

TOOLKIT FOR YOUTH WORKERS AND EDUCATORS

Media and Information Literacy of Youth in Green Topics



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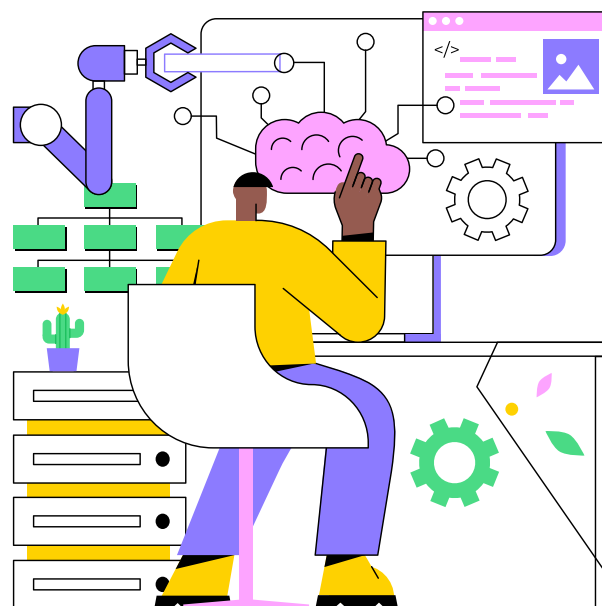
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AB

ABBREVIATIONS

AI – Artificial Intelligence

EU – European Union

IISD – International Institute for Sustainable Development

MIL – Media & Information Literacy

SALTO – Support, Advanced Learning and Training Opportunities

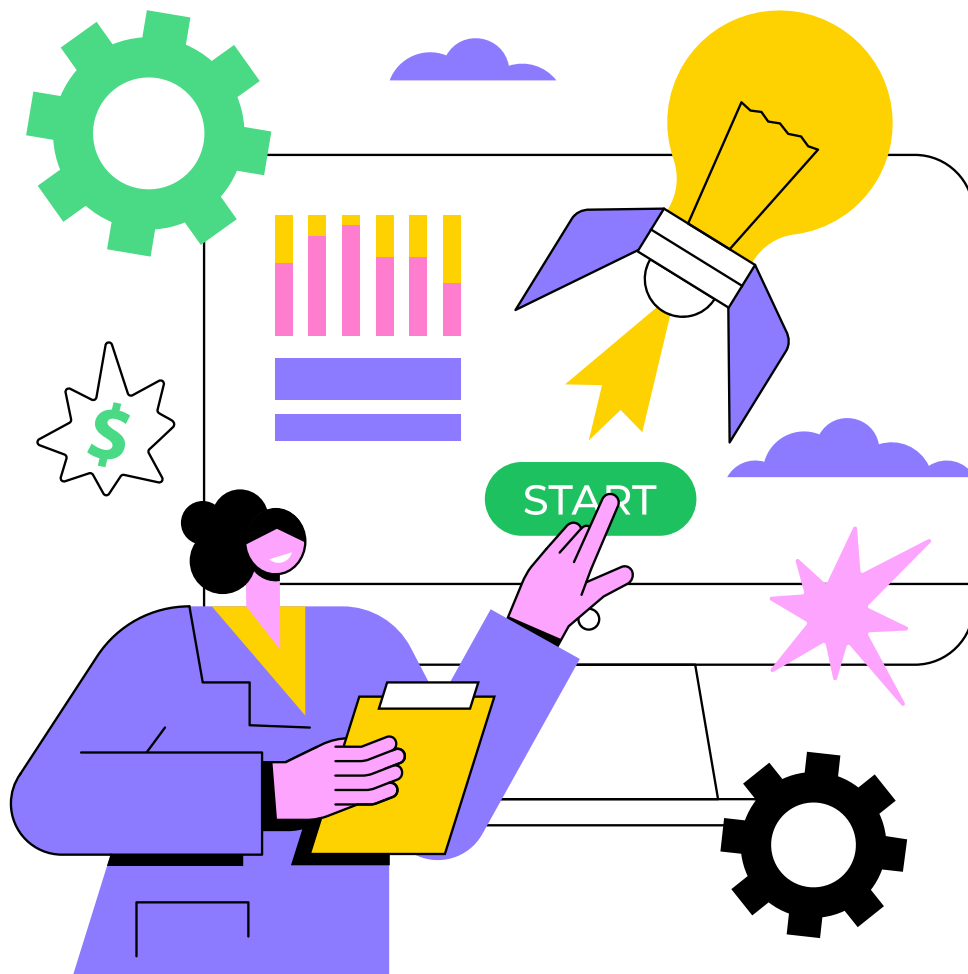
SDGs – Sustainable Development Goals

UN – United Nations

UNESCO – United Nations Educational, Scientific and Cultural Organization

WCED – World Commission on Environment and Development

INTRODUCTION



Consortium of partners is implementing a project titled “Media and Information Literacy for Climate Change and Environmental Topics” with the aim of raising capacities and providing practical tools for youth workers and youth. The project is supported by the European Union, particularly by the Erasmus+ programme and the contracting institution is Agency for Mobility and EU Programmes in Croatia.

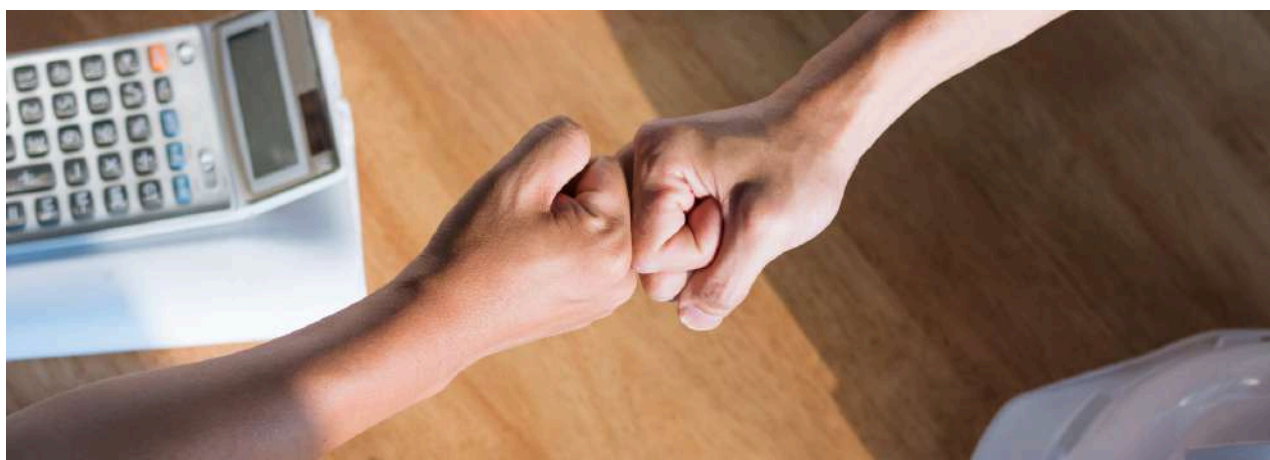
INTRODUCTION

The consortium consists of experienced organizations dealing with media literacy:

- DOMAS from Croatia, a small company specializing in non-formal education, youth work, and media literacy;
- AgoraAveiro, a grassroots NGO from Portugal focusing on grassroots youth work and environmental topics;
- Learning Library, an edu-tech company from Estonia specializing in e-learning in non-formal environments.

The activities of the project include:

1. Research “Media and Information Literacy in Environmental Topics”: The aim of the research was to assess the level of media literacy among young people, especially those aged 15 – 30, focusing on media literacy and environmental topics.
2. The Toolkit for Youth Workers and Educators “Media and Information Literacy of Youth in Green Topics (covering climate change and environmental topics)”.
3. Pilot Sessions (21 sessions of 90 minutes each) for Young People: Based on the developed Toolkit, project partners in each country tests and implements seven 90-min workshops with young people and gather their feedback for further development based on the needs of young people.
4. Online Learning Course for Youth “Media Literacy and Green Topics”: The course is an interactive e-learning tool, offering quizzes, interactive photos, and videos. The idea is for young people to go through the e-learning and gain new knowledge and skills in media and information literacy. The e-learning contains eight modules, each with four lessons, and is based on a gamified learning experience enabled through the non-formal education approach of youth work.
5. Local Training Courses for Educators and Youth Workers: The developed and improved toolkit forms the basis for local training courses for 60 educators (trainers and teachers, expert associates in schools) focusing on media literacy, fake news, and how to engage young people in these topics.
6. Local Dissemination Conferences: A one-day local dissemination conferences in each country, where the project results are presented to the wider community of youth workers and youth organizations, consisting of panels and practical workshops.



Media and information literacy (MIL) is a hot topic in our technologically-driven society today. The ever-growing use of social media, artificial intelligence (AI), and digital media is giving youth access to a magnitude of information never known to the generations before. But are the youth today prepared to use these technologies for the betterment of society? And are they safely and smartly navigating these resources for their benefit?

Through the Erasmus+ project *Media and Information Literacy of Youth in Green Topics*, the Toolkit was created for youth workers and educators consisting of 20 workshops providing ready-to-use materials for educators, including trainers and teachers (facilitators) to use for youth education.

The partnership between three non-profit organizations, DOMAS, Croatia; AgoraAveiro, Portugal; and Learning Library, Estonia, is centered around youth's lack of practical knowledge regarding the critical use of digital media. Therefore, the goal of these workshops is:

*To educate young people on how to **consume media qualitatively and safely**, resulting in the application of **learned skills into everyday practice**. This will ultimately lead to more **informed and engaged digital citizens**, who can use their understanding for a **positive impact on climate change and environmental sustainability**.*

This report serves as the theoretical background for the workshops, helping to identify media literacy practices and youth's role in environmental sustainability awareness and activism. It provides a justification for the theme and learning methods, and practical advice for how to organize non-formal educational activities for youth and how to use the Toolkit.

Finally, it explains the workshop structures, giving a “How-to” for facilitators to navigate the various sections of each workshop plan.

1. Theoretical Background
2. Justification
3. Practical Advice
4. Workshop How-to

01

THEORETICAL BACKGROUND



In today's digital landscape, **Media and Information Literacy (MIL)**, as defined by UNESCO, is essential for youth to tackle misinformation, hate speech, and declining media trust. MIL promotes critical thinking, responsible online engagement, and the skills needed to analyze and create media. Recognized by UNESCO and the European Union, MIL equips youth to navigate both traditional and digital media, empowering them as informed and responsible citizens.

1.1 Media and Information Literacy

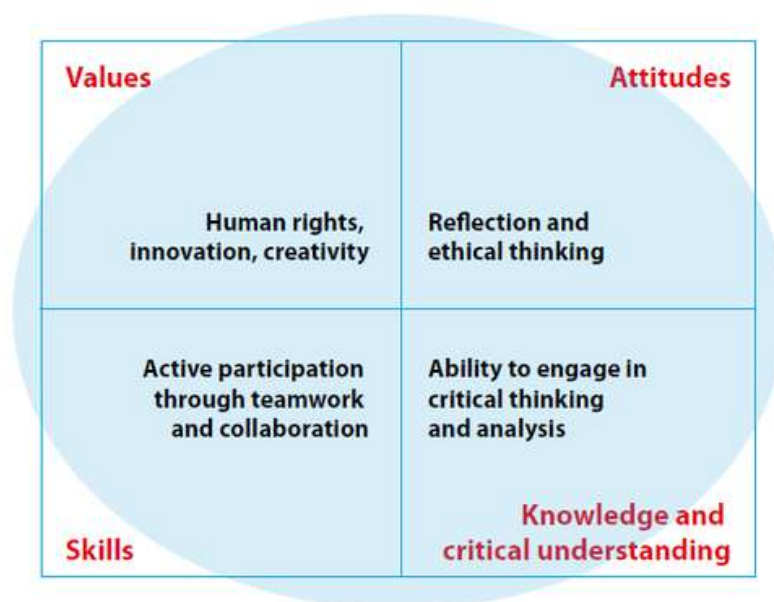
According to UNESCO (United Nations Educational, Scientific and Cultural Organization), media and information literacy (MIL) is “a set of essential skills to address the challenges of the 21st century including the proliferation of mis- and disinformation and hate speech, the decline of trust in media and digital innovations, notably artificial intelligence (AI)[1]”. The goal of MIL for youth is to help them:

- Engage critically with information
- Navigate online environments safely & responsibly
- Ensure trust in information ecosystems & digital technologies
- Act as informed & responsible citizens
- Tackle disinformation & misinformation
- Develop essential skills of critical thinking, analysis, self-expression & creativity
- Successfully access, analyze, create & consume media & information in various forms

The European Union adds to this definition highlighting the importance of media literacy as access to media, critical understanding and interacting with the media (e.g. through creating content). They say media literacy is “all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media”. [2]

While **MIL** has a wide range of definitions and names (digital media literacy, information literacy and internet literacy) it can be summarized by **how we critically think about all the media around us**. According to the Council of Europe, the framework to the concept of MIL includes values, attitudes, skills, and knowledge and critical understanding (Figure 1).

Figure 1 – Four steps underpinning the process of inclusion



Source: Council of Europe, 2024 [3]

[1] UNESCO. (n.d.). Media and Information Literacy. Retrieved from <https://www.unesco.org/en/media-information-literacy>. Accessed on 12.04.2024.

[2] European Union Council. (2016). Council Conclusions on developing media literacy and critical thinking through education and training. Retrieved from https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52016XG0614%2801%29#ntr10-C_2016212EN.01000501-E0010. Accessed on 11.10.2024.

[3] Council of Europe. (2024). Media and Information Literacy. Retrieved from <https://www.coe.int/en/web/digital-citizenship-education/media-and-information-literacy>. Accessed on 12.4.2024.

There is recent confusion between MIL and digital citizenship, as both are clumped into the digital education category. While MIL refers to critical thinking about media, digital citizenship is how we live and engage with the technology around us.

This toolkit focuses on MIL as a subset of digital citizenship.

News literacy, a sub-topic of MIL, and relevant to this project, is the “ability to use critical thinking skills to judge the reliability and credibility of news reports” (print, television or internet). [4]

Ac Washtenaw Community College Librarians Association[5] in the United States, a news-literate person should be able to:

- Evaluate news and media stories
- Distinguish between news and opinion amid the abundance of information available
- Recognize bias or slant
- Identify when news is fake
- Check the credibility of news
- Use multiple formats and sources to get news
- Understand perspectives and beliefs different than your own
- Be an informed citizen

1.1.1 Best Practices in MIL

While there are many challenges with educating youth on MIL, SALTO Participation and Information Resource Centre [6] (Support, Advanced Learning and Training Opportunities for Erasmus+) focused a recent investigation to find activities throughout the European Union (EU) that provided a meaningful and critical framework for youth about MIL.

Some of the best practices in MIL they identified were (p. 24-32):

- Developing basic digital skills & competencies, critical thinking, constructive dialogue and tackling disinformation.
- Participants typically acquire digital participation information passively, so the focus should be on increasing civic skills through engaging non-formal methods.
- There should be a blend of MIL & digital participation for youth to “build the skills and awareness necessary for active engagement in democratic life” (p. 29).
- “The project aims to address the gaps in knowledge and information among peers, encouraging a better understanding of politics and social issues. It recognises the prevalence of Internet-based learning but emphasizes the importance of in-school discussions based on credible resources and critical thinking skills. By imparting knowledge and experiences, the project aims to promote higher levels of tolerance and the development of critical thinking within society” (p.32).

[4] Center for News Literacy. (2014-24). Glossary: The Language of News Literacy. Retrieved from <https://digitalresource.center/glossary-language-news-literacy>. Accessed on 10.4.2024.

[5] Washtenaw Community College. (2024). What is News Literacy? Retrieved from <https://libguides.wccnet.edu/newsliteracy>. Accessed on 08.4.2024.

[6] SALTO. (2024). Report on Media and Information Literacy and Digital Participation activities. Retrieved from <https://participationpool.eu/resource/report-on-media-and-information-literacy-and-digital-participation-activities-trends-and-needs-within-the-erasmus-and-european-solidarity-corps-programmes-in-2021-and-2022/>. Accessed on 02.15.2024.

1.1.2 Challenges of MIL

However, the challenges are still ever-present and should not be forgotten in MIL education. Some of the major challenges in MIL according to SALTO Participation and Information Resource Centre are:

- Difficult to teach critical thinking & reflection
- There is a broad range of media – can we teach all of it?
- Misinformation, disinformation, fake news
- Confirmation bias
- Cognitive dissonance
- Post-truth

Definitions for the aforementioned terms can be found below in Table 1.

Table 1 – Challenges of MIL Keywords

Disinformation	False or misleading content that is spread with an intention to deceive or secure economic or political gain, and which may cause public harm (European Commission, n.d.).
Misinformation	False or misleading content shared without harmful intent though the effects can still be harmful.
Fake News	Fabricated news and the deliberate presentation of falsehood as fact that may pursue political or financial gains “ (p. 6)
Confirmation Bias	“When seeking, selecting and interpreting information that conforms to one's preconceived notions” (p. 3).
Cognitive Dissonance	Of the mental conflict that occurs when beliefs or assumptions are contradicted and when one of the defensive strategies to to reject, ignore or minimize the importance of the disconfirming information” (p. 3).
Post-truth	“Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief” (p. 5). “People sometimes prefer or outright seek information that confirms their own preconceived views, tend to dismiss evidence that does not coincide with their already formed opinion and disregard objective accuracy” (p. 6) “The entire post-truth phenomenon is accomplished by extremely high levels of mistrust towards institutions, mainstream media, politicians, experts” (p. 5)

As youth today overwhelmingly use social media and mis- and disinformation are considered the leading negative contenders on platforms such as Instagram, TikTok and X (formerly Twitter), the EU focused its efforts on combatting disinformation. This is especially relevant as experts hypothesize that with the advent of AI (artificial intelligence) on social media platforms, it will likely worsen the problem of mis- and disinformation before improving it[7]. In 2022, the Code of Practice on Disinformation was voluntarily signed by all major online platforms (until 2023 when X removed itself from the code).

There's good news though, according to SALTO Participation and Information Resource Centre, and in general, people who are educated are more informed, and are better critical thinkers. These critical thinkers are less likely to be trapped in the lies of fake news (p. 5).[8]

[7] European Policies Initiative and Open Society Institute Sofia. (2023). “Bye, bye, birdie”: Meeting the Challenges of Disinformation (Media Literacy Report 2023). Policy Brief. <https://osis.bg/wp-content/uploads/2023/06/MLI-report-in-English-22.06.pdf>

[8] EU Transparency Centre. (2022). Code of Practice on Disinformation. <https://disinfocode.eu/>

1.2 Green Topics: Youth's Role in Environmental Sustainability

So how does all of this connect to “green topics” and environmental sustainability? The partnership chose these topics as the world is increasingly under pressure from the negative effects of climate change, including threat of wildfires, floods, rising temperatures and air pollution. From immediate, life-threatening dangers to long-term impacts, these threats pose a risk to Europe and the world. News media has become an important source of information on the issue of climate change, however they don't always focus on ecological changes or climate science.

