quiz/>

House, citing “the Civil Service Retirement Act” and providing a link. But [the link to the Civil Service Retirement System website](#) doesn’t support the claim at all.

Another viral claim 2015 was a graphic purporting to show crime statistics on the percentage of whites killed by blacks and other murder statistics by race<sup>30</sup>. Then-presidential candidate Donald Trump retweeted it, telling Fox News commentator Bill O’Reilly that it came “from sources that are very credible.” But almost every figure in the image was wrong — FBI crime data is publicly available — and the supposed source given for the data, “Crime Statistics Bureau – San Francisco,” doesn’t exist.

- *Check the date!*

Some false stories aren’t completely fake, but rather distortions of real events. They can take a legitimate news story and twist what it says — or even claim that something that happened long ago is related to current events.

At the time of Trump’s election in November 2016, the website Viral Liberty took CNN’s 2015 story about Ford shifting truck production from Mexico to Ohio and slapped a new headline deceptively linking the two occurrences: “Since Donald Trump Won The Presidency... Ford Shifts Truck Production From Mexico To Ohio.”<sup>31</sup>

Here, check if the story is up to date, or old and out of context.

- *Is it a Joke?*

There is such thing as news satire. According to Wikipedia, there are two types of news satire: One form uses satirical commentary and sketch comedy to comment on real-world news events, e.g. Andy Borowitz satirical column<sup>32</sup>, while the other presents wholly fictionalized news stories<sup>33</sup>. Normally, it’s clearly labeled as such, but at times it is not. Such posts are designed to encourage clicks, and generate money for the creator through ad revenue. Online hoaxer Paul Horner told the *Washington Post* he makes a living off his posts. Asked why his material gets so many views, Horner responded, “They just keep passing stuff around. Nobody fact-checks anything anymore.”

- *Review your own bias!*

Everyone is biased. Confirmation bias leads people to seek information that confirms their beliefs and discount information that doesn’t. Next time, if you see a post concerning a politician you oppose, take a moment to check it out. Also, the Harvard University developed a free test where

---

<sup>30</sup> <https://www.factcheck.org/2015/11/trump-retweets-bogus-crime-graphic/>

<sup>31</sup> <https://www.snopes.com/fact-check/ford-from-mexico-to-ohio/>

<sup>32</sup> <https://www.newyorker.com/humor/borowitz-report/putin-appears-with-trump-in-flurry-of-swing-state-rallies>

<sup>33</sup> [https://en.wikipedia.org/wiki/News\\_satire](https://en.wikipedia.org/wiki/News_satire)

you can check your unconscious bias towards politicians, religions, races, sexual minorities, age groups, etc.<sup>34</sup>

- *Ask experts!*

Go to independent sources to get knowledge and check the claims. The list of trusted US- and Europe-based sources is shown in the next section.

## Checking facts

There are some independent sources which were created to fact-check the latest viral claims that pop up in our news feeds. Here is a list of different Fact Checker websites in European languages.

US-based:	Europe-based
<p>www.FactCheck.org            www.washingtonpost.com (Fact Checker)            www.Snopes.com            www.PolitiFact.com</p>	<p><a href="http://www.mimikama.at">www.mimikama.at</a> (German)  <a href="http://www.hoaxmap.org">www.hoaxmap.org</a> (German)  <a href="https://correctiv.org/">https://correctiv.org/</a> (German)  <a href="http://www.hoaxsearch.com">www.hoaxsearch.com</a> (English)  <a href="http://www.channel4.com/news/factcheck">www.channel4.com/news/factcheck</a> (English)  <a href="http://www.bbc.com/news/topics/cp7r8vgl2rgt/reality-check">www.bbc.com/news/topics/cp7r8vgl2rgt/reality-check</a> (English)  <a href="http://www.tjekdet.dk">www.tjekdet.dk</a> (Danish)  <a href="http://www.konspiratori.sk/">www.konspiratori.sk/</a> (Slovak)  <a href="http://www.davidpuente.it/blog/">www.davidpuente.it/blog/</a> (Italian)  <a href="http://www.butac.it">www.butac.it</a> (Italian)  <a href="http://www.bufale.net">www.bufale.net</a> (Italian)  <a href="http://www.faktabaari.fi">www.faktabaari.fi</a> (Finnish)  <a href="http://www.theJournal.ie">www.theJournal.ie</a> (Irish)  <a href="http://www.maldita.es/malditobulo/">http://www.maldita.es/malditobulo/</a> (Spanish)  <a href="https://observador.pt/seccao/observador/fact-check/">https://observador.pt/seccao/observador/fact-check/</a> (Portuguese)  <a href="https://poligrafo.sapo.pt">https://poligrafo.sapo.pt</a> (Portuguese)</p>

A special project for fact-checking is run by the Poynter Institute, a school of journalism in the US, which initiated the International Fact Checking Network (IFCN)<sup>35</sup>. They connected with other fact-checking sites all over the world and established principles for any fact-checking medium which can apply for membership, if they commit to the following standards:

- ❖ Nonpartisanship and Fairness: not drawn to one side, same standards for every check

<sup>34</sup> Unconscious bias test. Harvard University, project Implicit: <https://implicit.harvard.edu/implicit/takeatest.html>

<sup>35</sup> [poynter.org/ifcn/](http://poynter.org/ifcn/)

- ❖ Transparency of Sources: you have to clarify and provide your sources
- ❖ Transparency of Funding and Organization: where does the money come from, who is part of the project?
- ❖ Transparency of methodology: how do you work?
- ❖ Open and honest corrections: if there is a mistake in your own work, it has to be shown and made transparent.

Using fact checking sites to verify your news is easy, fast, and can safeguard you from believing in information which does not exist.

To read more about how to spot fake news, see the General Didactic Concept of the Fake OFF project.

## Digital ethics

Internet is a massive stock exchange of information. In order to navigate safely, there are some rules to respect and apply. The Institute for Digital Ethics (IDE) in Stuttgart published 10 Golden Rules of Digital Ethics. It encourages all users to take responsibility for freedom in the World Wide Web and respect everyone's dignity and freedom of action<sup>36</sup>:

1. Disclose as little as possible about yourself.
2. Be aware, and do not accept that you are being observed and that your data is being collected.
3. Do not believe everything you see or read online. Keep yourself informed utilizing alternative sources.
4. Do not condone bullying or hateful behavior.
5. Respect the dignity of others. Remember, even in the world wide web rules are applicable.
6. Do not trust everyone with whom you only have contact online.
7. Protect yourself and others from extreme content.
8. Do not value your own worth by likes and posts.
9. Do not judge yourself and your body by numbers and statistics from your online profiles.
10. Occasionally, turn off your digital devices and treat yourself to a timeout.

Whereas points 1-7 are about responsible online behaviour in relation to yourself and others, points 8 and 9 are about self-worth. A 2019 article from Inc Tech Magazine provides an interesting insight on how people measure their worthiness. It questions if these things are healthy and encourages people to feel good about who they are "no matter what"<sup>37</sup>. Even if you are eager to attract people's attention and gain influence, your self-worth should not be determined by the number of likes and ratings on social media. In fact, it is not

<sup>36</sup> [https://www.digitale-ethik.de/showcase//2017/01/10Gebote\\_English\\_final.pdf](https://www.digitale-ethik.de/showcase//2017/01/10Gebote_English_final.pdf)

<sup>37</sup> <https://www.inc.com/amy-morin/how-do-you-measure-your-self-worth.html>

a product of your intelligence, your talent, your looks, or how much you have accomplished. Rather, your self-worth is immeasurable and unchanging something which cannot be taken from you. It is that worth that allows you to be happy, confident, connected and motivated. Point 10 can be seen as a tool for digital wellbeing - allowing yourself some offline moments or doing a digital detox. The Golden Rules can be printed as a wallboard in schools and youth centres as a useful reminder for healthy digital behaviour.

Concerning young people, youth support portal Juuport-Scouts<sup>38</sup> elaborated the tips on safe and ethical online behaviour and made them more concrete:

### **1. Respect the others.**

You are not alone on the Internet! Don't spread confidential information on the Internet. A post visible for all may also cause lots of trouble.

Write nothing about your friends that you would not tell them in person.

Discuss private matters with your friends only in private chats, messages or emails.

Help your friends if they experience something unfair.

### **2. Think before you post.**

Whether it is your status or pictures, likes or shares, before you post something, ask yourself these questions:

- Is it true?
- Is it kind, or can this hurt someone?
- Is it necessary? Do I post because I am angry? Do I reveal too much about myself?
- Who would see it?
- Could something be misunderstood?

Internet never forgets. As soon as something appears on the Internet, you cease to control it. Think twice before you upload something. A post, a picture or comment may spread very widely as the Internet audience is large. It is possible it shows up on a completely different side. What once seemed witty, may be intimidating. Also, don't write when you're overly angry or happy, it may be embarrassing later.

### **3. Ensure your safety on the Internet.**

If you doubt someone is having a fake profile, ask your friends to check. If you doubt a website is fake, check the impressum to see who's really owning a page.

---

<sup>38</sup> juuport.de Online consulting of young people by young people

Secure your private data. Help to eliminate assaults, hate speech and embarrassing pictures from the Internet. Help your friends if they are being exposed to something uncomfortable, e.g. cybermobbing. For youth workers, it is very important to know about the phenomenon of cybermobbing, in order to be able to help victims.

## **Fighting Cybermobbing**

Cybermobbing is a form of open or hidden violence with the aim of social exclusion through continuous insults, verbal abuse, as well as spreading of lies and gossip.

According to a 2017 research study in Germany, 1.4 million young people have been affected by cybermobbing. 13% of the respondents between 10 and 21 years admitted to be the victims of cybermobbing, where a slightly higher number of 13,4% confess that they have been cybermobbing themselves<sup>39</sup>. The reasons for this were named to be a personal dislike of a person, rage because of being mobbed, but also bad mood, boredom, and fun.

The consequences of this is that the experience of mobbing is damaging and debilitating. Cybermobbing victims often face severe psychological consequences: One fourth of the respondents voiced suicidal thoughts.

As the study quoted by Süddeutsche Zeitung reveals, parents can control the online activities of children and youth less and less<sup>40</sup>. First, because the younger generation is using both social media and instant messaging, e.g. Whatsapp, Snapchat, where humiliating comments, compromising photographs or vicious insults content can be disseminated at lightning speed. Second, because personal mobile devices like smartphones or tablets are harder to control compared to computers where security settings were determined by the parents.

To fight cybermobbing, there needs to be a consolidated effort on the side of teachers, parents and young people.

### **What parents can do**

- Acquire competences about safer Internet issues for children and young people.
- Study information on how to deal with cyberbullying and hate speech from a wide array of online sites that provide advice to users of any age:

---

<sup>39</sup> <https://www.sueddeutsche.de/panorama/jugendliche-im-internet-13-prozent-der-schueler-sehen-sich-als-opfer-von-cybermobbing-1.3507917>

<sup>40</sup> *ibid.*

- The platform Better Internet For Kids [betterinternetforkids.eu](http://betterinternetforkids.eu) was set up in line with the European Commission's Better Internet for Kids strategy to foster the exchange of knowledge, expertise, resources and best practices between key online safety stakeholders to increase access to high-quality content for children and young people, step up awareness and empowerment, create a safe environment for children online, and fight against child sexual abuse and child sexual exploitation.
- The European network of Safer Internet Centres<sup>41</sup> works on these issues across Europe typically comprising an awareness centre, helpline, hotline and youth panel.
- The No Hate Speech online campaign launched by the Council of Europe in July 2016 also provides advice. Initiatives against hate speech like #ichbinhier on Facebook are also winning over more followers, as are digital civil rights movements like German moderator Jan Böhmermann's "Reconquista Internet".

### **What teachers and youth workers can do**

- Acquire competences about safer Internet issues for children and young people.
- Initiate (cyber)mobbing prevention programmes in the school or youth centres
- Be informed about existing initiatives to advise young people further, e.g. klicksafe initiative's cyberbullying first aid app<sup>42</sup>, local or national cyberbullying hotline, etc.

### **What young people can do**

- Collect the proofs via screenshots.
- If you know a mobber write to him/her and ask him/her to delete the insulting comments or pictures.
- Block the mobbers in the social networks
- Seek support of an adult whom you trust (teacher, parent, therapist)
- Report mobbing posts to the web host and request to delete its content
- In especially strong cases go to the police with your parents and file a criminal report. The law is on your side!

## **Protecting privacy**

Privacy is defined as "the rights of individuals to enjoy autonomy, to be left alone, and to determine whether and how information about one's self is revealed to others".<sup>43</sup>

---

<sup>41</sup> <https://www.betterinternetforkids.eu/web/portal/policy/insafe-inhope>

<sup>42</sup> <https://play.google.com/store/apps/details?id=de.teamdna.cybermobbing&hl=en>

Although privacy is a basic human right and need, researchers speak of privacy paradox on the Internet: our privacy concerns are inconsistent with our online behaviour and desire to disclose.

Nowadays, most young people easily display personal information that previous generations often have regarded as private, e.g. age, politics, income, religion, sexual preference. Young people's understanding of privacy is not tied to the disclosure of certain types of information. Rather, their privacy is assured when they think they can control who knows what about them. When it comes to social media, users are still unsure how to control who can see what about them. The reasons are limited internet literacy, poorly designed site settings and recent data protection scandals (e.g. giving away Facebook user data to Cambridge Analytics 2018).

To ensure privacy on social media can be difficult. As a new research study suggests, even if you set your profile to "not public" and carefully limit all information about yourself, Facebook and/or other social media sources can still collect the data about you from the data of just 8-9 of your friends who are on social media. Even after you have deleted your accounts, you can still be profiled based on personal information derived from your friends' posts.<sup>44</sup> Posting information and pictures of people who are not on Facebook, e.g. your children, friends or grandparents means first, that you need permission and consent from a person to do so, and second, you need to be aware that you might unknowingly grant access to their personal information to marketing companies that use algorithms and store it in the world wide web. Even deleting your accounts from social media might not solve all privacy problems.

Although there is no ultimate solution to social media privacy, here is what young people can do to protect their privacy on the Internet:

- Consider carefully what personal details you provide in your profile
- Change your passwords on a regular basis
- Your password should have a minimum of 8 symbols, big and small letters, as well as figures.
- Use different passwords for different accounts and keep them to yourself
- Update your privacy settings on social media accounts
- Log out always, especially in public places, so that nobody can use your account
- Abstain from online payments if you're using public WiFi networks

---

<sup>43</sup> The privacy paradox on social network sites revisited 2009.

<https://cyberpsychology.eu/article/view/4223/3265>

<sup>44</sup> <https://www.cpomagazine.com/data-privacy/new-research-study-shows-that-social-media-privacy-might-not-be-possible/>

- Use software to manage and control your online privacy, for example Norton Privacy Manager or Norton LifeLock
- Be aware of 'shoulder surfing' - the practice of spying on the user of a cash-dispensing machine or other electronic device in order to obtain their personal identification number, password, etc. To avoid it, sit with your back to the wall if you're in a public place and entering personal or financial information into your computer or cellphone. More tips available here: <https://www.lifelock.com/learn-identity-theft-resources-what-is-shoulder-surfing.html>

## Understanding emotions

Emotion is by far the most important motivator of our thinking and behaviour. People make most of their decisions based on how they're feeling, whether they realize it or not. Social media researcher G.T. Panger described the impact of emotions on social media in this way: "Emotion is the outrage and hope that fuels social media social movements from the Arab Spring to Black Lives Matter, and it is the hostility that silenced women in Gamergate. Emotion is the sadness that spreads through social media upon the death of a celebrity or in the wake of another mass shooting. Emotion is the happy life we are concerned with portraying to our friends, the moments of satisfaction we cannot wait to tell the world about, and the envy of receiving the highlights of our friends' lives while we carry on with ordinary life"<sup>45</sup>.

As the research of the Center for Generational Kinetics shows, social media has a greater effect on a person's life the younger they are, influencing their job prospects, popularity, chances of getting a date and even their happiness: 42% of Generation Z feels that social media has a great impact on their lives. An equal number of 42% believes that social media affects the way other people see them; 39% say social media has an effect on their self-esteem and 37% say social media has a direct impact on their happiness (although it remains unclear how exactly), which is twice as much as in the generation of baby boomers<sup>46</sup>.

Emotional Intelligence is a crucial aspect of digital wellbeing. According to Wikipedia<sup>47</sup>, it is "the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s)". For young people specifically, it means being aware of how they express themselves through Instagram images, Facebook posts and Twitter comments. Also, it means being aware of how social media content and activities they are engaged in (likes, comments, shares) affect them.

<sup>45</sup> Galen Thomas Panger. Emotion in social media. 2017.

[http://people.ischool.berkeley.edu/~gpanger/dissertation/emotion\\_in\\_social\\_media.pdf](http://people.ischool.berkeley.edu/~gpanger/dissertation/emotion_in_social_media.pdf)

<sup>46</sup> <https://genhq.com/igen-genz-social-media-trends-infographic/>

<sup>47</sup> [https://en.wikipedia.org/wiki/Emotional\\_intelligence](https://en.wikipedia.org/wiki/Emotional_intelligence)

## Self-expression on social media

Social media enable users to express themselves freely through status updates, mood updates, comments, as well as pictures and emoticons. At the same time, it can be a source of pressure and expectations for young people raising questions about their self-identity and about the emotions they feel browsing through the stream of messages, images and videos.

The link between users' "catalogue of expressions" and their mental health has been studied by researchers to make inferences about users' emotional lives, generate national happiness indices and predict mental illnesses.

According to a recent BBC #LikeMinded study<sup>48</sup>, researchers from Harvard University and the University of Vermont used machine analysis of almost 44,000 Instagram posts to identify depressive signals in users' feeds. According to that study, signals of depression include an increase in negative words ("no", "never", "prison", "murder") and a decrease in positive ones ("happy", "beach", and "photo"), though these are hardly definitive. Taking it a step further, researchers at Harvard University, Stanford University and the University of Vermont extracted a wider range of features (mood, language and context) from almost 280,000 tweets and scored highly on identifying users with depression; it also was correct in about nine of every 10 predictions for post-traumatic stress disorder (PTSD).

Some recent technological innovations in this field include analyzing the patterns of words people are using in their tweets to understand how a person is feeling right now. There is free text analysis tool AnalyzeWords on Twitter which focuses on junk words (pronouns, articles, prepositions) to assess emotional and thinking styles. If you are on Twitter, you can check your recent words and see how you're scoring for being angry, worried or upbeat compared to the average. You can also try it out with young people. For example, Donald Trump's Twitter account @realdonaldtrump shows that he scores highly on having an upbeat emotional style, and is less likely than average to be worried, angry, and depressed.

Users' emotions on social media and users' emotional life should however be separated to avoid the risk of packaging the complex real life in a virtual box of social media. Likewise, status updates and Instagram stories cannot be a reliable measure of our mental health. Self-expression and self-presentation may also not always reveal the true "You". There is an opinion that we tend to portray ourselves in an idealized, overly positive fashion like playing a character which is

---

<sup>48</sup> <http://www.bbc.com/future/story/20180201-how-your-social-media-betrays-your-mood>

a desired version of ourselves, and for this we may downplay our negative emotions.

## **Impact of other users' posts**

Although there is a lack of evidence about the emotional experience while we browse social media, many users report that their habit of browsing makes them feel bad. They find it not very meaningful and it eats up a lot of time. In addition, browsing through social media may make you compare your life unfavorably to the rosy depictions of others' lives, generate envy and a feeling of worthlessness or pressure trying to compete with others for leading a perfect life.

Comparison negatively impacts our well-being. Especially because someone's profile on social media would not reveal a complete picture of a complex personality. According to social researcher Galen Thomas, people tend to underestimate the prevalence of negative emotions and overestimate the prevalence of positive emotions in others' lives because of the way others selectively hide negative emotions in social settings. Underestimating the negative emotions in others' lives is a predictor of loneliness and overestimating positive emotions predicts lower life satisfaction<sup>49</sup>.

Having said that, it is important to bear in mind that not everything young people see on social media may be true. Also, it is helpful to discuss with young people what kind of image they are trying to project in public with their posts and updates. How does it affect their self-worth? And how often do they compare themselves with others? Ultimately, what is the opportunity cost (the value of making this choice) of browsing vs. getting the benefits? Answering these questions may be helpful to decide how we can spend time in a more productive manner and build the life we strive for.

The mind of a teenager is still figuring out how to recognise, understand and express what he or she is feeling. Parents and youth workers can help young people to deal with emotions. The Australian child- and youth-oriented project Healthy families advises both parents and tutors on how to do it<sup>50</sup>:

- Ask about their feelings – “You look worried. Is there something on your mind?” or, “It sounds like you're really angry. What's wrong?”
- Listen to your teenager when he or she talks about emotions. This helps him or her to identify and understand what he or she is feeling and to manage his or her emotions effectively.

---

<sup>49</sup> s. Galen Thomas.

<sup>50</sup> <https://healthyfamilies.beyondblue.org.au/age-13/raising-resilient-young-people/managing-emotions-and-stress>

- Do not dismiss or trivialise your teenager's emotional responses. This may be interpreted as "my feelings are unimportant".
- Avoid responding in a way that could lead them to believe that their emotions are wrong and that they are bad for having them, e.g. "Why are you crying like a baby?" or "You're such a wuss!"
- Validate their feelings, especially if they're upset or struggling with what's going on – for example, when a pet dies, when they're having issues with friends, or when they fail an exam.
- Encourage young people to talk about problems when they happen so they can be sorted out earlier.
- Help them find ways to relax that work for them – listening to music, going for a run or doing something creative.
- Some young people also benefit from meditation or guided relaxation. [Smiling Mind](#) has a free App including short guided meditations.
- Suggest they plan their week and figure out their deadlines and how they're going to get their study/work done.
- Suggest that your adolescent leaves big decisions until they're feeling a bit better and able to approach the situation more objectively.
- Talk about the messages and images young people receive through the media or their social feeds. How does it shape their values, perceptions and general wellbeing?

## STEP 2. Create new habits

---

### What causes habits

Habits by definition are the things we are so used to that they become our default, even when we know better. As James Clear, psychologist and author of the best-selling book "Atomic Habits" (2018), points out, two major reasons causing unhealthy habits are stress and boredom<sup>51</sup>. Whether we spend hours on the Internet mindlessly browsing through the timeline, bite nails over the homework or get drunk on the weekend, these are our ways to deal with stress and boredom. Recognizing the causes of your habits is crucial to overcoming them. Many of the habits we form are not conscious. They are based on learned behavior from role models - parents, teachers, friends, family members and other persons of influence we had in our childhood or chose as role models up to the present time.

---

<sup>51</sup> James Clear, Atomic Habits:  
[https://books.google.de/books/about/Atomic\\_Habits.html?id=IFhbDwAAQBAJ&source=kp\\_book\\_description&redir\\_esc=y](https://books.google.de/books/about/Atomic_Habits.html?id=IFhbDwAAQBAJ&source=kp_book_description&redir_esc=y)

When it comes to young people, if everyone in their friends' or family circle is constantly on the phone checking messages, they are most likely to repeat it.

## Golden Rule of habit change

The change of habits is a tricky thing. It is said to be out of our control because our behaviors are biologically programmed processes, or subconscious processes ingrained in us at a deep level.

