

E-Participation: Involved & Informed Methods Collection

Non-Formal Education Methods to foster Media Literacy and Critical Thinking



Courtesy of FORA Copenhagen, Erasmus+ Programme, and the Participants



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1. BE AWARE

LEARNING OBJECTIVES

- **KNOWLEDGE** – To distinguish between real and fake news.
- **SKILLS** – Critical thinking.
- **ATTITUDE** – Get more alert while searching the internet reading any kind of information in all types of media.

STEP BY STEP DELIVERY SYSTEM

- Divide participants in five groups (group of 3 people)
- Give every participant a small paper that contains real or fake news
- Ask participants what papers are about and what is their opinion about the news they received on their piece of paper
- Board will be divided in two sides. Left side will have a headline „Real news“ and right side will have a headline „Fake news“. Participants will hang their piece of news on the side of the board that they think is correct. If they give correct answer, they will get 1 point, if they give a incorrect answer, there will be no points.
- After discussion and recognition of real and fake news, participants will make a „tree“ with 2 sides: left side-effects of real news; and right side-effect of fake news.

REFLECTION

- Participants will answer a short questionnaire:
 1. What did you learn from this method?
 2. How will this method help you with recognising real news from fake news?
 3. How will you apply this method in everyday life?

MATERIALS

- Paper, board, board markers, post-it notes.
- Simple tools used to create a huge effect on participants.

EXAMPLES

8. "Tim Allen quote Trump's wall costs less than the Obamacare website"



Social media posts claimed that, in the absence of humans, elephants came into a village in China, got drunk on corn wine, and passed out. The story has since been debunked.

Meh
@Spilling_The_T

While humans carry out social distancing, a group of 14 elephants broke into a village in Yunan province, looking for corn and other food. They ended up drinking 30kg of corn wine and got so drunk that they fell asleep in a nearby tea garden. 🤔

10:21 PM · Mar 18, 2020

SPACE

A broken toilet on SpaceX capsule means astronauts will return to Earth in diapers

November 7, 2021 • NASA astronaut Megan McArthur called the situation "sub-optimal," but says the crew's four astronauts are "prepared to deal with it." They will return home after spending nearly 200 days in space.



John Raoux/AP



'Doug' the mutant spud could be world's heaviest potato at nearly 8kg

2. GULAŠ

ACTIVITIES

1. Roleplay.
2. Quiz.

THE ROLEPLAY

LEARNING OBJECTIVES

KNOWLEDGE

- Tips to observe speakers that want to convince by telling lies
- Tips to speak to the people and have their attention

SKILLS

- Identifying the characteristics of a speaker that tells the truth.
- Identifying the characteristics of a speaker that tells lies.
- Pretending to tell the truth.
- Building critical thinking on public speech context.

ATTITUDES

- Doubting about public speakers' validity in speech information.
- Having the tendency of telling the truth when preparing to speak in public.

STEP BY STEP DELIVERY SYSTEM

1. In pairs. One person observes the other person and speaks to it. the person other just stands. the observer witnesses the truth that it sees on the other person. for example: "you have brown eyes. you smile. you change your body position" etc. then, we change the roles. Time: 5 mins.
2. Bring participants in a circle and ask them to brainstorm nonverbal information/body language signs that tell us if something is true or a lie. Time: 5 mins.
3. Each one takes 5 mins to prepare a short story that can be true or not. Time: 5 mins
4. Each one takes the floor and narrates its story.
5. Rest of the team keep notes on body language and quality of the voice while each one is speaking.
6. After each speech, team votes if speech was telling true or lies and share their notes to the team, so they use these observations in order to support their vote.
7. One member/facilitator keeps notes of the observations mentioned on a flipchart paper/board. Time: 25 mins.

8. A second round of speeches is possible.
9. The observations are given to the team in a file, as a list of knowledge tips on actions that speakers do when they want to convince by telling lies and have the attention of the audience.

