KEEP IT REAL!

Method Development

Media Literacy, Fake News & Critical Thinking

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Newspeak

Learning objectives:

- Develop team-working and communication skills.
- Develop critical thinking skills to allow analysis and discussion of fake news.
- Deepen understanding of the way fake news are spreading on social media.

Step by step delivery:

Part 1

1) Introduce the topic by providing the group with 2 keywords 'Critical thinking' and 'fake news'.

2) Participant brainstorm on the words.

3) Follow-up in plenary and come up with a collective understanding of the phrases within the group.

Part 2

4) The first person of each group will be told a complex sentence – It will be whispered to them.

5) One by one, they will pass it on in the group by whispering to each other, and the final person will present the sentence that they have heard in plenary.

6) The final version of the sentence will be compared to the original, demonstrating the omissions and differences that are also present when news and stories are passed on in the media (established as well as social media).

Part 3

7) Individually, participants are asked to create their own stories about themselves. The stories should include true as well as false information about themselves, and, once presented, the other participants should decide which parts of the stories are real and which are fake.

Reflection (debrief questions):

- Did the sentences stay the same?
- If not, how were they different? What caused them to change?

- Were the lies in your stories believable? Did they have any particular features in common (e.g., being simple, just slightly altered from the truth, etc.)?

- Is the source important? How can we avoid bias?

- How/where can you use these skills in real life?

Materials:

Flipchart, Pens, Paper

Riddles and Hats

Learning objectives:

- Develop critical thinking skills.

- Improve debating skills.

Step by step delivery:

1) First, participants are asked to think about and present what they think critical thinking is (5 mins).

2) Conduct a follow-up session in plenary.

3) The participants answer brain teasers/riddles to help them see the importance of paying attention to what they read/hear (10-15 minutes)

   o https://www.youtube.com/watch?v=TLiqzpl_Z4Q

   o https://www.youtube.com/watch?v=m2eINI4WXkc

4) The 'Six Hats' method is introduced for debating:

   o Create two groups – one is formal and consists of 6 people. The other is non-formal and consists of 4 people.

   o The 6 people in the formal group each get a hat of a different color. On the back of the hats are written different perspectives which the person must represent.

   o A debate is structured, focusing on fake news. Everyone must act in accordance with what their hat instructs them.

   o The second group similarly engages in their own debate, however, not taking on any particular perspective.

   o Compare the arguments and outcomes of the differently structured debates (locked perspectives and free thinking).

Debrief questions:

- What were the differenced between the 2 groups?

- How else can we develop critical thinking?

- What good will it do in your life?

- The most interesting thing today I learned was…

- I've had the most fun today when…

- How can I use the methods I learned today to help others?

- How did the activities help in my personal life?

Materials:

Computer with internet access, projector, papers with hats and perspectives

Touching the Land

Learning Objectives:

- Learn to detect fake news

- Develop critical thinking skills

Step by step delivery:

- Prepare a survey based on the following questions (https://docs.google.com/forms/d/e/1FAIpQLScpQDgeqTQM6lmeUb3zBbHdUOVmXrUD6uWOaP82rYbFoK8hmw/viewform):

  o What is fake news to you?

  o From where do you receive news?

  o Since when have we had fake news?

  o Do you think journalists should criticize the state?

  o How mane times do you read the news in a week?

  o Do you believe in today's news?

  o How do you feel when you hear fake news?

  o Do you think there are more fake news today because of the internet?

- Start a debate based on the last of these questions: Do you think there are more fake news today because of the internet?

  o Split the group into two. One group represents the perspective that "internet is a tool that contributes to fake news"; The second group represents "internet as a tool that contributes to combat fake news".

Debrief Questions:

- What thoughts did taking the survey bring forward for you?
- What were the take aways from the debate?

Media Literacy

Learning Objectives:

- Deepen understanding of fake news

- Acquire fact checking tools

Step by step delivery:

Part 1: Introduction of "Fake News"

- Create a word cloud (with mentimeter, a digital tool for interaction) based on the question: "What is fake news?" Follow-up in plenary.

- Show the following sources for context and understanding.

  o Video: Donald Trump calling media „fake news" https://www.youtube.com/watch?v=Vqpzk-qGxMU

  o Definition: (source: Duden; please note that this link is in German, so finding an alternative link may be necessary - https://www.duden.de/rechtschreibung/Fake_News)

  o Video: Spectrum of Fake News https://youtu.be/z2yyB0C2p1o?t=1m21s

Part 2: Introduction of digital factchecking tools:

- Participants explore the following web pages:

  o Reverse Image Search (by Google/Yandex) – for factchecking images(/videos) – with examples

  o Google/Yandex Maps – for factchecking places – with examples

  o Wayback Machine – for factchecking online information – with examples

Part 3: Factchecking – Do It Yourself:

- Use the tools above to determine wither the following examples are fact or fake

Ex. Image 1   Ex. Image 2 (extra: find original source)

Ex. Article *In einer kleinen Stadt.* Source: *Der Spiegel*

Passage 1

After three and a half hours, the bus bends from the highway… At the entrance, just before the station, there is a sign with the American stars and stripes banner, which reads: „Welcome to Fergus Falls, home of damn good folks."

Passage 2

„There is also a cinema outside of town,… there are two films on a Friday evening. … The other, „American Sniper", a war film by Clint Eastwood, is sold out. The film is actually already two years old, almost 40 million Americans have seen it, but it still runs in Fergus Falls."

Debrief Questions:
- Compare approaches (as several options exist, this broadens the horizon and ability of participants to use a broader variety of tools)
- Do the participants use/know of other similar tools? Share them.

Hearth of the Forest

Workshop about the specific topic, which is familiar to the participants → Implemented by using methods of critical thinking skills (analysis, interpretation, explanation, open-mindedness, and problem solving).

Learning Objectives:

- Improve critical thinking and how to think critically in relation to a chosen topic

Materials: Projector, laptop, phones

Step by step delivery:

Part 1: Trip to the forest

- Participants collect random objects during their walk through the forest.
- Afterwards, there will be a discussion about the chosen objects – why did they choose that particular object, why/what makes it important?
- Through analysis, explanation, and interpretation, the participants will be encouraged to think out of the box.

Part 2: Kahoot Quiz

- 10 questions about the topic (in this case, forests), participants divided into small teams (can also be done individually)
- Project the quiz, participants log in using quiz pin, start quiz.

Part 3: Debate

- 4 teams of 4 people + 4 judges.
- Participants will get 2 topics related to the issue in question (in this case; should we burn forests, and should we stop living in cities and go live in forests?).
- Judges have the role of tracking the time and at the end of the debate they have to ask questions to both teams and later give feedback about the debate.

Debriefing: Ask participants to draw what is on their mind in relation to the activities of the day. What does it represent?