However, if we understand why habits exist and how they work, we are able to change them.

First of all, we need to see that all habits - good and bad - provide us with some benefit. For example, checking your social media accounts makes you feel connected. At the same time, looking at those messages destroys your productivity, splits your attention, and overwhelms you with stress. But, it prevents you from feeling like you're "missing out" ... and so you do it again<sup>52</sup>.

Since "bad" habits also address certain needs in your life it's very difficult to simply eliminate them. This is why an advice like "just stop doing it" does not work. For example, if you grab your mobile phone when you get bored or socially insecure, it's a bad plan to leave your phone at home every time that happens.

James Clear explains it more clearly: "If you expect yourself to simply cut out bad habits without replacing them, then you'll have certain needs that will be unmet and it's going to be hard to stick to a routine of "just don't do it" for very long"<sup>53</sup>. Instead, we need to replace a bad habit with a new habit that provides a similar benefit and is easy and attractive to do.

Charles Duhigg, author of another famous book on habits "The Power of Habit" (2014), came up with a model of Habit Loop to explain how our habits are formed. He broke it down into three main areas<sup>54</sup>:

1. Cues: The triggers that stimulate our behaviours (e.g. boredom, insecurity).
2. Routines: The regular activities that form part of our daily lives (e.g. checking the phone, drinking in the evenings).

---

<sup>52</sup> James Clear, Reset the Room. <https://jamesclear.com/reset-the-room>

<sup>53</sup> *ibid.*

<sup>54</sup> <https://coolerinsights.com/2013/11/mastering-the-power-of-habits/>

3. Rewards: The positive outcomes, e.g. real or perceived payback of habits which reinforces our behaviours (feeling connected, relieved, relaxed).

Duhigg shared that any habit can be changed if you identify the cue (the trigger), the reward you crave for, the routine you perform normally to get the reward, and change the routine when the cue appears so that you get the same reward. This is the Golden Rule of Habit Change: keeping your cues and rewards but providing a new routine.

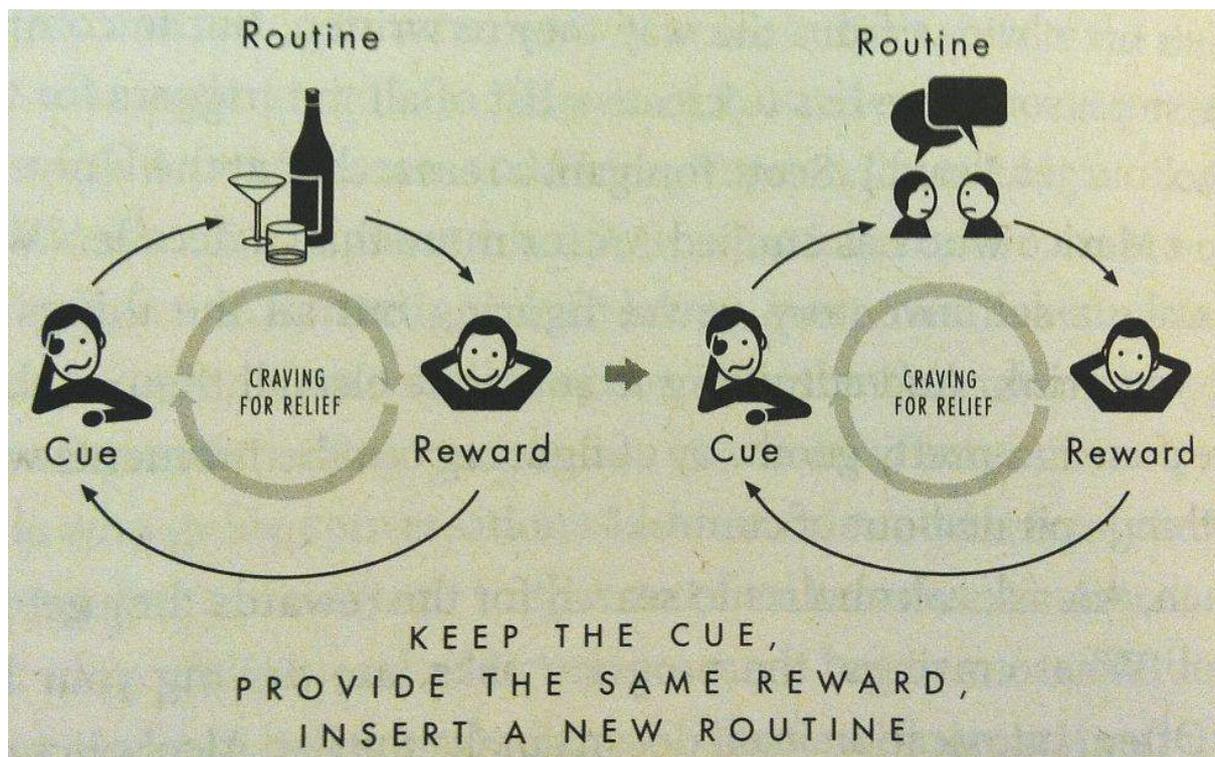


Image source: <https://throughyourbody.com/charles-duhigg-golden-rule-habit-change/>

As you can see from the example in this graphic, stress can trigger us to turn to alcohol each time we feel the craving for relief. We get a sense of relief from doing this, and this is our reward. If the reward is positive, we will have a desire to repeat the action the next time a cue (trigger) pops up.

However, alcohol is a bad habit which may lead to addiction. Also, the reward of relief from getting drunk lasts only for a while. That is why we do it over and over again.

A new example in the graphic shows that next time when we get stressed (cue) and crave for relief (reward), instead of turning to alcohol we can turn to friends (or seek professional help) and thus insert a new routine into our behavior.

By changing habits, we change our behavior, and it has an impact on our life.

The second thing which helps us change our behavior is changing the way we think and feel about ourselves. When you know what is good for you, you can come up with new ways and healthy habits arising out of this insight. You have no desire to indulge in what is bad and love your sense of well-being and mental clarity. This is a profound shift since you are no longer forcing yourself to live a healthy digital lifestyle and that's the distinction. Then you no longer need a digital diet to control cravings, to cut down on Internet consumption, because these things are no longer you.

Even though we might understand and agree with these points, it might be still a challenge to implement it practically. The next section provides some concrete and easy-to-do steps on installing your new habits in your daily life.

## **How to create a new habit**

Here are some additional ideas for installing new healthy habits and breaking the old cycle<sup>55</sup>.

### **1. Start with awareness.**

- When does your habit actually happen?
- How many times do you do it each day?
- Where do you do it? When? And with whom?
- What triggers the behavior and causes it to start?

### **2. Track your habits.**

Tracking these issues will make you more aware of your behavior and give you dozens of ideas for stopping it. Put a piece of paper in your pocket and a pen. Each time your habit happens, mark it down on your paper. At the end of the day, count up all of the daily marks and see what your total is. Then, identify what you want to change ("bad" habit).

### **3. Choose a healthy substitute.**

Next time you face stress, boredom, or people whose behavior you usually imitate, what are you going to do? When your mates are staring into their phones (example: go for a walk), or when you read a sensational news (example: check sources if it's true), come up with a plan for what you will do instead of what you usually do. If you have a plan, you are "armed" with tools and a replacement behavior. If you are lost, think of a reason why you shouldn't continue with this habit. This is a key step. When you do something different to replace an unhealthy habit, acknowledge to yourself that you are doing it

---

<sup>55</sup> James Clear, Reset the Room. <https://jamesclear.com/reset-the-room>, Psychology Today. 10 steps to changing unhealthy habits: <https://www.psychologytoday.com/us/blog/renaissance-woman/201607/how-change-unhealthy-habits>

differently, so that you can emphasize your ability to change. It can be as simple as saying to yourself, "Look at that. I made a better choice."

#### **4. Remove triggers.**

Make it easier on yourself to break bad habits by avoiding the things that cause them. If the first thing you do in the morning is mindless scrolling, liking, sharing instant messages, then put the phone into another room before going to bed, and wait until you are really awake to engage in online activities more mindfully. If you eat cookies when they are in the house, then throw them all away. Right now, your environment makes your bad habit easier and good habits harder. Design your environment in the way to make the good behaviors easier and the bad behaviors harder.

#### **5. Set up for good habits.**

If you want to do sports in the morning, prepare a set of clothes and a water bottle ahead of time so that you can easily grab it. If you want to draw more, put your pencils, pens and a notebook on top of your desk within easy reach. Master habits of preparation so that habits of execution become easy.

#### **6. Join forces with somebody.**

Pair up with someone to install good habits together. The two of you can hold each other accountable and celebrate your victories together. Knowing that someone else expects you to be better is a powerful motivator.

#### **7. Surround yourself with inspirational people.**

Sometimes certain people are our triggers. Remember that you end up being like the five people you hang out with most. Look at who those people are: do they inspire you or drag you down? People who live the way you want to live and pursue their goals in life the way you want to pursue yours are powerful motivators to pimp up your habits and go for a vision.

#### **8. Visualize yourself succeeding.**

See yourself building a new identity. Waking up early, doing sports, meeting friends, traveling, having offline time for yourself. Whatever the bad habit is that you are looking to break, visualize yourself crushing it, smiling, and enjoying your success. Visualization retrains your brain. The longing for positive change may form the basis of a new habit as we instinctively reach for things that are good for us.

Building a new identity does not mean becoming someone else. It means returning to a healthier version of yourself who you were without that habit so you can be sure you can do it again.

#### **9. Monitor your negative self-talk.**

One thing about battling bad habits is that it's easy to judge yourself for not acting better. Every time you slip up or make a mistake, it's easy to tell yourself how much you suck.

Whenever that happens, finish the sentence with "but":

- "I'm fat and out of shape, but I could be in shape a few months from now."
- "I'm stupid and nobody respects me, but I'm working to develop a valuable skill."
- "I'm a failure, but everybody fails sometimes."
- I'm addicted to my smartphone, but I could reduce my online time to have more hobbies.

Or reframe your thoughts with a positive affirmation and restrain the judgmental brain:

- No one likes me - I'm working on my confidence"

Reframing is like rewriting the script.

### **10. Accept failures.**

We all get off track. Accept that you will sometimes fail. We all do. When you do, treat yourself with compassion. Habits don't change overnight. Take baby steps, if necessary. Even if you can't follow through 100% right away with a whole new habit, turn something new into habit. Even if it is not one hour to exercise, find 15 minutes to squeeze in and reinforce that new habit. What separates top performers from everyone else is that they get back on track very quickly.

Last but not least, remember that creating new healthy habits takes time and effort, but mostly it takes perseverance. Most people who succeed try and fail multiple times before they make it work. You might not have success right away, but that doesn't mean you can't have it at all.

## **STEP 3. Apply new habits in daily life**

---

This step encompasses two other steps. When you are aware of how and why fake news is created and when you know how to counteract it, the next thing is to implement your strategies. Habits only change with action.

### **Be aware of your old habits**

For young people, learning new skills like social competence, critical thinking, emotional intelligence may require overcoming the resistance of "old habits". Developing new habits and applying them in daily life may need time and commitment. It is not always easy to include these new behaviors into daily routines but knowing how to react differently is a first step. Seeing the benefits

in acting differently and thinking differently may motivate young people to new digital behavior.

In the sphere of digital wellbeing and digital literacy, new habits could be:

- Think before you “like”/ “share”
- Check sources of the news and/or several information sources
- Read more profound news
- Get involved with different opinions (get out of the filter bubble)
- Spend enough time with offline friends to reconnect to the real physical world
- Notice, acknowledge and express how you emotionally react to information found on the web, e.g. *I get so jealous when I see the pictures of that girl/guy with my ex. I feel afraid whenever I read the news about climate collapse.*
- Reflect about your personal online behavior: Do I lie online? Do I leave out necessary information? Do I exaggerate about my successes?
- Notice and report fake news.

## **Know how to react differently to fake news**

According to a survey among young people conducted in the Fake OFF project in 2018, young people change habits when old habits get boring. Interests, hobbies, friends change when they learn something new and interesting (from school, family, friends, Internet). In this sense, changing habits among young people happens mostly unconsciously and reactively. Changing a habit is, however, a conscious act. What may also motivate young people are role models. Having someone with a positive influence, someone whose habits you can follow and make yours is empowering and makes it easier to change behavioral habits.

Observing social media, the appeal for young people is not to use it less but use it more intentionally. Stop mindless scrolling, complaining, hating and engaging in negativity and bitterness. Follow people who motivate and inspire you. Engage with experts you can learn from. Create genuine, positive friendships.

There is a range of literature on how to change habits and apply them in daily life (see self-help blogs<sup>56</sup> and books<sup>57</sup> for further information). The most important thing for young people is that they engage in the new ways of behavior consciously and willingly and get the support they need on the way.

---

<sup>56</sup> See How to Change Unhealthy Habits: <https://www.psychologytoday.com/us/blog/renaissance-woman/201607/how-change-unhealthy-habits>, How to break soul-sucking habits: <https://www.nirandfar.com/how-to-break-5-soul-sucking-technology-habits/>

<sup>57</sup> The Power of Habit by Charles Duhigg, Daily Rituals: How Artists Work by Mason Currey, Hooked by Nir Eyal, The Slight Edge by Jeff Olson

## 4. Training young people in key competences

### 4.1. Exercises and games

The following chapter presents the exercises for teachers and tutors around the three-step competence model: how to strengthen digital literacy of young people, how to create new habits for digital wellbeing and how to apply them in daily life.

The teachers and tutors are free to select the exercises which suit their group most, according to the level, time constraints, setting, etc., or use the formats for a two-hour, four-hour, day activity (s. previous section).

Training with young people can be held in both school and extracurricular setting. It can be integrated in special subjects (e.g. digital comp or become part of traditional classroom activities. In the youth centres, this training can be part of their activities in the field of media literacy.

All exercises are designed in the spirit of non-formal learning, so their ultimate goal is to foster young people's capacity to take responsibility for their personal learning through reflecting, evaluating, asking questions, giving feedback, voicing their feelings, their doubts about "news", observing and listening.

### **STEP 1. Strengthen digital literacy**

#### 4.1.1. Warm Up Quiz

Partner: ÖIAT

Source: ÖIAT

Objective: to have an engaging dynamic start into the topic digital literacy and foster first discussions among young people with young people

Duration: 15-20 minutes

Number of participants: 10+

Age: any

Difficulty level: easy

Conditions/Format: group activity

Material: PowerPoint Presentation, Computer, Projector

Preparation: Selection of statements

Description:

The participants are standing all over the room. The corners of the room are named "yes" and "no" (or "agree" "disagree"). The trainer presents different statements on a PowerPoint Presentation, e.g.:

*I use my phone every 10 minutes.*

*I use WhatsApp, Snapchat, Facebook, YouTube, TikTok.*

*My phone is my only source for news.*

*We need to learn more about fake news in schools.*

*I just got this WhatsApp message: I should send it to 10 friends, or my mother dies in 1 year. I know it is bullsh\*, but I pass it on anyway. It's fun, isn't it?*

*Of course I know how to recognize fake news.*

*I know what I should do if I find Fake News or someone spreads it.*

*I don't care that there are fake news on social media.*

*Influencers always tell the truth.*

*Influencers do not have an effect on me.*

*Young people have less problems recognizing fake news than older ones.*

*It is never too early to learn how to recognize fake news.*

Everyone stands in the corner they agree with the most. The trainer asks why they agree or don't agree and let the participants start a discussion.

Tips for Trainers:

- The statements should be easy and connected to everyday life. There should be no facts that are "right" or "wrong". Every participant is right in their decision and should only explain why he/she thinks that way. When the participants are asked why they are standing on one specific site, there can also be asked a general question "Do you think that teachers would do a good job teaching you about Fake News?" that should lead the participants into the discussion. Include funny statements like "I want to sit down" at the end of the exercise.
- At the beginning the trainer could add some other questions (not specifically about the topic but more general ones) to break the ice.
- It is important to observe if there are group dynamics where some participants follow the others instead of thinking by themselves to the answer, especially with the younger ones.
- More time could be needed for bigger groups.

Tags: #fakenews, #changethehabits, #medialiteracy

#### 4.1.2. Find and report misleading accounts

Partner: ÖIAT

Source: ÖIAT

Objective: Train the critical thinking skills by spotting misleading accounts in social media networks, knowing how to report them; become aware of and familiar with different reporting mechanisms on social media platforms.

Duration: 10 min - 2 hours, depending on the results

Number of participants: 1-5

Age: 10+

Difficulty: average

Format/Conditions: Access to social media platforms, especially those that participants use, e.g. on their own smartphones.

Material: Participants' smartphones, a bell in the room.

Preparation: Check the reporting mechanism in frequently used social media platforms.

Description: This can be done as a challenge or just by reflecting with the participants.

Everybody looks through his/her own social media stream and tries to detect misleading accounts. Those accounts which spread fake news, misinformation, non-declared commercials. If a person is not sure whether this is a misleading account, they push the bell. Then all participants stop their own search and come to help to judge this account. After a decision (report or not report) is done, everybody goes back to their own search.

If they find misleading accounts, they report them within the network.

Every reporting issue is being documented via screenshot.

While all participants discuss the accounts, they develop the criteria how to detect it. Write those down on a piece of paper and discuss them, either after the game or sometime later (a week or so).

If it is done as a challenge, two winners can be identified:

- those who reported most
- those who had very little or no misleading accounts in their social media stream

Tips for Trainers:

- Do a follow up a week later.

Questions for debriefing: A week later, discuss the topic again:

- Have we found more such accounts?
- Have we reported more such content?
- Have we changed our habits?
- Have we unfollowed some accounts?

Tags: #fakeaccounts #criticalthinking #digitalliteracy

### 4.1.3. Hoax factory: trace the evil

Partner: ÖIAT

Source: ÖIAT

Objective: learn how to trace fake articles and assess how information is being spread by hoax factories.

Duration: 10 min - 2 hours, depending on success

Number of participants: 1-20

Age: 13+

Difficulty: advanced

Format/Conditions: group activity

Material: tablets or laptops of an organization. Do not use digital devices of participants, since this exercise will change their search results and more hoaxes might be shown in future. Either use a TOR browser or tablets/Laptops of an organization. Delete cookies and search history after the session.

Preparation: Search for 1-3 articles that can be traced. They change quite often, so a bit of research is necessary.

Description: The trainer needs to explain what a hoax factory is and what their products are.

Then, it is needed to select one article and try to trace it: Which online magazines use this article? Who is quoting it? Each participant chooses a fake news article which is definitely a fake (e.g. already shown by fake-hunter organizations). Now they search for the content and the pictures online to see where it is being spread and how viral it is already. Search for pictures and text separately, since they might not be connected at all in further publications.

Which publications report this fake news? Which newspapers or other media use this article? Which comments can be found? Watch out for publication dates to see who published the content first.

Draw a map on a flipchart how the news is being spread.

Tips for Trainers:

- This exercise can be frustrating, and a lot of patience is necessary. Embed this exercise in a game or a result that patience is worth for. This could be to prepare a training for parents/young people, other group. Or do a challenge and select a winner in the end.
- If the content is disturbing, reflect on what to do in such a situation and how one can deal with anger and fear. Raise self-confidence of participants, so that they know how to react and what to do.

Questions for debriefing:

- What did you see?
- What emotions did it cause?
- How to deal with it?
- How can you assess the information in a different way next time?

Tags: #hoax #hoaxfactory

#### 4.1.4. Why & what in horror movies

Partner: ÖIAT

Source: "Medien und Gewalt". Handbook for Teachers, 2015, in German.

[https://www.saferinternet.at/fileadmin/categorized/Materialien/Medien\\_und\\_Gewalt.pdf](https://www.saferinternet.at/fileadmin/categorized/Materialien/Medien_und_Gewalt.pdf)

Objective:

- to be aware of how violence in the media is generated and which criteria can be used to create horror or pranks in the movies.
- analyse such movies, find criteria for the movies.
- produce your own film if possible and use all possible horror/violence criteria

- be aware that violence (in videos) are often content for spread fake news

Duration: up to 2 weeks

Number of participants: 1-10

Age: 14+

Difficulty: advanced

Format/Conditions: a group project. There must be a youth worker who can support young people over a longer period, first to discuss and analyse violence-driven films, then in the production process.

Material: Filming equipment, editing equipment.

Preparation: find a group for the project, find a place where the final product can be shown.

Description:

Phase 1. The participants discuss with each other how prank or horror films are working, which tools are used in order to create suspense or misleading content. This can be done by watching such films together or using prepared clips. Note: Most of the time, the participants will be legally too young to watch this kind of content, but they will watch it anyhow in their homes or with friends.

Phase 2. The participants create a movie using the "horror" making criteria.

Tips for Trainers:

- Since violent content of film might not be suitable for the age group you are working with, you might be in a legal grey area.

Questions for debriefing:

- Discuss what to do if the content bothers you, causes fear or psychological issues.

Tags: #violence #unsuitablecontent

#### 4.1.5. Social Network training for younger ones

Partner: ÖIAT

Source: Teachers Handbook "Selbstdarstellung im Internet", 2014. In German.  
[https://www.saferinternet.at/fileadmin/categorized/Materialien/Unterrichtsmaterial\\_Selbstdarstellung\\_Web.pdf](https://www.saferinternet.at/fileadmin/categorized/Materialien/Unterrichtsmaterial_Selbstdarstellung_Web.pdf)

Objective: Prepare a training for younger participants and show them different social networks, what to take care of, how to set privacy settings.

Duration: 1-3 hours, depending on the products

Number of participants: 1-30

Age: 10+

Difficulty: average

Format/Conditions: Ask participants to reflect on their own behaviour and ask them to transfer their knowledge

Material: digital devices with access to Internet.

Preparation: Collect topics that are relevant for younger Internet users, especially in the field of fake news. Develop a tool and format which could be used for a training: a poster, a PPT, a short video, games, etc.

Description:

Ask participants to give some examples of fake news: Which is most relevant? New?

Play a game or use a poster/PowerPoint (see preparation).

Do a debriefing to stimulate learning.

Tips for Trainers:

- This exercise is helpful, even without the actual training of younger ones. It creates a good reflecting situation for any age group.

Questions for debriefing:

- What was surprising?
- What was easy?
- What did we learn?

Tags: #fakenews, #training, #learningbyteaching, #poster, #creative

#### 4.1.6. Search routines for younger ones

Partner: ÖIAT

Source: ÖIAT

Objective: Learn and train search routines, how online search and source check can be done effectively without using too much time.

Duration: 1 hour

Number of participants: 1-10

Age: 12+

Difficulty: average

Format/Conditions: group activities.

Material: digital tools which can be used for online search.

Preparation: if possible, prepare a setting where this training can be really held.

Description:

Stage 1: identify the areas which are relevant for younger kids for doing the search. This can be school topics, but also fake news topics, such as the content in chain letters, rumours spread in social networks, health topics, etc. Choose 1-3 areas and select search terms that are helpful while searching a topic.

Try different search engines and compare the results: e.g. google.com, startpage.com, qwant.com (European search engine).

Stage 2: develop a training session, e.g. as a short game on this search routine.

Stage 3: conduct the training, if possible, and reflect learnings afterwards.

Tips for Trainers:

- This exercise is even helpful, if the actual training for younger ones cannot be conducted (due to organizational reasons). It creates a good reflecting situation for any age group.