Often, news media points their attention to the societal dimension of climate change, emphasizing how humans are aware of, affected by, battle, or cause climate change. This is more appealing to the general public, but can cause confusion, especially when the information presented isn't completely accurate. With the growth of digital technologies, anyone can create news media, so it's important to understand ‘disinformation’, ‘fake news’ and ‘post-truth’ news, particularly regarding climate change.

In a post-truth era, MIL is more relevant than ever in the context of environmental awareness, as media itself faces challenges with hoaxes, disinformation, pre-constructed text in media messages, making a great tool into a double-edged sword. Although in all local communities, more climate change and sustainability education is certainly needed, focusing solely on climate literacy will not garner public trust and may leave out high-impact media literacy education.

Climate change deniers have been more effective “educators” than scientists and science educators because their messages are (a) empowering, built on the premise that every individual can quickly learn enough to enter public discourse on climate change; and (b) delivered through many forms of media. A more effective strategy we will promote throughout this project should include not only discourse approaches that enable trust, with emphasis on empowerment through reasoning skills, but also approaches that embrace the maturing discipline of MIL.

1.2.1 Environmental Sustainability

First coined in the 1987 so-called “Brundtland Report”, from the United Nations’ (UN) World Commission on Environment and Development (WCED) and presently adopted by the International Institute for Sustainable Development (IISD), **sustainable development** is, “**development that meets the needs of the present without compromising the ability of future generations to meet their own needs**” (p. 41).

While initially a fight toward stopping degradation of the environment specifically, the UN has since expanded its definition to focus on eradicating poverty. The fight for sustainable development became a unified global cause after the UN announced the Sustainable Development Goals (SDGs) in 2015. The goal is to reach sustainable development worldwide by 2030.

Environmental sustainability focuses specifically on preserving the environment for the use of future generations, **living within the limits of the planet** by **conserving natural resources** and **maintaining the ecological balance of our natural environment**. According to the European Environment Agency (EEA), humans are using the Earth's natural resources faster than the planet can replenish them, which creates pollution, destroys nature and drives climate change. This all ultimately affects human health and well-being. [9]

[9] European Environment Agency. (2024). Sustainability. Retrieved from <https://www.eea.europa.eu/en/topics/at-a-glance/sustainability>. Accessed on 3.2.2024.

Some common environmental issues include:

- Climate change
- Water scarcity
- Energy crisis
- Overconsumption
- Loss of biodiversity
- Ocean health
- Deforestation
- Damaged ozone layer
- Increased carbon footprint
- Pollution

1.2.2 Climate Change

This toolkit focuses on one of the most-relevant issues for our youth today – climate change. According to the UN, climate change is: “A long-term shift in temperatures and weather patterns due to human activities”[10]. One of the main causes of climate change is the burning of fossil fuels, like coal, oil and gas, which generates greenhouse gas emissions. These greenhouse gases, “act like a blanket wrapped around the Earth, trapping the sun’s heat and raising temperatures”. Carbon dioxide and methane, in particular, are two of the leading generators of the rising temperatures. Some of the industries that lead to the highest emissions of greenhouse gases are car and manufacturing industries, forestry and agriculture.

According to the UN, some other side effects of climate change are:

- intense droughts
- Water scarcity
- Severe fires
- Rising sea levels
- Flooding
- Melting polar ice
- Intense storms
- Declining biodiversity

While environmental sustainability focusing on climate change centers on preserving what we have for future generations, there are present generations already suffering from the increase in global temperatures. Countries are experiencing famine due to drought, communities are being relocated due to rising sea levels, and the UN expects the number of displaced people due to weather-related events to rise in the near future⁹. According to the Environmental Defense Fund (EDF), the Earth has already warmed by 1 degree Celsius since the 19th century.

While outwardly a small increase, even losing half a degree Celsius more would help maintain a liveable climate for humanity, avoiding the worst impacts of climate change. The Earth is at a critical point, and we are using our resources more quickly than the Earth can keep up. Earth Overshoot Day, first announced by the Global Footprint Network, is the day when “humanity’s demand for ecological resources and services in a given year exceeds what Earth can regenerate that year. 2023’s Earth Overshoot Day was August 2nd, where the remaining five months of the year we were using more than had been produced. The 2024 date is calculated for August 1st.

[10] United Nations. (n.d.). What is Climate Change? Retrieved from <https://www.un.org/en/climatechange/what-is-climate-change>. Accessed on 2.4.2024.

Humanity's health and safety are being tested and we are creating scenarios that are pushing our planet's capacity to the limit. This is especially relevant as the EU is considered one of the biggest emitters of greenhouse gasses globally. Who can help stop the advancement of the negative effects of climate change? Youth of course! The leaders of tomorrow should become the leaders of today in our fight against climate change[11].

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1.2.3 Youth & the Fight Against Climate Change

Youth are considered vital to the sustainable development agenda. "Today's young people are the agents of change who are most likely to succeed in climate and ocean action to achieve sustainability goals" (p. 871). The UN also highlights the role of youth in achieving sustainable development as a partner in reaching the SDGs and one of the targeted 'underserved' communities the SDGs were written for: "[Young people] are an important and as yet under-recognized stakeholder group playing a significant role in future development and preservation programs".[14]

The motivation behind including youth in the sustainability conversation is obvious. Sustainable development is explicitly targeted toward preservation for future generations and youth are that very future we are preserving for. Therefore, not only are youth the group most directly affected by sustainable development in the long-term (or lack of it), but they are also often unrepresented at the sustainable development table. However, there are many challenges for youth when it comes to participation as leaders and advocates for climate action. Kelly et al. found that youth see social injustice, fake news, climate anxiety and a disconnect with nature as barriers to their participation in climate action.

However, they also provided various strategies for success to use to motivate the participation of youth. These strategies include:

- Inclusion of diverse voices
- Connection to nature
- Critical thinking skills
- Co-created vision

This is especially important as youth are the leaders of tomorrow. By engaging and empowering this demographic early, realistic steps combating climate change could very well be achieved, preserving the planet's resources for the generations to come.

[11] Environmental Defense Fund. (2024). Retrieved from <https://www.edf.org/>. Accessed on 2.5.2024.

[12] Global Footprint Network (2024). Earth Overshoot Day. Retrieved from <https://overshoot.footprintnetwork.org/>. Accessed on 7.4.2024.

[13] Kelly, R., Elsler, L.G., Polejack, A.,...Cook, J., Bartram, J. & Wisz, M.S. (2022). Empowering young people with climate and ocean science: Five strategies for adults to consider. Perspective: 5 (8). <https://doi.org/10.1016/j.oneear.2022.07.007>

[14] aafar, M., Noor, S. M., & Rasoolimanesh, S. M. (2015). Perception of young local residents toward sustainable conservation programmes: A case study of the Lenggong World Cultural Heritage Site. *Tourism Management*,48,154–163. doi:10.1016/j.tourman.2014.10.018

02

RATIONALE



MIL is not done through education alone, it brings together various stakeholders, such as individuals, communities and governments to ensure youth are given the necessary skills to navigate the ever-changing digital world. The Council of Europe is currently establishing curriculum for implementation in traditional schools, focusing on early education policy creation to ensure “our youngest citizens have the skills and knowledge needed in a digitally-mediated era” (2024). One such initiative is DigiLitEY which looks at the learning potential of existing and emerging communication technologies and creates curriculum focused around digital literacy skills. However, incorporating digital literacy in traditional curriculum is not enough. Educational and non-profit organisations have the responsibility to work with youth outside of school, teaching MIL through non-formal methods, in the form of engaging workshops with hands-on activities and interactive exercises.

Erasmus+ recognizes this as well, as MIL and the wider digital citizenship are considered priorities in upcoming Erasmus+ projects, under the categories of:

- Media and Information Literacy
- Media and Information Literacy & Human Rights
- Critical Thinking
- Safer Internet

With a wider focus on “participation in democratic life, common values and civic engagement”, these workshops encompass a wide range of digital skills. The differentiating factor of this project is the overarching theme of sustainability through environmental topics, such as climate change. Through MIL about green topics, sustainability efforts can be supported environmentally and socially, ultimately leading to the safeguarding of human rights for our world’s youth.

According to SALTO’s “Report on MIL and Digital Participation”, the key factors for a successful Erasmus+ project related to MIL include:

- Deep analysis of target groups
- Attractive & engaging content
- Trained professional on MIL areas
- Collaboration between partners

All of which are included in the overarching project, whereas the attractive and engaging content will be achieved through the included workshops. However, it should be noted, as mentioned in SALTO’s report, these workshops are just a piece of the puzzle. It’s important organizations work to also enhance and promote synergies with local governments and institutions (particularly educational), parents, and the youth themselves (via co-creation), in order to achieve lasting results and implementation into everyday practice.

The European Policies Initiative’s “Media Literacy Index” echoed this sentiment, seeing regulation as ‘part and parcel’ to the solution of digital literacy, particularly in combating misinformation. Alongside implementing curriculum, they call for a political solution, “This would mean general support for democracy and civic education and values, in addition to immediate measures and targeted media literacy education as a means for vaccination against the negative effects of ‘fake news’” (p. 3). According to their index, Finland is a country that has high levels of media freedom, media literacy and trust in others, which make them well-equipped and resilient to misinformation. Their “widespread critical thinking skills and coherent government response” is a key element for resisting fake news (p. 5).

- *Erasmus focus on MIL: Teach MIL with objective of strengthening democracy & democratic participation to counter the tendencies towards manipulation, propaganda, and disinformation in various social domains*

2.1 Workshop Themes

This section details the rationale behind the 20 workshops developed for this toolkit. The workshops were inspired by the following reports, surveys, and best practices:

- “Echoes of the Digital Age: Youth Perceptions and Interactions with the Media in Green Topics – Comparative Research Report from Estonia, Portugal and Croatia” (developed in the scope of this project, available on the websites of consortium members) [15]
- The European Policies Initiative’s “Media Literacy Index”
- The European Commission’s “Digital Competence Framework” [16]
- Various academic articles focusing on youth education and empowerment in environmental sustainability and tackling disinformation (see References for full list).

Each subsection below details how the aforementioned sources inspired the workshop activities and includes which workshops resulted from which theme.

To start, Table 2 gives an overview of all 20 workshops.

Table 2 – Workshops for MIL of Youth in Green Topics

Basic	Advanced
B1. Who’s the Expert Now?	A1. Who’s the Expert Now?
B2. Reading All Around: Vertical & Lateral Credibility Methods	A2. SIFTING through the climate crisis: What makes a credible source?
B3. Online Encyclopedias: Credible or Not Credible, that is the question	A3. The Formidable Fact-checker
B4. I’d Click That: Analyzing & Applying Clickbait Headlines	A4. I’d Click That: Analyzing & Applying Clickbait Headlines
B5. Fact Check Me Please! Fake News that’s about to get R.E.A.L.	A5. The Fake News Game
B6. Washing Away the Fake Green: Greenwashing Tricks & Techniques	A6. Promoting Green, Promoting Good: Anti-Greenwashing Crusade
B7. Real or Fake: What’s Going on in this Picture?	A7. BotBusters: Media Verification with InVID Plugin
B8. From Used to User: Re-learning Social Media in the Age of MIL	A8. Why Do We Influence? The Motivations behind using Social Media
B9. An Introduction	B9. Beware the Botsh*t
B10 & A10. Green Topics & Social Media: Community Activism Campaign	

[15] Gospodnetić, F. (2024) “Echoes of the Digital Age: Youth Perceptions and Interactions with the Media in Green Topics – Comparative Research Report from Estonia, Portugal and Croatia”, available at: <https://domas.hr/erasmus-mil-green/>.

[16] European Commission Joint Research Centre. (n.d.). DigComp. Retrieved from https://joint-research-centre.ec.europa.eu/digcomp_en. Accessed on 6.3.2024.

2.1.1 “Echoes of the Digital Age: Youth Perceptions and Interactions with the Media in Green Topics – Comparative Research Report from Estonia, Portugal and Croatia”

As this project’s questionnaire¹⁵ looked at how youth from the three consortium countries perceive and interact with media, it gave critical insight into what youth are looking for in building their technological skills, and what they currently lack.

The results proved there were areas of need in the following categories (See Table 3 for a detailed list of workshop themes derived from the questionnaire):

- Critical perception of digital tools
- Internet information search skills
- Content production skills
- AI & content production
- Greenwashing & sustainable green approach

From the questionnaire, it was noted that it was important to focus on digital news as the majority of survey subjects had a laptop, smartphone and TV at home, which they used every day.

Most often, youth are using their smartphones to access social media and for communication apps, most notably YouTube, X (formerly Twitter), Whatsapp, Instagram, Facebook and TikTok.

They showed a general level of trust for these apps, though with a slight distrust of TikTok. However, not all youth are using their smartphones for reading daily news, as only 50% of Croatian respondents read the news online, 70% of Portuguese and up to 80% of Estonians.

Table 3 – Workshop Themes Derived from Youth Questionnaires

Questionnaire Category	Theme & Description	Related Workshop(s)
Critical perception of digital tools	<ul style="list-style-type: none"> • People extract different information from the same news • Media companies choose stories that attract their audiences • Youth pay more attention to news that fits their belief • Photographers influence content 	<ul style="list-style-type: none"> – B2. Reading All Around – B3. Online Encyclopedias – B7. Real or Fake? What’s Going on in this Picture? – B8. From Used to User: Re-learning Social Media in the Age of MIL
Internet information search skills	<p>Verifying retrieved information</p> <p>Youth know how to navigate the internet, but less so how to verify if the sources are reliable and accurate.</p>	<ul style="list-style-type: none"> – B.1 & A.1 Who’s the Expert Now? – B2. Reading all Around: Vertical & Lateral Credibility Methods – B3. Online Encyclopedias: Credible or Not Credible, that is the question – A2. SIFTing through the climate crisis: What makes a credible source? – A3. The Formidable Fact-checker

Content production skills	<p>Knowledge about intellectual property & web design</p> <p>Youth can successfully create content from existing media, but struggle to understand the limits within intellectual property laws. They also lack experience in creating web content.</p>	<p>– B8. From Used to User: Re-learning Social Media in the Age of MIL</p> <p>– A8. Why Do We Influence?</p> <p>– B10. & A10. Green Topics & Social Media: Community Activism Campaign</p>
AI & content production	<ul style="list-style-type: none"> • Distinguishing AI from human-made content • Distrust in AI <p>Only 50% have used AI to create content, therefore they have little understanding of how it works and how to use it, which increases their distrust in the tool.</p>	<p>– B9. An AI Introduction</p> <p>– A9. Beware the Botsh*t</p>
Greenwashing & sustainable green approach	<ul style="list-style-type: none"> • Need distinction between two concepts • Media picks & chooses what they discuss • Media doesn't explain how to reduce pollution, use renewable resources, or the health benefits of clean air • Media focuses on the economic consequences instead of social • Media omits energy costs of recycling 	<p>– B6. Washing Away the Fake Green: Greenwashing Tricks & Techniques</p> <p>– A6. Promoting Green, Promoting Good: Anti-Greenwashing Crusade</p> <p>– B10. & A10. Green Topics & Social Media: Community Activism Campaign</p>

Source: Adapted from “Echoes of the Digital Age: Youth Perceptions and Interactions with the Media in Green Topics – Comparative Research Report from Estonia, Portugal and Croatia”.

2.1.2 The European Policies Initiative's “Media Literacy Index”

The “Media Literacy Index” was a 2023 report conducted by the Open Society Institute, part of the European Policies Initiative. This year's sixth edition of the report, aptly titled, “‘Bye, bye, birdie’: Meeting the Challenges of Disinformation” focused on measuring the vulnerability of societies to disinformation, mainly focusing on 50 European countries.

As the title suggests, this report's workshop influence pertained to tackling mis- and disinformation in digital media, specifically regarding:

- Confirmation bias
- Cognitive dissonance
- Post-truth
- Fake news

As an index report, it looked at three categories to determine a country's potential for resilience in the face of misinformation: media freedom, education and trust in others.

Ultimately, the three countries leading this project, Estonia, Portugal and Croatia, ranked in different levels for each of the index categories. Find the relevant results in Table 4 below.

Table 4 – Country’s Potential for Resilience against Misinformation

Category	Estonia	Portugal	Croatia
Media Freedom	68–78% free	66–75% free	36–46% free
Education: Reading, Scientific & Mathematical Literacy	74–79% literacy	58–60% literacy	44–54% literacy
Trust in Others	5.2/10	3.4/10	3.1/10
Overall Rank	#4 Highest performing countries (high potential for resilience)	#12 Well-performing countries (ok potential for resilience)	#24 Transitional countries (at risk of slipping further – low potential for resilience)

Source: Adapted from The European Policies Initiative's “Media Literacy Index” (2023)

As you can see from the index’s data, there is a large difference between the potential for resilience in Finland and Croatia, with Portugal hovering in the middle. However, something that brings all three countries together is their general distrust in others, with Croatia ranking second to last in trust levels. Even though Estonia already has high levels of media freedom, they still require the necessary training on how to use their media to combat misinformation.