REFLECTION

- Split into groups of three and each member shares one thought, one feeling and one tip on the process they experienced. Time: 5 mins.
- The whole team in a circle, and each group shares the most important for them, 3 points of their sharing. Time: 5 mins.
- After the process, each participant watches 2 speeches of public speakers (journalists, politicians, lawyers) and keep similar notes.
 - On the media group of the team, each participant uploads the videos and its observations.
 - Each member of the group votes if the speaker was telling the true or not.
 - This last distance activity stays in the media group so next members can see it and learn, develop skills, and change attitudes by distance learning.

MATERIALS

Text for the roleplay.

THE QUIZ

LEARNING OBJECTIVES

- To develop their critical thinking
- To be aware of the biases
- To know to be aware of the consequences of their actions
- To learn how to be tolerant to the others
- To be aware of their body language step-by-step delivery system

STEP BY STEP DELIVERY SYSTEM

1. Answer the questions of the quiz.

REFLECTION

- did you learn something new?
- was it hard and why?
- how will it affect the way of thinking and your reasoning toward news?
- what will change in the way you accept or read news?

Time: 10 mins

MATERIALS

Devices such as mobile phone to research the questions.

QUIZ

1. Critical thinking is...
 - a) a way to exercise
 - b) a process of actively conceptualizing
 - c) a way of cooking

2. Which is not related to media literacy?
 - a) credibility
 - b) construction
 - c) creativity

3. When deciding if news is fake or not, we use...
 - a) CLEVER task
 - b) SMART task
 - c) BRIGHT task

4. Debate about free public transportation from young people to the age of 25.

5. How much percent do we communicate nonverbally?
 - a) 25%
 - b) 55%
 - c) 75%

Time: 20 mins.



3. KAHOOT

PROGRAM

1. Energizers.
2. Kahoot.
3. Reflection.

LEARNING OBJECTIVES

By answering the multiple choice questions regarding the definition of media literacy, ways to spot fake news, and what to do in order to check the reliability of the news, etc., the participants will learn how to use their personal judgement and develop critical thinking in a fun and interactive way.

STEP BY STEP DELIVERY SYSTEM

1. Turn on Kahoot from the computer. Share screen with link (kahoot.it) and code of the game.

REFLECTION

Link: <https://www.menti.com/gztamyob23>

There are 2 questions:

- What skills and knowledge did you acquire during the game?
- What can be useful for you in your everyday life?

MATERIALS

Smartphones, projector, screen, computer, WiFi.

LINK + QR CODE

<https://create.kahoot.it/share/1/cd91ece1-078a-4860-a9c3-2365084930bb>



4. SILENCE GAME

LEARNING OBJECTIVES

This discussion strategy uses writing and silence as tools to help students explore a topic in depth. The purpose of the game is to introduce and help people to develop their critical thinking and learn adaptable skills connected to media literacy.

STEP BY STEP DELIVERY SYSTEM

In a Silence Game discussion, students write on a paper their responses to a stimulus (quotations, historical documents, excerpts from novels, poetry, or images).

The groups will be 3-6 persons.

The groups need a sheet of big paper that can fit a written conversation and added comments.

This activity will be completed in silence and they are allowed only to write. They will have time to speak later.

Each group receives a paper and each student gets a marker or pen. After students read, they are to comment on the text and ask questions of each other about what is written on the paper. The written conversation must start on the topic of the text but can stray wherever the students take it.

If someone in the group writes a question, another member of the group should address the question by writing on the paper. Students can draw lines connecting a comment to a particular question.

Make sure students know that more than one of them can write on the paper at the same time.

It should be at least 15 minutes.

Still in silence, students leave their groups and walk around reading the other papers. They have to bring their marker or pen and write comments or further questions for thought on other papers. The groups reassemble back at their own paper. They should look at any new comments written by others. Now they can have a free verbal conversation about the text, their own comments.

1. People will be put into 5 groups of 4 people each.
2. Every person gets a pen and every group get 1 paper.
4. To all the groups are shown one stimulus (quotations, historical documents, excerpts from novels, poetry, or images).

5. Talking is not allowed. People will discuss about the topic in silence, and they can only write their opinions/questions/comments. Group members are allowed to write as many things as they want.
6. One round lasts 5-15 minutes (according to how much there is time).
7. After time is up everybody will go around (with their own pens received earlier) to other groups papers(discussions) and write comments and further questions.
8. After examining other groups' discussion all people will sit, and then Verbal discussion is held.
9. People will discuss verbally what they read in other group papers and what they think.
10. Facilitator will ask reflection questions and guide them to understand the purpose of the game.