Questions for debriefing:

- What was surprising?
- What was easy?
- What did we learn?
- Can that be done on a daily routine?

Tags: #fakenews, #training, #learningbyteaching, #game, #creative, #search, #onlinesearch, #searchterms, #searchengines

#### 4.1.7. Pass the ball, pass the fake!

Partner: GoEurope

Source: GoEurope

Objective: To raise awareness about how easy it is to create fake facts and how, sometimes, they are very difficult to identify as fake.

Duration: 10-15 mins.

Number of participants: 10-25

Age: 14+

Difficulty level: easy

Conditions/Format: Group activity

Material: A ball (or another object that can be passed by participants)

Preparation: It is necessary to have a wide space where participants can create a circle, so everyone sees each other. Create a circle with the participants and take a ball (or an object) to explain the game.

Description: The person who has the ball needs to say one thing about him/herself. Whatever he/she says can be true or fake. While the person with the ball is saying the sentence about him/herself, he/she passes the ball to another person. The person who takes the ball needs to guess if that statement is true or fake. If he/she guesses correctly, the person receiving the ball gets 1 point. If he/she guesses wrong, the person sending the ball gets 1 point. You can make as many rounds as you want. At the end of the game, there will be a winner (or a group of winners) who identified correctly what was true and what was fake.

Tips for Trainers:

- The trainer can reward the winner(s). This activity can also work as “getting to know each other” activity in an event where participants haven’t known each other previously (e.g. 1<sup>st</sup> day in a youth exchange).
- Depending on the size of the group, the duration of the exercise can be up to 30 minutes - this should be considered by the trainer.
- For this exercise it is advisable to plan a short preparation time in which the participants can think about their own fake news.
- This exercise can also be performed well outside.

Questions for debriefing:

- Creating fake things about yourself, was it easy or hard?
- Did you have difficulties in identifying the fake statements?
- When using social media, have you ever thought that other people can share fake things about their lives as well?
- Is it hard to identify fake facts on social media?

Tags: #selfpresentation #detect #fakeimage

#### 4.1.8. Prototyping reliable & fake posts

Partner: GoEurope

Source: GoEurope

Objective: To identify the key elements that participants need to check in order to make the difference between a reliable post and a fake post.

Duration: 45-60 mins.

Number of participants: 10-30

Age: 16+

Difficulty level: advanced

Conditions/Formal: Group activity

Material: Flipcharts, markers, pencils, pens, colours, post-its, colour papers, scissors, tape. At least, each small group needs to have a flipchart and markers. Then, the rest of materials can work for boosting the creativity of the groups.

Preparation: Participants need to have social media profiles, as well as experience using social media. The trainer needs some knowledge about fake news and the key elements to identify fake news (check the FAKE OFF! General Didactic Concept). The big group (10-30 people) needs to be split in smaller groups. Depending on the number of the big group, smaller groups can have between 3 to 5 members. The trainer needs to prepare a piece of paper with a topic (health, politics, celebrities, etc.) and saying if that topic is "true" or "fake".

Description: Each small group needs to create a social media post on the flipchart. Such post depends on the paper that the trainer gives to each group. In that paper, the group gets the information about the topic of the post, and if the post needs to be true or fake. Then, the groups create the posts and they are exposed on the wall. In plenary, participants check the posts and use a post-it to say if the post is fake or true (a post-it per participant and per post). Finally, the results can be discussed in the plenary and true and fake posts can be revealed.

Tips for Trainers:

- Before starting, the trainer can decide which social media post he/she wants the group to create (Instagram, Facebook, etc.) and review the main elements of that specific social media posts (author, text, time when the post was launched, language use, pictures or videos, comments, etc.)

Questions for debriefing:

- Was it hard/easy to create your post? Why?
- When creating the true/fake post, what did you think was the most important thing to show that the post was true or fake?

Tags: #fakenews #identify #medialiteracy #detect

#### 4.1.9. Let's become fake authors!

Partner: GoEurope

Source: GoEurope

Objective: To identify the key features of fake news messages and texts

Duration: 20-25 mins.

Number of participants: 10-20

Age: 16+

Difficulty level: average

Conditions/Format: Individual exercise, pairs exercise or group activity

Material: pieces of paper where participants can write down the messages/texts of the fake posts/news, pens, pencils

Preparation: It is not necessary, but it is better if participants have social media, as well as experience using social media. It is not necessary, but it is better if the trainer has some knowledge about fake news and the key elements to identify fake news (check the FAKE OFF General Didactic Concept). Choose and present a common incident to participants; so they know which incident they need to alter.

Description: Participants have a common incident to report (chosen by the trainer). The idea is that they are "fake reporters" so they need to create a post/news that alters the real fact. The participants have time to alter the real fact and then they share their fake posts/news (text).

Tips for Trainers:

- The exercise can be done in small groups or individually. In addition, the common incident needs to be familiar to participants (e.g. school or high school events, participants' activities, etc.)

Questions for debriefing:

- What did you alter to make it fake?
- Do we check those elements to see if social media posts are fake or not?

Tags: #fakenews #identify #medialiteracy #detect #creativity

#### 4.1.10. Where is my truth?

Partner: GoEurope

Source: GoEurope

Objective: To raise awareness on how messages are shared through social media, and to highlight the need of going/checking the original source

Duration: 15-20 mins.

Number of participants: 10-20

Age: 13+

Difficulty level: easy

Conditions/Format: Group activity

Material: --

Preparation: It is necessary to have a wide space where participants can create a circle.

Description: The participants sit down in a circle. There is one person ("original source") who starts a message. Such message can be a personal experience, an invented story, a piece of news, etc. It needs to have 3-4 sentences, for example. Then, the "original source" whispers the message to the person on his/her left side. Once the second person gets the message, he/she needs to whisper to the person on his/her left side. But he/she needs to modify a word (only substantive, pronoun, number or adjective -it cannot be a minor word). Then, the next one repeats the process and so on, until the message gets the "original source". The "original source" then tells everyone the message he/she got and the original message. The group then can discuss about the difference between the last message and the original message.

Tips for Trainers:

- Highlight the fact of changing one word per person and the type of word. In addition, the trainer can be the "original source" if he/she wants, so he/she assures that the message has 2-4 sentences and many elements to modify by the rest of the participants.
- For larger groups (20+ participants) it is advisable to split the group into 2 smaller groups.
- This exercise can also be adapted to younger participants, but then an adjustment should be made in terms of time, pre-meeting and debriefing.
- For participants over the age of 16, when the trainer acts as the "original source", he/she should find appealing stories or sentences.

Questions for debriefing:

- What do you think about the difference between the original message and the final message?
- Don't you have the feeling that the same thing that happened in the activity happens on social media as well? Why?
- Have you ever altered/modified and shared (posts, private messages, etc.) a story you got on social media?

Tags: #fakenews #rumours #socialmediacommunication

### 4.1.11. Influence me!

Partner: GoEurope

Source: GoEurope

Objective: To reflect on the influencers' methods to get more likes/followers, and how these methods include fake elements sometimes.

Duration: 20-25 mins.

Number of participants: 10-25

Age: 15+

Difficulty level: average

Conditions/Format: Group activity

Material: smartphones, projector (big screen).

Preparation: Participants need to have smartphones, as well as access to the internet. The big group (10-25 people) needs to be split in smaller groups. Depending on the number of the big group, smaller groups can have between 3 to 5 members.

Description: Each group needs to choose a group member to become an "influencer", who appears on a social media post. Each group takes a picture of that influencer and makes a post on a social media platform (Instagram, Facebook, etc.). The objective is to get as much followers/likes as possible. But each post needs to include a fake element (only one). It means, something that is not true (e.g. location, filters to delete something, message, brand, etc.). Once all groups have their posts ready, they share. In plenary, each participant will have a vote. All participants will vote the posts and the one that gets more likes/followers, wins.

Tips for Trainers:

- The trainer can reward the winner(s).
- Participants don't need to make actual posts. They can just share the post without publishing to see how the post would look like.

Questions for debriefing:

- What did you like about the winner's post?

- What are the fake elements of the post? Do you easily recognise them?
- Have you ever thought that influencers use these “tricks” to get more likes/followers?
- Do you follow any influencer/celebrity who has used this type of “tricks”? How do you know that?

Tags: #influencers #fakenews

#### 4.1.12. Tell me what you did last weekend

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective: Detect fake information while listening to peers

Duration: 15-20 minutes

Number of participants: 10-20

Age: 10+

Difficulty level: easy

Format/Conditions: a room with chairs

Material: nothing is needed

Preparation: not needed

Description:

Put people in pairs and ask one person to be the storyteller and the other person to be the listener. After the first round, they switch roles. The storyteller tells his/her partner what he or she has done during the weekend (or during the last holidays) by adding **three fake information** to the story. After the story is over, the listener needs to detect what the three fake pieces of information were. Participants can add obvious fake information (e.g. On Saturday, I was riding my bike through the city naked all day) or very subtle fake information (e.g. on Saturday, I woke up at 10.30 – when in reality it was 9.30).

Once everybody has been in the role of a storyteller and a listener, you can discuss in the plenum what has been the experience of the young people, how

they detected the fake information and how difficult it was to detect subtle fake information.

Tips for Trainers:

- If possible, put people in pairs who do not know each other that well, or who don't regularly spend the weekend together.

Questions for debriefing:

- You can also extend the discussion by asking why people would fake information. What can be their motives?

Tags: #Detect fake news, #listening

### 4.1.13. K-W-L Charts

Partner: YEPP EUROPE

Source: Facing history and ourselves. Resource Library. Teaching Strategies – K-W-L Charts <https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>

Objective:

K-W-L charts are graphic organizers that help students organize information before, during, and after a learning session. They can be used to engage students in a new topic, activate prior knowledge, share learning objectives, and monitor participants' learning.

Duration: 20 minutes

Number of participants: 10-20

Age: 12+

Difficulty level: Average

Format/Conditions: n.a.

Material: Pen and paper

Preparation: Prepare papers with the below chart

Description:

### Step 1. Make K-W-L Charts

Pass out the handout with the chart below to the participants. Alternatively, you can distribute a blank sheet of paper and ask students to create their own chart.

Assess what you know about a particular topic before and after you have engaged with it. Fill the columns below with what you Know about the topic, what you Want to know, and what you've Learned.

What do you <b>K</b> now about the topic?	What do you <b>W</b> ant to know?	What did you <b>L</b> earn?

### Step 2. Complete Column 1

Have participants respond to the first question in column 1: What do you Know

about the topic of Fake News? Participants can do this individually or in small groups. Often, trainers create a master list of all participants' responses. One question that frequently emerges for youth workers is how to address misconceptions students share. Sometimes it is appropriate to correct false information at this point in the process. Other times, you might want to leave the misconceptions so that participants can correct them on their own as they learn new material.

### Step 3. Complete Column 2

Have participants respond to the question in column 2: What do you Want to know about this topic? Some students may not know where to begin if they don't have much background knowledge on the topic. Therefore, it can be helpful to put the six interrogatives of journalism on the board as questions (Who? What? Where? When? Why? How?). We suggest that participants' responses and questions be used to direct the course of study. As participants share what they want to learn, this step provides an opportunity for youth workers to present what they hope students will learn in the session.

### Step 4. Complete Column 3 and Review Columns 1 and 2

Throughout the session, students can review their K-W-L charts by adding to column 3: What did you learn? Some trainers can ask participants to add to their charts at the end of each session, while others can ask participants to add to their charts at the end of the week or the end of the series of sessions. As participants record what they have learned, they can review the questions in column 2, checking off any questions that they can now answer. They can also add new questions. Participants should also review column 1 so

they can identify any misconceptions they may have held before beginning the unit.

Tips for Trainers: n.a.

Questions for debriefing:

- What did you learn?
- What is new?
- What was easy?
- What was difficult?

Tags: #KWL Chart #self-assessment

#### 4.1.14. The motives behind Fake News

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

To learn about the motives behind fake news

Duration:

20-30 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: average

Format/Conditions:

You need a series of examples of fake news, real ones or the produced ones of the Fake Off project. You can print them out or have them on the computer.

Material:

If you work with computers, you need one computer per group of 3-4 young people.

Preparation:

Prepare the Fake News you want to use during the exercise.

Description:

Put people in pairs or in groups of 3-4 young people give each group an example of a fake news (printed out or on the computer)

Ask the small group to

- Detect what is fake about the news
- determine, if the information is completely invented and false or partially
- List the possible motives of the authors to create this fake news
- Discuss these motives and if participants have come across similar fake news or fake news with similar motives behind.

After discussion in pairs or small groups, get back into the plenum (big group). Each small group shares through a short presentation the results of the exercise and discusses the different findings in the plenum.

Tips for Trainers:

- Make sure that you chose fake news from different fields (politics, health, sports, celebrities, etc.).
- Try to assist small groups during the process or help them to find more motives which could be behind the fake news.

Questions for debriefing:

- Have you come across fake news like this?
- How can you find out that news is fake?
- What are the main topics in which there is fake news?
- What are the different media platforms mostly used for fake news?
- What are the main motives behind fake news?

Tags:

#Detect fake news, #motives

#### 4.1.15. Detecting Fake News

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

To learn how to detect fake news as well as key signs of common fake news

Duration:

20-30 minutes

Number of participants:  
10-20

Age:12+

Difficulty level: (easy - average - advanced)  
Average

Format/Conditions:

You need a series of examples of fake news, real ones or the produced ones of the FAKE OFF! project. You can print them out or have them on the computer. You could also use news which are not fake and mix them with the fake ones.

Material:

If you work with computers, you need one computer per group of 2-4 young people

Preparation:

Prepare the Fake News you want to use during the exercise.

Description:

Put people in pairs or in groups of 3-4 young people give each group an example of a fake news or a real news (printed out or on the computer).

Ask each small group:

- Is the news fake or not?
- What are the signs which make you believe that it is fake? (title, author, URL, etc.)
- How can you find out if it is true or false?

Tips for Trainers:

- What are the signs to detect the fake news and how can you find out?
  - The title of the article or video
  - The logo of the publisher
  - Does the source sound true?
  - Does the URL sound legitimate?
  - Does the news sound biased or one-sided?
  - Does it sound exaggerated or extreme?
  - Does the title or picture intend to provoke a strong reaction?
  - Check if it is also followed by other mainstream media
  - Check on fact-checking websites
- The trainer can have the participants present their analysis of the news on a poster.
- Some groups need more time for debriefing - the coach should allow a little extra time for this.

Questions for debriefing:

Apart from the above checklist on how to detect if an article, post or video is fake, also discuss how difficult it often is to find out and that most of the fake news is information with subtle things and details rather than obvious, detectable by everyone signs.

Tags:

#Detectfakenews, #signsoffakenews

#### 4.1.16. Emotions and Fake News

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

Learn how fake news often plays with emotions and how to be cautious with news which tries to evoke strong emotions.

Duration:

20-30 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: Average

Format/Conditions:

Room with chairs

Material:

None needed

Preparation:

Choose a series of News (fake and true) which evoke strong emotions such as sadness, happiness, anger, jealousy, pity, etc.

You can use the examples which were created within the Fake Off project or other examples. You can print them out or use them on the computer.

Description:

Put people into small groups of 2–4 people and each group gets one piece of news (on paper or on the computer). Here are the steps:

- Look at the news and imagine you get it on your mobile phone or your PC
- How would you feel when looking at it /reading it (Focus exclusively on your emotions)
- What does this emotion do to your body? (your heart beat, body temperature, sweat, nervousness, etc.)
- What is your first reaction regarding this news? What do you want to do (share, comment, ignore, etc.)?
- What if the news is fake? Would your emotion and reaction change if you had a doubt about the news being fake?
- How can emotions influence our behaviour when being online?

After the small groups have discussed these questions, get back into the plenum and ask people to share their experience.

Tips for Trainers:

- Don't list all the questions at once, break the questions down into groups of questions (orally or on the flip chart). Guide the groups through the questions step by step.

Tags:

#Emotions, #reactionstofakenews

#### 4.1.17. The way we (re)act online

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

Learn about the motives for which (young) people share content online.

Duration:

20-30 minutes

Number of participants:

10-20

Age:  
12+

Difficulty level: Average

Format/Conditions:  
A room with a projector

Material:  
A projector

Preparation:  
Prepare the room so there is a lot of space to move around. Divide the room in two halves. In one half you create seven islands on the floor by sticking a paper with the "Facebook Reactions" on each island: Like, Love, Haha, Wow, Sad, Angry or IGNORE.  
In the second half you create two islands with one paper with Comment and one paper with Share.

Description:  
You ask the group to stand in the room and look at the big screen.  
You show one piece of news (fake news examples created within the Fake Off project or other examples; they can also be real (true) news)

- First step: ask people to stand on one of the islands Like, Love, Haha, Wow, Sad, Angry or IGNORE based on how they would react to this news.
- Second step: ask people (except those who stood on IGNORE) to stand on Comment or Share, based on how they would react.
- Third step: Ask some of them about their motives, why they would share this news and what they would comment
- Fourth step: announce if the news is real or fake.
- Fifth step: Show the next news on the screen and start form new.

Tips for Trainers:

- Ask people to move fast and don't give them too much time to think. There might be some peer pressure or fear to stand alone on an island, therefore the trust in the group needs to be established and the pressure taken away beforehand. Ask people to give an honest answer.
- Depending on the size of the group, 20 minutes may not be enough - adjustments must be made by the trainer.
- You can also include the first and second steps (try all possible reactions) to achieve a more dynamic appearance of the group.
- The trainer should allow enough time for the debriefing.

Questions for debriefing:

- What was your experience?
- What did you learn?
- What was surprising?
- What are some common motives behind reactions, especially sharing and commenting?

Tags:

#onlinereactions, #emotions, #fake news

#### 4.1.18. The way we (re)act online – Emoji Cards

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

Learn about how people react differently online and about their motives for which they react and share content online.

Duration:

20-30 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: Average

Format/Conditions:

A room with a projector

Material:

A projector and emoji cards

Preparation:

Prepare the room so that all people sit in a half circle in front of the big screen  
Each of the participants received the following self-made emoji cards:

Like 	Love 	Haha 
Wow 	Sad 	Angry 
IGNORE 	Comment 	Share 

#### Description:

You ask the group to look at the big screen.

You show one piece of news (fake news examples created within the Fake Off project or other examples; they can also be real (true) news)

- First step: ask people to show one of the following cards: Like, Love, Haha, Wow, Sad, Angry or IGNORE based on how they would react to this news.
- Second step: ask people (except those who stood on IGNORE) to show one of the cards Comment or Share, based on how they would react.
- Third step: Ask some of them about their motives, why they would share this news and what they would comment.
- Fourth step: announce if the news is real or fake.
- Fifth step: Show the next news on the screen and start from new.

#### Tips for Trainers:

- Ask people to move fast and don't give them too much time to think.
- There might be some peer pressure or participants might be influenced by peers in terms of what card they show. Therefore the trust in the group needs to be established and the pressure taken away beforehand. Ask people to give an honest answer.

- Also what you can do is ask people to think a couple of seconds, prepare their card and “1-2-3” show the card at the same time. This way people are not influenced by what card other people in the circle show.
- This exercise can also be done with smaller or larger groups. For this purpose, the learning environment and time frame should be adapted.

Questions for debriefing:

- What was your experience?
- What did you learn?
- What was surprising?
- What are some common motives behind reactions, especially sharing and commenting?

Tags:

#Online reactions, #emoji

#### 4.1.19. 8Ps Puzzle

Partner: GoEurope

Source: GoEurope

Objective: To get to know the “8Ps”<sup>58</sup>, which are the forces (motives) behind the fake news

Duration: 5 mins.

Number of participants: 10-16

Age: 16+

Difficulty level: easy

Format/Conditions: Group activity

Material: The cards with the name of the “P” (one per each) and the cards with the definitions (one definition card corresponding to each “P”). In addition, the FAKE OFF! General Didactic Concept, where you can find the information about the 8Ps behind the fake news.

---

<sup>58</sup> Wardle, C. (Feb 16, 2017), “Fake News. It’s Complicated”. First Draft <https://medium.com/1st-draft/fake-news-its-complicated-d0f773766c79>

POOR JOURNALISM	When there are mis- and disinformation based on a lack of research or fact and source checking
PARODY	Often the headlines or content are exaggerated and highly ironic aimed at making fun of a person or an issue
PROVOCATION	The information is designed to provoke reactions from the audience
PASSION	When the headlines, images and content are very explicit and colourful, the content might be driven by passion rather than precise research
PARTISANSHIP	When there is clear bias and prejudice towards a cause or an issue
PROFIT	News articles that go viral on social media can draw significant advertising revenue when users click on the original site
POLITICAL MOTIVES	Political advertising has become a sophisticated and targeted industry, drawing on enormous pools of personal data on Facebook and Google. This means that campaigns create personalised ads for individuals
PROPAGANDA	Many state-controlled news providers have spent resources on building a strong web presence where the control or nation of origin is masked, allowing them to flex soft power both within and without their countries

Preparation: At least, the trainers should have read the part “Why is such content created?” of the FAKE OFF General Didactic Concept.

Each square of the above table needs to be cut. Then, the squares with the “Ps” and the definitions need to be spread randomly on a table, where the small group makes the puzzle. It is necessary to do so in each table where each small

group is. On the other hand, you need to have a puzzle made correctly, but covered (one can see it). Concerning the participants, the main group is divided into smaller groups (max. 4 people in each group).

Description: The groups approaches to the place where the correct puzzle, but covered, is. In that moment, the puzzle is uncovered, and groups will have 15 seconds to read what it is. Participants cannot take notes!

Then, they will come back to their corners and make the puzzle by matching the "P" with the correct definition. They will have 30 seconds to do so. The team that matches more "Ps" with their correct answer wins!

After the competition, they can all have 2-3 minutes to read the "8Ps" and their correct definitions, so they can get introduced to them.

Tips for Trainers:

- The trainer can explain more the types of mis-/disinformation more in detail (info at the FAKE OFF General Didactic Concept).
- More time could be added once the puzzle has been created, so that it is possible to encourage more discussions about the concepts of the puzzle.

Questions for debriefing: --

Tags: #fakenews

#### 4.1.20. What is what? Matching mis- and disinformation

Partner: GoEurope

Source: GoEurope

Objective: To introduce the different types of mis- and disinformation

Duration: 5 mins.

Number of participants: 10-16

Age: 13+

Difficulty level: easy

Note: it is an easier version of the "8Ps Puzzle!" due to the topic addressed; so the same activity can be done with younger people

Format/Conditions: Group activity

Material: The cards with the names of the different types of mis-/disinformation, and the cards with the definitions (one definition card corresponding to each type). In addition, the FAKE OFF General Didactic Concept, where you can find the information about the types of mis- and disinformation.

SATIRE OR PARODY	The intention is not to harm, but it has the potential to mislead or fool
FALSE CONNECTION	Headlines, visuals or captions do not support the content
MISLEADING CONTENT	Misleading use of information in order to frame a person or certain topic
FALSE CONTEXT	Real information is shared with false contextual information
IMPERSONATION	Real sources are fabricated and faked
MANIPULATED INFORMATION	Authentic information and images are intentionally manipulated in order to mislead
FABRICATED INFORMATION	Completely false information intentionally created to mislead and harm

Preparation: At least, the trainers should have read the part "Mis- and disinformation: the different types" of the FAKE OFF General Didactic Concept.