Whereas it is at a critical point in Croatia due to their low levels of media freedom. Therefore, multiple workshops were created surrounding the themes of misinformation, including:

- B5. Fact Check Me Please! Fake News that’s about to get R.E.A.L.
- B7. Real or Fake: What’s Going on in this Picture?
- A5. The Fake News Game
- A7. BotBusters: Media Verification with InVID Plugin

2.1.3 The European Commission's “Digital Competence Framework”

The European Commission’s “Digital Competence Framework for Citizens”, or DigComp, began in 2010 and was implemented by the Joint Research Center. Its objective was for enhancing the digital skills of the whole EU population and has since been used for designing competence assessment tools, creating training courses and materials and identifying professional digital profiles. The fourth iteration of the framework, completed in 2022, focused on integrating AI and digital tools into the framework. DigComp’s framework has always centered around five skills and attitudes to help achieve, “confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society[17]. They key components are:

- Problem-solving
- Safety
- Digital content creation
- Communication & collaboration
- Information & data literacy

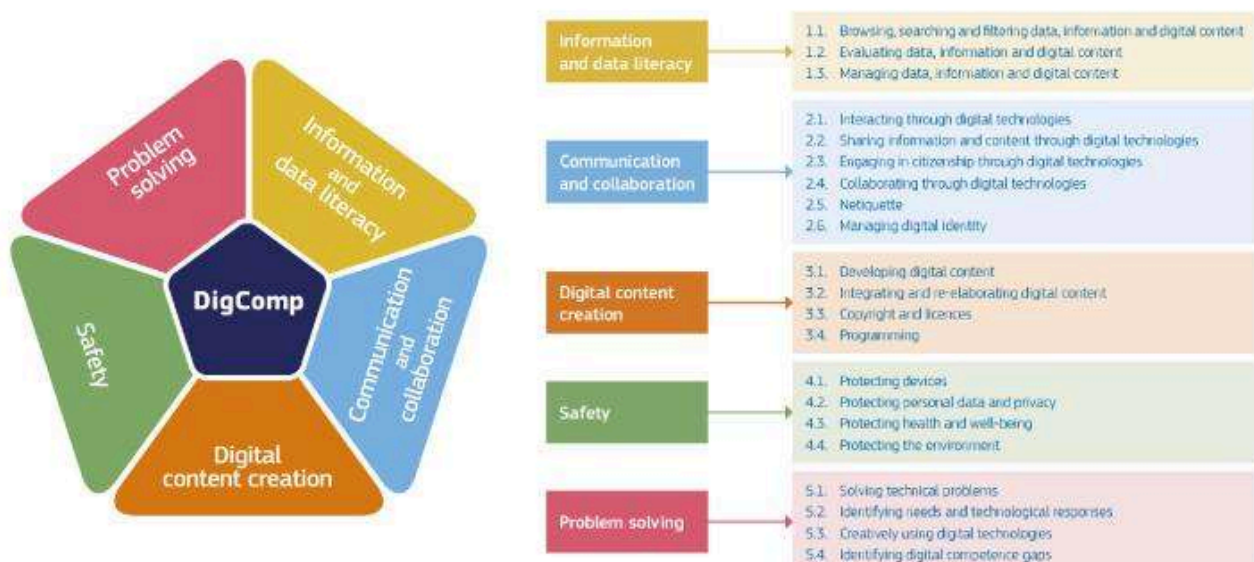
Table 5 details how the key components inspired the workshop themes for this project.

[17] Council of the European Union. (2018). Council Recommendations on key competencies for lifelong learning. Journal of the European Union. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)).

Table 5 – Workshop Themes Derived from Key Components for Digital Competence

DigComp Category	Theme	Related Workshop(s) Check Table 2 or Appendix A for full title
Problem-solving	Creatively using digital tech	<ul style="list-style-type: none"> - B1. - B2. - B3. - B4. - B6. - B8. - A1. - A2. - A3. - A4. - A5. - A6. - A7. - A9. - B10. & A10.
Safety	Protecting the environment	All 20 workshops
Digital content creation	Developing digital content	<ul style="list-style-type: none"> - B8. - B9. - B10 & A10.
Communication & collaboration	<ul style="list-style-type: none"> • Interacting through digital tech • Sharing information & content • Engaging in citizenship • Collaborating • Netiquette 	All 20 workshops
Information & data literacy (data, information & digital content)	<ul style="list-style-type: none"> • Browsing, searching & filtering • Evaluation • Management 	<ul style="list-style-type: none"> - B.1 - B2. - B3. - B6. - A.1 - A2. - A3.

Table 5 – Workshop Themes Derived from Key Components for Digital Competence



Source: European Commission Joint Research Centre. (n.d.). DigComp. https://joint-research-centre.ec.europa.eu/digcomp_en.

2.2 Workshop Structure

The 20 workshops are divided into four overarching themes based on the aforementioned literature.

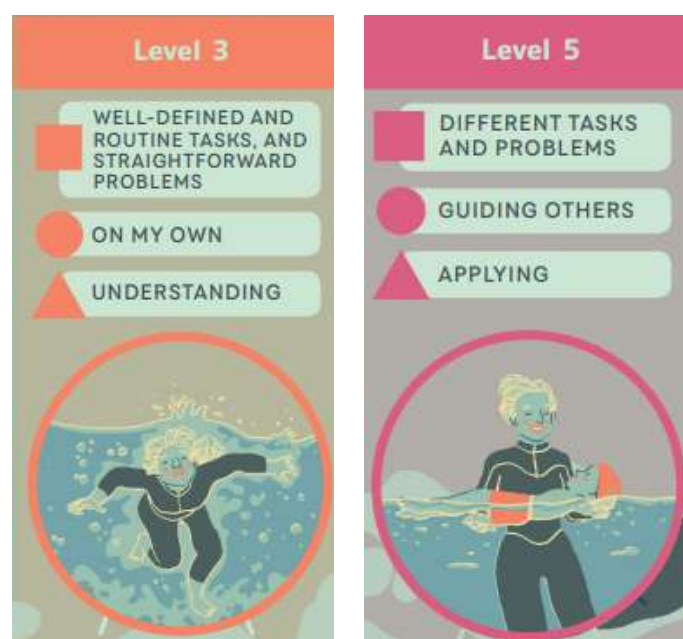
1. Understanding Media
2. Consequences of Media
3. Using Media
4. Practical Media

Each of the themes are sub-divided into topics:

1	Understanding Media B1-B4 & A1-A4	<ol style="list-style-type: none"> 1. What makes a good source? 2. How to read sources 3. How to question/analyze sources
2	Consequences of Media B5-B6 & A5-A6	<ol style="list-style-type: none"> 1. Fake News 2. Greenwashing
3	Using Media B7-B9 & A7-A9	<ol style="list-style-type: none"> 1. Images 2. Social Media 3. Artificial Intelligence
4	Practical Media B10 & A10	<ol style="list-style-type: none"> 1. Community Activism

The workshops are divided into basic and advanced activities (10 each), designed to be used independently. They target youth ages 15–30, with basic workshops for ages 15–18 and advanced for 19–30, though age isn't a strict requirement—prior knowledge and understanding matter more and can be assessed by facilitators. The distinction between basic and advanced follows DigComp's "Learning to swim in the digital ocean" guide, with basic workshops aligned to Level 3 (Intermediate) and advanced to Level 5 (Advanced). Lower levels are intended for digital novices, while higher levels are more specialized, targeting professionals.

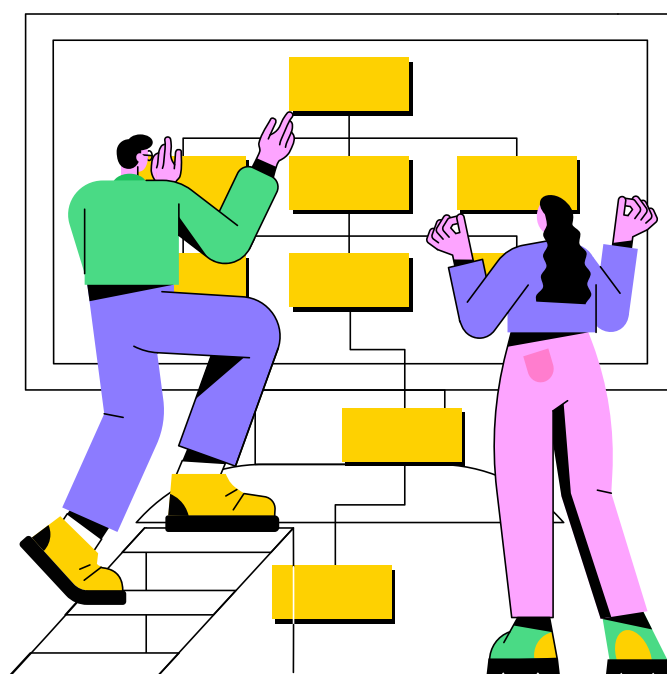
Figure 3 – Learning to swim in the digital ocean: Levels 3 & 5



Source: European Commission Joint Research Centre. (n.d.). DigComp. https://joint-research-centre.ec.europa.eu/digcomp_en.

03

PRACTICAL ADVICE: ORGANIZING EDUCATIONAL ACTIVITIES FOR YOUTH



Organizing educational activities for youth in non-formal settings is not an easy feat. There are a multitude of barriers that make the process of starting extremely daunting, especially if there is no pre-established youth group that meets regularly, or planning an international group with many intercultural perspectives (such as an Erasmus+ youth exchange). However, if you look past the logistical and motivational challenges, it's possible to not only motivate youth to participate in activities, but reach a high level of engagement which will keep them coming back for more. All with the ultimate goal of supporting youth in their social and civic development so they can participate as co-creators of non-formal education for other youth in the future. This section includes practical advice on how to motivate youth to participate in workshop activities, and how to keep them engaged during the process. It starts with a brief description of engagement pedagogy and non-formal education.

3.1 Non-formal Education & Engagement Pedagogy

School-aged youth are not feeling engaged in their traditional educational settings. Therefore, engagement levels in non-formal educational activities must be high and include a level of youth autonomy. The pedagogical approach of engaging children in learning experiences through active participation has been prominent on the educational scene since the early 20th century. Since then, many pedagogical philosophers have expanded on exactly how this engagement can be done, both inside and outside the traditional classroom setting. Some of the most well-cited and used examples can be found below.



Romi and Schmida define non-formal education as, “based on the active participation of individuals in the life of their surrounding community with which they communicate directly and where they acquire appropriate habits of doing, thinking and feeling” (2009, p. 263). Through non-formal learning activities, in this case, the workshop activities, youth can actively engage in media literacy, learning practical skills not always taught in the formal setting.

Table 6 – Dominating Educational Pedagogy for Active Engagement

Method	Main Ideas	Author (Year)
Active engagement	Students should be <i>active</i> by: <ul style="list-style-type: none">• Talking about what they learn• Writing about what they learn• Relating it to past experiences• Applying it to daily lives <p><i>“They must make what they learn part of themselves” (p. 3)</i></p>	Chickering & Garrison (1987)
Connection to personal life	Importance of student’s viewpoints & experiences <p><i>“...all students enrich the learning of others as well as their own through sharing their knowledge and experience” (1994, as cited by Kuh, 2006, p. 66)</i></p>	Alexander & Murphy (1994)
Student-led learning	Co-creative opportunities in the educational sphere	Bonwell et al. (1991)
Peer exchange	Physical & psychological exchange of ideas & experiences	Astin (1985)
Non-formal education	Leads to equal opportunities, promotes active citizenship, & contributes to economic and social development	Morciano et al. (2015)

3.2 Motivation Strategies: How do we get youth to participate?

Modern youth are looking for a variety of factors when choosing to participate in activities, much of which involve technology and working alongside other youth. Table 7 details some common and effective engagement strategies that motivate youth to participate in non-formal educational activities.

Table 7 – Youth Motivation Strategies for Participation in Non-formal Educational Activities

Motivation Factor	Description
Sustainability	<ul style="list-style-type: none">• Preserving the environment for future generations
Peer & community influence	<ul style="list-style-type: none">• Community buy-in – encouraging all community members to participate or promote activities• Community building – reestablishing connections post-Covid 19
Socialization	<ul style="list-style-type: none">• Likable – establishing enjoyable activities youth like to participate in• Hobby – promoting non-academic experiences• Wide-range – differentiated activities appealing to diverse interests
Engaging environment	<ul style="list-style-type: none">• Technology – include youth in technological implementation of activities• Innovation – consistently updating activities (with youth input)• Creativity – emphasize creativity in all stages of activity (planning & implementation)• Teamwork – peer & intergenerational• Student-led & co-created activities
Passionate facilitators	<ul style="list-style-type: none">• Passion extends to participants
Learning new skills	<ul style="list-style-type: none">• Building new interests• New opportunity• Certification (Youthpass or other)

3.3 Engagement Strategies: How do we keep youth interested during the activity?

The following engagement strategies in Table 8 are based on the aforementioned research in educational pedagogy, non-formal education, practical experience, and youth input. These engagement strategies have already been implemented into the workshops, but are included in detail for the facilitator to understand fully and to implement in other capacities if necessary.

As you can ascertain from the table, many of the engagement strategies ultimately circle-back to one main theme: student-led, or in this case, participant-led, activities. Thus, participants should help co-construct through the following methods:

- Personalized experiences
- Active dialogue
- Collaboration
- Co-developing
- Co-production
- Engagement
- Active participation (physical & emotional)

Table 8 – Strategies for Success: Youth Engagement Strategies for Continued Participation in Non-formal Educational Activities

Engagement Strategy	Description	Related Workshop Activity
Early engagement	Start participation in non-formal activities young by incorporating it into after school activities.	There's no need to wait to implement these workshops until youth are 15 years old. Many of the basic workshops can easily be adapted to younger youth as well.
Peer influence	Encourage groups of friends to join activities together and/or help to establish bonds between participants early to reinforce their desire to return.	All workshops include group work opportunities.
Mentorship opportunities	Youth with youth, adults with youth, stakeholders with youth to inspire each other, create lasting bonds, and learn important skills about teamwork and communication (including intergenerational communication).	Workshop B10. & A10. provide an opportunity for youth of different ages to come together to work on a social media campaign.
Skill building opportunities	Highlight the practical skills learned during the workshops, such as communication, leadership, responsibility, empowerment & autonomy, and informal chances to practice these skills.	Group work, investigation, critical thinking, discussion, debrief, application are featured in every workshop. More than half of the workshops also feature creativity.
Technology implementation	Use technology for promotion via social media outlets, while also implementing technology into activities. Use youth knowledge for cooperation opportunities and advancement.	All workshops utilize technology in a variety of ways, including media sources, social media and AI.
Social justice promotion	Emphasize co-creative activities as preserving the environment, including local action, thus establishing sustainable development in the community.	Workshop B10. & A10. feature this prominently. Workshops B2. and A6. feature local and regional-level community-building and small-scale social justice.
Partnership & networks	Create partnerships and build networks with comparable associations and organizations who share similar goals. Meet regularly to share ideas and support each other.	Workshop A6. highlights building partnerships with local, sustainable organizations and businesses.
Experiment with co-creation	Include youth in the planning & implementation stages of non-formal learning activities.	There is opportunity for this in every workshop! Whenever there is a "facilitator"- led discussion, hand it over to the youth!

Experiment with co-creation	Include youth in the planning & implementation stages of non-formal learning activities.	There is opportunity for this in every workshop! Whenever there is a “facilitator”- led discussion, hand it over to the youth!
Guided support promoting youth agency	Give youth autonomy and agency, while also giving them the tools to succeed via facilitation. Youth autonomy can be achieved by including them in the planning, formation, and implementation processes of co-creative activities.	Try planning one workshop with youth, implementing the second with youth leaders, and creating a third follow-up activity where youth plan, create and lead.
Practice genuine & meaningful follow-up procedures	Both short and long-term activities should see facilitator follow-up, giving youth opportunities for continued engagement and knowledge reinforcement, and to secure social bonds.	The included follow-up activities are optional, but simple follow-up via messaging or “at-home” activities are encouraged.
Differentiate activities	To avoid stagnation and increase repeated youth participation, keep activities updated, modern, and encompass a wide range of creative skills.	Workshop activities range from Internet sleuthing, to debate, to meditation. Feel free to adapt and adjust as you see fit!

Workshop How-to

The following section gives general context about each workshop and an overview of the organization of the workshops. See Appendix A for a more detailed list of workshops that includes each activity.

The workshops are organized within the PDF, all with interactive hyperlinks for ease and accessibility. They are named according to level “A” for Advanced and “B” for Basic and numbered, though they are not necessarily sequential.

Each workshop plan starts with a general overview of the activities (see Table 10), followed by detailed steps for facilitators to implement before and during the workshop. Each plan includes materials and references at the end of the document for the facilitator to use during the activity. According to SALTO, it is ‘essential’ for digital participation projects to have “clear, achievable, and measurable objectives” (p. 27), therefore “Learning Objectives” and “Digital Competencies” are included in each workshop plan, emphasizing what participants should gain from this experience and what specific digital skills should be learned.

As the implementation methods focus around non-formal education which highlights skill-building, all workshops will include group-work, investigation, critical thinking, discussion and application, with some including a creative element as well. The following tips should be applied to every workshop (see Table 9).

Table 9 – Take Note: Tips to Apply to Every Workshop

Activity	Tip
Discussion Questions	Discussion questions are meant to promote deeper engagement and critical thinking from participants. Feel free to come up with your own discussion questions based on the participants’ prior knowledge, understanding, and interest in the topic.
Whole Group Discussions/ Reflection/ Debriefing	<p>During the whole group discussion, the facilitator should guide the discussion. If there is a lapse in interaction between participants, ask follow-up questions to participants. The reflection/debrief helps tie together the content learned during the workshop, preparing participants for practical application and connecting it to their own lives.</p> <p>Facilitators should end the workshops with a conclusion asking questions such as:</p> <ul style="list-style-type: none"> • <i>How do you feel?</i> • <i>What happened?</i> • <i>What did you learn?</i> • <i>How does this relate to your life/the real world?</i> • <i>How does this affect your everyday life?</i> • <i>What can you do after the workshop to apply this knowledge?</i> • <i>How can you support other youth with MIL?</i> • <i>What if?</i> • <i>What next?</i> <p>A good way to do this is to form a circle and every participant can share their thoughts about the workshop. It could be one word or more detailed including their main takeaway, “aha” moment, or something they’ve improved upon. Answer any lingering questions and continue the discussion as you see fit, remembering to let participants know about options for follow-up activities found in the “After the Workshop” section.</p>

Small Group Discussions	<p>During small group work, facilitators should constantly walk around engaging with the groups and asking leading questions to stimulate critical thought. These should be open-ended, avoiding 'yes' and 'no' questions:</p> <ul style="list-style-type: none"> • <i>Why do you think that?</i> • <i>Do you all agree?</i> • <i>Did you think about... (playing devil's advocate)</i>
Group Work	Switch up small groups occasionally, especially after long periods of group work.
Activity Time	Activity times are an estimate based on content and activity steps. Times will vary depending on the participant's prior knowledge, engagement level, size, etc.
After the Workshop	During the Reflection/Debrief, it's useful to bring up some optional follow-up activities for participants, and call their attention to related workshops from the toolkit. This is a way to garner interest for future workshops and continued learning.