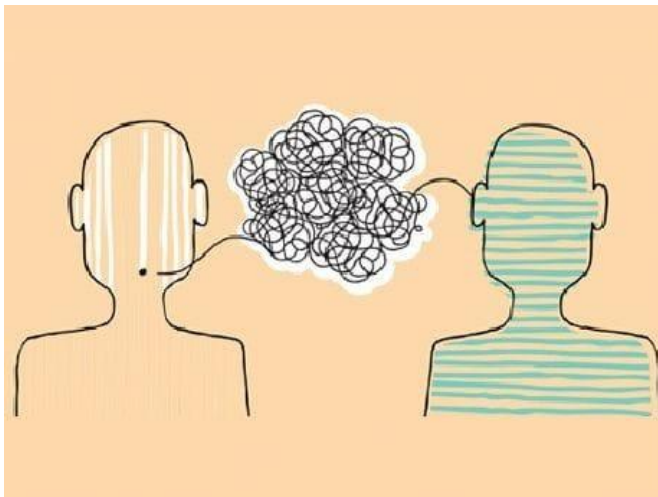
REFLECTION

- What did you learn?
- Does somebody feel that they really disagreed with others?
- What changed for you and how you felt when your only option was to write?
- Do you think this game was useful?
- How can you implement what you said in your everyday life?

MATERIALS

Paper x 5. Pens x 20.

EXAMPLE OF A STIMULUS



5. STELLAR EXPLOSION

LEARNING OBJECTIVES

- To increase and develop critical thinking.
- Correctly spot misinformation.

STEP BY STEP DELIVERY SYSTEM

1. Children will be placed in three groups (5-5-5)
2. They will be given a certain problematic event that happened, try to understand what happened using the Stellar Explosion
3. The Stellar Explosion consists of 5 basic questions: who started it?, who caused it?, when did it happen?, where did it happen?, why did it happen?.
4. The students will have a 15–20-minute brainstorming session.

After the session they will be kindly ask to offer their answer to what is happening and what solutions they can find (if there is one).

For example: what solution can you find to stop or at least control the amount of fake news that is put out daily?

- They will answer the five questions after they are given a series of articles to analyze.