Each square of the above table needs to be cut. Then, the squares with the types of mis-/disinformation and the definitions need to be spread randomly on a table, where the small group makes the match. It is necessary to do so in each table where each small group is. Regarding the participants, the main group is divided into smaller groups (max. 4 people in each group).

Description: Each group will have 2 minutes to match the type of mis-/disinformation with the correct definitions. After 2 minutes, they check if the correct matches. The team that matches more types of mis-/disinformation with their correct answer wins!

Tips for Trainers:

- The minutes they have to match the types of mis-/disinformation with the definitions can vary (shorter or longer) depending on the participants' needs. In addition, the trainer can explain more the types of mis-/disinformation more in detail (info at the FAKE OFF General Didactic Concept).
- The time required for the activity depends on the level of difficulty.
- The trainer must identify the most competitive and least competitive participants and make sure that the competitive ones do not get the upper hand over the game and determine it, while the less competitive ones are pushed aside.

Questions for debriefing: --

Tags: #fakenews

#### 4.1.21. Spotlighting fake news: element by element

Partner: GoEurope

Source: GoEurope

Objective: To strengthen the knowledge about the key elements to spot fake news

Duration: 20-25 mins.

Number of participants: 8-12

Age: 16+

Difficulty level: advanced

Format/Conditions: Individual activity, pairs exercise or group activity

Material: Each participant needs to fill out the following template.

KEY ELEMENT TO SPOT FAKE NEWS	EXAMPLE
The URL or the source doesn't sound legitimate	
The section "About us" doesn't seem very clear and trustful	
The author doesn't seem very reliable (Does it exist? What did he/she write before...?)	
The content seems biased or exaggerated	
The true story is discovered	

Preparation: At the beginning, the trainer can ask "Have you ever heard about fake stories on internet". If they say yes, then participants can be more ready for the activity. In addition, the trainer must read the section "How to spot fake news?" of the FAKE OFF General Didactic Concept. Finally, the template below can be shared electronically, so a good internet connection is needed.

The trainer needs to decide if the activity will be done by participants individually, in pairs or in groups. Once it is decided, proceed accordingly. Moreover, he/she needs to decide if the above template is shared physically or electronically.

Description: Participants will dive in the internet! First, they will get the template in blank (physically or electronically). Second, they need to recall stories about fake facts or events that they have heard about. Third, they need to look for it on the internet (e.g. through Google) and go to the original source (if possible). If they want, they can try to explore new fake stories. It is up to them! Fourth, they need to check the different elements to spot fake news, and they need to fill the template out by highlighting the elements that make such website/post/news fake. Participants will have 15 minutes to do so (they can do it individually, in pairs or in small groups -3 people maximum).

After that, all participants (the whole group) can gather together and discuss about their findings (you can use the "Questions for debriefing").

Tips for Trainers:

- The above template can be shared electronically, so participants can directly fill it out with online examples. Furthermore, keep in mind that they can use the same example for different elements, or they need to have one per element. It is something the trainer decides!

Questions for debriefing:

- Was it hard to find examples?
- What was the hardest element to spot?
- Did you need help to complete the task? If so, what did you do? What websites did you choose? Did it work?

Tags: #fakenews #fakenewsexamples

#### 4.1.22. Run for the correct answer!

Partner: GoEurope

Source: GoEurope

Objective: To reflect on the differences between real and fake news, as well as how easily (or not) we can spot them

Duration: 10-15 mins.

Number of participants: 10-30

Age: 13+

Difficulty level: easy

Format/Conditions: Group activity

Material: A projector or a big screen where you can show examples of real and fake news. Moreover, slides with examples of real and fake news (around 20 in total, approx.). If needed, the fake news can be taken from the "Examples of Fake News" document in the General Didactic Concept of the FAKE OFF! project.

Preparation: It is necessary to have a big space to let participants run from one side to the other. On one side of the room, you put a big banner that says "REAL". On the other side, you put another banner saying "FAKE".

Description: The trainer places him/herself in the center of the room. Ask all participants to come to the center too. Then, a mix between real and fake news will be appearing on the big screen (one by one). Once a slide is shown, participants need to run to the corner they think is correct (real or fake). It means they need to guess if what appears is real or fake. They will do so with all the slides. The participant who guesses correctly more slides, wins!

Afterwards, the trainer can ask questions to the group to have a short debriefing about the activity (check the suggested questions below).

Tips for Trainers:

- Choose fake news that look like real news, so the game can become more surprising and interesting.

Questions for debriefing:

- What is hard about differentiating the real and the fake ones?
- What did you look at to guess?

Tags: #fakenews

### 4.1.23. Selfie

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness about the use of images (both personal and not personal) for different purposes;

- increase awareness about yourself and other people's perception in a range of time and space  
-increases the awareness that self images online are often fake or at least manipulated.

Duration: 45 min at the beginning and 45 min at the end

Number of participants: about 25

Age: 12+

Difficulty level: easy

Format/Conditions: Group activity. No special condition required

Material: mobile phone, pc, projector or interactive whiteboard

Preparation: nothing particular

Description:

At the beginning of the whole session participants have 10-15 minutes to take a selfie that represents them 'here and now', give a title to the selfie and send them to the facilitator's device (phone/pc, email, etc.). Each selfie will be shown on the screen and the owner will present it and answer the question 'What do I want to communicate with this picture?'.  
  
At the end of the session, the activity will be repeated. This time, each participant is asked to take a selfie that represents themselves and think about 'What do I want to communicate?'. To guide them, facilitators can give the input about taking selfies that represent them, their real selves with their values, and intentions behind taking a selfie and posting it on social media.

Tips for Trainers:

- This activity can be used as a starter and closure of a whole training block on values, images, ethics or communication. Depending on each participant's characteristics (fragile, insecure, fewer opportunities, etc.) the activity can be simplified to avoid negative impact or an emotional 'breakdown'.
- It will work better after team-building activities.

Questions for debriefing:

- What do I want to communicate with this picture?
- Do I feel myself changed?
- Do I feel my 'online'-self changed?
- Do I really look at the pictures and their purpose?

- Do I really stop and take time to find the purpose behind it?

Tags: #selfie #images #perception

#### 4.1.24. Accordion communication

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- show the dynamics of communication, in particular people's different interpretation of words and images and vice-versa;
- make participants reflect on the potential misunderstandings and the feelings/emotions connected to expectations.

Duration: 30 min

Number of participants: 25/30

Age: 10+

Difficulty level: easy

Format/Conditions: small group activity; possibility to stand or sit in circle

Material: large strips of papers, colored pens

Preparation: strips of paper with folding signs; the number of strips needs to be equal to the number of participants

Description: participants are divided into groups of 6/8 and they are in a circle. Each participant receives a long and narrow sheet of paper with a word written on the top (i.e. happiness, news, images). Each participant simultaneously draws an image or a symbol of this word, folds his/her sheet to hide the word and passes it on to the next participant clockwise; now the next person sees the image, hides it by folding and writes down in words what she/he saw. The process in the circle is continued until each sheet has passed all participants in the circle and arrived back to its 'owner'.

The sheets can be passed from participant to participant with or without a specific time frame, e.g. switch every 10 seconds.

Tips for Trainers:

- It is important that participants follow the instructions and only see what the participant before him/her has drawn or written down on paper.
- The first word given can be different from participant to participant and can be selected among the fake news topic area lexicon.

Questions for debriefing:

- How was the development of your sheet?
- Did you get a totally different object?
- Did you expect such evolution?
- How many different representations were shown on your paper?
- How many 'misunderstandings' in the interpretation?

Tags: #icebreakers #communication #wordsandimages

#### 4.1.25. Touchscreen

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness on the complexity of communication,
- increase awareness on 'own-subjective' and 'own-objective' perceptions (how you see yourself and how others see you),

Duration: 30 min

Number of participants: 20/30

Age: 10+

Difficulty level: easy

Format/Conditions: small group activity

Material: different coloured pencils, paper, images

Preparation: as many images (simple ones, like geometric shapes or stylized objects) as group members. Each image has a number.

Description: Split participants in groups of 5/6 or 9/10 people and arrange them in lines (equal number of members per line), sitting on chairs or on a long

bench. The last person of each line goes to the facilitator/conductor that shows them the same pictures and after having 5 minutes to memorize it, they go back to their seat/place and draw the image on the back of the team mate he/she has in front (like in a touch screen). This one will do the same to the team mate in front and so on, till arriving to the person ahead of the line that will have a paper and a coloured pencils to draw the message he/she received on his/her back. The drawings will be collected and numbered as the original by the facilitator. Then, people that made the drawing on the paper go to see a new picture, and sit at the end of the line to start a new 'touch' communication process. The task is repeated until every participant has made the drawing on the paper. Once everybody has had the chance to make a drawing, the drawings will be confronted with the originals to check the process in terms of the results and feelings.

Tips for Trainers:

- This activity is really good as an icebreaker and team building activity.

Questions for debriefing:

- Is the result what you expected?
- How did you feel?
- Do you think that also in online communication there are sometimes difficulties?
- Do you think that this possibility of information gap can also arise in other one-way communication?

Tags: #icebreaker #communication #perception

#### 4.1.26. Did you know this?

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness on opportunities and limits in different ways of communication,
- increase awareness on how information on people or facts shared online can be different with respect to information shared 'vis-a-vis',

Duration: 30 minutes

Number of participants: 10-30

Age: 11 +

Difficulty level: easy

Format/Conditions: group activity

Material: participants' mobile phone and data or Wi-fi connection

Preparation: none, but if participants do know each other, they should set their chat profile image as invisible for the whole duration of the activity. Moreover, if they do not know each other, the youth workers can put all their mobile phones in a basket and make them pick one at random.

Description:

Participants are involved in 2 different ways of communication, online (via WhatsApp or the chat they use daily) and offline (face to face). They are split in two groups and they work in couples, but they can sit in a big circle. The goal of the game for them is to know/discover as much as possible of his/her mate (name, look, family, passions, talents, etc.). They are also invited to make questions about uncomfortable truths (i.e. have you ever done something...? Have you ever ...? Your worst failure?) to make the game more interesting.

Phase 1: in couples they interact just via WhatsApp (or another social chat they daily use) for 5 minutes

Phase 2: in couples, they follow interacting face to face

Phase 3: with a change in the couple, they start again but interacting directly face to face

Tips for Trainers:

- The exercise can be done as very first contact making game without knowledge on Fake News topic as an icebreaker.

Questions for debriefing:

- How did you feel talking online?
- How did you feel talking offline?
- Do you think there are differences between online and 'vis-a-vis' communication?
- What are the opportunities/easy aspects and limits in both ways?
- Do you think these opportunities and these limits also apply when you read the news, posts, etc?

Tags: #icebreaker #communication #vis-a-vis #chat #face2face

#### 4.1.27. Before and after the fact

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness on the difference between context, the complexity of facts and piece of news;
- increase motivation on sharing opinions;

Duration: 1 hour

Number of participants: 25

Age: 12+

Difficulty level: easy

Format/Conditions: group activity / large space, no other special requirement

Material: images

Preparation: several images of situations of persons where something is happening that could lead to different things

Description:

Phase 1: Participants are split into groups of 6/8 people each (or less). They are asked to choose an image and each group has about 30 minutes to think about the possible evolution of the situation represented in the picture. Each member of the group has a role corresponding to a person/object/animal of the image.

Phase 2 is about representing the image in three ways: what the group imagined happened before the picture was taken ('past'), what is actually happening in the picture they chose ('present') and what they imagine happened after the picture was taken ('future'). Each group recreates the original picture (the 'present') trying to represent it as closely as possible (same position, same facial expressions, etc.). Then the same group must recreate the 'past' and 'future' pictures they imagined. To engage the other participants, the public can clap their hands all together and after 10 claps the group represents the 'past'. After the 'past' has been represented, the public claps again 10 times and the group creates the 'future' representation.

Tips for Trainers:

- Before the activities it can be useful to carry out some expressive activities with the group (like moving in the space, interpret a feeling, an emotion, etc).
- The exercise can be used as a starter/icebreaker activity.

Questions for debriefing:

- How did you feel during this activity?
- Did you interpret the image in the same way? Why?
- Did you face difficulties in creating and thinking of the evolution of the situations?
- Is there someone that did not feel satisfied about what has been 'created' as a beginning or final situation?
- Have you ever interpreted real life facts in the wrong way and fallen in misunderstanding?
- Do you think that what you see in the pictures and videos posted and online news always shows you a complete frame of a fact?

Tags: #icebreaker #picture #situation #fact

#### 4.1.28. News thunder

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- strengthen capacity of observing, catching and analyzing different elements in a piece of information;
- motivate participants to share opinions, find other sources of knowledge and discuss with peers or other people about news and information

Duration: 2h

Number of participants: about 25 people

Age: 11 +

Difficulty level: easy

Format/Conditions: small group activity / a room or open space with possibility to hang up posters

Material: posters, colours or markers, 4 articles (2 true and 2 fake)

Preparation: 2 true articles and 2 fake news

Description:

Phase 1

Participants are divided into groups of 5/6, they receive different articles, some of them are true and some fake but credible. Each group has the same articles. In groups, participants read and analyse them and state which one is true or false. They write on a poster the title of the article, if it is true or false...

Phase 2

After that, each group hangs up the posters so that everyone can see them and look at the other groups' posters to check what they wrote and their reasons, collecting in a paper questions about the reasons and criteria used by the other groups to find true and false ones.

Finally the facilitator informs which ones are true and which ones are false. Participants check their resolutions, share thoughts, answer questions from the other groups and follow the debriefing.

Tips for Trainers:

- The exercise can be done as a very first exercise without knowledge on the Fake News topic and to introduce more specific and theoretical content.
- During the checking moment throughout the posters, it could be interesting to have one representative per group to explain or answer questions about the choice of declaring the articles as true or false and the reasons behind those choices. This would reduce the need to adapt the debriefing moment.
- The activity can be carried out also outdoors.

Questions for debriefing:

- Was it easy to identify true and fake news?
- What did you observe in the articles?
- What did you focus on?
- Why did you think it was true/false? (In case of a wrong match for "true or false")
- What tricked you more? Did you learn some new strategies from your peers/other participants to analyse news better?

Tags: #fakenews #article #identify

#### 4.1.29. Are you online?

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness on opportunities and limits in different ways of communication,
- increase awareness on how information about people or facts shared online can be different from information shared personally, sometimes keeping you in a comfort zone and sometimes giving you an uncomfortable 'position'.

Duration: 30 minutes

Number of participants: 1 or 2 classes (20 – 40)

Age: 11 +

Difficulty level: easy

Format/Conditions: outdoor or indoor

Material: participants' mobile phones

Preparation: if participants do not know each other, they should set their chat profile and profile image as invisible for the whole duration of the activity.

Description:

Participants are involved in two different ways of communication, on-line (via Whatsapp or the chat they use daily) and off-line ('vis-a-vis'). They are split in 2 groups and they work in pairs but they can sit in a big circle. The objective is to get to know as many opinions as possible and discuss given topics, articles or facts.

Phase 1: in pairs they interact just via Whatsapp (or another social chat they daily use) for 5 minutes;

Phase 2.1: in pairs, they switch to personal interaction

Phase 2.2: with a change in the pair, they start again but only with personal interaction.

Tips for Trainers:

- The exercise can be done as very first activity without knowledge on the topic Fake News and to introduce more specific and theoretical content.

Questions for debriefing:

- How did you feel when talking online?
- How did you feel when talking offline?
- Do you think there are differences between talking online and personally?
- What are the opportunities/easy aspects and limits in both in speaking online and offline?
- Do you think these opportunities and these limits apply also when you read the news, posts, etc?

Tags: #icebreaker #communication #chat

#### 4.1.30. Fake news about something around me

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- Develop empathy and be more aware about our own emotions
- Set and develop new behaviours according to emotions
- Increase awareness on the fact that what we do online (as offline) has consequences and has an impact on the others
- Find the right strategies to surf emotions and to act accordingly to these emotions

Duration: 1,5-2 hours

Number of participants: about 25

Age: 14+

Difficulty level: average to advanced

Format/Conditions: small group activity / a big space to make groups exhibit

Material: different initial situations derived from true news stories, preferably simple articles from local newspapers or even fake facts.

Preparation: initial situations taken from true stories or fake facts

Description:

Participants will be involved in activities based on the body's expressive art. They will be divided into groups of 5/6, and an initial situation will be given to each group (story, newspaper article, image, video..).

Each group has to find a possible ending to its story and prepare a short play (verbal or non verbal) in which the evolution is shown.

The other participants form the public. Once all groups have acted, a discussion will follow, and then the debriefing.

Tips for Trainers:

- The exercise can be done as a very first exercise without knowledge of the Fake News topic and to introduce more specific and theoretical contents.
- Before this activity, it may be useful to suggest an icebreaker to use and train body movements and expressions (like walking around the room and showing specific emotional states or body conditions etc.).
- The trainer can also turn this exercise into a half-day session so that participants can develop a more detailed story.
- The trainer must be aware that not all participants like to present themselves.

Questions for debriefing

- How did you feel in these situations?
- Was it easy to find a solution?
- What were the main challenges of the exercise to complete it to an end?
- In these situations, how do you think you would have reacted?
- Are there similar situations in social media?
- How do you behave online in these situations?
- Do you think there are differences between fake news about peers like yourselves and fake news about celebrities? Why?

Tags: #fact #emotions #situations

#### 4.1.31. Youtuber for a day

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- develop critical thinking with respect to what young people see and listen from important public people, influencers, celebrities, etc.
- make young people aware about the long-lasting memories and impact of the content published on the web ("the internet never forgets")

- increase awareness on the interest behind publishing specific contents regarding some people or specific entities that often distort reality

Duration: 2 h

Number of participants: 20/25

Age: 11 +

Difficulty level: average to advanced

Format/Conditions: small group activity / availability of spaces outside if necessary

Material: mobile phones, paper, pens, colours, and anything interesting for the video idea

Preparation: -

Description:

Initially participants are invited in a discussion about who they follow or know on the internet and share opinions and points of view in a big group. After that they split in groups of 3-4 people to become "YouTubers": they will be asked to make a video to be published on the net on a topic that for them is really important and that is important for a larger audience online too. They must do their best so that the video is watched, liked and shared.

Once they make the videos, they will be shown to the whole group and followed by a group discussion.

Tips for Trainers:

- Depending on the group size and their knowledge of video making with their smartphones, some support may be needed, and the duration may change.
- When each group shows their video, evaluation can be made by each participant: Would they like this? Would they share this?
- Could be interesting to create a video as a group even about the topic of fake news.

Questions for debriefing:

- How did you feel during video making?
- How was it for the main actors or people involved? Was it easy?
- Why did you choose that topic and why did you choose to make a video like this? Did you exaggerate in saying, showing or doing something? How much?
- How much did you distort your image or the content?

- And what about what you see on the internet: are things distorted? Exaggerated? Can you give any examples?
- What are the effects on people that view distorted or exaggerated content?

Tags: #YouTuber #influencer #webcontent

### 4.1.32. What's wrong?

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- Develop critical thinking of the content people see and read on the net and on social media;
- Become more critical with respect to what we and others post, share, 'like', etc.;
- Become more aware about the impact of our online activities on other people.

Duration: 1h

Number of participants: about 25 people

Age: 11+

Difficulty level: easy

Format/Conditions: group activity

Material: mobile phones or pc; interactive whiteboard or video projector; paper and pens if needed

Preparation:-

Description:

Participants are asked to check on their social networks what, in their own opinion, among comments, posts and sharings needs to be avoided, not shared/liked, or even not posted. If they want, they can take notes on their findings.

Images/posts/news/videos selected by participants are projected and then discussed in a big group.

Each participant may say what he/she found and why in his/her opinion those posts, articles, images, videos, etc. should not be posted, shared and/or liked.

Tips for Trainers:

- The activity can be used for the very first exercise on the topic of media and communication literacy.
- This activity can be adapted for a step 3 of the GDC. Participants can be asked to reflect on these questions in a deeper way, and especially to focus on what would be their online reaction in finding that kind of content, posts, etc.

Questions for debriefing

- What is the content about?
- What is shown/written?
- What bothers or impresses you the most?
- Why should it not be posted/shared or liked? (i.e. is it a fake? Is it biased?).
- In your opinion, what do other people think while reading/watching it?
- From 1 to 10, what do you think is the impact of this content on people's opinion?
- What do you think a good reaction could be?

Tags: #onlinecontent #onlinebehaviour #emotions

### 4.1.33. Chinese Whispers

Partner: LOGO

Source: LOGO

Objective: To understand how easy it is to get a wrong message in just a few steps of forwarding.

Duration: 30 minutes

Number of participants: Groups of 6-8

Age: no age restriction

Difficulty level: easy

Conditions/Format: no special conditions required

Material: nothing

Preparation: The group should be divided into smaller groups of 6-8 people, but also one long chain is possible.

Description: Classic game of chinese whispers. One person gets a word or a phrase and has to whisper it in the ear of the next person. No questioning allowed, just saying the word/phrase once. The last person in the chain has to name the word/phrase out loud. Is it different from the initial word/phrase?

Tips for Trainers:

- Depending on the age, the word/phrase can be difficult and longer or short and easy. Also try nonsensical phrases, that make it more difficult to 'autocomplete', if people don't understand the whole phrase.

Questions for debriefing:

- If the word/phrase changed: where did it change? Try to figure out the different steps of alteration.
- Why did it change? Did some people hear it wrong or did they fill in words, they thought should be there?

#### 4.1.34. From a detail

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- to raise awareness of people's different perceptions;
- increase awareness on fake news construction and misinformation via image manipulation;
- increase knowledge and reflection on the link between visual language and written text;
- enhance the capacity on the process of deconstructing stereotypes, prejudices, etc.;

Duration: 1,5/2 h

Number of participants: max about 25

Age: 14+

Difficulty level: average to advanced

Format/Conditions: small group activity

Material: pens, paper, images (big format or poster is advised)

Preparation: select adequate images from which some specific spot/part can be taken (see description)

Description: Participants form small groups, and each group receives an image. That image is in reality a part/a cut out of a bigger one, taken out of the context (hidden to participants obviously). The image should be widely in contrast with respect to the original 'global' image, it should give a total opposite perception with respect to the original bigger one.

Participants are asked to create a story around this piece of image answering questions like: Who are the people in the picture? How old are they? What do they look like? Where are they from? Why are they there? What are they doing? What are their intentions?

From the story they can create a piece of news (as a story, image, ...). Once the story and news are created, each group presents it and after that the real, general image can be shown.

Tips for Trainers:

- For a stronger understanding of the difference between the cut-out image with a story and the original image, it can be useful to project them on a big screen.

Questions for debriefing:

- Was it hard to create a story around a piece of image?
- How do you feel in discovering the real image?
- What do you think about the difference?
- Do you think that this trick is something common in social media or not?
- Can you give/show an example?

Tags: #images #stories #content #imagemanipulation

### 4.1.35. Chinese Drawings

Partner: LOGO

Source: LOGO

Objective: Getting to know what different focuses people have when they have to describe the same situation.

Duration: 30-45 minutes

Number of participants: teams of 5

Age: 12+

Difficulty level: easy

Format/Conditions: no special conditions required

Material: one flip chart paper with pre-drawn drawings (4 different ones), 1 piece of flip chart paper for each team, coloured pencils.