Table 10 – Workshop Plan Description

Title	An interesting title to catch the attention of participants
Level	Basic or Advanced
Summary	An overview of the workshop for quick reference.
Learning Objectives	<p>A clear, achievable and measurable goal for participants to attain after workshop completion.</p> <ul style="list-style-type: none"> • Includes a list of the most important skills participants will learn during the activity.
Duration	<p>60–120 minutes</p> <ul style="list-style-type: none"> • All workshops are intended for this timeframe, however they all completely depend on participants' prior knowledge, engagement level, communication skills, and the facilitator's use of extension activities, as well as group size.
Target	Youth, ages 15 – 30, divided between 15–18 (basic) and 19–30 (advanced). A minimum of 5 and maximum of 15 participants is recommended. It is suggested that these workshops are used with young people in an inter-cultural context.
Educational Methods	Pedagogical methods facilitators will use to educate participants. This is an overview of methods and skills, each which are included in the step-by-step activity plan.
Digital Competencies	Adapted from SALTO's "Digital Participation – Key components of digital competence" (see Figure 2), participants will achieve the digital competencies listed here after workshop completion.
Materials	<p>All of the necessary resources for the lesson, including physical (i.e. poster board, paper & pens), technological (i.e. Internet access, smartphone, projector) and activity materials (i.e. activity cards). Activity materials can be printed beforehand, projected onto a screen, or shared with participants digitally. All materials are found at the end of the workshop plan, so a hyperlink is included here for easy access. It's a good idea to have extra devices and charging cables available for participant use.</p> <ol style="list-style-type: none"> 1. Activity material 1 2. Activity material 2

Special Considerations	Facilitators should take note of the special considerations relevant to the workshop. This includes differentiation practices for participants with disabilities or other defined needs. Each workshop will promote the digitalization of the activities, encouraging facilitators to avoid printing unnecessary materials. This is especially relevant due to the nature of the project – environmental sustainability!
Before the Workshop	<p>This section is key for facilitators to prepare before implementing the workshop. It includes a more detailed summary of the activity, and:</p> <ul style="list-style-type: none"> • Theoretical Preparation – Helping to define key activity methods & processes. It includes hyperlinks to relevant websites (also included in “References”) • Physical Preparation – Detailed list for preparing the workshop space beforehand • Take Note – A list of advice for facilitators to keep in mind during workshops implementation, including a disclaimer that, as media is ever-changing, news media should be updated to remain current. <p>A hyperlink to take you to the overall section and each sub-section is included for ease and accessibility.</p>
The Workshop	<p>The section is for workshop implementation, detailing the specific steps for each activity. It is divided by section, always including a warm-up activity and a reflection.</p> <p>Warm-up – A quick activity to introduce the workshop & get participants thinking</p> <ol style="list-style-type: none"> 1. Activity 1 – Detailed explanation on how to implement activity for participants. 2. The Analysis – Most workshops include an analysis section, where participants are asked to critically engage with a topic or resource. 3. The Discussion/Debrief – Most workshops include a discussion/debrief section, where participants are guided through a critical debate about the analysis topic. It includes discussion questions facilitators can choose to use to help stimulate conversation, though they are not always needed. It also helps tie together the content, setting up the participants for the practical application or creative moment. 4. Practical Application – Most workshops include a practical application section, where any of the skills learned in the previous activities are now being applied to the ‘real world’. This section is often a follow-up activity for participants, or is related to the “Creative Moment”. 5. The Creative Moment – Most workshops include a creative moment section, encouraging artistic and/or digital creativity. This is often connected with the practical application, or can be done as a follow-up activity for participants. <p>Other activities include debate, meditation, campaigning, activism, and interviews (among others). The activities are uniquely named to catch the attention of participants. Each of the activities are hyperlinked for ease and accessibility, as well as the overall section.</p>
References	<p>Includes a hyperlink for easy access to full “References” and individual hyperlinks to relevant websites.</p> <ul style="list-style-type: none"> • Hyperlinked website • Hyperlinked website

Conclusion

The 20 workshops on MIL use green topics and non-formal learning methods to educate youth to critically think about media related to environmental sustainability. In order to develop into active citizens in the 21st century, digital competency is essential, while the growing threat of climate change leaves youth in a precarious situation for the future. By engaging youth in these topics, it is the goal of DOMAS, AgoraAveiro and Learning Library to develop practical skills for our future leaders to help protect the planet for many generations to come.

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All toolkit content was developed by Agora Aveiro.

Designed by Living Library.

Editor: Nataša Gološin

Expert: Courtney Schilling

Contributions: Domagoj Morić, Nedim Mičijević

May 2024, in Aveiro, Portugal



Appendix A

Detailed Workshop List

Topics	Basic	Advanced
Understanding Media	B1. Who's the Expert Now? <ol style="list-style-type: none"> 1. The Expert in the Room – Warm-up 2. Who's the Expert Now? Interactive Activity 3. Oh wait, what? – Discussion 4. Teach Me, Teach Me! Poster Activity 	A1. Who's the Expert Now? <ol style="list-style-type: none"> 1. The Expert in the Room – Warm-up 2. Who's the Expert Now? Activity 3. Oh wait, what? – Discussion 4. Find My Own Expert – LinkedIn Investigation
	B2. Reading All Around: Vertical & Lateral Credibility Methods <ol style="list-style-type: none"> 1. Reading Conspiracy All Around – Warm-up 2. Vertical vs. Lateral Reading: Who will come out on top? – Social Media Analysis 3. And the winner is... Most Credible Activist Discussion 4. Follow Me! – Regional Climate Activist Investigation 5. My Credible Climate Activist – Climate Activist Presentations 	A2. SIFTING through the climate crisis: What makes a credible source? <ol style="list-style-type: none"> 1. Fact-checking Kahoot! Quiz – Warm-up 2. SIFTing Through the Climate Crisis – Article Analysis 3. Understanding Sources & Credibility Level – Discussion 4. Teach Me, Teach Me! – Source Category & Credibility Level Posters 5. SIFT Away! – Credible Article Investigation
	B3. Online Encyclopedias: Credible or Not Credible, that is the question <ol style="list-style-type: none"> 1. Match Me Up! – Definition to Encyclopedia Warm-up 2. Credible or Not Credible, that is the question – Discussion 3. Match Me Up! 2.0: The Informed Version – Participant's Turn! 	A3. The Formidable Fact-checker <ol style="list-style-type: none"> 1. The Whole Picture – Warm-up 2. The Right Picture – Analysis 3. Fact-checking Experts: Learning from the Best 4. Fact-checking techniques for all to see!
	B4. I'd Click That: Analyzing & Applying Clickbait Headlines <ol style="list-style-type: none"> 1. Cooking Up Clickbait – Create your own clickbait Warm-up 2. I'd Click That – Analyzing Clickbait Headlines 3. Clickbait Killer – Practicing learned clickbait detector techniques 	A4. I'd Click That: Analyzing & Applying Clickbait Headlines <ol style="list-style-type: none"> 1. Cooking Up Clickbait – Create your own clickbait Warm-up 2. I'd Click That – Analyzing Clickbait Headlines 3. Clickbait Killer – Practicing learned clickbait detector techniques 4. Creating the Click – Clickbait Headlines
Consequences of Media	B5. Fact Check Me Please! Fake News that's about to get R.E.A.L. <ol style="list-style-type: none"> 1. Telephone – The Fake News Edition – Warm-up 2. That Can't Be True! – Fake News Discussion 3. R.E.A.L. News – Fact-checking Method & Analysis 4. Fact Check Me Please! Testing Fact-checking Websites 	A5. The Fake News Game <ol style="list-style-type: none"> 1. Crazy Climate Headlines – Warm-up Video 2. The Fake News Game 3. Fake News Sleuth – Analyzing Types of Fake News 4. Teach Me, Teach Me! – Creative Presentations
	B6. Washing Away the Fake Green: Greenwashing Tricks & Techniques <ol style="list-style-type: none"> 1. Green Word Cloud – Environmental words Warm-up 2. How to Spot Greenwashing: I see, I think, I wonder – Ad Analysis 3. Unlocking the Green – What makes a company greenwashed? Discussion 4. Diving into the Buzzwords – Greenwashing Social Media Post 	A6. Promoting Green, Promoting Good: Anti-Greenwashing Crusade <ol style="list-style-type: none"> 1. How to Spot Greenwashing – Ad Analysis Warm-up 2. The Discussion – Unlocking the Green – What makes a company greenwashed? Discussion 3. Local Sustainable Crusaders – Investigation & Interviews 4. Promoting Green, Promoting Good: Anti-Greenwashing – Social Media Post

Using Media	B7. Real or Fake: What's Going on in this Picture? <ol style="list-style-type: none"> 1. Real or Fake – YouVerify! Image Quiz – Warm-up 2. What's Going on in this Picture? – Analysis 3. Claim, Evidence, Reasoning – How to detect context of images? Discussion 4. Google Reverse Image Search 	A7. BotBusters: Media Verification with InVID Plugin <ol style="list-style-type: none"> 1. Real or Fake – YouVerify! Image Quiz Warm-up 2. BotBusters: Fake News Game & InVID-WeVerify Plugin 3. InVID-WeVerify Plugin Video Analysis 4. Social Media with InVID
	B8. From Used to User: Re-learning Social Media in the Age of MIL <ol style="list-style-type: none"> 1. Digital Well-being Guided Meditation – Warm-up 2. Social Media in a Nutshell – Discussion 3. What's the Damage? Calculating Social Carbon Footprint 4. Social Media & Copyright: Practice Makes Perfect 	A8. Why Do We Influence? The Motivations behind using Social Media <ol style="list-style-type: none"> 1. Have you got the know-how to be social media-wise? Quiz – Warm-up 2. Sharing & Consuming Online: Why do we do it? Discussion 3. Why Do We Influence? Analysis 4. My Environmental Influencer Presentation
	B9. An AI Introduction <ol style="list-style-type: none"> 1. Quick, Draw! Warm-up 2. AI Introduction & Mythbusters – Discussion 3. I Teach, It Learns: Machine Learning – Analysis 4. Practice Makes Perfect – ChatGPT & PhotoEditorAI 	B9. Beware the Botsh*t <ol style="list-style-type: none"> 1. A Dog on a Bike – Warm-up 2. Deepfake 9 – Analysis 3. Test Your Knowledge! 4. Harry Potter, but AI Bias – Discussion 5. The Big Debate – What about the environment?
Practical Media	B10 & A10. Green Topics & Social Media: Community Activism Campaign <ol style="list-style-type: none"> 1. Influential or Not? Analyzing Social Media Campaigns – Warm-up 2. What makes a good campaign? Discussion 3. Creating a Social Media Campaign – Let's Do It! 	



Session

WHO'S THE EXPERT NOW?

Level	Basic
Summary	Using an interactive educational exercise about experts, participants will understand what is needed to be considered an expert on a topic, and what well-known organizations often include experts in their articles.
Learning Objectives	<p>After the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Understand different source types • Differentiate credibility levels of sources on the Internet • Search for credible articles
Duration	90 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Safety • Problem-solving
	<p>Internet access, devices (computer, tablet, smartphone), projector, poster paper, markers, tape, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. "Expert" Identity Cards 2. Organization Identity Cards 3. The Answers – Experts & Organization Cards 4. Find My Own Expert
Special Considerations	<ul style="list-style-type: none"> • Pair participants without smart devices with those who do. • Print the 1st page of articles for workshops without Internet access. • <i>Go digital!</i> Avoid printing materials and put everything on a shared Google Doc. Share with participants so they can add the articles to each source group.
	<p>– The Expert in the Room</p> <ol style="list-style-type: none"> 1. – Who's the Expert Now? 2. – Oh wait, what? 3. – Teach Me, Teach Me!
	<ul style="list-style-type: none"> • "Expert" Definition: Cambridge University Dictionary <p>Sources:</p> <ul style="list-style-type: none"> • Environmental Science & Policy • European Environmental Agency • National Geographic • Huffington Post • Buzzfeed • Instagram • InfoWars



Before the Workshop



Summary:

Using an interactive educational activity about experts, participants will understand what is needed to be considered an expert on a topic, and what well-known organizations often include experts in their articles.

“Experts”:

1. Expert – Dr. Emily Chen & Dr. Andrew Kim
2. Professional – Jessica Martinez & Mikhail Popović
3. Policy Maker – John Smith
4. Enthusiast – Maya Patel
5. Activist – Ryan Garcia
6. Conspiracy Theorist – Alex Jones

Organizations:

1. Scientific Journal – Environmental Science & Policy
2. Government Source – EEA
3. NGO – Nat Geo
4. News Outlet – Huffington Post
5. Digital Media Company – BuzzFeed
6. Social Media – Instagram
7. Opinion Pieces/Blog – Eco-life Tips
8. Alternative News – InfoWars



Theoretical Preparation:

An **expert** is a person with a high level of knowledge or skill relating to a particular subject or activity (Cambridge University, 2024). There are different levels of experts with different credibility levels depending on the topic. Often, this is up to interpretation and using lateral reading skills to determine just how much of an expert someone is.



Physical Preparation:

1. Provide enough notecards or sticky notes and pens for each participant for the Warm-up.
2. Print enough identity cards and answers for each participant (see 1–3).
 - a. Alternatively, provide digital copies using Google Docs, asking participants to display their digital notecards on their phone during the interactive game.
3. Provide materials for participants to make posters for Activity 3.



Take Note:

- The experts in Activity 1 are fabricated (except Alex Jones).
- All organizations in Activity 1 are real except for Eco-life Tips (blog).
- Academic journals often require a subscription to access. So, while credible, they are often not as accessible as other sources.
- If there are more than 16 participants, create more cards on your own following the theme, or repeat cards. If there are less than 16 participants, get rid of one of expert cards and professionals, then enthusiast, and activist.
- When participants create the informative posters in Activity 3, make it useful for your organization as well! Paste them around the room of your youth space, or make it digital and post them on your social media!



Warm-up: The Expert in the Room

- 20 minutes

Introduce the workshop with an interactive game where participants pretend to be experts on a topic.



Instructions:

1. Ask participants to choose a topic they would like to be an expert on.
 - a. This can be something they have familiarity with, or something completely false. Encourage them to be creative!
2. Now they will write what makes them an expert on their notecard (see examples below).
 - a. These should be detailed, but not too long.
 - b. Only show the examples to the participants if they're confused. It's best to have them be creative first without giving too much direction.
3. Split the whole group in half. One group will stand around the room holding up their expert cards, while the other group will walk around reading the cards. No communication is necessary.
4. The group walking around will now need to work together to put the expert group in order from "greatest expertise" to "least expertise".
 - a. It might be beneficial to take a picture of this grouping to display during the discussion. Or ask participants to remember their order.
5. Now switch. The "expert" group will now walk around reading the cards of the other group and putting them in order.
6. Have a discussion as to why the "experts" were grouped this way.
 - a. *What made the person with the "greatest expertise" such an expert in their topic?*
 - b. *What about the person with the "least expertise"?*
 - c. *What is needed to be considered an expert on a topic?*
 - d. *What can give you away as not being an expert?*
 - e. *Why is finding experts online important?*

Example Expert 1

Volleyball

I am an expert on volleyball! I have played volleyball since I was 11 years old. I taught volleyball to kids one summer at camp and now I organize recreational leagues to play with my friends.

Example Expert 2

Cooking

I am an expert in cooking. I usually cook a meal for myself once a week. The other days I order McDonalds. I like to heat up a potato in the microwave and cover it in butter.



Activity 1: The Interaction – Who’s the Expert Now?

- 30 minutes

Participants will now complete the same interactive activity, but using real life expert notecards (or not!). This will help participants understand what makes an expert, and some of the sources where you can most often find experts (or not!).

“Experts”	Organizations
Dr. Emily Chen (expert)	Environmental Science & Policy (scientific journal)
Dr. Andrew Kim (expert)	European Environmental Agency (government)
Mikhail Popović (professional)	National Geographic (non-profit organization)
John Smith (policy maker)	Huffington Post (news outlet)
Jessica Martinez (professional)	Eco-life Tips (blog)
Maya Patel (enthusiast)	Buzzfeed (digital media company)
Ryan Garcia (activist)	Instagram (social media)
Alex Jones (conspiracy theorist)	InfoWars (Alternative News)



Instructions:

Part One – Mingle with your own group

1. Split the whole group into half. Hand out the “Expert Identity” (see 1) cards to one group and the “Organization Identity” (see 2) cards to the other.
2. Each group will spend 5 minutes introducing themselves to the other experts/organizations in their own groups.
3. Each group will have to decide the expert level of their cards. They will be asked to put them in order from the expert/organization with the greatest expertise in environmental sciences to the least expertise (this can somewhat be up to interpretation).
4. Facilitator should walk around helping groups order their identity cards, asking leading questions such as:
 - a. *What made the person with the “greatest expertise” such an expert in their topic?*
 - b. *What about the person with the “least expertise”?*
 - c. *What is needed to be considered an expert on this topic?*
 - d. *What can give you away as not being an expert?*
5. Once the cards have been ordered, ask participants to write the order on a piece of paper to post to the wall. Participants should also write their hypothesized expert level on their identity card (score 1 being the highest).
 - a. Experts 1–6
 - b. Organizations 1–8
 - c. It is also beneficial to take a picture of the order to display during the discussion.

Part Two – Mingle with the other group

1. Now ask both groups to combine and mingle with the group members who have the other type of identity card (expert with organization). Give participants about 5 minutes to do this.
 - a. Participants should start to notice that the “Expert Identity” cards correspond with the “Organization Identity” cards (ex. Dr. Chen often publishes work in the Environmental Science & Policy Journal).
2. Now ask participants to try to match their identity cards together (expert to organization).
3. In matched pair groups, participants should be prompted to discuss the following questions:
 - a. *Why are we matched together?*
 - b. *What expert score did we each have?*
 - c. *Do we agree with each other’s scores?*



Activity 2: The Discussion/Debrief – Oh wait, what?

- 20 minutes

Participants will discuss what happened during the activity, understanding who is considered an expert, what makes them an expert, and how to understand if organization’s are providing experts, or not.



Instructions:

1. Now give each group the answers – both experts & organizations (see 3).
2. Ask participants to discuss in pairs:
 - a. *How close they were to the correct answer.*
 - b. *What makes their person/organization an expert?*
3. Come back together as a whole group.
4. Display the answers to the expert levels for the participants to see (see 3).
5. Start discussing why each of the experts & organizations are considered credible, or not.
6. When discussing the people, note the different name categories given to each person. Discuss what these categories mean and why some are more credible than others.
 - a. Expert
 - b. Professional
 - c. Policy Maker
 - d. Enthusiast
 - e. Activist
 - f. Conspiracy Theorist
7. When discussing the organizations, note the different categories given to each. Discuss what these categories mean and why some are more credible than others.
 - a. Scientific journal
 - b. Government source
 - c. Non-governmental organization (NGO)
 - d. News outlet
 - e. Digital media company
 - f. Opinion piece/blog
 - g. Alternative news



Activity 3: The Creative Moment – Teach Me, Teach Me!

- 20 minutes

Participants will now take what they've learned about experts and create visual representation of the categories of experts and organizations.

People	Organizations
<ol style="list-style-type: none">1. Expert2. Professional3. Policy Maker4. Enthusiast5. Activist6. Conspiracy Theorist	<ol style="list-style-type: none">1. Scientific journal2. Government source3. Non-governmental organization (NGO)4. News outlet5. Digital media company6. Social media7. Opinion piece/blog8. Alternative news



Instructions:

1. Assign 2–3 categories for each small group.
 - a. Ask participants to choose categories that differ from their cards in Activity 2, that way they're going in-depth with multiple categories.
2. Participants will create a visual representation of their category(ies). This can be on paper or digitally.
 - a. Target Audience: other youth, aged 15–18 years old
 - b. Goal: Inform others about the credibility of different kind of people



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Continue with workshops "B2. Reading all Around: Vertical and Lateral Credibility Methods" and "B3. Online Encyclopedias: Credible or Not Credible, that is the question".
- Try advanced workshop "A2. SIFTing through the climate crisis: What makes a credible source?"
- Share visual representations between groups to receive feedback and make necessary changes.