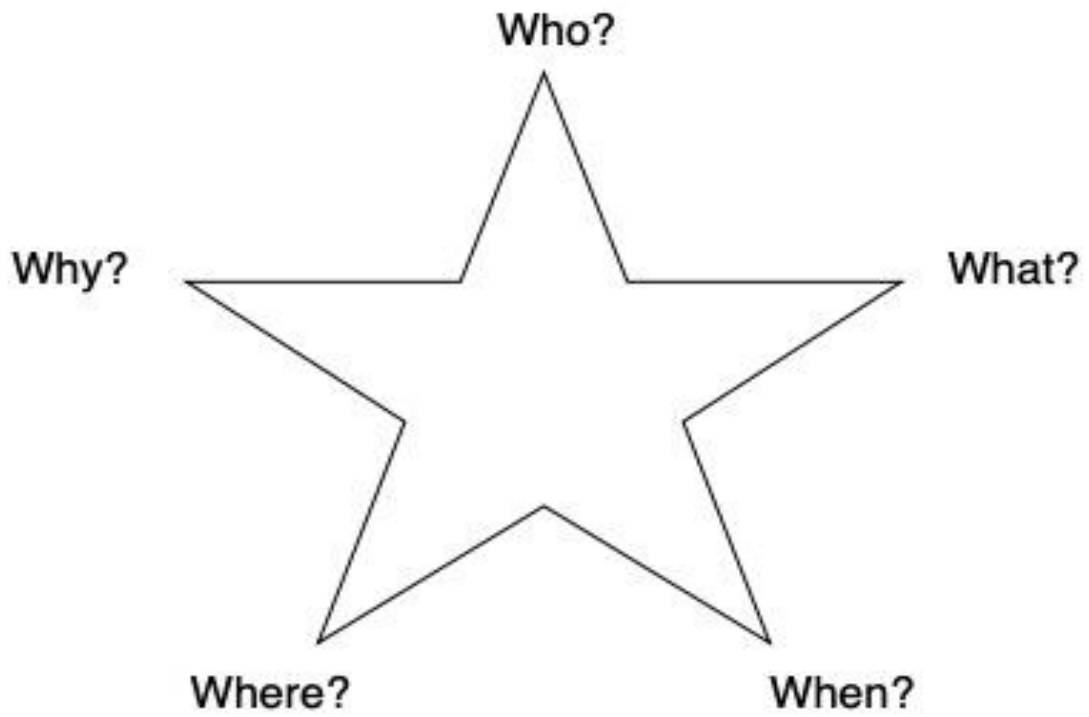
REFLECTION

- After that, a big brainstorming session will take place in which the students will have some tools: sites on which they can either check or confirm articles, claims, etc.
- We will reflect on what happened in the first place, how exactly they are perception was bent with misinformation and how the tools provided can help them in future projects using the Solar Explosion.

MATERIALS

- A series of videos/articles.
- Sheets of paper to brainstorm.
- The tools provided: sites, other news outlets, etc.

THE MODEL



6. UNTANGLE THE TRUTH

LEARNING OBJECTIVES

- Improve their competences in using digital tools.
- Acquire experience into distinguishing real and fake news.
- Understand personal bias and views.
- Raise awareness about credible and non-credible sources.

TARGET GROUP

16-25 aged participants.

STEP BY STEP DELIVERY SYSTEM

1. Youth workers divide 15 participants in 3 groups with the help of random.org
2. Every team must choose its name.
3. To prepare the exercise, trainer opens learningapps.org and writes the instructions and the sentences which have to be shuffled.
5. Each from three groups are given the QR code that generates automatically on learningapps.org for their sentences.
6. Groups have 25 minutes to solve the exercise.

MISSION DESCRIPTION

Hello detectives.

We have a mission for you. Firstly, put the words in the right order.

When you are done, you will discover some headlines.

Make sure to fact check them and decide if they are true or false.

We believe in you! :)

ORIGINAL SENTENCES AND SHUFFLED VERSIONS BELOW

1. There is nothing more frightening in America today than an angry white man.
1. In, nothing, more, is, There, America, today, frightening, an, then, white, angry, man
→ True or False?

2. Report said that coronavirus can be cured with garlic.
2. Garlic, said, report, be, with, that, coronavirus, can, cured
→ True or False?

3. Yoko Ono: I had an affair with Hilary Clinton in the 70's.
3. I, an, with, Hillary Clinton, had, in, affair, the 70's", Yoko Ono:
→ True or False?

4. Customised shoes made for man with the largest feet after they grow even bigger.
4. Made, feet, for, bigger, largest, grow, after, even, man, shoes, with, customized, for, the, they

→ True or False?

5. Rotterdam police open fire as Covid protest turns into 'orgy of violence'.

5. Fire, covid, orgy, into, open, violence, police, Rotterdam, as, protest, of, turns

→ True or False?

6. Climate protestors block London bridges after activist jailed.

6. Activist, jailed, protestors, bridges, after, London, climate, block

→ True or False?

7. Statistics reported that Eating 1.200 calories is the best way to lose weight.

7. The, 1200, best, statistics, reported, to, lose, eating, weight, way, that, calories, is

→ True or False?

8. Lichtenstein beats all in final and wins Mundial.

8. Mundial, final, all, beats, Lichtenstein, in, wins, and

→ True or False?

9. A Polish drinks 11 liters of vodka, ends in coma but survives.

9. 11, vodka, but, coma, survives, liters, a Polish, survives, of, in, ends, drinks

→ True or False?

REFLECTION

Youth workers will ask the previous groups 4 questions to debrief on the activity.

- Did you learn something new?
- Was it easy to recognize the misinformation?
- Which tools did you use to find the answers?
- Which feelings did you feel when you read the headlines?

MATERIALS

Random.org

learningapps.org