Preparation: The trainer has to prepare a flip chart paper with four drawings, quite detailed and colourful would be best (not visible to the group). There need to be pencils, flip chart paper and a space for the teams to draw.

Description: The teams of 5 choose one 'leader'. All the leaders come to the trainer who shows them pre-drawn drawings. They have a set amount of time to study the pictures (you can give them from about 5 minutes up to 10). They are not allowed to take notes.

After this time they go back to their teams and tell them what they saw. They again have a set amount of time (10 to 15 minutes) to tell them about the four drawings. The four other people have to recreate them as exactly as possible. If you want to make it harder, you can state the rule, that they are not allowed to ask the leader about details. After the time is over, the teams present their drawing to the other groups and the drawings get compared to the original drawings.

Tips for Trainers:

- Depending on the age of the participants, you can choose more detailed pictures and different colours. Also, the time restrictions influence the outcome. Asking back or not can also be implemented for younger groups.
- Depending on how detailed the participants want to design the drawings, this exercise can also be lengthened.

Questions for debriefing:

- How do the drawings differ from the originals?
- How do the drawings within the teams differ?
- What details were important for the teams, what did they forget?

Tags: #images #stories #content #drawing #fakenews #perception

#### 4.1.36. The unreliable news reporter

Partner: LOGO

Source: LOGO

Objective: To show how quickly information changes when being forwarded among people

Duration: 30 minutes

Number of participants: 3-5 'really unprofessional news reporters', the rest of the group is the audience.

Age: 14+

Difficulty level: average

Format/Conditions: no special requirements

Material: A prepared 'news story'.

Preparation: Take a news story or write one yourself. Every member of the audience should have a copy of it, the trainer should also keep one.

Description: 3-5 members of the group volunteer as "news reporters". Number one stays in the room, the others leave the room for a few minutes. You read the story to the first reporter. S/he should remember as much as s/he can without taking notes. After this reporter number two comes in and number one tells number two the story. The audience takes notes, which part of the story gets changed or left out. This continues until the last reporter. The last reporter tells the story to the audience.

Tips for Trainers:

- If the reporters want to and the time allows it, the story can be told more than once so that it is easier to remember for the next reporter.

Questions for debriefing:

- What changed among the "reporters"?
- Why did it change?
- Is there anything that got added to the stories?

Tags: #fakenews #stories #change #content #information

#### 4.1.37. FAKE NEWS Bingo

Partner: LOGO

Source: <https://www.stopfake.org/en/stopfake-bingo-game/>

Objective: to know where one can find Fake News and how they look like

Duration: 20 minutes

Number of participants: no restrictions

Age: 14+

Difficulty level: average

Format/Conditions: Participants should have an active social media account (Facebook at best, YouTube is fine too).

Material: A device to access the internet, Wi-Fi, printed out Bingo-sheets.

Preparation: Print Bingo sheets with different indicators for Fake News (e.g. specific words used by fake news outlets, satire, harmed animals, clickbait, no source given, stats that are not proven anywhere, etc.).

Description: Participants can either play alone or in teams. They have to find a news site, news feed, etc. that fulfills all the requirements on their Bingo sheet. If they find one, they shout BINGO!

Tips for Trainers:

- The trainer can limit it to one specific homepage, open up to find one story for each phrase on the Bingo sheet.
- The trainer needs to provide Wi-Fi for the participants and some devices, because maybe not every participant has their own devices with them.
- The trainer must be aware that some participants may finish much earlier than others. The trainer can tell those who have finished earlier to find more pages.

Questions for debriefing:

- What did you find out?
- Where does the news come from?

- Which type of misinformation did you find? (satire, misleading content, false connection, ...)

Tags: #fakenews #bingo #game #content #detecting

#### 4.1.38. Real or Fake?

Partner: LOGO

Source: <https://www.thoughtco.com/can-you-spot-the-hoaxes-4099583>

Objective: Quick quiz to find out how good everyone is at detecting fake pictures.

Duration: 10-15 minutes

Number of participants: should not be more than 20 people

Age: 14+

Difficulty level: easy

Format/Conditions: no special requirements

Material: either an existing webquiz or make one yourself, possibility to show it either via projector or on a big screen, Internet.

Preparation: Set up a computer with a screen or projector.

Description: There are several quizzes online, test your ability to decide if something is real or fake. The whole group should agree on an answer - how they decide is also part of the exercise.

Tips for Trainers:

- The trainer could insert the pictures in an online quiz tool (such as e.g. Kahoot) and play it as single players or teams with points and rankings.
- The trainer should check the technological conditions in advance, whether beamers etc. are available.
- In some educational institutions the technological conditions are not the best. In this case it makes sense to provide the link to the participants and they can view the pictures themselves on their own technological devices.

Questions for debriefing:

- Why did you think it is true/fake?
- What indicators made it true/fake for you?

Tags: #fakenews #quiz #realorfake #game

#### 4.1.39. What can we learn from satire?

Partner: LOGO

Source: LOGO

Objective: At which point do satire news break from believable to unbelievable?

Duration: 15-45 minutes

Number of participants: should not be more than 20 people

Age: 14+

Difficulty level: average

Format/Conditions: Access to the internet.

Material: Articles from satire web pages (The Onion, Tagespresse, Postillon, The Hard Times).

Preparation: Either print news stories or provide the participants with access to the stories on the internet.

Description: The participants should read the satire articles and mark the things where they think the articles tip from believable to unbelievable. How could you change it, so that it becomes (more) believable?

Tips for Trainers:

- This can also be done vice versa where you take a real article and change it into a satire one by e.g. exaggerating, strange claims, false connections, etc.

Questions for debriefing:

- What makes a satire article funny?
- Where would you draw the line?
- What makes it believable/unbelievable?

Tags: #fakenews #satire #articles #content

#### 4.1.40. Know your bias!

Partner: LOGO

Source: <https://implicit.harvard.edu/implicit/takeatest.html>

Objective: to know what my biases on different topics are

Duration: 15 minutes per test

Number of participants: not specified

Age: 14+ (better 16+)

Difficulty level: average

Format/Conditions: Access to the Internet.

Material: Devices to access the Internet

Preparation: Every participant should have its own device, the tests are quite personal.

Description: The participants can check their biases towards different topics (race, gender, religion, sexual orientation, etc.). The tests take about 15 minutes each. The goal is to spread awareness about biases in general and help the participants discover their biases.

Tips for Trainers:

- If participants should make more tests, they can create a profile and have the possibility of continuing from previous results.

Questions for debriefing:

- Is the result congruent with your opinion about your bias?
- Was there a surprising outcome?

Tags: #fakenews #bias #test #psychology

#### 4.1.41. Professions

Partner: LOGO

Source: LOGO

Objective: Uncover bias we have towards people who work in different professions

Duration: 10 - 30 minutes

Number of participants: can be done solo and also in groups

Age: no age restriction

Difficulty level: easy

Conditions/Format: no special conditions required

Material: pens, paper

Preparation: no preparation needed

Description: Talk to the young people about bias. Explain that we all are biased in some way. In simple terms, bias is something that everyone has. It's a kind of prejudice against a person or group of people that is often not based on facts but on a general feeling. This is often transported through education or upbringing and can concern gender, nationality, religion, color of skin, sexual orientation, but also less serious topics such as preference of specific sports teams. An example of bias is how we view certain professions.

Ask young people to draw people working in different professions. The drawings do not have to be well drawn but should go into details, like hair, clothing, age, gender, etc.

Tips for Trainers:

- The trainer should try to use gender neutral words for people in professions to not influence them: in some languages this might be more difficult than in others.
- Some interesting professions might be: doctor, secretary, hairdresser, sports person, model, politician, harvest helper, judge/lawyer. If some do not want to show their drawings, ask them to describe their pictures in detail.
- For older participants it is possible to include deeper and more complex debriefing questions.

Questions for debriefing:

- How do the people look?
- Are there differences between the drawings of the kids?

- If you worked in groups: were there discussions about some professions? If so: what about exactly?
- Where did you pull your pictures from? Did you imagine a certain person or just people in these jobs in general?
- How many female politicians / male models / old sports people / young doctors are there?

Tags: #bias #medialiteracy #awareness #fakenews

#### 4.1.42. What a picture! (1)

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- increase awareness on manipulation of images as a global trend
- increase awareness on the emotions that the images can cause
- strengthen observation and analytical skills applied to the images

Duration: 1,5 / 2 hours

Number of participants: 20 – 25

Age: 13+

Difficulty: average to advanced

Format/ Conditions: group activity / Wi-fi access /previous knowledge on the topic not necessary

Material: Participants' smartphones or tablets (at least 1 device per group), projector, printed articles and pictures (see below), pens, paper

Preparation: Prepare some articles where pictures have been manipulated, no matter if the articles are "real" ones or created for the activity, and the originals of the pictures used in the articles. Look for very 'emotional' articles where original pictures are quite far from the content of the article itself.

Description: Participants are divided into small groups; each group receives a different article.

Phase 1

Participants look at the images and try to understand what has happened and what the article is about. They can even try to understand what the news exactly says. They discuss and agree on what is the situation shown and write it down. Then each group shows the articles (that can also be projected on a big screen) to the other groups and explain the situation in the picture.

## Phase 2

Again in small groups, each group has its articles in the middle. The trainer gives the original picture. Participants in small groups observe both images, try to understand the kind of manipulation and the reason behind it (it can be linked to the reason behind fake news). Each big group shows both images (manipulated and real) and explains the differences, the hidden details and the reason of manipulation in their opinion.

### Tips for trainers:

- This activity can be done without any knowledge about the topic of fake news and misinformation.
- This activity can be done as an introductory activity because on social media all news are spread with images or videos.

### Questions for debriefing

Debriefing can be carried out during the last part of phase 2. Guiding questions after each group presentation or at the very end of the activity:

- How much did you pay attention to the images and videos in the articles/post etc?
- Did any images cause emotions even before reading the post?
- What emotions could you identify when looking at the first image? What emotions did you feel when looking at the original?
- Did you anticipate such a difference?

Tags: #images #manipulation #imagemanipulation #fake

## 4.1.43. What a picture! (2)

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

### Objective:

- increase awareness on manipulation of images as a global trend
- increase awareness on the emotions that the images can cause

- strengthen observation and analytical skills applied to the images

Duration: 1,5/2 hours

Number of participants: 20 – 25

Age: 14+

Difficulty: average to advanced

Format/ Conditions: group activity / Wi-fi access /previous knowledge on the topic not necessary

Material: Participants' smartphones or tablets (at least 1 device per group), projector, pens, papers, newspapers, magazines, posters.

Preparation: Prepare a few articles where the pictures have been manipulated, e.g. changed, zoomed in, partially used. You can pick the real articles or create your own examples for the activity. Look for 'emotional' articles where original pictures are quite far from the content of the article itself. Some examples are provided below.

Description: Participants are divided into small groups, each group receives a different article.

#### Phase 1

Participants look at the images and try to understand what has happened and what the article is about. They discuss and agree on what is the situation shown and write it down. Then each group shows the articles (that can be projected on a big screen) to other groups and explains the situation in the picture. After the first round of explanation, the facilitator shows on a big screen, one by one, each article, the original pictures and asks participants questions, e.g. did you expect such a difference? Did both images cause the same emotions?

#### Phase 2

Again in small groups, each group tries to manipulate images and create an article on their own. They can choose a picture from a newspaper, or take a picture with their mobile phone and manipulate it. The original will be shown later.

Once they have created an article and the manipulated image, each group presents the poster with their article and manipulated images. They explain the fact, e.g. what an image shows, and only after this presentation the real picture will be shown on the big screen and explained.

Tips for trainers:

- This activity can be done without any knowledge about the topic of fake news and misinformation.
- This activity can even be done as an introductory activity because on social media all news is spread using images or videos.

Questions for debriefing:

To be carried out during the last part of phase 2, or at the very end of the activity.

- How much did you pay attention to the images and videos in the articles/post etc?
- Did any image cause emotions even before reading the post?
- What emotions could you identify looking at the first image? What emotions did you feel when looking at the original?
- Did you anticipate such a difference?

Tags: #images #manipulation #imagemanipulation #fake

#### 4.1.44. Who wants to be a millionaire?!

Partner: Future Balloons

Source: adapted from a popular TV show to the FAKE OFF project

Objective: Testing knowledge about media literacy and Fake News

Duration: 20-25 mins.

Number of participants: 10-20

Age: 13+

Difficulty level: average

Format/Conditions: The trainer must be aware of the FAKE OFF project and is familiar with the questions and correct answers of the Quiz in the FAKE OFF App  
For correct answers of the Quiz, check this link:  
<https://drive.google.com/file/d/1TIFpd7-2R9205qag2BiC3ZTQexwJL0g/view?usp=sharing>

Material: table with four chairs, buzz, other chairs, put in 4 parallel rows one after each other, projector and PC with App installed

Description: Put a table in the middle for the 4 players with a buzz in the middle. Split the class into four teams and assign them one row each.

Each group plays at the same time, and groups rotate at each question. The central table is always occupied by one member of each group. Other members sit in a "train carriage" order in 4 rows. After each round, the person sitting in the front row moves to the central table and the previous player moves to the back seat.

The table members compete to be the first to buzz and answer the question. If they answer correctly, they win a point. If not, the second fastest person to buzz has a chance to answer and so on.

In the end of the quiz, the group with more points wins.

Tips for Trainers:

- The trainer can allow the players to discuss the question with(in) their group.

Questions for debriefing: Was this very difficult? How much did you know/ not know?

Tags: #Fakenews, #realityshow, #teamgame, #medialiteracy

## **STEP 2. Create new habits**

### 4.1.45. One day completely different: my documentation

Partner: ÖIAT

Source: ÖIAT

Objective: Reflect how life would be without a smartphone: how life is being organized, where to get information, how to communicate with friends.

Duration: one day

Number of participants: 2-20

Age: From age on when participants have had a smartphone for at least half a year.

Difficulty: average

Conditions/Format: individual or group activity.

Participants commit to giving away their smartphones ("Just imagine, your phone must be repaired, and it is gone for 24 hours. How would you do all your things? What is the difference? Where do you get all your relevant information?")

Material: Tools to create the documentation "One day without my smartphone": digital tools, such as video, paper-diary, etc.

Preparation: Participants have their one day without a smartphone and make notes on their experiences.

Description: Participants document their experiences. (Exaggerated? Downsized? All good and no problems? Really terrible?)

Stage 1: Participants decide on how the "documentation" should be like. True or fake?

Stage 2: Decide on how to document the process: a video, a vlog or any other creative result in order to show how this day is being set into practice.

Stage 3: If possible, show it to others and then let them guess: Was that true or fake?

Tips for Trainers:

- It is easier if participants are voluntarily part of this exercise in order to achieve results.

Questions for debriefing:

- What was surprising?
- What was easy?
- What did we learn?
- Can that be done on a daily routine?

Tags: #Fakenews, #smartphone, #creative, #reflection

#### 4.1.46. One day completely different - 2: the challenge

Partner: ÖIAT

Source: ÖIAT

Objective: Reflect on routines that change if you do not have your normal technological environment

Duration: 1 week

Number of participants: 5-20

Age: 12+

Difficulty: advanced

Conditions/Format: Individual or group challenge.

Material: Winner awards.

Preparation: Prepare the challenge that is suitable for your participants and your situation.

Description:

Young people spend one day (or a few hours) without their smartphone. After this time they reflect how that was possible. After that they reflect how life is being organized, where to get information, how to communicate with friends.

Variation 1: Group challenge

All participants are divided in groups. Each group has to conduct their tasks, e.g. as a relay: organize a meeting among friends without digital tools. Conduct a search on a typical fake news topic without digital tools. Show a picture of your school neighbour, of your last family meal without digital tools.

Each participant has to do one task and "prove" it to the game master (e.g. by naming a "witness"). When the task is fulfilled, the next person can start.

Winner is the group who is finished first and all tasks are proved.

Variation 2: Individual challenge - who can do it longest?

Who can "survive" longest without a phone? Agree on the challenge and on the rules beforehand. Develop them together (who is game master? how is it proved? ...) What is the winner getting?

Tips for Trainers:

- Put it into a challenge, into a game. Be sure that some benefit can be seen: a prize, some recognition within the organization.
- Make an event. A week later, reflect, how it has changed life after the event. Has something changed?

Questions for debriefing:

- What does it take to change my daily routines?

- How does this affect my information sources?
- Which would be a good idea also to use them when I have my phone again?

Tags: #challenge, #changeroutines, #informationsources

#### 4.1.47. Freeze

Partner: ÖIAT

Source: ÖIAT

Objective: Get good ideas to fight fake news within a moving game

Duration: 10 minutes

Number of participants: 5-100

Age: all ages

Difficulty: easy

Format: outdoor game on the playground/lawn/sport area

Material: enough space

Preparation: -

Description: All participants stand on one side of the playing area. The game master is on the other side and faces away and says: "We fight fake news" then turns around. While he/she is saying it, all participants try to get closer. If he/she turns around, nobody moves, all freeze. If she/he spots somebody who moves, this person has to say a good idea, what can be done against fake news in kids daily life. If he/she says something new, the person can stay in the game, otherwise has to drop out.

Tips for Trainers:

- This is a good exercise to work on fake news. How to integrate their detection into daily life. This exercise should not stand alone.

Questions for debriefing:

- What are the ideas you like?
- What would you like to implement in your everyday life?

Tags: #outdoor, #game, #fakenews #ideas

#### 4.1.48. 'Fake news' handball

Partner: ÖIAT

Source: ÖIAT

Objective: Get good ideas to fight fake news within a moving game

Duration: 10 min

Number of participants: 10-50

Age: 10+

Difficulty: easy

Format/Conditions: Outdoor game on the playground/lawn/sport area

Material: a ball

Preparation: -

Description:

A ball symbolizes fake news. The game master passes the ball to a participant, this person has to say something that can be done against fake news. It always has to be something new. If a person cannot add something new, he/she drops out.

Tips for Trainers:

- The trainer should use this exercise in combination with other exercises, rather not as a stand-alone.

Questions for debriefing:

- How does this work in "real life"?
- How can we be aware when the "fake news ball" comes into our lives?

Tags: #outdoor, #fakenews, #game

#### 4.1.49. Collect ideas against fake news

Partner: ÖIAT

Source: ÖIAT

Objective: Collect and memorize ideas against fake news

Duration: 5min-30min

Number of participants: 5-20

Age: 12+

Difficulty: easy

Format: group activity

Material: -

Preparation: -

Description: All participants sit in a circle. One after the other adds an idea to the groups fight against fake news: "Our good idea against fake news..." Everybody starts with this sentence and then repeats what the people before said:

Person A: "Our good idea against fake news: stop reading tabloid newspapers"

Person B: "Our good idea against fake news: stop reading the tabloid newspapers, always check sources twice, before passing news on."

Person C: "Our good idea against fake news: stop reading tabloid newspapers, always check sources twice, before passing news on, check images and text."

Tips for Trainers:

- The trainer can ask a few weeks later what participants remember and if/how they acted accordingly.
- The arrangement of the participants can also be changed: standing in a circle or forming an arch.
- In preparation, the trainer could show the group a picture, a tweet, or a message to illustrate the actions needed to collect ideas.

Questions for debriefing:

- How do we remember this?
- How do we act accordingly in the next few months?

Tags: #groupactivity, #fakenews, #memory, #game

#### 4.1.50. Guessing bad habits

Partner: YEPP EUROPE

Source: Youth group games. Satya Murthy, 11 Apr 2018:

<https://youthgroupgames.com.au/games/857/bad-habits/>

Objective:

Identify your own bad habits and guess bad habits of peers.

Learn to be honest, relevant, hilarious and tolerant of others' reactions.

Duration:

15-20 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: Easy

Format/Conditions: None

Material: A4 size paper - 5 (for 20 participants)

Preparation: cut small pieces of paper

Description:

Distribute a small piece of white paper (A4 size paper cut into 4 pieces and give each piece to every participant).

Each participant must write ONE bad habit concerning their media consumption (for example, watching Netflix series all night long, emotional online shopping, wasting time on Instagram) in a simple sentence without letting the others know.

Collect all the paper pieces. Distribute them again randomly.

Each person takes it in turn to read out the bad habit on the paper, and then others can try to guess whose bad habit it is.

The person whose bad habit it is will need to acknowledge when the group has guessed right.

Tips for Trainers:

- Create a fun and trustful atmosphere. It is not about exposing people, rather about reflecting on bad habits (which everybody has) and having fun.
- If your group does not want to reveal who habit it is, here a variation: collect all the bad habits, put them on the wall, ask people to walk around and stick a dot next to a habit they also have (for example, if I also stay up long watching Netflix). This exercise illustrates the fact that we all have bad habits, and some of them are the same.

Questions for debriefing:

- What are some common habits?
- Do you want to change some of your bad habits?
- Do you know how to change them? Do you find it difficult?
- What about bad habits when it comes to your usage of Social Media?

Tags: #Badhabits, #changinghabits

#### 4.1.51. Breaking habits

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

To learn how habits are created, identify what triggers habits, identify your motivation for change and figure out how to minimize barriers that get in the way of change.

Duration:

20-30 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: Average

Format/Conditions:

You need a room with chairs

Material: A4 paper folded as a booklet for each participant

Preparation: Cards with key words, habit change loop poster (s. image)

Description:

1. Ask participants what they know about habits. What is a habit? Write down some keywords that are close to the definition, like unconscious, repeated, learned behaviour. Ask for examples of healthy and unhealthy habits, and also if they believe that habits can be changed.
2. Introduce a habit loop poster - how to change habits:



3. Explain that each habit, whether healthy or unhealthy, bears certain benefits which trigger us to repeated behaviour reproducing a habit, a so-called "habit loop". In order to change a habit, we need to keep the trigger providing the same benefit and just replace the routine (habit). An example: if drinking coffee (habit) is caused by the need to have free time (trigger) and feeling more relaxed (benefit), the same benefit of feeling relaxed could be possibly achieved through just taking more breaks and/or having healthy supplements, such as juices.
4. Split the group into groups of 3-4 people, give them the A4 paper, ask them to fold it and write their name on a cover page.

5. Ask them to think of one habit they want to change. What is a trigger? Benefit? Consequence? Now, choose a healthy substitute. What is your motivation for change? What benefits does it have? What new (healthier) consequence? What can you do to make it easier?
6. Introduce barriers to change - things which prevent you from sticking to your plan, and what small tricks they could do to make it easier to change the habit. (Example: if you want to start exercising in the morning, lay out your exercise clothes the night before; if you want to stop spending money online, cancel any saved credit cards online and put your credit cards somewhere they are hard to obtain. This is their strategy for minimizing the barriers to change. Have them write this down.
7. When finished, ask them to share in small groups. Tell participants that sharing goals with others has also been shown to increase our success. Ask if anyone would like to share their plans with the group.

#### Tips for Trainers:

- It is important to create an atmosphere of trust. It is not about judging people but about learning how to change bad habits (which we all have).
- The trainer needs to encourage the teams to follow up with each other to see how they are doing with their plans and to offer support.
- The trainer needs to instruct the participants that they should place the paper with their motivation and plan somewhere they will see it every day as they work to change your habit.
- The trainer can make a follow up after a month and discuss how everyone did. Were the participants successful? If not, what were the barriers?