Materials

1. "Expert Identity Cards"

Instructions: Use these cards to hand out randomly to half the participants in Activity 1.

People

Name: Alex Jones

Alias: InfoWarrior

Age: 48

Occupation: Media Personality

Focus: Alex Jones is a media personality known for promoting theories on various topics, including environmental issues. Alex frequently engages in online discussions and broadcasts where he spreads claims about climate change being a hoax, chemtrails, and government theories to control the environment. He uses his online platform, InfoWars, to amplify his views and influence a large audience.

Name: John Smith

Position: Environmental Policy Analyst

Age: 45

Education: Bachelor's in Political Science

Focus: John is a seasoned policy analyst with over 20 years of experience working in government environmental departments. He plays a key role in researching and analyzing environmental issues, drafting policy proposals, and advising government officials on environmental regulations and initiatives. John's work contributes to the formulation of effective environmental policies that address pressing environmental challenges and promote sustainability. He often provides insight for local news outlets, such as the Huffington Post.

Name: Dr. Emily Chen

Profession: Climate Scientist

Age: 38

Education: Ph.D. in Atmospheric Science

Focus: Dr. Chen's research centers on understanding the dynamics of extreme weather events and their link to climate change. She uses computer modeling and satellite data to study patterns of drought, hurricanes, and heatwaves. Dr. Chen shares her research findings through scientific conferences, publications in leading climate science journals such as the Environmental Science & Policy Journal, and also engages with the public through educational YouTube videos and interviews on podcasts.

Name: Mikhail Popović

Profession: Environmental Analyst

Age: 30

Education: Master's in Environmental Management

Focus: Mikhail specializes in analyzing the effectiveness of environmental policies and regulations in addressing issues such as air and water pollution, deforestation, and sustainable resource management. He publishes policy briefs and reports for government agencies and NGOs, contributes op-eds to newspapers and magazines, such as National Geographic, and actively participates in online forums and webinars discussing environmental policy and advocacy.

Name: Maya Patel

Profession: Graphic Designer

Age: 31

Education: Bachelor's in Graphic Design

Focus: Maya uses her design skills to create visual content that raises awareness about environmental issues and promotes sustainability. She shares her eco-friendly lifestyle tips, infographics, and digital artwork on Instagram and TikTok, where she has a growing following of environmentally conscious users. Maya also collaborates with environmental organizations and brands to create impactful campaigns and visual materials for social media.

Name: Ryan Garcia

Profession: College Student

Age: 21

Education: Pursuing a Bachelor's in Environmental Studies

Focus: Ryan is passionate about environmental activism and sustainability initiatives on his college campus and beyond. He shares his experiences, research findings, and calls to action on environmental issues on Instagram and Snapchat, where he connects with fellow students and youth activists. Ryan also volunteers with local environmental organizations and participates in climate strikes and community clean-up events.

Name: Jessica Martinez

Profession: High School Science Teacher

Age: 35

Education: Bachelor's in Biology & Education

Focus: Jessica is passionate about incorporating environmental education into her curriculum and raising awareness about sustainability among her students. She shares environmental tips, classroom activities, and personal reflections on Twitter and her personal blog, "Eco-life Tips", where she connects with other educators and environmental advocates to exchange ideas and resources and promotes a sustainable lifestyle to the greater public.

Name: Dr. Andrew Kim

Profession: Environmental Scientist

Age: 42

Education: Ph.D. in Environmental Science

Focus: Dr. Kim specializes in the study of climate change impacts on marine ecosystems. He conducts research on ocean acidification, coral bleaching, and sea-level rise. Dr. Kim presents his findings in peer-reviewed scientific journals and also engages with the public through social media platforms like Twitter and Instagram, as well as government agencies such as the European Environmental Agency where he shares updates on his research and communicates scientific concepts in accessible ways.

2. Organization Identity Cards

Instructions: Use these cards to hand out randomly to the other half of participants in Activity 1.

Organizations

Journal Name: Environmental Science & Policy

Year Founded: 1998

Focus: Environmental Science & Policy is an interdisciplinary academic journal that publishes research articles, reviews, and commentaries on a wide range of environmental topics, including policy analysis, sustainability, and natural resource management. The journal aims to bridge the gap between research and policy by providing accessible and relevant scientific information to policymakers, practitioners, and the public.

Organization Name: Huffington Post

Year Founded: 2005

Focus: The Huffington Post is a news and opinion website that covers a wide range of topics, including environmental issues. The HuffPost often publishes articles, opinion pieces, and investigative reports on topics such as climate change, pollution, and sustainability. They engage with experts, activists, and policymakers to provide diverse perspectives on environmental issues. The Huffington Post disseminates its content through its website, social media channels, and newsletters, aiming to inform and inspire readers to take action on environmental issues.

Organization Name: European Environment Agency (EEA)
Year Founded: 1990

Focus: The EEA is an agency of the European Union responsible for providing independent information on the environment. The EEA collects data, conducts assessments, and produces reports on a wide range of environmental topics, including air and water quality, biodiversity, and climate change. The EEA's reports and publications are used by policymakers, scientists, and the public to understand environmental challenges and develop evidence-based solutions. The EEA's website serves as a central hub for accessing environmental data, indicators, and reports for European countries.

Website Name: InfoWars

Year Founded: 1999

Focus: InfoWars is a website and media platform that frequently publishes articles and broadcasts that deny the reality of climate change and promote skepticism towards scientific consensus on environmental issues. The website uses sensational headlines, cherry-picked evidence, and inflammatory language to engage its audience and promote its anti-environmental agenda.

Organization Name: National Geographic Society
Year Founded: 1888

Focus: National Geographic Society is a global nonprofit organization dedicated to exploring and protecting the planet. Through its magazine, television channel, website, and educational programs, National Geographic covers a wide range of environmental topics, including wildlife conservation, climate change, and natural resource management. They support scientific research, conservation projects, and storytelling initiatives that inspire people to care about the world and take action to protect it.

Organization Name: Instagram

Year Founded: 2010

Focus: Instagram is a photo and video sharing network that allows users to publicly upload media content. Users can browse other users' content and find trending content through hashtags. As Instagram is user-built, it rarely censors media unless it is deemed inappropriate, or harmful.

Organization Name: BuzzFeed

Year Founded: 2006

Focus: BuzzFeed is a digital media company known for its viral content and entertainment news. BuzzFeed occasionally covers environmental topics in its news articles, quizzes, and listicles. They may explore issues such as plastic pollution, endangered species, or eco-friendly lifestyle tips. BuzzFeed's content is primarily shared through its website, social media platforms, and mobile app, reaching a wide audience of young adults interested in pop culture and current events.

Blog: Eco-life Tips

Author: Jessica Martinez

Blog Title: "5 Easy Ways to Reduce Your Carbon Footprint"

Focus: Jessica's blog post offers practical tips and suggestions for individuals looking to reduce their carbon footprint and live more sustainably. Drawing on her personal experiences, cited research, and knowledge as a science teacher, Jessica discusses simple lifestyle changes such as reducing meat consumption, using reusable shopping bags, and conserving energy at home. She also connects with educators and environmental advocates to exchange ideas and resources. She shares her blog post on social media platforms like Instagram and Facebook, where she engages with her followers and encourages discussion on sustainability and eco-friendly living.

3. The Answers – Experts & Organization Cards

Instructions: Use this table to facilitate the discussion in Activity 2.

FACILITATOR VERSION		
People		
Expert	<p>Name: Dr. Emily Chen Profession: Climate Scientist Age: 38 Education: Ph.D. in Atmospheric Science Focus: Dr. Chen's research centers on understanding the dynamics of extreme weather events and their link to climate change. She uses computer modeling and satellite data to study drought patterns, hurricanes, and heatwaves. Dr. Chen shares her research findings through scientific conferences, publications in leading climate science journals such as the Environmental Science & Policy Journal, and also engages with the public through educational YouTube videos and interviews on podcasts.</p>	<p>Dr. Chen is an expert because she has a doctoral degree in atmospheric science (which is relevant to environmental science), uses quantitative research methods and has published her work in academic journals.</p>
Expert	<p>Name: Dr. Andrew Kim Profession: Environmental Scientist Age: 42 Education: Ph.D. in Environmental Science Focus: Dr. Kim specializes in the study of climate change impacts on marine ecosystems. He conducts research on ocean acidification, coral bleaching, and sea-level rise. Dr. Kim presents his findings in peer-reviewed scientific journals and also engages with the public through social media platforms like Twitter and Instagram, as well as government agencies such as the European Environmental Agency where he shares updates on his research and communicates scientific concepts in accessible ways.</p>	<p>Dr. Kim is an expert because he has a doctoral degree in environmental science, uses quantitative research methods and has published his work in peer-reviewed academic journals.</p>
Professional Somewhat expert	<p>Name: Mikhail Popović Profession: Environmental Analyst Age: 30 Education: Master's in Environmental Management Focus: Mikhail specializes in analyzing the effectiveness of environmental policies and regulations in addressing issues such as air and water pollution, deforestation, and sustainable resource management. He publishes policy briefs and reports for government agencies and NGOs, contributes op-eds to newspapers and magazines, such as National Geographic, and actively participates in online forums and webinars discussing environmental policy and advocacy.</p>	<p>Mikhail is somewhat of an expert because he is a professional working in analyzing environmental issues. He also has a related academic background in environmental studies. He publishes his work, but often in opinion-based platforms and discussion boards. He uses his knowledge of the environment, but without scientific research methods.</p>
Professional Somewhat expert	<p>Name: Jessica Martinez Profession: High School Science Teacher Age: 35 Education: Bachelor's in Biology & Education Focus: Jessica is passionate about incorporating environmental education into her curriculum and raising awareness about sustainability among her students. She shares environmental tips, classroom activities, and personal reflections on Twitter and her personal blog, "Eco-life Tips", where she connects with other educators and environmental advocates to exchange ideas and resources and promotes a sustainable lifestyle to the greater public.</p>	<p>Jessica is somewhat of an expert because she is a professional working as a high school science teacher. She also has a related academic background in biology. She publishes work, but often in opinion-based platforms and discussion boards. She uses her knowledge of the environment, but without scientific research methods.</p>

Policy Maker	<p>Name: John Smith Position: Environmental Policy Analyst Age: 45 Education: Bachelor's in Political Science Focus: John is a seasoned policy analyst with over 20 years of experience working in government environmental departments. He plays a key role in researching and analyzing environmental issues, drafting policy proposals, and advising government officials on environmental regulations and initiatives. John's work contributes to the formulation of effective environmental policies that address pressing environmental challenges and promote sustainability. He often provides insight for local news outlets, such as the Huffington Post.</p>	<p>While his educational background is in political science, John has developed expertise in environmental policy development, implementation, and evaluation through his 20 years of experience.</p>
Enthusiast	<p>Name: Maya Patel Profession: Graphic Designer Age: 31 Education: Bachelor's in Graphic Design Focus: Maya uses her design skills to create visual content that raises awareness about environmental issues and promotes sustainability. She shares her eco-friendly lifestyle tips, infographics, and digital artwork on Instagram and TikTok, where she has a growing following of environmentally conscious users. Maya also collaborates with environmental organizations and brands to create impactful campaigns and visual materials for social media.</p>	<p>Maya is an expert in graphic design, not in environmental issues. While she has undoubtedly learned about the issues through her work creating graphic visuals and social media content, she is an enthusiast more than an expert. However, her collaboration with environmental organizations does provide some credible context for her content (as long as she cites where she's getting her information).</p>
Activist	<p>Name: Ryan Garcia Profession: College Student Age: 21 Education: Pursuing a Bachelor's in Environmental Studies Focus: Ryan is passionate about environmental activism and sustainability initiatives on his college campus and beyond. He shares his experiences, research findings, and calls to action on environmental issues on Instagram and Snapchat, where he connects with fellow students and youth activists. Ryan also volunteers with local environmental organizations and participates in climate strikes and community clean-up events.</p>	<p>Ryan is a novice in environmental studies, meaning he isn't an expert...yet. He certainly has a good baseline in environmental issues as he is studying it and works with environmental organizations.</p>
Conspiracy Theorist	<p>Name: Alex Jones Alias: InfoWarrior Age: 48 Occupation: Media Personality Focus: Alex Jones is a media personality known for promoting theories on various topics, including environmental issues. Alex frequently engages in online discussions and broadcasts where he spreads claims about climate change being a hoax, chemtrails, and government theories to control the environment. He uses his online platform, InfoWars, to amplify his views and influence a large audience.</p>	<p>Lacks expertise on environmental science. He often employs sensationalist rhetoric and fear-mongering tactics to attract attention and promote his agenda. While his claims are widely debunked by experts, Alex's online presence continues to perpetuate confusion and skepticism about environmental science.</p>

Organizations

Scientific Journal Expert	<p>Journal Name: Environmental Science & Policy Year Founded: 1998 Focus: Environmental Science & Policy is an interdisciplinary academic journal that publishes research articles, reviews, and commentaries on a wide range of environmental topics, including policy analysis, sustainability, and natural resource management. The journal aims to bridge the gap between research and policy by providing accessible and relevant scientific information to policymakers, practitioners, and the public.</p>	<p>Environmental Science & Policy is committed to open access publishing, making its articles freely available online to ensure maximum visibility and impact. The journal's website serves as a platform for researchers and scholars to share their work and contribute to the advancement of environmental science and policy.</p>
Government Source Expert	<p>Organization Name: European Environment Agency (EEA) Year Founded: 1990 Focus: The EEA is an agency of the European Union responsible for providing independent information on the environment. The EEA collects data, conducts assessments, and produces reports on a wide range of environmental topics, including air and water quality, biodiversity, and climate change. The EEA's reports and publications are used by policymakers, scientists, and the public to understand environmental challenges and develop evidence-based solutions. The EEA's website serves as a central hub for accessing environmental data, indicators, and reports for European countries.</p>	<p>Reliable source of environmental information that supports policymakers, researchers, and citizens interested in environmental issues.</p>
Non-profit Organization Somewhat expert	<p>Organization Name: National Geographic Society Year Founded: 1888 Focus: National Geographic Society is a global nonprofit organization dedicated to exploring and protecting the planet. Through its magazine, television channel, website, and educational programs, National Geographic covers a wide range of environmental topics, including wildlife conservation, climate change, and natural resource management. They support scientific research, conservation projects, and storytelling initiatives that inspire people to care about the world and take action to protect it.</p>	<p>Non-profit organizations do not have an agenda to make money, but their mission is often based around an certain ideology which they push on their readers. When referencing scientific articles, they can be a good and credible source with somewhat expert content.</p>
News Outlet Somewhat expert	<p>Organization Name: Huffington Post Year Founded: 2005 Focus: The Huffington Post is a news and opinion website that covers a wide range of topics, including environmental issues. The HuffPost often publishes articles, opinion pieces, and investigative reports on topics such as climate change, pollution, and sustainability. They engage with experts, activists, and policymakers to provide diverse perspectives on environmental issues. The Huffington Post disseminates its content through its website, social media channels, and newsletters, aiming to inform and inspire readers to take action on environmental issues.</p>	<p>Not an expert, but they do engage & cite experts in their articles. Beware that many news outlets do have political agenda, so it's good to think about the potential bias each outlet could include in their articles.</p>
Digital Media Company Less of an expert	<p>Organization Name: BuzzFeed Year Founded: 2006 Focus: BuzzFeed is a digital media company known for its viral content and entertainment news. BuzzFeed occasionally covers environmental topics in its news articles, quizzes, and listicles. They may explore issues such as plastic pollution, endangered species, or eco-friendly lifestyle tips. BuzzFeed's content is primarily shared through its website, social media platforms, and mobile app, reaching a wide audience of young adults interested in pop culture and current events.</p>	<p>While BuzzFeed's coverage of environmental issues may be accessible and engaging, it should be supplemented with information from expert sources for a comprehensive understanding.</p>

Social Media Company Less of an expert	<p>Organization Name: Instagram</p> <p>Year Founded: 2010</p> <p>Focus: Instagram is a photo and video sharing network that allows users to publicly upload media content. Users can browse other users' content and find trending content through hashtags. As Instagram is user-built, it rarely censors media unless it is deemed inappropriate, or harmful.</p>	<p>Instagram is not an expert on any topic, though many experts choose to become users and post content. It's important to look for citations and fact-check any media posted on Instagram to determine credibility.</p>
Blog Less of an expert	<p>Blog: Eco-life Tips</p> <p>Author: Jessica Martinez</p> <p>Blog Title: "5 Easy Ways to Reduce Your Carbon Footprint"</p> <p>Focus: Jessica's blog post offers practical tips and suggestions for individuals looking to reduce their carbon footprint and live more sustainably. Drawing on her personal experiences, cited research, and knowledge as a science teacher, Jessica discusses simple lifestyle changes such as reducing meat consumption, using reusable shopping bags, and conserving energy at home. She also connects with educators and environmental advocates to exchange ideas and resources. She shares her blog post on social media platforms like Instagram and Facebook, where she engages with her followers and encourages discussion on sustainability and eco-friendly living.</p>	<p>While Jessica is not an environmental expert, she does often cite scientific evidence and has a knowledge-base as a science teacher. Her blog post aims to raise awareness about environmental issues and inspire others to take action in their daily lives. Though, much of the blog includes opinion, so it is very biased toward what she thinks is an eco-friendly lifestyle.</p>
Alternative News Conspiracy Theories/ Hoax	<p>Website Name: InfoWars</p> <p>Year Founded: 1999</p> <p>Focus: InfoWars is a website and media platform that frequently publishes articles and broadcasts that deny the reality of climate change and promote skepticism towards scientific consensus on environmental issues. The website uses sensational headlines, cherry-picked evidence, and inflammatory language to engage its audience and promote its anti-environmental agenda.</p>	<p>InfoWars is a website and media platform known for spreading conspiracy theories and disinformation on a wide range of topics, including environmental issues. It is not a reputable source for accurate information. InfoWars' content should be approached with extreme skepticism and cross-checked with reliable sources for accuracy.</p>

4. Find My Own Expert Task

Instructions: Participants will use the “Tasks” section to help navigate them through Activity 3 and the “Example Investigation” if they are having trouble with the investigation.

Steps	Tasks
1	Start by going to the organization’s website and searching for articles about the expert’s topic
2	Once the relevant article has been chosen, look for the author.
3	If there is a hyperlink, click their name and read more about their background (if not, go straight to the next step)
4	Search for this person on LinkedIn. <ul style="list-style-type: none">• If there are too many options for this person, include keywords related to what you learned about them from the article. For example, the country they’re from, or company they work for.
5	Read the “About” and “Experience” sections.
6	Determine: <i>Is this person an expert in their topic? Why?</i>

Example Investigation

Rita Silva (professional) & National Geographic (non-profit)

- Looking for a professional who wrote an article in National Geographic (or another non-profit organization).
 1. Went to the Nat Geo website and searched for “environment”. Look for anything related to air/water pollution, deforestation & sustainable resource management.
 2. Found the article “Deforestation from Amazon’s new headquarters under watch from environmental groups” written by Rita Silva.
 3. There was no hyperlink for Rita Silva, but it did say at the end of the article that she is an environmental analyst that works for Veolia Portugal and included a picture.
 4. Went to LinkedIn and searched for Rita Silva. There were 1,500 searches, so it was important to narrow the search by including “Veolia” and “Portugal”.
 - a. Found the correct Rita Silva!
 5. Looked through her LinkedIn and found that she has been working for Veolia for 10 years as an environmental analyst and received a Master’s degree in Environmental Management from the University of Antwerp, Belgium. She has published several articles in Nat Geo and has been the keynote speaker at 3 different environmental summits.
 6. All of this information leads me to believe that she ***is an expert*** in her field of deforestation.

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Session

READING ALL AROUND: VERTICAL & LATERAL CREDIBILITY METHODS

Level	Basic
Summary	Using different young climate activists' social media accounts, participants will apply the vertical and lateral reading processes to determine the credibility of a source.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none">• Search for credible articles• Get to know some leading young climate activists• Engage with various social media platforms• Understand 2 methods for checking for the credibility of sources
Duration	95 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration• Safety• Problem Solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none">1. Climate Activists' Posts on Social Media2. (vertical reading)
Special Considerations	<ul style="list-style-type: none">• Ensure participants have access to the various social media platforms.• Pair participants without smart devices and/or social media with those who do.• <i>Go digital!</i> Avoid printing materials and put everything on a device. <p>– Reading Conspiracy All Around</p> <ol style="list-style-type: none">1. – Vertical vs. Lateral Reading: Who will come out on top?2. – And the winner is...3. – Follow Me!4. – My Credible Climate Activist <ul style="list-style-type: none">• Lateral Reading<ul style="list-style-type: none">◦ Sort Fact or Fiction with Lateral Reading [Video]◦ Check Yourself with Lateral Reading [Video]• The CRAAP Test<ul style="list-style-type: none">◦ Northeast WI Technical College Library◦ University of Chicago Library• Lateral Reading Exercise• Flat Earth Society Twitter <p>Activist Posts:</p> <ul style="list-style-type: none">• Greta Thunberg: March 11, 2024 “Climate Justice for Social Justice” post on Instagram• Dominique Palmer: April 23, 2024 Earth Day post on Threads• John Paul Jose: August 1, 2022 post on X (Twitter)• Elizabeth Wathuti: November 11, 2022 “What’s possible when we change energy for good?” on YouTube• Helena Gualina: August 14, 2023 post on TikTok <p>Workshop Inspiration:</p> <ul style="list-style-type: none">• Association of College and Research Libraries – Interactive Lateral Reading• Civic Online Reasoning – Lateral Reading vs. Vertical Reading



Before the Workshop



Summary:

Using different young climate activists' social media accounts, participants will apply the vertical and lateral reading processes to determine the credibility of a source.

Social Media Sources	Climate Activists
Instagram	Greta Thunberg – Sweden
X (Twitter)	John Paul Jose – India
Threads	Dominique Palmer – UK
YouTube	Elizabeth Wathuti – Kenya
TikTok	Helena Gualinga – Ecuador



Theoretical Preparation:

Vertical Reading is when you stay on the source's page searching for information deemed helpful to understand whether the source is credible or not. The CRAAP Test was developed by a librarian at CSU-Chico to help evaluate the credibility of a source within the vertical reading process (Northeast Wisconsin Technical College, 2024).

The clever acronym helps you understand if a source is “crap”, or not (see Materials “” for the specific CRAAP analysis questions) The CRAAP Test is often used in conjunction with the [SIFT Method](#) (see Workshop A2. SIFTing through the climate crisis: What makes a credible source?).

CRAAP
Currency
Relevance
Authority
Accuracy
Purpose

Lateral reading is when you verify what you're reading while you're reading it to help determine the author and source's credibility, intent and biases. Lateral reading is done by searching for articles on the same topic by other writers (to see how they are covering it) and for other articles by the author you're checking on (to see how they cover other topics) (News Literacy Project, 2024). To understand more, watch [Sort Fact from Fiction Online with Lateral Reading](#) from the Digital Literacy Group (2020)

For additional understanding of both reading processes, watch [Check Yourself with Lateral Reading](#), clip from 03:12 to 07:31 (Crash Course, 2019).

**Physical Preparation:**

1. Print the CRAAP Test process for quick-reference throughout the workshop (see 2).

**Take Note:**

- This is considered a basic lesson as participants might not be familiar with checking for credibility of sources. If you start the activity and find that participants are unsure about how to proceed with vertical and lateral reading, show the reference videos from the “Theoretical Preparation”.
- The social media posts were found in May 2024. It is appropriate and encouraged to find updated posts at the time of implementation, including articles relevant to your participants’ reality (country of origin, age range, interests, etc.).



Warm-up: Reading Conspiracy All Around

- 15 minutes

Introduce the concept of vertical & lateral reading to check for credibility by using a conspiracy theory by the organization, Flat Earth Society.



Instructions:

1. Show [this post](#) on X (formerly Twitter) from the Flat Earth Society.



Flat Earth Society

@FlatEarthOrg



The Earth is a unique, flat celestial body that cannot be compared to any other known object in the Universe. But its flatness is not the only thing that makes it unique. It sustains (mostly) intelligent life. We should cherish it and not waste our resources away

[#TuesdayThoughts](#)

9:11 PM · May 1, 2018

156 Reposts 93 Quotes 362 Likes 3 Bookmarks



2. Start the vertical reading by clicking on the organization's name which takes you to their X [homepage](#). Vertically scroll through their posts following the [CRAAP Test](#) (see 2).
3. Now begin the lateral reading process by opening a new tab and searching for "Flat Earth Society" in Google. Overall, click on 2-3 websites that discuss the organization to learn more about it
 - a. First, click on the link from [Wikipedia](#).
 - i. Learn from Wikipedia that it is also called the "International Flat Earth Research Society" – Google that.
 - b. Click on the link from [Queensborough Community College](#)
 - i. Find the author of the article, "Charles K. Johnson" – Google him.
 - c. Click on the link from the [New York Times](#)
 - d. While laterally reading, think about the exercise questions found in 3 – .



Activity 1: The Analysis – Vertical vs. Lateral Reading: Who will come out on top?

- 20 minutes

Participants will be tasked to go through either the vertical or lateral reading process for various environmental activists using different social media outlets.

Activists (see 1 to ensure participants are starting with the correct post):

- Greta Thunberg: March 11, 2024 “Climate Justice for Social Justice” post on [Instagram](#)
- Dominique Palmer: April 23, 2024 Earth Day post on [Threads](#)
- John Paul Jose: August 1, 2022 post on [X \(Twitter\)](#)
- Elizabeth Wathuti: November 11, 2022 “What’s possible when we change energy for good?” on [YouTube](#)
- Helena Gualina: August 14, 2023 post on [TikTok](#)



Instructions:

1. Put participants in groups of 4 and assign one of the climate activists to investigate.
 2. Within each group of 4, 2 groups will be formed from a pair. One pair will check the credibility of the activist using the **vertical reading process**, and the other pair will use the **lateral reading process**.
 3. Participants should work through the following exercises during the investigation. They should take note of their answers to reference during the discussion.
 - a.: The CRAAP Test (see Materials 2)
 4. Participants remain on the social media page of the climate activist, looking at other posts they’ve made related to the environment & discussing the CRAAP questions.
 - a. exercises (see Materials 3)
 - b. Participants leave the social media page of the climate activist, looking for other websites that discuss the climate activist and their background. They use the exercise questions to help guide their lateral search.
 5. Facilitators should spend time with each small group helping to answer questions and posing relevant follow-up questions to help stimulate small group discussions:
 - a. *Why do you think that? (related to any of the questions)*
 - b. *How can you tell if one idea is being favored over another?*
- **Vertical Reading**
 - *What did you consider as useful pieces of information?*
 - *How do you know they’re qualified?*
 - **Lateral Reading**
 - *Were there a lot of other websites that featured the climate activist?*
 - *If you can’t find them on Wikipedia, why do you think they aren’t there?*



Activity 2: The Discussion/Debrief – And the winner is...

- 10 minutes

Participants will come together for a group discussion about the analysis process, ultimately reflecting on the best methods for determining the credibility of a source.



Instructions:

1. Facilitate the discussion using the following questions:
 - a. *Discuss your process (both vertical & lateral). What did you find challenging?*
 - b. *Who do you consider the most credible?*
 - c. *Can we trust Wikipedia?*
 - d. *Which is a more reliable process in understanding credibility: vertical or lateral reading?*
 - e. *How can/will you use vertical and lateral reading in your everyday lives?*
 - f. *Who do you consider most credible?*
 - g. *Can you think of other online sources where credibility is questionable (e.g. social media)?*
 - h. *How might misinformation impact decision-making in daily life (e.g. sharing an incorrect fact on social media)?*



Note: It's hard to find complete credibility in these climate activists as they are not scientific experts on climate change, nor do they often cite their sources on social media. However, they often do have practical experience working in climate change. Look for activists that do cite expert sources as this will make them more credible.



Activity 3: Practical Application – Follow Me!

- 25 minutes

Participants will investigate social media to find a climate activist from their country. They will use the vertical and lateral reading processes to determine the activist's credibility.



Instructions:

1. Pair participants up to search social media for a local climate activist from their country.
 - a. Pairs should include one participant who vertically read and one who laterally read.
 - b. Encourage participants to use a wide-range of social media platforms (not everyone should use Instagram).
 - c. Every pair should find a different activist.
2. They will complete the vertical **and** lateral reading processes to determine if the climate activist can be considered credible.
3. Follow your climate activist!



Activity 4: The Share Out – My Credible Climate Activist

- 25 minutes

Participants will share information about their climate activists with the plenum, encouraging participants to follow their social media posts!



Instructions:

1. Plenum, participants will share their climate activists using the main device so the activist's social media page can be viewed.
 - a. This presentation shouldn't be more than 5 minutes each.
2. Participants should highlight:
 - a. Social media handle (name)
 - b. Activism focus
 - c. When they began
 - d. Why they began
 - e. What they do
 - f. How they do it



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Participate in workshop "A2. SIFTing through the climate crisis: What makes a credible source?"
- Participate in workshop "B3. Online Encyclopedias: Credible or Not Credible, that is the question"



Materials

1. Climate Activists Posts on Social Media

Instructions: Use the following screenshots of social media posts from climate activists to ensure participants are on the correct account page in Activity 1.



Source: <https://www.instagram.com/p/C4XdzIOCQvR/?hl=en>

< Back

Thread
318 views



domipalmer 4/23/24

...

It was earth day yesterday, today, tomorrow, next week, next month, next year..... protecting our life system which sustains us is not limited to one single day. The only planet we call home is worth protecting. I will keep loving earth because we are nature defending itself. And climate action which secures a green and just future is possible.

Thank you earth for the solace and love you give me. 🌱🌸🌿



♡ 2 💬 ↻ 🗑

Reply to domipalmer



Source: <https://www.threads.net/@domipalmer/post/C6G743Str0s>



John Paul Jose 🐦
@johnpauljos

...

Kerala continues to receive extreme rainfall with landslides & flooding at night. Govt. should place science, people & nature at the centre of policy, development, climate action and disaster preparedness & management, not power, politics & money.

[#ClimateAction](#)

[#ClimateJustice](#)

6:44 PM · Aug 1, 2022

Source: <https://twitter.com/johnpauljos/status/1554161108654575616>

YouTube ^{PT} Search



energy poverty, most of whom are in developing

What's possible when we change energy for good?

Elizabeth Wathuti
541 subscribers

Subscribe


6 6

Share

Download

115 views Nov 11, 2022 #COP27 #LetsChangeEnergy

Source: <https://www.youtube.com/watch?v=Nmcr9RIZnKs>



Ecuador is having a referendum

helenagualinga
helenagualinga · 2023-8-14

Follow

On August 20th a historic referendum is taking place in my country Ecuador! We have the opportunity to protect the heart of the Amazon, Yasuní. This is the first time civil society has called for a referendum of this kind. This is a moment for the world to rally... more

Source: <https://www.tiktok.com/@helenagualinga/video/7267238269518122245?r=1&t=8nPdXf5VhIQ>

2. The CRAAP Test



Instructions: Print or project the CRAAP Test for vertical reader pairs to reference when they're going through their process in Activity 1. If they can answer most of the questions with a "yes" and include a detailed response, then their vertical reading process was successful and they have most likely found a credible source.

Currency	<p>Is the post current enough for your needs?</p> <ul style="list-style-type: none"> • When was it published/posted? • Has it been revised/updated? • Does this topic require more current information, or will older sources work as well? • Are the hyperlinks functional?
Relevance	<p>Did you find useful pieces of information? How many?</p> <p>Can you explain the information in this post to someone else?</p> <p>Have you looked at a variety of sources before determining this is the one you'll use?</p>
Authority	<p>Is the author a real person? Do you know their first & last names?</p> <p>Is this author qualified to write on this topic? Have they had any formal training?</p> <p>Does the URL reveal anything about the author or source?</p> <ul style="list-style-type: none"> • .com = commercial sites • .edu = educational institutions • .gov = government • .org = non-profit organizations • .mil = military • .net = network
Accuracy	<p>Is the information supported by evidence?</p> <ul style="list-style-type: none"> • Do they cite other experts? • Has the information been reviewed? <p>Does this information have spelling, grammar or typographical errors?</p>
Purpose	<p>Is the main purpose of this information?</p> <ul style="list-style-type: none"> • Inform, teach, sell, entertain, persuade? <p>Does the author make their purpose for the post clear?</p> <ul style="list-style-type: none"> • Is the information fact, opinion or propaganda? <p>Is there bias present?</p> <ul style="list-style-type: none"> • Does the point of view appear objective and impartial? • Are there political, ideological, cultural, religious, institutional or personal biases?

Based on the vertical reading process, do you think this climate activist is a credible source for obtaining information about the environment and climate change?

Source: Adapted from [Northeast WI Technical College](#) (n.d.) and [University of Chicago Library](#) (2024).

3. Lateral Reading Exercises



Instructions: Print or project for lateral reader pairs to complete when they're going through their process in Activity 1. If they can successfully go through the process, easily finding more information about the activist, then most likely they are credible.

Who is behind the information in this post?

1. Open a new tab & Google the name of the climate activist. Find websites that provide information about them.
 - a. Website 1 _____
 - i. What did you learn about them?
 - b. Website 2 _____
 - i. What did you learn about them?
2. Check Wikipedia. Is there a page for them? If so, summarize one major claim made about the person on Wikipedia. If not, repeat question #1 with 2 more websites.
3. What source is cited by Wikipedia to support the claim above? What kind of source is it (another website, a scholarly journal?) How reliable is this source?
4. What have you learned about this climate activist overall?

Based on the vertical reading process, do you think this climate activist is a credible source for obtaining information about the environment and climate change?

Source: Adapted from [Cal State LA University Library](#) (n.d.).

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Session

ONLINE ENCYCLOPEDIAS: CREDIBLE OR NOT CREDIBLE, THAT IS THE QUESTION

Level	Basic
Summary	Participants will engage with various online encyclopedias to determine their credibility level.
Learning Objectives	After the workshop, participants will be able to differentiate between the credibility level of online encyclopedias
Duration	45 minutes
Target	Youngsters aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy Youth aged 15–18 • Communication & Collaboration • Safety • Problem-Solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. Definition Cards 2. Encyclopedia Cards 3. Match Me Up! – Facilitator Version 4. The Credibility of Encyclopedias 5. Match Me Up! 2.0 – Shared Doc
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online. <p>– Match Me Up!</p> <ol style="list-style-type: none"> 1. – Credible or Not Credible, that is the question 2. – Match Me Up! 2.0: The Informed Version <ul style="list-style-type: none"> • Lateral Reading <ul style="list-style-type: none"> ◦ Sort Fact or Fiction with Lateral Reading [Video] ◦ Check Yourself with Lateral Reading [Video] <p>Sources:</p> <ul style="list-style-type: none"> • Scholarpedia • Encyclopedia Britannica • Citizendium • Wikipedia • Conservapedia • Uncyclopedia • Urban Dictionary <p>Workshop Inspiration:</p> <ul style="list-style-type: none"> • Niche Pursuits article, 7 top sites like Wikipedia



Before the Workshop



Summary:

Participants will engage with various online encyclopedias to determine their credibility level.



Theoretical Preparation:

See “The Credibility of Encyclopedias” in 4 for more information about each online source.

Vertical Reading is when you stay on the source’s page searching for information deemed helpful to understand whether the source is credible or not.

Lateral reading is when you verify what you’re reading while you’re reading it to help determine the author and source’s credibility, intent and biases. Lateral reading is done by searching for articles on the same topic by other writers (to see how they are covering it) and for other articles by the author you’re checking on (to see how they cover other topics) (News Literacy Project, 2024). To understand more, watch [Sort Fact from Fiction Online with Lateral Reading](#) from the Digital Literacy Group (2020)

For additional understanding of both reading processes, watch [Check Yourself with Lateral Reading](#), clip from 03:12 to 07:31 (Crash Course, 2019).



Physical Preparation:

1. Print enough “Definition” & “Encyclopedia” cards for each group (See 1–2)
2. Participants will need scissors to cut out the cards for the Warm-up activity.
3. Create a shared Google Doc for Activity 3 and give participants access ahead of time, or during the workshop (see 5).



Take Note:

- Scholarpedia doesn’t have a definition for “global warming” because it doesn’t have a sub-section focusing on environmental sciences in particular. Though, it does reference “global warming” in articles related to other scientific phenomena.
- This is considered a basic lesson as participants might not be familiar with checking for credibility of sources. If you start the activity and find that participants are unsure about how to proceed with vertical and lateral reading, show the reference videos from the “Theoretical Preparation”.
- The social media posts were found in May 2024. It is appropriate and encouraged to find updated posts at the time of implementation, including articles relevant to your participants’ reality (country of origin, age range, interests, etc.).



Warm-up: Match Me Up!

- 10 minutes

Introduce 6 of the 7 online encyclopedias through a matching game where participants match the different definitions of “global warming” to its original source.

1. Encyclopedia Britannica
2. Citizendium
3. Wikipedia
4. Conservapedia
5. Uncyclopedia
6. Urban Dictionary



Instructions:

1. Split the plenum into small groups (no more than 3).
2. Hand out “Definition” cards and “Encyclopedia” name cards (see 1–2).
3. Ask participants to match the definitions to the encyclopedia names.



Activity 1: The Discussion/Debrief – Credible or Not Credible, that is the question

- 15 minutes

Participants will discuss the Warm-up activity, understanding which encyclopedias are more credible and why.