#### Questions for debriefing:

- What are some steps participants came up with to remove barriers to habit change?
- What are examples of replacement behaviors we can use?
- Do the replacement behaviors you came up with offer any type of "reward"?

Tags: #Badhabits, #changinghabits

### 4.1.52. Online behavior change

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective: To learn how to identify unhealthy habits in online behaviour and decide what we can do differently in order to reach our personal goals

Duration:  
20 minutes

Number of participants:  
10-20

Age:  
12+

Difficulty level: average

Format/Conditions:

Material:  
Pen and paper

Preparation:  
No preparation needed

Description:

1. Ask young people what ideas they have for more conscious online behavior. Refer to what they already know from previous exercises or inputs, e.g. check newspaper domains, read the privacy policy, check impressum, report fake news on social media, reduce checking your phone from every 10 min. to every 30 min., start picking up new hobbies, etc.
2. Ask them to choose a new habit - a conscious replacement behavior.
3. Ask them to think about what their reward is.
4. And finally, what they can do to make it easier to adapt a new habit in everyday life, e.g. putting the phone away overnight if they want more time off in the morning, cancel any saved credit cards online and put your credit cards somewhere they are hard to obtain.
5. Participants write down the answers in their notebooks.

Tips for Trainers:

- For some groups of people, it may be necessary to discuss topics such as privacy settings, how to report, what and where the imprint is, etc. in advance.
- A good follow-up exercise after this exercise is "Habit loop".
- A good idea is to introduce a "Challenge buddy" - someone with whom they can share their new commitment. It does not have to be a friend but

a peer who they can contact regularly and motivate each other for installing new habits.

Questions for debriefing:

- What did you learn through this exercise?
- What new habits and skills do you think you can acquire and keep?

Tags: #habits, #changinghabits

#### 4.1.53. The habits of your role model

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective: To learn how to identify good and bad habits and change them in order to reach your personal goals

Duration:

20 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: average

Format/Conditions:

You need a room with chairs

Material:

Pen and paper

Preparation:

No preparation needed

Description:

You can work with the big group guiding them through questions or you can split them into smaller groups so they can discuss the questions and answers in the smaller group.

Ask participants to note their answers to the questions on a piece of paper.

- Think of (one of) your role models.
- What are the things you admire about this person or the skills this person has, which you would also like to have?
- What are three or four habits of this person which you think (or know) are directly linked to these skills or the things you admire about this person?
- Which of these habits do you think you could easily copy in order to acquire these skills or in order to be more like this person?
- Imagine yourself having these habits – how much closer of being like your role model would you be
- Visualise yourself having these habits and the skills or aptitudes of your role model.

#### Tips for Trainers:

- When the trainer works with smaller groups, he/she can ask the participants to share their experiences in the bigger group.
- The trainer can extend this topic and how everyone can acquire skills and confidence through the technique of “Fake it Till You Make it”.
- The group can also watch the inspiring TED talk <https://www.youtube.com/watch?v=RVmMeMcGc0Y>

#### Questions for debriefing:

- What did you learn through this exercise?
- What new habits and skills do you think you can acquire and keep?

Tags: #habits, #changinghabits

### 4.1.54. Replacing bad habits

Partner: YEPP EUROPE

Source: YEPP EUROPE

#### Objective:

To learn about own bad habits, what triggers them and what new habits could replace the bad ones.

#### Duration:

20-30 minutes

#### Number of participants:

10-20

Age:  
12+

Difficulty level: Average

Format/Conditions:  
You need a room with chairs

Material:  
Pen and paper

Preparation:  
No preparation needed

Description:  
You can talk participants through the following questions and ask them to write the answers on a piece of paper. They should create several columns on a sheet of paper with the following titles:

Bad habit	Motivation for a bad habit	Consequences	New habit	Motivation for a new habit	Consequences /Reward/ Change
1.					
2.					
3.					
4.					
5.					

As a second step, discuss what people have put on their papers in the bigger group.

The steps:

- Ask people to write down 5 bad habits they have
- Ask them what triggers or motivates them to have this habit.
- Ask them of the (bad) consequence each bad habit has
- Ask if they can think of a new habit which could replace the bad habit

- Ask them what motivation they would have and what new consequence, reward or change they think would occur

#### Tips for Trainers:

- The trainer needs to give the participants enough time to think about the different questions and to write them down. The trainer then may ask the participants to share some of the examples within the group.
- The trainer must ensure that there is sufficient time for reflection by the participants.
- The trainer could also do the exercise in two steps:
  - Step1: Three bad habits in their day to day life + filling in the chart (as in the example above)
  - Step2: Three bad behaviors in their online behavior exclusively + filling in the chart

#### Questions for debriefing:

- Ask people to think of their online behavior and if they can think of the same questions.

Tags: #Badhabits, #changing habits, #onlinebehavior

### 4.3.55. Ethical online behavior

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

To self-evaluate your own ethics when it comes to online behavior

Duration:

20-30 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: Average

Format/Conditions:

You need a room with chairs

Material:

Flip chart and coloured dots, or pens

Preparation:

Or you can write the questions/chart on a flip chart

Description:

Present the chart and read the following questions to the people. After you read each question, ask people to place a dot on the chart (or alternatively make a cross or a dot with a pen).

When you are/post online...	YES / OFTEN	SOMETIMES	RARELY	NO, NEVER
Do you exaggerate about your success?				
Do you intentionally lie?				
Do you leave out necessary information?				
Are you 100% honest?				
Do you use violent or offensive language?				
Do you respect other people's opinions?				
Do you respect individual rights?				
Are you fair to other people?				
Are you respecting people's dignity?				
Do you pick on people's weaknesses ?				
Do you respect diversity?				
Do you react when people make offensive comments?				

Do you share racist content?				
Do you share discriminatory content?				
Find more questions which suit your group ...				

Once people have placed their dots, discuss certain questions with the group. What is your understanding of offensive language? Being fair? Discriminatory? Lying? etc.

Tips for Trainers:

- This is not about the right answers and people might try to give a better image of themselves than how their online behaviour in reality is. But it is more about the discussion which is triggered by these questions, the individual understanding of these topics by different people in the room. At the same time there is something what we call ethical behaviour which involves all these aspects in the chart and that we need to be aware of it and be self-critical. Is our behaviour always 100% ethical, or can we do better?

Questions for debriefing:

See above

Tags: #Ethics, #ethicalonlinebehaviour

#### 4.1.56. Critical Thinking

Partner: YEPP EUROPE

Source: Facing History and Ourselves – Resource Library – Teaching Strategies-  
Barometer: Taking a Stand on Controversial Issues

<https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>

Objective:

To foster critical thinking and learn how to deal with people having different opinions on subjects. Also to learn how to defend an idea with arguments.

Duration:

20-30 min

Number of participants:

10-20

Age:

12+

Difficulty level: Average

Format/Conditions:

Have a room big enough for participants to move around

Material:

No material needed

Preparation:

The trainer should make sure he/she has enough space in the room so people can stand in a line or a U-shape. The "Strongly Agree" and "Strongly Disagree" signs should be placed at opposite ends of a room.

Description:

Agreement should be made with the participants that there needs to be respect for different points of views and opinions, and to ask them to be honest but not insulting and to be constructive when disagreeing.

The trainer reads a statement such as „Immigrants should accept our rules and culture if they want to live in our country, no matter what“

Or „The best way to deal with crime in our city is to re-introduce the death penalty“

Themes and statements should be chosen which would fit to the group or their interests.

- 1) The trainer should give participants a few minutes to reflect on the statement and ask them to stand on the spot along the line that represents their opinion, telling them that if they stand at either extreme, they are absolute in their agreement or disagreement. They may stand anywhere between the two extremes, depending on how much they do or do not agree with the statement.

- 2) The trainer then asks some people why they are standing where they are standing and to defend their stance and get opposite opinions. After about three or four viewpoints are heard, ask if anyone wishes to move. The trainer should encourage the participants to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line. The activity should be running until the trainer thinks that most or all voices have been heard, making sure that no one person dominates.

Tips for Trainers:

- The Barometer teaching strategy is especially useful when the trainer wants to discuss an issue about which participants have a wide range of opinions, because a Barometer activity gets many arguments out on the table.

#### Questions for debriefing

- There are many ways the trainer can debrief this exercise. The students can reflect in groups about how the activity changed or reinforced their original opinion. Or the trainer can chart the main “for” and “against” arguments on the board as a whole-class activity.

Tags: #Barometer, #critical thinking

### 4.1.57. Just Listen

Partner: YEPP EUROPE

Source: MindTools Essential skills for an excellent career- Team Building Exercises – Communication – Exercise 4:

<https://www.mindtools.com/pages/article/team-building-communication.htm>

#### Objective:

This activity strengthens the participants listening skills. Listening is an incredibly important part of good communication, and it's a skill that people often ignore in team activities. This activity also shows them how to listen with an open mind and they learn how easily we can make little mistakes when recapping on what we have listened to. Like on social media, sometimes misinformation is repeated and shared online, because people have missed out information, exaggerated or misunderstood. Sometimes it is also advisable to not react (like, share, comment, ...) online and to rather wait or think twice before reacting and respect other people's opinions.

Duration:

20-30 min

Number of participants:

10-20

Age:

12+

Difficulty level: average

### Format/Conditions:

An even number of team members, ideally. A private room.

### Material:

Eight index cards for each team of two. Each card should list one topic. The topics should be interesting, but not too controversial. One does not want the listeners disliking the speakers just because they disagree with their viewpoint.

### Preparation:

The trainer has to prepare the index cards beforehand

### Description:

This is an activity that encourages participants to communicate how they feel about a subject. People get into pairs and one member talks about his or her opinions. His partner listens without speaking, and then, without rebuttal, recaps on what has been said.

1. The participants need to sit down in pairs.
2. Each pair will be given eight index cards.
3. One partner will blindly choose a card and then speak for three minutes on how she feels about the topic. As he/she talks, the other person cannot speak – his/her goal is to listen.
4. After three minutes, the listener has one minute to recap on what the partner has said. The listener cannot debate, agree or disagree – only summarize.
5. Next, the roles switch, and the process starts again.

### Tips for Trainers:

- The trainer should talk with the participants about how they felt about this exercise.

### Questions for debriefing:

- How did speakers feel about their partners' ability to listen with an open mind?
- Communicate how they felt about what was being said?
- How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?
- How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?
- How can they use the lessons from this exercise in your online behavior?

### Tags:

#Listening, #openmind, #respectopinions

## 4.1.58. The Online Behavior Stop Dance

Partner: YEPP EUROPE

Source: YEPP EUROPE

Objective:

To express through body language how to react to (potentially) fake news online

Duration:

20 minutes

Number of participants:

10-20

Age:

12+

Difficulty level: average

Format/Conditions:

A room is needed with enough space for participants to move around

Material:

Projector

Music player (can be a mobile phone)

Preparation:

Not needed

Description:

Explaining the rules to the group:

- Music will be played and participants should dance to the music
- Meanwhile a (fake or real) news will be shown on the screen. This can be from the Fake Off examples or news the trainer chooses.
- Then the music stops and the participants have to show through body language how they would react to this news.
- Once everybody makes the body or hand sign, some people will be asked to explain their choice.
- Then the music starts again and people are asked to continue dancing, till the next news will be shown and till the music will be stopped again.

The body movements or postures which represents the online reactions:

I like	
I love	
I hate	
I share	
I research / check the source	
I wait / I do not react	
I comment, saying this is fake	

You can add more reactions if you want ...	
--	--

Tips for Trainers:

- Talk with participants about how they felt about this exercise.

Questions for debriefing:

- How did you feel during the activity?
- What did you learn about your body's responses to the emotions the news provokes?

Tags: #Dance, #bodylanguage, #onlinebehavior

#### 4.1.59. My SOCIAL MEDIA USER from the past...and future!

Partner: GoEurope

Source: GoEurope

Objective: To reflect on our own habits (past and current) when using social media through peer-to-peer learning (a young person to another young person) or even by intergenerational learning (adult to a young person)

Duration: 30 mins.

Number of participants: 4-14

Age: 13+

Difficulty level: advanced

Conditions/Formal: Pairs exercise

Material: It is necessary to have a piece of paper with the following template, so all can follow the same instructions

For the youngest one in the pair (THE SOCIAL MEDIA USER FROM THE PAST)
---

Social media (Facebook, Instagram, etc.)	
What is my profile picture? What does it contain? What do I want to show/express?	
How many followers/friends do I have? How many do I want to reach? Why?	
What are the things I like to see the most on social media? <ul style="list-style-type: none"> <li>- Topics</li> <li>- Type (videos, posts, pics...)</li> <li>- Why do I like them the most?</li> </ul>	
What is the most important advice I would say to my social media user from the future (my partner)?  (one sentence is enough)	

For the oldest one in the pair (THE SOCIAL MEDIA USER FROM THE FUTURE)	
Social media (Facebook, Instagram, etc.)	

<p>What was my profile pic when I was _____ (age of the partner)? What did it contain? What did I want to show/express?</p> <p>And now, what does it contain? What do I want to show/express?</p>	
<p>How many followers/friends did I have when I was _____ (age of the partner)?</p> <p>And now, how many do I have? Do I want to increase or reduce the number? Why?</p>	
<p>What are the things I liked to see the most on social media when I was _____ (age of the partner)?</p> <ul style="list-style-type: none"> <li>- Topics</li> <li>- Type (videos, posts, pics...)</li> <li>- Why did I like them the most?</li> </ul> <p>And now, what are the things I liked to see the most on social media (topics, types of things, etc.)? Why?</p>	

What is the most important advice I would say to my social media user from the past (my partner)?

(one sentence is enough)

Preparation: The group of participants needs to be intergenerational. It means, participants of different ages. It is important that there is the same number of "social media users from the past" and "social media users from the future", so they can create pairs. They also need to have social media profiles. The group is divided in pairs, so each person needs to find an older/younger "buddy" for the activity. It means, for example, a person who is 14 years old needs to find a partner who is 19 years old, and vice versa.

Description: The participants will have 10 minutes to fill in the assigned template individually. They can even check things in their social media profiles in order to fill in the template (if needed). After 10 minutes, they will give the filled-out template to the partner (the social media user from the past to the one from the future, and vice versa), and they will have 5 minutes to read it carefully. Then, they will have another 5 minutes to discuss in pairs about "what do I think about the answers I got from my partner?".

Finally, after the discussion in pairs, the big group gathers together in a circle and debates in plenary about what they talked about while debating in pairs (it is possible to use the "Questions for debriefing" to guide the debate).

Tips for Trainers:

- The activity can be applied in youth exchanges, or activities with young people, where the age of participants is not homogeneous, so it can be a way to promote the exchange of experiences among them, as well as peer-to-peer learning (a young person to another young person). On the other hand, this proposal might be even used for an activity between parents and young people.

Questions for debriefing:

- Did we choose the same social media? Does it matter?
- What was the most surprising thing you heard from another social media user from the past/future?
- What do you think about some expressed online behaviours?

- Are the expressed online behaviours related to the fact of being exposed to fake news to a greater or lesser extent?

Tags: #socialmedia #userbehaviour

#### 4.1.60. Are you here?

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- Reflect on the importance of time and on how people listen and get information;
- Reflect on listening and reading dynamics on social media and the internet;
- Reflect on your habits in listening and reading, offline and online;
- Increase awareness on the effects of our behaviour online and offline and how we can generate opinions about the others with our behaviour.

Duration: 1 hour

Number of participants: about 25

Age: 14+

Difficulty level: average

Format/Conditions: group activity. Tasks and role of both 'groups' need to be a secret

Material: paper and pen, roles and tasks of group A and group B written down, plus 1 mobile phone or device with Internet connection per pair

Preparation: Write instructions for role A and role B on separate pieces of paper as described in Phase 1 below. Split the group in half. One half gets A paper, and another B paper. Make sure you have an even number of participants to form pairs, e.g. 10 for A and 10 for B. Each instruction paper also contains mandatory rules (see below).

Description:

Phase 1

Participants are divided in pairs. In each pair, there is an A and a B participant. The instructions for task A and task B are given separately to the Group A and Group B. They should be kept secret from another group and not revealed to their pair buddy.

Task A:

People with task A choose a topic they are really interested in. They explain to their assigned mate their point of view, their feelings, etc. It is like a monologue.

Task B:

People in group B think about a topic they are interested in. They have to search and read in silence articles and news about it.

Once they are ready and have chosen the topic, the facilitator gives the signal to start and they can carry out their own task.

Mandatory rules for everybody (except to keep secret your task from the opposite group):

- 1- to accomplish the task, no matter what the mate is doing,
- 2- always stay together with his/her given mate,
- 3- use the whole time to accomplish the given task, e.g. not stop earlier.

The game can last just a few minutes. The facilitator announces how much time participants have.

Phase 2

After the exercise, on a white paper each participant answers these questions: How did you feel in your role? Did you expect more attention? Does it happen to you to be so distracted on social media and in Internet while reading an article, a post, a news article? And when it happens, do you share or like?

Tips for Trainers:

- A further development is to switch the roles, so people of group B can explain and share opinions on the article or topic they read and people of group A can be the 'distracted' ones, giving them a choice to really be distracted or listen to his/her mate.

Questions for debriefing:

- How did you feel in your role?
- Did your emotions change as time passed by?
- Especially people from group A, how did you feel?
- And in general, A and B, how often does it happen to behave like group B?
- Does it happen to you to be so distracted in social media and web while reading an article, a post, a news? And when it happens, do you share or like it?

- Do you think your actions in sharing and 'likes' have effects on your social contacts/followers/etc.?

Tags: #onlinebehavior #habits #listeningandreading #communication

#### 4.1.61. Healthy communication

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- To make participants reflect and adopt adequate rules when communicating online and moving around fake news;
- To make participants reflect on what they are reading/watching before sharing, liking, etc.;
- To make participants aware of their own responsibility for their actions online and their impact on the opinions of other people.

Duration: 2 h/2,5h

Number of participants: about 20

Age: 14+

Difficulty level: easy

Format/Conditions: small group activity / no particular requirement

Material: mobile phones and pc; interactive whiteboard / video projector

Preparation: none

Description:

Participants are divided into groups of 5-6 people and are asked to think about what the right rules could be to communicate efficiently and correctly online in order not to damage, offend or impact anybody negatively, and also to adequately face/extricate and approach fake news.

After that, they discuss and share in a big group what emerged.

In a big group, they come up with Top 10 rules for two areas each:

- 1) how to communicate efficiently online,
- 2) how to navigate in the world of fake news.

After that young people are split in two groups corresponding to two topics and create a short video tutorial for each topic.

Tips for Trainers:

- For this activity, young people need to know in-depth the list of the core theoretical elements about media, and especially communication literacy and misinformation dynamics.
- During the tutorial production, it is important for the trainers to guide and/or facilitate the roles assignment, in order to make each participant contribute to its realization.

Questions for debriefing:

Was it difficult to come up with the top 10 rules? Do you think that some rules have been left out? Do you think these top 10 rules are something new for your friends or family? Do you already respect some of these rules? which ones? Are there any rules that you didn't know before and that you would like to follow soon? What did you learn from this exercise?

Tags: #communication #onlinebehaviour #fakenews #habits

#### 4.1.62. Medical leaflet

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- make participants aware of their habits in using ICT and social media;
- make participants aware of the opportunities and limits of social media and the internet;
- make participants more aware of the reasons behind the creation of social media and reflect on their evolution.

Duration: 1,5 h

Number of participants: about 25

Age: 14 +

Difficulty level: average

Format/Conditions: small group activity / no particular requirements

Material: smartphone or pc, paper and pens or colours, posters

Preparation: Big-sized paper and crayons for designing the leaflet. Prepare a quiz about social media channels, e.g. Facebook, Instagram, Snapchat, etc. You can use Kahoot application <https://kahoot.com> to make it more motivational and participative.

The questions for the quiz should aim at making participants reflect on social media, their 'hidden' dynamics, their risks and benefits, but also if they are aware of how their behaviour is affected by them and how much time they spend there.

Examples of the questions for the Quiz:

- Do you think Instagram has been created just to help people to communicate in an innovative way?
- In your opinion, are Instagram and Facebook managed by the same company?
- Have you ever checked how much time you spend daily in social media?
- How many times do you think you forward a Whatsapp message and click on like on Instagram? ok, now check.
- Do you think it is possible to give evidence to Instagram administrator about 'bad' content? And on Facebook?
- How many times do you pay attention to what your friends share and 'like' before you take the turn to share and like?

Description:

The trainer divides the participants in the groups of 4-5 people.

Phase 1

Participants play the quiz prepared by the trainer to get an overview of their knowledge about the reasons behind the creation of FB, the creation of Instagram, functions of Snapchat etc. and discuss their answers.

Phase 2

The small groups create a satirical "medical leaflet" for one social media channel of their choice, indicating composition, indications, dosage, contraindications and side effects.

Once the groups finish, they show and explain their leaflet and a discussion follows.

Tips for Trainers:

- It is important for young people before doing the activity to have an understanding of different aspects of the topic of fake news and media literacy.

- For the question for the quiz, you can look on already done Kahoot quiz or look some specific information about Socials 'property' and basic functioning. Some interesting input can be given by TED Talks by 'Tristan Harris' like [https://www.ted.com/talks/tristan\\_harris\\_how\\_a\\_handful\\_of\\_tech\\_companies\\_control\\_billions\\_of\\_minds\\_every\\_day](https://www.ted.com/talks/tristan_harris_how_a_handful_of_tech_companies_control_billions_of_minds_every_day) or [https://www.ted.com/talks/dan\\_bellack\\_making\\_sense\\_in\\_a\\_fake\\_news\\_world](https://www.ted.com/talks/dan_bellack_making_sense_in_a_fake_news_world)

Questions for debriefing:

- What do all social media have in common?
- What differentiates them the most?
- What are the advantages and disadvantages?
- Do you think the side effects are the same for everybody?
- Why did you put that specific side effect?
- Do you think there is something we can do to reduce the potential side effects?

Tags: #habits #risks #fakenews #socials

#### 4.1.63. Media Diary

Number: LOGO

Source: LOGO

Objective: Establish the extent and range of media usage of young people.

Duration: A week

Number of participants: not specified

Age: 14+

Difficulty level: average

Conditions: no special conditions

Material: no specific materials needed.

Preparation: If the trainer wants, he/she can design a template. Before starting, the participants should estimate their daily/weekly media consumption time.

Description: The participants should keep notes of their media usage during a week (also possible for a day, but the longer the better). Different categories that should be noted: Time, what sort of media, who owns the medium, what genre of medium, how long, alone or in company, background or not, discussed with others. After the agreed time, the participants compare their media usage by time, type and other categories.

Tips for Trainers:

- If there is time, the participants should take one story of this time and compare their medium with others on that story. Are there major differences?
- The exercise is easier to perform if the group is rather homogeneous in age.

Questions for debriefing:

- What media channels do you mainly interact with? Who owns them?
- How does the media consumption of the participants differ?
- How much was your estimate off the real value? Why?

Tags: #media #fakenews #mediaconsumption

#### 4.1.64. Start a rumour!

Number: LOGO

Source: LOGO

Objective: To learn how easy it is to create a fake news story and what it needs

Duration: 2 hours+ (up to a week)

Number of participants: 5+

Age: 14+

Difficulty level: advanced

Conditions: Access to media (newspapers, Internet, etc.).