Instructions:

1. Once every group has matched the definitions to the encyclopedias, facilitate a plenum discussion. The discussion will be in two parts.

Part One

1. Discuss why participants matched the definitions with the encyclopedias.
 - a. *Was it easy to match the definitions? Why?*
 - b. *What were some of the major differences between the definitions?*

Part Two

1. Go over the correct answers (see 3).
2. Discuss what makes sources credible and others not.
 - a. *What makes you trust a source?*
 - b. *What makes one source more credible than another?*
3. Now go over the information about each Encyclopedia that shows its credibility level. Discuss with participants (see 4).
 - a. Be sure to point out Scholarpedia & how it wasn't in the Warm-up.



Activity 3: Practical Application – Match Me Up! 2.0: The Informed Version

- 20 minutes

Participants will use what they learned about the encyclopedias to showcase how different each one can be.

Well-known Encyclopedias

1. Scholarpedia (added after Warm-up)
2. Encyclopedia Britannica
3. Citizendium
4. Wikipedia
5. Conservapedia
6. Uncyclopedia
7. Urban Dictionary



Instructions:

1. Plenum, decide two environmental themes (not global warming or climate change).
2. Split the plenum into 7 small groups (if you have less than 14 participants, create smaller groups, or some participants can work individually).
3. Assign each small group one of the 7 encyclopedias.
4. Ask participants to find the definitions of the environmental themes from their assigned encyclopedia and add it to the group shared Google Doc.
5. Once participants have added their definitions to the Google Doc, come together as a whole group to once again compare the results, showcasing the difference in answers per encyclopedia, thus showing the differences in credibility.



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Complete the basic workshop "B4. I'd Click That: Analyzing & Applying Clickbait Headlines" on identifying clickbait headlines.
- Complete the advanced workshop "A3. The Formidable Fact-checker" on fact-checking.
- Participants are asked to create a poster of the 7 encyclopedias, showing the level of credibility. This can be used as reference for the rest of the week.



Materials

1. Definition Cards

Instructions: Use the following cards for the Warm-up activity. Give each group 1 set of cards.

Anthropogenic global warming (AGW) is an unproven theory that insists human activity is causing the Earth to warm to catastrophic levels over time. The theory posits that greenhouse gases, including carbon dioxide, methane, nitrous oxide, and water vapor, trap solar warmth on the planet. Computer models suggest that industrial and vehicular emissions could lead to catastrophic warming. Leftists use this theory as a basis to require cuts in energy production and consumption and to promote de-industrialization.

In common usage, climate change describes global warming—the ongoing increase in global average temperature—and its effects on Earth's climate system. Climate change in a broader sense also includes previous long-term changes to Earth's climate. The current rise in global average temperature is primarily caused by humans burning fossil fuels.[3][4] Fossil fuel use, deforestation, and some agricultural and industrial practices add to greenhouse gases, notably carbon dioxide and methane.[5] Greenhouse gases absorb some of the heat that the Earth radiates after it warms from sunlight. Larger amounts of these gases trap more heat in Earth's lower atmosphere, causing global warming.

Global warming is the increase in the average temperature of the Earth's near-surface air and oceans in recent decades and its projected continuation. There is strong evidence that significant global warming is occurring; this evidence comes from direct measurements of rising surface air temperatures and subsurface ocean temperatures and from phenomena such as increases in average global sea levels, retreating glaciers, and changes to many physical and biological systems. It is likely that most of the warming in recent decades is attributable to human activity, particularly the burning of fossil fuels and deforestation.

Global warming is an issue on which humankind has come to unanimous agreement with unprecedented speed. The Earth is warming, or else it's cooling, or else it's not doing either very fast. If left unchecked, this will lead to the destruction of civilization, probably, in a Biblical flood that will happen around 1995. Humans' prosperity and rich diets, breaking faith with Nature, and anything else you may feel guilty about, are the cause. Unless it's sunspots.

The rise in temperature that is probably gonna kill us all.

Global warming, the phenomenon of increasing average air temperatures near the surface of Earth over the past one to two centuries. Climate scientists have since the mid-20th century gathered detailed observations of various weather phenomena (such as temperatures, precipitation, and storms) and of related influences on climate (such as ocean currents and the atmosphere's chemical composition). These data indicate that Earth's climate has changed over almost every conceivable time scale since the beginning of geologic time and that human activities since at least the beginning of the Industrial Revolution have a growing influence over the pace and extent of present-day climate change.

2. Encyclopedia Cards

Instructions: Use the following cards for the Warm-up activity. Each group will need one set.

Wikipedia

Conservapedia

Uncyclopedia

Citizendium

Encyclopedia Britannica

Urban Dictionary

3. Match Me Up! – Facilitator Version

Instructions: Use the following table to show participants the answers for the Warm-up during the discussion in Activity 1.

Encyclopedia Britannica	Global warming, the phenomenon of increasing average air temperatures near the surface of Earth over the past one to two centuries. Climate scientists have since the mid-20th century gathered detailed observations of various weather phenomena (such as temperatures, precipitation, and storms) and of related influences on climate (such as ocean currents and the atmosphere's chemical composition). These data indicate that Earth's climate has changed over almost every conceivable time scale since the beginning of geologic time and that human activities since at least the beginning of the Industrial Revolution have a growing influence over the pace and extent of present-day climate change.
Citizendium	Global warming is the increase in the average temperature of the Earth's near-surface air and oceans in recent decades and its projected continuation. There is strong evidence that significant global warming is occurring; this evidence comes from direct measurements of rising surface air temperatures and subsurface ocean temperatures and from phenomena such as increases in average global sea levels, retreating glaciers, and changes to many physical and biological systems. It is likely that most of the warming in recent decades is attributable to human activity, particularly the burning of fossil fuels and deforestation.
Wikipedia	In common usage, climate change describes global warming—the ongoing increase in global average temperature—and its effects on Earth's climate system. Climate change in a broader sense also includes previous long-term changes to Earth's climate. The current rise in global average temperature is primarily caused by humans burning fossil fuels.[3][4] Fossil fuel use, deforestation, and some agricultural and industrial practices add to greenhouse gases, notably carbon dioxide and methane.[5] Greenhouse gases absorb some of the heat that the Earth radiates after it warms from sunlight. Larger amounts of these gases trap more heat in Earth's lower atmosphere, causing global warming.
Conservapedia	Anthropogenic global warming (AGW) is an unproven theory that insists human activity is causing the Earth to warm to catastrophic levels over time. The theory posits that greenhouse gases, including carbon dioxide, methane, nitrous oxide, and water vapor, trap solar warmth on the planet. Computer models suggest that industrial and vehicular emissions could lead to catastrophic warming. Leftists use this theory as a basis to require cuts in energy production and consumption and to promote de-industrialization.
Uncyclopedia	Global warming is an issue on which humankind has come to unanimous agreement with unprecedented speed. The Earth is warming, or else it's cooling, or else it's not doing either very fast. If left unchecked, this will lead to the destruction of civilization, probably, in a Biblical flood that will happen around 1995. Humans' prosperity and rich diets, breaking faith with Nature, and anything else you may feel guilty about, are the cause. Unless it's sunspots.
Urban Dictionary	The rise in temperature that is probably gonna kill us all.

4. The Credibility of Encyclopedias

Instructions: Use the following table to show participants the credibility levels of the different encyclopedias during the discussion in Activity 1.

<u>Scholarpedia</u>	<p>Scholarpedia clearly states that experts write the articles, and all are peer-reviewed – no exceptions. Each article has a person in charge who has complete control over which edits are suitable for publication.</p> <p>The actual names and affiliations of all authors, curators, and editors involved in an article must be stated. The use of usernames is strictly prohibited.</p>
<u>Encyclopedia Britannica</u>	<p>Identifiable and credible authors write all the articles in Britannica and most give references.</p> <p>Articles are edited for length, the aim being to offer students and other researchers enough background information without drowning them</p>
<u>Citizendium</u>	<p>Citizendium has a much better review process. Unlike sites like Wikipedia, Citizendium claims to have quotable certifications and disclaimers if the article hasn't gone through the peer review process yet.</p> <p>Citizendium has a much better review process. Unlike sites like Wikipedia, Citizendium claims to have quotable certifications and disclaimers if the article hasn't gone through the peer review process yet.</p>
<u>Wikipedia</u>	<p>Wikipedia has over six million English articles and over 43 million users. It's a valuable resource for information on pretty much any topic.</p> <p>It also contains links designed to direct the user to more information, and it provides countless references.</p> <p>However, lately, academics have denigrated Wikipedia for its failure as a reliable source. Anyone can edit a Wikipedia entry, and hackers frequently and maliciously rewrite or even delete some articles.</p>
<u>Conservapedia</u>	<p>Came about as an alternative to Wiki's so-called left-wing bias. It is an ultra-conservative, Christian-influenced Wiki encyclopedia that leans far to the right. came about as an alternative to Wiki's so-called left-wing bias.</p> <p>It is an ultra-conservative, Christian-influenced Wiki encyclopedia that leans far to the right.</p>
<u>Uncyclopedia</u>	<p>It's full of misinformation and lies and pokes fun at everyone and everything in the name of comedy.</p> <p>The site explains how to be funny and not just stupid. At the minimum age of 13, writers can produce comedy content, fake news reports, and creative articles.</p> <p>Just as sites like Wiki operate, anyone can edit, but diligent administrators run the site and keep users in line.</p>
<u>Urban Dictionary</u>	<p>Twenty years ago, I started Urban Dictionary as a place for everyone to share their language. It was intended to subvert the authority of the traditional dictionary and to document our messy, weird, and unpredictable language as it evolved.</p> <p>Every day, regular people add thousands of definitions, making it a living cultural document. Since 1999, our community has written over 12 million definitions.</p> <p>I'm proud that Urban Dictionary has become a source of laughter and an irreplaceable reference made by and for the people.</p>

Source: Inspired from [Niche Pursuits article](#), written by Amy Derungs (2023).

5. Match Me Up! 2.0 – Shared Doc

Instructions: Use the following tables for Activity 3. Copy and paste on a separate shared Google Doc and give participants access.

Environmental Theme: _____	
<u>Scholarpedia</u>	
<u>Encyclopedia Britannica</u>	
<u>Citizendium</u>	
<u>Wikipedia</u>	
<u>Conservapedia</u>	
<u>Uncyclopedia</u>	
<u>Urban Dictionary</u>	

Environmental Theme: _____	
<u>Scholarpedia</u>	
<u>Encyclopedia Britannica</u>	
<u>Citizendium</u>	
<u>Wikipedia</u>	
<u>Conservapedia</u>	
<u>Uncyclopedia</u>	
<u>Urban Dictionary</u>	

References

Citizendium. (2014). *Global Warming*. Retrieved from https://citizendium.org/wiki/Global_warming. Accessed on 23.4.2024.

CrashCourse. (2019, 23 January). *Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3* [Video]. YouTube. <https://www.youtube.com/watch?v=GoQG6Tin-1E>

Conservapedia. (2024, 18 March). *Global Warming*. Retrieved from https://en.uncyclopedia.co/wiki/Global_warming. Accessed on 23.4.2024.

Derungs, Amy. (2023, 6 November). *7 Top Sites Like Wikipedia that You Should Check Out*. Niche Pursuits. Retrieved from <https://www.nichepursuits.com/sites-like-wikipedia/#:~:text=sites%20like%20Wikipedia.,Encyclopedia%20Britannica,the%20production%20of%20printed%20copies>. Accessed on 18. 3.2024.

Digital Inquiry Group. (2020, 16 January). *Sort Fact from Fiction Online with Lateral Reading* [Video]. YouTube. <https://www.youtube.com/watch?v=SHNprb2hgZU>

Encyclopedia Britannica. (2024). *Global Warming*. Retrieved from <https://www.britannica.com/science/global-warming>. Accessed on 24.4.2024.

GirlWithABroom. (2019, 3 September). *The rise in temperature that is probably gonna kill us all* [Post]. Urban Dictionary. <https://www.urbandictionary.com/define.php?term=Global%20Warming>.

Scholarpedia. (2016). Retrieved from http://www.scholarpedia.org/article/Main_Page. Accessed on 24.4.2024.

Uncyclopedia. (2023, 23 August). *Global Warming*. Retrieved from https://en.uncyclopedia.co/wiki/Global_warming. Accessed on 23.4.2024.

Wikipedia. (2024). *Climate Change*. Retrieved from https://en.wikipedia.org/wiki/Climate_change. Accessed on 23.4.2024.



Session

I'D CLICK THAT: ANALYZING & APPLYING CLICKBAIT HEADLINES

Level	Basic
Summary	Participants will learn about clickbait by engaging with sensational headlines, analyzing them, and learning the skills to spot them. They then will apply those skills by searching for clickbait headlines themselves.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none">• Identify clickbait headlines• Differentiate between sensationalized & factual news
Duration	60 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none">1. Cooking Up Clickbait – Steps 1 & 22. Cooking Up Clickbait – Real Headlines3. Clickbait Headlines – Participant Version4. Clickbait for Beginners5. Clickbait Headlines – Facilitator Version6. Clickbait vs. Informative Headlines – Shared Document
Special Considerations	<ul style="list-style-type: none">• Pair participants without smart devices and/or social media with those who do.• <i>Go digital!</i> Avoid printing materials and put everything online.• Pair participants that have completed workshops 1–3, or who know some basic skills about lateral reading & finding credible sources, with participants who have less knowledge. <p>– Cooking Up Clickbait</p> <ol style="list-style-type: none">1. – I'd Click That2. – Clickbait Killer <ul style="list-style-type: none">• Newseum Ed Cooking Up Clickbait Lesson <p>Definitions:</p> <ul style="list-style-type: none">• Clickbait – Cambridge Dictionary• Tabloid Journalism – Encyclopedia Britannica• Satire – Encyclopedia Britannica• Fake News – Cambridge Dictionary <p>I'd Click That Articles</p> <ul style="list-style-type: none">• The Onion• Buzzfeed• Daily Mail• Telegraph• The Guardian <p>Workshop Inspired By:</p> <ul style="list-style-type: none">• Tricked by Clickbait – Digii Social• You Won't Believe This! – Common Sense Education



Before the Workshop



Summary:

Participants will learn about clickbait by engaging with sensational headlines, analyzing them, and learning the skills to spot them. They then will apply those skills by searching for clickbait headlines themselves.



Theoretical Preparation:

Facilitator could print these definitions to post around the room after discussing with the group (after Activity 2 for example).

Clickbait (noun) – an internet story, title, image, etc. that is intended to attract attention and encourage people to click on a link.

Tabloid Journalism – type of popular, largely sensationalistic journalism that takes its name from the format of a small newspaper, roughly half the size of an ordinary broadsheet.

Satire – an artistic form which uses ridicule and wit to expose something foolish or to criticize. This is often for the sake of social reform, or simply entertainment.

Fake news – false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.



Physical Preparation:

1. Print enough copies of “Cooking Up Clickbait – Steps 1 & 2” (see 1) for the small groups to complete.
 - a. Alternatively, share an online version of the activity. Make sure every small group has their own copy (avoid one shared Google Doc).
2. Print one large copy of “Clickbait for Beginners” (see 4) to be displayed halfway through Activity 1 and for the rest of the workshop.
 - a. Alternatively, set it up to be displayed on a separate device.
3. Prepare a Google Doc with “Clickbait vs. Informative Headlines” (see 6). Either share the document with participants ahead of time, or share the link during the workshop.
 - a. Make sure you’re giving “editing” status to participants.



Take Note:

- The current headlines provided in Activity 1 were chosen in May 2024. To ensure current and relevant content, update the headlines when necessary.
- Pair up any participant without a smartphone with another participant.
 - Keep some extra devices handy just in case there aren’t enough smartphones for participant use (as it is a necessity for Activity 3).
- Review English grammar with participants if needed after introducing the Warm-up (plural, gerund, adverb, adjective, noun).



Warm-up: Cooking Up Clickbait

- 10 minutes

Participants will attempt to recreate real clickbait news headlines by filling in the blanks using similar word categories.



Instructions:

1. Split the whole group into smaller groups of no more than 3.
2. In small groups, participants will complete steps 1 & 2 of the “Cooking up Clickbait” activity (see 1).
 - a. Review English grammar if needed here (see Take Note).
3. Once all groups are finished, display the real headlines (see 2).



Activity 1: The Analysis & Discussion – I’d Click That

- 20 minutes

Participants will analyze clickbait headlines to determine if they are considered clickbait, or not, while discussing common clickbait techniques and wording.



Instructions:

1. Define clickbait & tabloid news with participants. Display “Clickbait for Beginners” (see 4).
2. Display the “Clickbait Headlines – Participant Version” (see 3) for all the participants to see.

Discuss how they could be considered clickbait. Guide the discussion with the following questions:

 - a. *How does this headline make you feel?*
 - b. *What techniques are being used to make you want to “click” & read the article?*
 - c. *Do you trust this headline?*
3. Show participants “Clickbait for Beginners” (see 4) and start a discussion about (keep this displayed somehow – either printed, or on a separate device):
 - a. Common clickbait techniques
 - b. Common words used in clickbait headlines
4. To finish the discussion, display “Clickbait Headlines – Facilitator Version (see 5). As a group, go through the “Media Content” column to learn about these news sources and their reliability factor. Ask the following questions:
 - a. *What is satire? Fake news?*
 - b. *Of the techniques from “Clickbait for Beginners” (see 4), which are being used for each headline? Do any use any common clickbait words?*



Activity 2: Practical Application – Clickbait Killer

- 30 minutes

Participants will now apply what they’ve learned about clickbait analysis to find 2 articles about the same environmental topic, one with a clickbait, sensationalized headline (possible from a tabloid news source) and another with an informative headline (from a reliable source).



Instructions:

1. Divide participants into pairs.
2. Brainstorm current environmental problems and assign each pair a different topic (some overlap is ok).
 - a. Climate change, forest fires, rising sea levels, loss of biodiversity, pollution, etc.
3. Instruct pairs to search the Internet for articles about their given topic (see “Example Investigation” below).
 - a. They should find one news story about the topic.
 - b. Focusing on the one news story, participants should find 1 article with a clickbait headline (from a tabloid or reliable newspaper), and 1 article with an informative headline (from a reliable newspaper).
4. Facilitator should walk around supporting pairs in finding news stories and headlines, and ensuring the sources are reliable. Ask questions such as:
 - a. *How did you find these articles?*
 - b. *What makes this headline clickbait? Informative?*
 - c. *How do you know that’s a reliable news source?*
5. Once participants have finished, they should add their headlines to a shared Google Doc (see 6 for template).
6. Discuss as a whole group and post the definitions around the room (see “Before the Workshop”).