Material: Newspapers, computers, camera.

Preparation: none.

Description: Groups of up to 5 people are told to start a rumour. It should be fake but convincing. They can work on/offline, with newspapers (and cuts) and/or make their own pictures. Goal is to create a real-looking news story.

Tips for Trainers:

- If it is a long-time project, the trainer could make kind of a newspaper with real and fake articles and let others decide which stories they believe and which not.

Questions for debriefing:

- What does a real good story need?
- How easy is it to fake news?

Tags: #fakenews #stories

#### 4.1.65. You better think!

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- reflect on the flow and the wide social areas fake news phenomenon touches;
- reflect on online behaviour with respect to information flow;
- reflect on the way people affect each other's online behaviour;
- enhance capacity to check news reliability.

Duration: 1,5 h

Number of participants: about 20

Age: 14+

Difficulty level: average

Format/Conditions: group activity. A wall to hang up the poster is needed.

Material: some headlines of fake news, or fake news or real news (about different topics) printed, participants' mobile phones. Post-it notes and coloured pencils.

Preparation: several fake news and real news placed on chairs previously positioned in a circle; open big space. The printed news articles should have

space at the top and at the bottom of the page to allow people to write and 'post' reactions.

#### Description:

Several news are printed on big paper and participants are asked to take a look at them, choose one and write their names on the white space at the top of the page. Important: Each news can have just one name.

Once this 1<sup>st</sup> step is made, people are asked to attach their own news on the wall, then they are asked to look at other participants' news, choose about 5 of them and react to them. The reactions are written on post-it notes and can be: emoticons, e.g. like, anger, love, etc., sharings and even comments.

This is a kind of simulation on what happens usually on social media when a news appears and people react by sharing, liking, etc.

After that, each participant steps in front of the news, looks at it and the reaction received and makes a brief research on it, specifically on the life cycle of the news: place of publication, reaction received, is it real news or fake news, etc.

Once the research is finished, each participant presents the news and the results of their research.

#### Tips for Trainers:

- It can be useful to present more news with respect to the number of participants and after step 1 take out the ones that have not been chosen. A questioning moment can be done right after the 'reaction' phase, before the research, to make participants reflect on their preferences and on their way of reacting that can be different from news to news.
- In the case of a large number of participants or participants with specific characteristics, it is better to have them work in smaller groups or pairs.

#### Questions for debriefing:

- Why did you choose that news?
- Why did you put such reaction?
- Did you pay attention to earlier reactions before doing yours?
- Do you think you have been influenced by the reactions already done?
- Did it matter to you who were the people who 'posted' the news? If so, why?
- Did your mate react similarly as users on social media?
- How do you feel knowing that you reacted to a real news?
- How do you feel knowing that you reacted to/shared/liked/etc. fake news?
- And how do you feel knowing that you reacted to fake news and others considered your own reaction before they reacted when it was their turn?

Tags: #fakenews #habits #think #socials

#### 4.1.66. Spot it!

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- strengthen skills in spotting fake news;
- increase awareness of the flow of misinformation and the wide range of topics it touches
- train participants in checking fake news

Duration: 1,5h

Number of participants: 20/25

Age: +15

Difficulty level: advanced

Format/Conditions: small group activity /no particular requirements

Material: at least 1 mobile phone or tablet per group, pen and paper, printed 'criteria sheet' (see below), a poster to sign the score, Wi-fi.

Preparation: The trainer should prepare as many levels as the number of groups formed and hang up the score panel on the wall (or use the black/white board).

Description:

Participants need to form groups of 3, 4 or maximum 5 and each group has a device connected to Wi-fi (or data connection). The purpose of the game is to find in the shortest time possible the fake news that fit the criteria randomly fished out (trainers can use one or more criteria). Each round stops as soon as a group finds the news that fits in such criteria first; the fake news found is shared and the key element referring to the criteria fished out is stressed.

The trainer signs the score in each round. The trainer can choose the total time to spend on the game.

Tips for Trainers:

- The participants should have already acquired some theoretical base on fake news dynamics and core elements. Depending on the elements acquired, more and more 'conditions' can be added to the game for the research (like videos/images, ..).

- It can also be used to approach some theoretical elements about the fake news phenomenon by simplifying it using just one and easier criteria (i.e. areas of topic).

Questions for debriefing:

- How was it?
- Was it easy?
- Do you think it was easy to find fake news fitting the criteria fished out?
- When facing this kind of news, do you think it is easy for you to recognize them? What is the hardest fake news to find? And the easiest?

Tags: #fakenews #identify #habits #motives #topic

**criteria cards (to be cut out)**

1° CRITERIA: TYPES OF FAKE NEWS

SATIRE OR PARODIE	FALSE CONNECTION	MISLEADING CONTENT	IMPERSONATION
MANIPULATED INFORMATION	FABRICATED INFORMATION	FALSE CONTEXT	

2° CRITERIA: MOTIVATION BEHIND FAKE NEWS

POOR JOURNALISM	PARODY	PROVOCATION	PASSION
-----------------	--------	-------------	---------

PARTISANS HIP	PROFIT	POLITICS	PROPAGAN DA

3° CRITERIA: AREA OF THE TOPIC

STARS AND CELEBRITIES	FOOD AND DIET	BODY IMAGE AND SEXUALITY	SOCIAL NETWORK AND MANIPULATION
HEALTH	LIFESTYL E, BEAUTY, SHOPPING, FASHION	WORD, TECHNOLOGY AND CRIME	PROPAGAN DA AND POLITICS
SCAREMONGE RING, HOAX AND GROUP PRESSURE	NATURE AND ENVIRONMENT		

## **STEP 3. Apply new habits in daily life**

### 4.1.67. Fight fake news online - My answer depository

Partner: ÖIAT

Source: ÖIAT

Objective:

- Create a selection of answers that can be posted when fake news is detected
- Be prepared for situations when detecting fake news

Duration: 30 min

Number of participants: 2-10

Age: 12+

Difficulty level: average

Conditions/Format: pair exercise

Material: something to write, participants' smartphones

Preparation: -

Description:

Step 1 – create a list with quotes

Participants work in pairs. They create a list which can be used in case:

- Someone detects fake news
- Someone wants to react to fake news
- Someone wants to make others aware of the problem of fake news

Step 2 – create a space where these quotes are accessible.

Participants try to make these quotes accessible for themselves in their daily life. E.g. They write them in the note area of their smartphone, they create a padlet, ... Whatever is usable in daily life.

They try to work out how they can support each other in the pair. How to make sure not to forget to use the list.

Step 3 (fake) – memes

They create memes from these quotes, which can be posted on social networks.

Tips for Trainers:

- The trainer should encourage young people to find their own ways and own postings.
- It can be discussed in which situations these quotes can be used and what kind of images in memes should be used, e.g. if copyright is being ignored or not.

Questions for debriefing: -

Tags #awarenessraising #fightfakenews

#### 4.1.68. My news detector update, or “check your source” day

Partner: ÖIAT

Source: ÖIAT

Objective:

- Revise your profound news sources every half year (for example the website of the major newspaper in your country)
- Make sure that new profound sources are implemented in daily life

Duration: ongoing, but 20 min every half year

Number of participants: 1-5

Age: 12+

Difficulty level: advanced

Conditions/Format: group activity and single activity

Material: smartphone or computer of participants

Preparation: -

Description:

Phase 1: Our profound news sources

Participants exchange their experiences in using profound sources. Which do they use in social media? Which websites do they visit on a regular basis? Are there new sources?

Phase 2: Check your social media

Participant look through their social media and bookmarks in browsers to check and adapt to previous discussion. This helps to understand the problem of information bias and also to learn other sources for information of the other participants.

Tips for Trainers:

- The trainer could use this exercise on a regular basis and maybe make a ritual out of it. "Check your sources day"

Questions for debriefing: none.

Tags #sources #socialmedia

#### 4.1.69. My filter bubble update

Partner: ÖIAT

Source: ÖIAT

Objective:

- To evaluate one's own filter bubble. How much diversity is still present?
- Evaluate every few months

Duration: 10-30 min

Number of participants: 1-10

Age: 12+ with participants who have changed their habits and have adapted their social media usage in order to gain more diversity.

Difficulty level: advanced

Conditions/Format: group activity and individual exercise

Material: smartphone of participants. Participants need access to their social media profiles.

Preparation: -

Description:

Phase 1 – participants reflect together with the trainer, what they did in order to gain more diversity in their filter bubble. They exchange their experiences, they reflect on what has worked especially well and what was not so successful.

Phase 2 – adapt social media bubble. Participants adapt their social media activities, according to their personal experiences, but also to ideas they get from other participants. (For example: Follow other users, delete old sources, think about shared postings with highly emotional content, etc.)

Tips for Trainers:

- The trainer could join as a participant and do the same as young people. So everyone learns from each other.

Questions for debriefing: -

Tags #filterbubble #socialnetworks

#### 4.1.70. Report fake news

Partner: ÖIAT

Source: ÖIAT

Objective:

- Rate the reporting mechanism of social networks
- Discuss reporting experiences of participants

Duration: 1 week

Number of participants: 5-30

Age: 12+

Difficulty level: advanced

Conditions/Format: group activity and individual exercise.

Material: participants' smartphones and access to social media profiles

Preparation: -

Description:

Phase 1 – reflect experiences

Participants have experiences in reporting postings on social networks. In this first phase they reflect on these experiences. What is working well? What is changing constantly? Which improvements can be seen? What can be learned from these experiences?

Phase 2 – teach others

Participants prepare a training for other young people, how to report efficiently. They adapt this to the target group – those peers they plan to train.

Tips for Trainers:

- Even if the training is not being conducted, it is a good thing to plan it and to use their own experiences.

Questions for debriefing: -

Tags #report #train #socialnetworks

#### 4.1.71. Yes, I can!

Partner: Jonathan Cooperativa Sociale

Source: Jonathan Cooperativa Sociale

Objective:

- make participants aware of their online behavior, their way of handling online information and enhance their decision making;
- make participants aware of their digital well-being and encourage them to increase it;
- make participants take responsibility in changing their online habits of handling online information and motivate them in this process.

Duration: 1,5h

Number of participants: about 25

Age: +13/14

Difficulty level: easy

Preparation: print as many forms (on the following page) as the number of participants

Material: pens, paper and printed forms

Description: participants are asked to fill out the form. After that, they are invited to share in small groups what they have stated and 'evaluate' and welcome suggestions from peers integrating them into the form.

Tips for Trainers:

- It can be more efficient to set up smaller groups (3 or 4 people each) in order to make each participant express his/her own objectives, feelings, strategies, etc.
- It can be used as conclusion of a whole training to set a starting point for the process of changing habits.

Questions for debriefing:

- What are your objectives?
- What is the most difficult change for you?
- What are the strategies?
- Is there a strategy suggested by your friend which you have integrated in your plan?
- Did you also think about a time frame to start working on it?
- Is there anybody who thinks she/he won't achieve it or achieve it partially?

Tags: #habits #decisiontochange #identify

**Fill up the form to start your change!**

*What are my common mistakes on line dealing with news?*

- 
- 
- 
- 

*What is my very first objective? (Be very specific)*

*Which difficulties you can encounter? (tick the one/ones fit with your feelings)*

- *I am afraid to fail*
- *I have not the right skills/competences*
- *I think I am not willing to take this seriously*
- *It is too hard for me*
- *I am afraid of the judge of the others*
- *Other .....*

.....

*How can you overcome these difficulties?*

*Is there anybody that can help you? If so, who?*

## 4.2. Combining exercises in different time slots

In this section you will receive a set of tools, games and methodologies that youth workers can use in their daily work to support young people develop skills to counteract fake news. Depending on how much time there is to work with young people, different exercises are useful to reach different goals. The more time you have, the deeper you can go into the subject, but there are also some effective exercises for just a few hours.

The following chapters are divided into sessions of (up to) two hours, a half day-session, activities for a whole day and activities for a week (and longer). Those exercises should give ideas to youth workers, mentors and teachers for different training settings, whenever they feel the necessity to raise adolescents' awareness about fake news and fostering their media literacy.

### 4.2.1. A two-hour session

Duration	Content	Used Material	Kind of Activity
15'	The group should try to identify, if the pictures shown are real or fake; let them discuss for every picture and also ask, why they think something is true or not	Exercise 4.1.38 - <a href="https://www.thoughtco.com/can-you-spot-the-hoaxes-4099583">https://www.thoughtco.com/can-you-spot-the-hoaxes-4099583</a>	Warm up quiz
30'	brainstorming on the questions: <ul style="list-style-type: none"> <li>- you want to buy a new smartphone, where would you inform yourself about models, specifications, ...</li> <li>- your star is going to be in town, where would you inform yourself, what s/he did the last two weeks</li> <li>- you have a headache and want to get rid of it - whom would you ask for information?</li> <li>- you have only a few days until a</li> </ul>	The questions are made up for this exercise as an example (not in the Training Material). You can create your own questions.	brainstorming, get to know different kinds of information sources and media

	<p>presentation (e.g. in school), where would you search for quick information?</p> <p>Discuss the different forms of information and divide into three sections:</p> <ul style="list-style-type: none"> <li>- relatives, friends, people who help you, without doing it as a job</li> <li>- people whose job it is to give information (doctors, teachers, but also salespeople)</li> <li>- every form of media</li> </ul> <p>Discuss which of these information sources is reliable and why (think about advertising too).</p>		
45'	<p>explain what a hoax factory is and what their products are. Select one article and try to trace it. Search for pictures and content, where it has been spread online.</p>	<p>Exercise 4.1.3 - Trace the evil</p>	<p>get to know where fake news come from and how to trace them</p>
30'	<p>Fake news quiz</p>	<p>FAKE OFF app</p>	<p>strengthen the knowledge about fake news</p>

Every little step helps! In a two-hour session you can spark some ideas and interest in the topic of fake news. One of the easiest exercises to pull off is 4.1.1 - Find and report misleading accounts. All you need is access to social media platforms and young people start to search through their timelines. They get to know the report function within the respective network and discuss why they report accounts. This can also be done in less than two hours, depending on how many accounts they find.

For a bit more experienced and maybe older teenagers we have exercises like 4.1.9 - Let's become fake authors!, where young people write their own fake news stories or change existing real stories into fake ones. After that you can discuss, what is easy and what is hard creating fake news and how fake news should be done so that they stay believable.

## 4.2.2. A half-day session

Duration	Content	Used material	Kind of Activity
15'	brainstorm what people know about bias, what they think bias means and what they think their biases are		brainstorming
60'	before judging media and information people should know their point of view on different topics; these online surveys show biases on different topics (sexual orientation, race, belief, ...) that help to categorize news stories	Exercise 4.1.40 - Know your bias	online surveys on the topic of different bias(es)
45'	try to find fake news stories, spot the indicators and describe them	Exercise 4.1.21 - Spotting fake news	searching the internet, either in groups or alone
15'	Break		
45'	Participants get a few prototypical jobs and choose a few; they will then draw people in these professions. Give them time to think about the details, they should draw them big enough so that the details can be spotted easily. After the presentation of the pictures ask why they drew the pictures like this and see if you can spot some stereotypes (male politicians, female secretaries, foreign harvest helpers, what sports do the sports people perform?, ...)	Exercise 4.1.41 - Professions	group or solo activity, drawing
45'	Fake News quiz	FAKE OFF app	quiz
(up to) 120'	Either solo or as a group the participants search	Exercise 4.1.2 - find and report	group or solo activity, social

	different social media networks for fake news stories and channels; can be done as a challenge - how many can you find? The found channels get reported via the reporting tools provided	misleading accounts	media
--	--	---------------------	-------

For a half day session you could combine sessions regarding your bias like 4.1.40 - Know your bias! and look on social media for biased news with 4.1.21 - Spotlighting fake news. As soon as your participants know that bias exists and it can lead to fake news they can spot them and point out what is wrong.

### 4.2.3. A day activity

Duration	Content	Used material	Kind of Activity
120'	participants form groups and act out different scenarios	Exercise 4.1.30 - Fake news about something around me	group activity, needs space for an exhibit
30'	Break		
150'	discussion about following influencers on the internet; participants should shoot a video about a topic that they are very interested in and publish it on the internet. Discussion: what did they do get attention? Did they exaggerate / distort / manipulate content?	Exercise 4.1.31 - Youtube for a day	building awareness about influencers
60'	Break		
240'	participants have to imagine how their life would be without smartphones / the internet. Discussion about how life changed in the past 20 years and a brief	Exercise 4.1.44 - One day completely different	building awareness how life changed and how digital media changes everyday life

	idea on how it may change in the next 20 years.		
--	---	--	--

#### 4.2.4. A fake news week

If you have a whole week, you can start either combining smaller sessions or try to go deeper and change behaviour. An easy exercise is 4.1.62 - Media Diary. The participants should list all their media consumption in a small diary with different parameters like what they consumed, for how long, why they did it and how they felt. After about a week they compare how long they have consumed media and what are the differences between them.

One exercise, where it is important to have young people participate voluntarily is 4.1.45 - One day completely different - 2: the challenge. How important is new media and the internet in our daily life? And how long and how well can we manage our daily life without them? This can be done from one day up to a whole week and longer, it is very important to debrief this exercise very well with questions to what has changed and how could young people change their behaviour in general.

### 4.3. Working with the FAKE OFF! app

The aim of the FAKE OFF! app is to be used in your training setting in school or youth work. The app consists of an introductory video tutorial and two games: Fake OFF Quiz and Fake OFF Detective. With this app you can deepen your knowledge of the topic, learn how to detect fake news and train your ability to spot fake news. The app is available for free download on Google Play<sup>59</sup>.

Below are four different scenarios on how to use the app in a school and non-school settings. The list is not exhaustive and the aim here is to give you an idea how you can embed the Fake OFF app in the learning process.

#### 4.3.1. We defend ourselves against fake news (1 hour)

School activity with 13-year-old pupils

Duration	Content	Used material	Kind of activity
10'	The group should discuss where (social media,	document the results on	Brainstorming activity

<sup>59</sup> <https://play.google.com/store/apps/details?id=org.fakeoff>

	internet, newspaper, TV etc.) we are we confronted with fake news and what kind of information is affected (health tips, sport tips, politics, etc.). The results are collected on a board or paper and should create a big list all together.	blackboard, whiteboard, flipchart, paper, online-tool....	
15'	The pupils play the Fake-News game on their devices or on the big screen: how to detect fake news	app on pupils' digital tool or on the screen as a plenary session	Game or plenary session
5'	The pupils are divided in groups. Every group should think about how they can protect themselves against fake news.	flipchart, paper, pens	Group work (e.g.) according to pupils' choices in the brainstorming session (YouTube group, instagram group...):
10'	Every group presents their ideas on how to protect myself against fake news. All ideas should be collected and written down on a board.	collect results on blackboard, whiteboard, flipchart, paper, online-tool....	Present group results
5'	At the end everyone should create their own private plan: "how do I defend myself"	homework	Each person writes and designs his/her personal list: What will I do to defend myself against fake news

### 4.3.2. Our school gets immune against fake news (1 month)

School project with 14-year-old pupils

Duration	Content	Used material	Kind of activity
1 h	Trace the evil. How hoax factories work.	see exercise 4.1.3	Get information

2h	The pupils should prepare a training themselves for younger pupils of their school to teach them about fake news by using the fake off app. The pupils should be teachers themselves and try to explain the topic fake news to younger ones.	FAKE OFF! App	Preparation of training
2h	The pupils conduct the training in a younger class.	Classroom and younger pupils, accompanying teachers	Conduction of training for 14-year-olds
30 min	The pupils reflect the training: <ul style="list-style-type: none"> <li>• What did the pupils learn?</li> <li>• What did we (adults - facilitator) learn?</li> </ul> In order to fulfill the goal to make our school immune against fake news: <ul style="list-style-type: none"> <li>• Who needs to be trained? (teachers, pupils, parents...)</li> <li>• Which additional measures can be taken?</li> </ul>		Discussion
20'	Pupils create a plan to reach their goal: plan creative and fun activities for other classes, for breaks, an event, posters for the school building, etc. that will persuade the school and their pupils to change the behaviour, when it comes to fake news.		Group work and assembly in plenary session, spread roles and tasks.
2-4 Weeks	The pupils set their plan into action.		As designed
1h	Follow up and finish the project (6 weeks later)		Questionnaire among all participants to see whether the learnt

			content is still in use.
--	--	--	--------------------------

### 4.3.3. Group challenge (1 hour)

Youth work activity with a stable group

Duration	Content	Used material	Kind of activity
15'	The participants separate into small groups. They play the quiz of the FAKE OFF! app in their teams.	FAKE OFF! App	Group game and competition
	The winning team leads through the next phase:		
20'	Freeze: game on the playground/lawn/sport area: All participants are standing on one side of the playing area. The game master is on the other side and faces away and says: "We fight fake news" then turns around. While he/she is saying it, all participants try to get closer. If he/she turns around, nobody moves. If she/he spots somebody who moves, this person has to say a good idea, what can be done against fake news in kids' daily lives. Another person of the winning team writes down all ideas.	Enough space to move around	Outdoor activities to collect good ideas
10'	A ball symbolizes fake news. The game master passes the ball to a participant, who has to say something that can be done against fake news. It always has to be something new. Another person of the winning team writes down all ideas.	Enough space to move around, ball	Outdoor activities to collect good ideas

10'	The teams from the first round get together. They write on a list as many points, what can be done against fake news in their daily life. Each group has 5 min to write down.	Paper and pens for each team to write down points	Collect ideas on paper in groups
	The winning team with most ideas gets a small price.		

#### 4.3.4. Fake news rally (1 hour)

Youth work activity with changing participants

Every participant can play this game alone or in groups. All stops are available the whole time.

Duration	Content	Used material	Kind of activity
1 hour in total	Make participant use the app	Posters with QR-code or digital devices with the app installed	Motivation
	Participants play the quiz of the FAKE OFF! App. If they get more than 60% of the answers correct, they go to the next stop	FAKE OFF! App	Each one plays with the app on their own
	Stop 2: Create your own fake-news. Pupils should find pictures or articles online and come up with a fictional story. The best fake news should win (maybe win a small price?).	smartphone, other devices with internet	Create fake news
	Stop 3: Fight fake-news A list is hanging on the wall: "I will:..." is the heading on the flipchart. Participants should fill up the list with their own ideas, how to change their	flipchart, pen, markers	Collect ideas on paper as a group

	daily life in order to defend themselves against fake news.		
--	---	--	--

## 4.4. Testing of the Training Material

In order to ensure the best quality of the exercises available in this training material, we have collected feedback from trainers/youth workers. This feedback is presented in this chapter.

### 4.4.1. General information

The feedback on the exercises was collected over a period of 3 months during teaching and training units with young people in youth centres or schools in Italy, Spain, Austria and Portugal. A feedback form was developed, which had to be filled in afterwards by the trainers/youth workers. The various forms were then combined to form a complete document, which can be viewed in Chapter 4.4.2.

In total, 21 exercises were carried out in 67 teaching and training units by 22 youth workers/trainers/teachers from Austria, Italy, Portugal and Spain. Some exercises were carried out multiple times in different settings and countries. They reached a total of 1206 participants bringing them closer to the topic "fake news and media literacy".

The feedback of the youth workers/trainers/teachers was incorporated in the Training Material, so that other users can benefit from the experience and lessons learnt of youth workers/teacher/trainers involved in the pilot phase.

### 4.4.2. Feedback to the exercises

Performed Exercises	Individual modification to the exercises by the educators	Number of participants	engagement level of participants <b>1 = super low</b> <b>5 = very high</b>	Aspects of improvement (e.g. <i>time needed, preparation, age range appropriateness ...</i> )	Overall satisfaction <b>1 = very good</b> <b>5 = very bad</b>	What is the probability that you will perform the tested exercise again? <b>1 = low</b> <b>5 = very high</b>
4.1.1. Warm up quiz	At the beginning I added some other questions not specifically about the topic but more general ones to break the ice.	15	3	It is important to observe if there are group dynamics where some mates follow the others instead of thinking by themselves to the answer, especially with the younger ones. More time could be needed for bigger groups.	2	4
4.1.7. Pass the ball, pass the fake!	I would include more physical movements (like warm up) while doing the activity	5	5	-	1	5
4.1.7. Pass the ball, pass the fake!		21	5		1	5
4.1.7. Pass the ball, pass the fake!	1' phase in silence 2' phase they can speak	48 (30+18)	5	30 minutes are necessary; It is adequate for an (already) united group; No age limit	2	5
4.1.7. Pass the ball, pass the fake!		18	4	Preparation of participants for the activity	1	5
4.1.7. Pass the ball, pass the fake!	The exercise was not changed, it was performed outside the classroom	18	3	In this first exercise it went as planned. Depending on the topic students need more time to think	2	4
4.1.7. Pass the ball, pass the fake!	We asked to give a description as detailed as possible	48 (30+18)	4	They have been adequate both in terms of modes and time	2	4

4.1.10. Where is my truth?	-	15	5	The time. It is very complicate to do de activity following the suggested time, because it depends on the interest of the group.	2	2 <i>Being a concept easy to understand, the learners lose their interest easily</i>
4.1.10. Where is my truth?		28	5	Given the little complexity of the exercises, there are no aspects to improve.	1	5
4.1.10. Where is my truth?		39 (22+17)	5	Difficulty of younger students (9th grade) in memorizing sentence sequence.	1	5
4.1.10. Where is my truth?	I changed the dynamics so that students would apply content directly, so that the work would come naturally integrated into the class.	23	5		1	5
4.1.10. Where is my truth	(With each class) we had to create 2 small groups	28+28=56 total	4	It can be done also with the younger ones but with adequate adaptions with in time and debriefing (questions)	1	5
4.1.10. Where is my truth	Because of the high number of participants, we created 2 groups	56 (2x28)	4	For participants older than 16 when the educator function as 'original source', he/she should find appealing stories or sentences	1	5
4.1.12 Tell me what you did last week	-	15	5	It is also interesting to do it with people that do not know to each other and analyses what strategy they use to outsmart the false elements during the debriefing	1	5
4.1.12 Tell me what you did last weekend.		28	5	Given the little complexity of the exercises, there are no aspects to improve.	1	5

4.1.12 Tell me what you did last weekend	-	26	2	-	1	5
4.1.12 Tell me what you did last weekend.		21	5		1	5
4.1.14. Motives behind fake news	No modifications	48 (30+18)	3	Example of news with particular missing elements, with more defects in the form or contents are necessary.	2	5
4.1.15 Detecting Fake News	Every small group presents the analysis of the news on a poster	15	4	More time was needed also for the debriefing.	1	5
4.1.17. The way we (re) act online	We asked the reason of that choice (in case of minority)	48 (30+18)	5	20 minutes are not enough ; by trying all possible reactions more dynamics emerge by the group	2	5
4.1.17. The way we (re) act online	-	48 (30+18)	5	The participants showed to be attentive users and capable users. They demonstrated to have sources and means to face situations and Sunderland them. *just in some cases the reactions did not take into consideration the emerged consequences	2	5
4.1.18. The way we (re)act online - Emoji Cards	It is also possible to use this activity with smaller groups (e.g. 5 people)	5	5	I don't think it needs further improvements. Very good activity!	1	5
4.1.18 The way we (re)act online - Emoji Cards	-	15	5	-	1	5
4.1.19. 8Ps Puzzle	-	10	5	I would add mote time, so it is possible to encourage more debate once the puzzle is made. I mean, more time to discuss the concepts of	1	5

				the puzzle.		
4.1.20 What is what? Matching the mis- and disinformation types	-	15	5	The number of participants in the activity (15) was a lot. It makes that only the most competitive participate, so they take over the majority of puzzles (matches). At the same time, the least competitive participants are set aside, and they become only observers. In addition, the time that the activity takes depends on the level of difficulty.	2	3
4.1.30. Fake News About Me	We made a half day-session out of the exercise, because the kids wanted to really develop the story	23	5	Not all the kids liked acting, but they all tried to participate. For the more outgoing kids, this was a possibility to show what they got.	1-2	5
4.1.33. Chinese Whispers		39 22+17	3		3	3
4.1.34. From a detail	-	48 (30+18)	5	Every aspect was adequate.	1	4
4.1.35. Chinese Drawings	I didn't change anything	14	4	This exercise worked fine for me, I wouldn't change anything.	1	5
4.1.35. Chinese Drawings	I chose my own drawings, because my kids were younger. Not so many details.	18	5	As my kids were quite young in this exercise, the 'no asking'-rule was hard for them. They also wanted to make the drawings more beautiful and needed a bit more time. I think this is a great exercise for young kids!	1	5
4.1.37. FAKE NEWS Bingo	It worked well	10	5	I think it worked well	1	4

4.1.37. Fake News Bingo	I didn't change anything	20	4	Some of the kids do not use the internet that much and didn't know, what was meant. I had to tell them a few more examples, but after that they were very involved. Time was an issue, some were done within 3 minutes, others needed more time	2	4
4.1.37 FAKE NEWS Bingo	we tried it outdoors, but not all the kids had data left; I set up a WiFi hotspot for them	14	4-5	I didn't think about data, but some didn't have data left. As they were encouraged to search pictures/videos too, they told me, they didn't want to use their data plan, so I set up a WiFi. Would have been better in a closed environment, where there is a WiFi. I also had two kids aged 11 and 12, they didn't have social media accounts. For the older ones the exercise was very appropriate.	1	5
4.1.38 Real or fake?	I didn't change anything	14	3-4	Would do it with smaller groups. In bigger groups there are always people that disappear in such exercises.	2	4
4.1.38 Real or fake?	nothing changed	25	some 5, but also some 1-2; in bigger groups this is unavoidable	I would give the link out to the kids so that they can see the pictures on their own devices – our projector was not that good to see details.	2	5
4.1.38 Real or fake?	We prepared and used the Kahoot version (as suggested in the activity)  <a href="https://create.kahoot.it/share/fakepics-game-fake-off/c3ecd070-a70b-44ab-bcd7-87d22e4e823c">https://create.kahoot.it/share/fakepics-game-fake-off/c3ecd070-a70b-44ab-bcd7-87d22e4e823c</a>  <i>some additional presentations were created: a) more detailed session outline, b) a presentation with answers, and c) a slide with the types of fake news and the</i>	30	5	Some technical issues in the training room.	1	5

	<i>reasons behind them</i>					
4.1.41. Professionals	Instead of drawing, it can be also a brainstorm ("words-storm")	10	5	For older young people, it is possible to include more deep and complex debriefing questions	1	5
4.1.48. Collect ideas against fake news	Standing in circle	20	4	Shorter sentence	2	4
4.1.48. Collect ideas against fake news	The organization of the participants was not in circle, they were seated forming an arch	27	4	In Preparation I would recommend showing the group an image, a tweet or a news to exemplify the actions needed to collect ideas.	3	4
4.1.51. Online behavior change	-	15	5	It is necessary to have depth some technical elements like privacy, settings etc. Especially if participants are newcomers on social Platform.	2	5
4.1.53. Replacing bad habits	-	15	5	It was necessary to give more space for the reflection sharing on behaviors, specially not doing step 2 as suggested.	1	5
4.1.62. Media diary	Nothing	12 (9 finishing)	3-4	It would be easier, if the group was more coherent. My group was quite diverse in age and so some dropped out. Some had it easier (especially the older ones), for kids below 13 years of age it was very difficult.	2	4

4.1.62. Media diary	nothing changed	8	Very high! 5 They all wanted to note very rigorously what they consumed and also changed their media consumption in that time.	I thought, it was a great exercise, nothing to add.	1	5
4.1.64. You better think	We adapted the activity touching the topic of gender stereotypes in the job areas	56 (2x28)	4	Can be necessary to work in small groups (couple) if the context requests (n. of participants, shyness)	1	5
4.1.64. You better think	Posts have been selected to work on stereotypes	56 (2x28)	4	With high number of participants or with participants with particular characteristics is better to make them work in couple	1	5
4.1.65. Spotting fake news	-	48 (30+18)	5	The activity seemed to be complex for some participants but with adequate explication all doubts have been solved	2	5

### Additional comments

- In general, I would add to the set of activities some exercises that need few preparations and few materials. By doing so, it is possible to implement the activities in an easier way, and they can be more adaptable to multiple contexts.
- The first activity 4.1.18. The way we (re)act online – Emoji Cards] was very interesting and adequate for the youth field, as well as the second activity [4.1.19. 8Ps Puzzle]. The content is very useful and appropriate for young people. They quite like it.
- For 4.1.38 Real or fake? activity, some additional presentations were created: a) more detailed session outline, b) a presentation with answers, and c) a slide with the types of fake news and the reasons behind them. They are available if someone wants to play the game]
- 4.1.7. Pass the ball, pass the fake! Students have adhered well to the activity, but have difficulty talking about them and giving personal information that is not correct (false).

### 4.4.3. Overall Evaluation

The youth workers/trainers/teachers were also asked to evaluate the general satisfaction of the exercise, in particular:

- Engagement level of the participants
- Possibility that they will perform the exercise again
- Overall satisfaction

The rating of all exercises performed, including those tested several times by different youth workers/trainers/teachers, are presented in the table below:

	Rating scale	Average score result
Engagement level of participants	1 = super low; 5 = very high	3,86
Future implementation of the exercise	1 = low; 5 = very high	4,09
Overall satisfaction	1 = very good; 5 = very bad	1,31

As the table shows, the overall feedback is rather positive.

### 4.4.4. Profile of the respondents

Occupation:

Youth worker	8
Teacher	8
EU Project Coordinator	1

Educator	3
Project management + educator	1

How long has the person questioned been working as a youth worker/trainer/teacher?

0-5 years	9 persons	1 year 1,5 years 2 years 2 years 2 years 3 years 3 years 4 years 5 years
6-10 years	3 persons	6 years 9 years 10 years
11-15 years	1 person	12 years
16-20	2 persons	16 years 20 years
over 20 years	7 persons	22 years 26 years 29 years 29 years 30 years 33 years 34 years

The arithmetic mean of these values is an average working experience of 13,61 years.

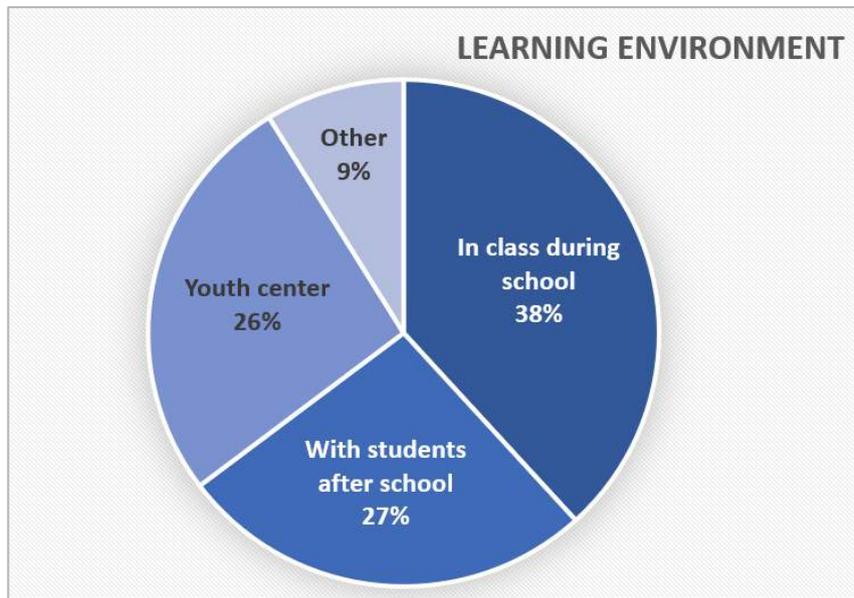


Usual age range of the children the youth workers/trainers/teacher work with:

		age range of children (in years)																					
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>youth workers, trainers, teachers, educators</b>	1																						
	2																						
	3																						
	4																						
	5																						
	6																						
	7																						
	8																						
	9																						
	10																						
	11																						
	12																						
	13																						
	14																						
	15																						
	16																						
	17																						
	18																						
	19																						
	20																						
	21																						
	22																						

Usual context of their youth work (they could choose more than one option):

In class during school	13
With students after school	9
Youth center	9
Others (please specify)	3 <ul style="list-style-type: none"><li>• events</li><li>• birthday party arrangements, outdoor youth work in public places</li><li>• school classes that come to our place</li></ul>



## Annex 1. Further reading

As a start – **Wikipedia**

[https://en.wikipedia.org/wiki/Media\\_literacy](https://en.wikipedia.org/wiki/Media_literacy)

[https://en.wikipedia.org/wiki/Fake\\_news](https://en.wikipedia.org/wiki/Fake_news)

**Jooyeon Park** on media literacy, media competence and media policy

<https://huichawaii.org/wp-content/uploads/2017/02/Park-Jooyeon-2017-AHSE-HUIC.pdf>

**Claire Wardle** on Fake News and mis-/disinformation

<https://firstdraftnews.org/infodisorder-definitional-toolbox/>

<https://firstdraftnews.org/10-questions-newsrooms/>

<https://firstdraftnews.org/fake-news-complicated/>

<https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-research/168076277c>

**Regina Marchi** on Fake News and objectivity

<https://eclass.uoa.gr/modules/document/file.php/MEDIA279/Social%20Media/With%20Facebook,%20Blogs,%20and%20Fake%20News,%20Teens%20Reject%20Journalistic%20%E2%80%9CObjectivity%E2%80%9D.pdf>

For **specific hoaxes**

[https://en.wikipedia.org/wiki/The\\_Protocols\\_of\\_the\\_Elders\\_of\\_Zion](https://en.wikipedia.org/wiki/The_Protocols_of_the_Elders_of_Zion)

<http://www.fschuppisser.ch/storepdf/hageprot.pdf>

[https://en.wikipedia.org/wiki/Stone\\_louse](https://en.wikipedia.org/wiki/Stone_louse)

[https://en.wikipedia.org/wiki/The\\_Yes\\_Men](https://en.wikipedia.org/wiki/The_Yes_Men)

<http://www.theyesmen.org>

[https://en.wikipedia.org/wiki/Fiji\\_mermaid](https://en.wikipedia.org/wiki/Fiji_mermaid)

### Other Media

Spot the Fake News:

<https://www.channelone.com/feature/quiz-can-you-spot-the-fake-news-story/>

Do Not Track: <https://donottrack-doc.com/en/>

Orwell, George: 1984.

## **Annex 2. Template for the exercises**

Title:

Partner:

Source:

Objective:

Duration:

Number of participants:

Age:

Difficulty level: + easy, ++ average, +++ advanced

Conditions/Format: group activity, individual exercise, home task, pair exercise.

Material:

Preparation:

Description:

Tips for Trainers:

Questions for debriefing:

Steps (select where it belongs): 1 - Strengthen information literacy, 2 - Create new habits, 3 - Apply new habits in daily life

Tags (e.g. #fakenews, #changethehabits, #medialiteracy)

## Annex 3. Info about the Fake OFF project

The learning material has been developed within the Erasmus+ project "FAKE OFF - Fostering Adolescents' Knowledge and Empowerment in Outsmarting Fake Facts".

The project aims at fostering young people's Internet literacy, creating awareness of intentional misinformation, enabling young people to identify "fake news" and to avoid them.

Goals and Impact of the project:

- increase the participation of young people in the critical debate of news and Internet content
- develop young people's capacity to evaluate published information and act accordingly
- allow a systematic approach to digital literacy for young people and professionals working with them
- more responsible use of online media by young people
- public discourse about the accuracy and quality of news
- awareness of media education in the context of fake news in youth organisations
- make young people less susceptible to intentional misinformation and propaganda
- empowerment of young people with the skills of critical thinking and media literacy
- better informed younger generation and stronger fundament for democracy
- a higher competence regarding digital forms of teaching by youth workers

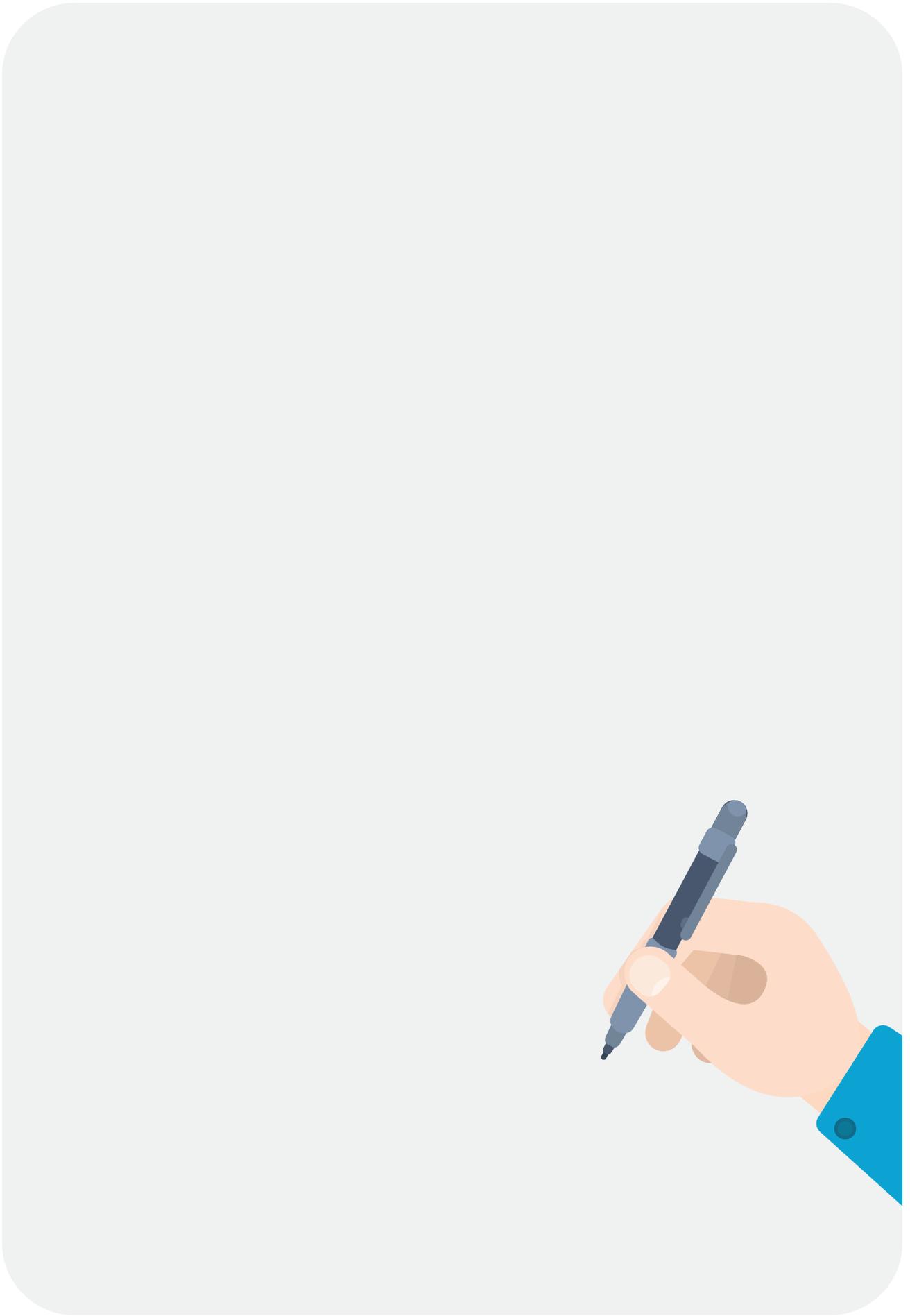
The consortium of this project consists of seven partners in five countries, ranging from educational institutions, youth workers and youth organisations to digital media experts, youth information centres and ICT experts: bit schulungcenter GmbH (AT), Future Balloons (PT), Internationale Akademie Berlin für Innovative Pädagogik, Psychologie und Ökonomie (DE), Asociacion Intercultural Europea Go Europe (ES), Jonathan Cooperativa Sociale (IT), Österreichisches Institut für angewandte Telekommunikation (AT) and LOGO jugendmanagement GmbH (AT). In addition, various associated partners - ranging from authorities, youth work umbrella organisations, youth organisations, schools, media, academic institutions, etc. - support the project in the development of outputs, dissemination and multiplier events - to ensure maximum impact and distribution of the project results.

In addition to the present product (**training material**), other products have already been created within this project: a **General Didactic Concept** and an

**APP**, which should support youth workers, teachers and trainers in their daily work.

All products are freely accessible - the GDC can be downloaded free of charge from the project website ([www.fake-off.eu](http://www.fake-off.eu)) and the APP can be found and downloaded free of charge in the Apple Store as well as in the Google Store by using the search function and entering "Fake Off".

More information about the project can be found under the following link:  
**[www.fake-off.eu](http://www.fake-off.eu)**

















[www.fake-off.eu](http://www.fake-off.eu)

**Created by**

Dr. Tetiana Katsbert (YEPP EUROPE)  
Jochen Schell (YEPP EUROPE)  
Barbara Buchegger (ÖIAT/Saferinternet.at)  
Matthias Jax (ÖIAT/Saferinternet.at)  
Thomas Doppelreiter (LOGO jugendmanagement)

**Contributions by**

Stefano Modestini (GoEurope)  
Javier Milán López (GoEurope)  
Alice M. Trevelin (Jonathan Cooperativa Sociale)  
Dario Cappellaro (Jonathan Cooperativa Sociale)  
Marisa Oliveira (Future Balloons)  
Vítor Andrade (Future Balloons)  
Clara Rodrigues (Future Balloons)  
Michael Kvas (bit schulungcenter)  
Laura Reutler (bit schulungcenter)  
Sarah Kieweg (bit schulungcenter)

**Graphic design by**

Marcel Fernández Pellicer (GoEurope)



**Erasmus+**

**This project has been funded with support from the European Commission.**

This publication [communication] reflects only the views of the author. Therefore The Commission cannot be held responsible for any eventual use of the information contained therein.

**Project No. 2017-3-AT02-KA205-001979**



**FAKE  
OFF!**

[www.fake-off.eu](http://www.fake-off.eu)



**Erasmus+**

**This project has been funded with support from the European Commission.**  
This publication [communication] reflects only the views of the author. Therefore The Commission cannot be held responsible for any eventual use of the information contained therein.  
**Project No. 2017-3-AT02-KA205-001979**