Example Investigation (these are invented headlines based on real events):

Topic: Forest Fires

News Story: California federal forest burned by fires in 2022

Clickbait Headline: 12-YEAR-OLD IN CUSTODY FOR SMOKING WEED & BLAZING UP CALIFORNIA’S BEAUTIFUL COASTLINE FOREST: See what his life looks like in juvenile detention (The Daily Telegraph)

Regular Headline: TEEN WHO STARTED 2022 CALIFORNIA WILDFIRE: What happened & where is he now? (The New York Times)



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they’ve learned, improved upon, or their “aha” moment (see the “Toolkit for Youth Workers” for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Pick a relatively boring headline about the environment from today’s news and read the accompanying news story. Rewrite the headline to make people more likely to click on it. Then rewrite it specifically to appeal to three different audiences: teens, retirees and climate activists. How effective do you think your rewritten headlines would be? Do the headlines still reflect the facts of the news story?
- Complete the basic workshop “B5. Fact Check Me Please! Fake News that’s about to get R.E.A.L.” on fact-checking.



Materials

1. Cooking Up Clickbait – Steps 1 & 2

Instructions: Use the following activity sheet for participants to fill out in the Warm-up.

Cooking Up Clickbait: Step 1

Work together to come up with colorful words that fit each of the following categories.

Headline 1

A	Animal (plural)	
B	Country	
C	Noun (plural)	

Headline 2

A	Food	
B	Nationality	
C	Type of vacation spot	

Headline 3

A	Gerund	
B	Adverb	
C	Adjective	

Headline 4

A	Celebrity	
B	Animal	
C	Name	

Headline 5

A	Company	
B	Euro amount	
C	City	
D	Adjective	
E	Noun (plural)	

Headline 6

A	Adjective	
B	Adjective	
C	Animal	
D	Job	

Cooking Up Clickbait: Step 2

Use the words from the Step 1 worksheet to fill in the headlines below.

Headline 1:

Giant (A)_____ keep attacking people in (B)_____ — and (C)_____ might be to blame

Headline 2:

(A)_____ vending machines installed at (B)_____ (C)_____ resort

Headline 3:

(A)_____ too (B)_____ literally killed this (C)_____ woman

Headline 4:

(A)_____’s tribute to his dead (B)_____ (C)_____ will melt your heart

Headline 5:

(A)_____ will invest (B)_____ in (C)_____ to build (D)_____ center and ‘multiple’ solar (E)_____

Headline 6:

(A)_____ (B)_____ (C)_____ joins New Zealand (D)_____ on his shift

Source: Newseum Ed, 2017

2. Cooking Up Clickbait – Real Headlines

Instructions: Use the following real headlines in the Warm-up to show participants where their created headlines really came from.


The real headlines:

1. Giant pythons keep attacking people in Indonesia — and humans might be to blame ([The Washington Post](http://wapo.st/2zQiAAW), <http://wapo.st/2zQiAAW>)
2. Oyster vending machines installed at French seaside resort ([NBC News](http://nbcnews.to/2zPCV9F), <http://nbcnews.to/2zPCV9F>)
3. Working too hard literally killed this Japanese woman ([Newsweek](http://bit.ly/2A0uvgi), <http://bit.ly/2A0uvgi>)
4. Ryan Gosling’s tribute to his dead dog George will melt your heart ([Entertainment Weekly](http://bit.ly/2xIUktJ), <http://bit.ly/2xIUktJ>)
5. Facebook will invest \$1 billion in Virginia to build data center and ‘multiple’ solar facilities ([CNBC](http://cnb.cx/2yNiMAw), <http://cnb.cx/2yNiMAw>)
6. Adorable fluffy cat joins New Zealand cop on his shift ([Huffington Post](http://bit.ly/2xzC3W3), <http://bit.ly/2xzC3W3>)

Source: Newseum Ed, 2017

3. Cooking Up Clickbait – Real Headlines

Instructions: Use the following real headlines in the Warm-up to show participants where their created headlines really came from.

<h4>Why London, New York and Shanghai should be worried about Antarctica's 'doomsday glacier'</h4> <p>Researchers say the 'vigorous melting' of the Thwaites glacier could push up sea levels faster than expected</p> <p>Verity Bowman 11 June 2024 • 4:58pm</p>	<h4>Scientist who thought we 'we're all going to die from climate change' reveals 7 reasons she was wrong - and how the issue is being overblown</h4> <ul style="list-style-type: none">• A data scientist believes alarming warnings of disasters may be overblown• She said emissions per person peaked in 2012 - and are still about the same• READ MORE: Humanity is at 'code red' due to climate change <p>By STACY LIBERATORE FOR DAILYMAIL.COM PUBLISHED: 19:27 BST, 31 January 2024 UPDATED: 21:04 BST, 31 January 2024</p>
 <p>HOME LATEST NEWS LOCAL POLITICS ENTERTAINMENT SPORTS OPINION</p> <p>BREAKING NEWS</p> <h4>Study Finds 80% Of Food Waste Result Of Half-Assed Chicken Wing Eating Technique</h4> <p>Published June 11, 2024</p>	<h4>'Off-the-charts records': has humanity finally broken the climate?</h4> <p>Extreme weather is 'smacking us in the face' with worse to come, but a 'tiny window' of hope remains, say leading climate scientists</p> <ul style="list-style-type: none">• Dramatic climate action needed to curtail 'crazy' extreme weather <p>By Damian Carrington, Nina Lakhani, Oliver Milman, Adam Morton, Ajit Niranjani and Jonathan Watts</p> <p>Mon 28 Aug 2023 18:00 CEST</p>
<p>In the News • Posted on 24 Jan 2024</p> <h4>Uber Eats Are Committing Big \$\$\$ To Sustainable Packaging And Suddenly I'm Doing My Bit By Ordering Food</h4> <p>I'd like one of everything thanks. Y'know...for the environment.</p> <p>by Angeline Barion BuzzFeed Staff</p>	



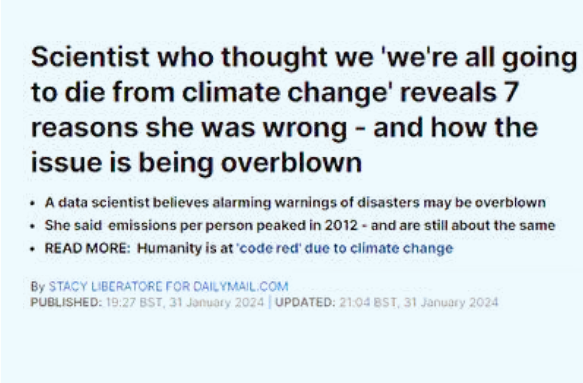

4. Clickbait for Beginners

Instructions: Use the following table to lead the discussion in Activity 1.

Clickbait for Beginners	
Clickbait – an internet story, title, image, etc. that is intended to attract attention and encourage people to click on a link (Cambridge Dictionary, 2024).	
Tabloid Journalism – type of popular, largely sensationalistic journalism that takes its name from the format of a small newspaper, roughly half the size of an ordinary broadsheet (Encyclopedia Britannica, 2024).	
Clickbait Techniques: <ul style="list-style-type: none">• It seems impossible or unbelievable• It tries to shock you• It refers to a celebrity or popular topic• There is often an element of urgency• Triggers our curiosity	Common Clickbait Words: <ul style="list-style-type: none">• Forget everything you ever thought about...• 10 reasons why you need...• 15 amazing facts about...• You won't believe...• Stop what you are doing and read this – it might...• Save \$\$\$...• Bizarre reason that...• You won't believe what these celebrities...• This is trending around the world – you won't believe why

5. Clickbait Headlines – Facilitator Version

Instructions: Use the following table to lead the discussion in Activity 1.

Headline	Media Context
 <p>Study Finds 80% Of Food Waste Result Of Half-Assed Chicken Wing Eating Technique</p> <p>Published June 11, 2024</p>	<p>The Onion An American satirical digital media company and newspaper organization that publishes articles on international, national, and local news (Library of Congress, 2001).</p> <p>Reliability: 0</p> <ul style="list-style-type: none">• satire• fake news <p>Article Source: https://www.theonion.com/study-finds-80-of-food-waste-result-of-half-assed-chic-1851514225</p>
 <p>Uber Eats Are Committing Big \$\$\$ To Sustainable Packaging And Suddenly I'm Doing My Bit By Ordering Food</p> <p>I'd like one of everything thanks. Y'know, for the environment.</p> <p>by Angeline Barion BuzzFeed Staff</p>	<p>Buzzfeed A publicly traded American online media company known for its commentary, quizzes, listicles (articles formatted as lists), videos, and food writing (Britannica, 2024).</p> <p>Reliability: 1–2</p> <ul style="list-style-type: none">• online media company• provides entertainment over news <p>Article Source: https://www.buzzfeed.com/angelinebarion/uber-eats-planet-ark</p>
 <p>Scientist who thought we 'we're all going to die from climate change' reveals 7 reasons she was wrong - and how the issue is being overblown</p> <ul style="list-style-type: none">• A data scientist believes alarming warnings of disasters may be overblown• She said emissions per person peaked in 2012 - and are still about the same• READ MORE: Humanity is at 'code red' due to climate change <p>By STACY LIBERATORE FOR DAILYMMAIL.COM PUBLISHED: 19:27 BST, 31 January 2024 UPDATED: 21:04 BST, 31 January 2024</p>	<p>Daily Mail A British morning daily newspaper, long noted for its foreign reporting, it was one of the first British papers to popularize its coverage to appeal to a mass readership (Britannica, 2024).</p> <p>Reliability: 3</p> <ul style="list-style-type: none">• promotes mass readership• sensationalized headlines <p>Article Source: https://www.dailymail.co.uk/sciencetech/article-13028587/scientist-winning-fight-global-warming.html</p>
 <p>Why London, New York and Shanghai should be worried about Antarctica's 'doomsday glacier'</p> <p>Researchers say the 'vigorous melting' of the Thwaites glacier could push up sea levels faster than expected</p> <p>Verity Bowman 11 June 2024 • 4:56pm</p>	<p>The Daily Telegraph British daily newspaper, generally accounted as one of Britain's "big three" quality newspapers. Founded in 1855 as the Daily Telegraph and Courier, it transformed itself into London's first penny paper, and built a large readership. The newspaper has consistently combined a high standard of reporting with the selection of interesting feature articles and editorial presentation (Britannica, 2024).</p> <p>Reliability: 4–5</p> <ul style="list-style-type: none">• high standard of reporting = delivering facts• can use sensationalized headlines <p>Article Source: https://www.telegraph.co.uk/global-health/climate-and-people/antarctica-doomsday-thwaites-glacier-climate-change/</p>

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Session

FACT CHECK ME PLEASE! FAKE NEWS THAT'S ABOUT TO GET R.E.A.L.

Level	Basic
Summary	Participants will learn how to identify fake news using the R.E.A.L. Method, applying what they've learned to reputable fact-checking websites.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Fact-check news to determine if it's real or fake • Navigate through reputable fact-checking websites
Duration	60 minutes
Target	Youngsters aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Safety • Problem-Solving
	Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides 1. Telephone Additions – The Fake News Edition 2. Dictionary Definitions – Fake News 3. R.E.A.L. Checklist 4. The 5 Ws & Fake News 5. R.E.A.L. News – Participant Version 6. R.E.A.L. News – Facilitator Version 7. Fact-checking Websites
Special Considerations	<ul style="list-style-type: none"> • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online.
	Warm-up – Telephone – The Fake News Edition 1. – That Can't Be True! 2. – R.E.A.L. News 3. – Fact Check Me Please!
	<ul style="list-style-type: none"> • Telephone Icebreaker Game • Bitcoin Boy [Video] • R.E.A.L. Checklist • Fearless Factfinding [Poster]
	Fact-checking Websites: <ul style="list-style-type: none"> • Full Fact Organization • Agence-France Presse • Reuters Fact Check • International Fact-checking Network Articles: <ul style="list-style-type: none"> • NASA Science • Santa Barbara Independent Workshop Inspiration: <ul style="list-style-type: none"> • BBC Lesson, Real versus Fake News • British Council Lesson, Fake News • Commonsense Lesson, SciCheck



Before the Workshop



Summary:

Participants will learn how to identify fake news using the R.E.A.L. Checklist, applying what they've learned to reputable fact-checking websites.



Theoretical Preparation:

Facilitator could print these definitions to post around the room after discussing with the group (after Activity 1 for example).

Fake News refers to news that has been entirely fabricated or made up (DROG, 2018).

Unlike **misinformation**, which is simply information that is incorrect, **disinformation** involves the intent to deceive. **Propaganda**, then, is disinformation with an explicit or implicit political agenda (DROG, 2018).

Telephone is a common icebreaker game where one whispers a word or story into the ear of the person standing next to them. The pattern continues with the next person whispering what they've heard in the next person's ear, until everyone has been whispered to. The last person in line says what they heard out loud. Often, the telephone was "broken" because people mumbled, or whispered too softly.

The R.E.A.L. Checklist (see Material 3), detailed by BBC Education is a method of teaching youth to fact-check what they're reading.



Physical Preparation:

1. Print out or write on sticky notes the "Telephone Additions" (see 1). Prepare to hand these discreetly to each participant during the Warm-up.



Take Note:

- Add or subtract any of the Telephone Additions (see 1) depending on group size.
- The short documentary "Bitcoin Boy" [10 minutes] was completely filmed and produced by high-school students in the Netherlands, who managed to place a story about the Bitcoin Boy in national media outlets. The whole documentary follows the story and how journalists also didn't check the information – and they should be the ones who are equipped with this knowledge.
- Pair up any participant without a smartphone with another participant.
- Add current articles about other environmental consequences to "R.E.A.L. News" (see 5) for the fake news analysis.
- During small group work, the facilitator should constantly be walking around engaging with the groups and asking leading questions to stimulate critical thought:
 - *Why do you think that?*
 - *Do you all agree?*
 - *Did you think about... (playing devil's advocate)*
- During the whole group discussion, the facilitator should guide the discussion. If there is a lapse in interaction between participants, ask follow-up questions to participants (see questions above).



Warm-up: Telephone – The Fake News Edition

- 5 minutes

To introduce fake news, participants play the game Telephone showcasing how easily news can be fabricated, purposefully or not.



Instructions:

1. Participants line themselves up in a row.
 - a. *This is a good opportunity to do a team-building game: Have participants line themselves up silently by height, age, alphabetical order, etc.*
2. Tell the participants they are playing Telephone. Explain the basic rules if necessary.
3. Hand each participant a note from “Telephone Additions” that tells them how to play the game.
 - a. They should keep these notes a secret!
4. Participant 1 is the story-telling and begins the game.
5. The last participant will tell the story they’ve heard out loud for the entire group to hear.



Activity 1: The Discussion – That Can’t Be True!

- 10 minutes

Participants will discuss the game, coming to an understanding of fake news, misinformation, and disinformation.



Instructions:

1. Discuss the game with participants, highlighting the following questions:
 - a. *What happened in the game?*
 - b. *How did it happen?*
 - c. *What is fake news?*
 - d. *How does fake news affect the general public?*
 - e. *Have you been affected by fake news?*
2. Come to consensus with participants about the definitions of:
 - a. *Fake news*
 - b. *Misinformation*
 - c. *Disinformation*
3. Now share the dictionary definitions (see 2).
4. Discuss how you can tell if a story is fake news:
 - a. *What steps do you need to take to find out if something is true or false?*
 - b. *Who do you need to talk to find out if it's true or false?*
 - c. *What evidence do you need?*
 - d. *What was the original purpose of this story?*
 - e. *Where did this story come from?*
 - f. *What's the impact of publishing a story without knowing if it's true or not?*
5. Watch the Dutch, youth-created documentary “[Bitcoin Boy](#)” [10 minutes] to discuss the potential dangers of fake news.



Activity 2: The Analysis – R.E.A.L. News

- 15 minutes

Participants will learn an analysis skill to check if news is real or fake and they will apply it to some current environmental articles.



Instructions:

1. Plenum, go over the R.E.A.L. Checklist for determining fake news (see 3) and some tips about the 5 Ws (see 4).
2. Now split the group into pairs.
3. Each pair will be assigned 2 stories (see 5). Using the R.E.A.L. Checklist and the 5 Ws, they need to determine which is real and which is fake.
4. Facilitator should walk around asking the same discussion questions from Activity 1 to groups.
 - a. Encourage students to complete a lateral reading fact-check.
5. Once participants have finished, come back together as a whole group and share the answers in R.E.A.L. News – Facilitator Version (see 6).
6. Before showing the “Why?” column, ask participants to describe why they assigned the articles the way they did. In particular ask them about:
 - a. Author
 - b. Evidence
 - c. Source credibility



Activity 3: Practical Application – Fact Check Me Please!

- 30 minutes

Participants will learn about different fact-checking sites they can utilize when in doubt about the validity of an article.



Instructions:

1. Introduce the Fact-checking Websites (see 7), not forgetting the “Fearless Fact-Finding” websites provided by Common Sense.
2. Plenum, decide on one environmental topic that will be the focus of testing (climate crisis, deforestation, etc.).
3. In the same small groups, participants will investigate the fact-checking websites: assign one website to each group.
4. Participants will test the fact-checking websites by playing around with the link and search bar.
 - a. They should search for articles about the chosen environmental topic that have been fact-checked by the website.
 - b. They should find 1 fact-checked and approved article and 1 fact-checked and disproven article.
5. Once groups have finished their investigation, they will pair up with another small group to exchange information about their website.
6. This process will be repeated 2 more times until every participant has both shared their website and learned about all 3 websites.
7. Facilitators should support participants with tech, site navigation, keyword searches, and understanding the fact-checking information.



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Participants create informative posters or social media posts about the fact-checking websites.
- Complete the advanced workshop "A3. The Formidable Fact-checker" on fact-checking and "A5. The Fake News Game".
- Complete the basic workshop "What's Going on in this Picture?" about fake or manipulated imaging to supplement what you've learned about fake news.
- Check out [Full Fact](#), a UK-based organization that fact-checks trending topics for you, or look for a similar credible organization from your region.



Materials

1. Telephone Additions – The Fake News Edition

Instructions: Use these tricks to prompt each participant in the Telephone game during the Warm-up.

Participant 1: The Story-teller	Tell Participant 2 a story that happened recently. This story should include: <ul style="list-style-type: none">• What happened• Who it happened to• When it happened• Where it happened
Participant 2	Add 1 detail to the story
Participant 3	Change the name of who this story happened to.
Participant 4	Add 1 detail to the story.
Participant 5	Change the location where this story took place.
Participant 6	Add 1 detail to the story.
Participant 7	Change when this story happened.
Participant 8	Retell the story out loud

2. Dictionary Definitions – Fake News

Instructions: Use the following definitions to help participants come to understand fake news during the Warm-up. Post the definitions around the room after Activity 1.

Word	Definition
Fake News	False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.
Misinformation	Incorrect or misleading information
Disinformation	False information spread in order to deceive people

Source: Cambridge Dictionary, 2024

3. R.E.A.L. Checklist

Instructions: Use the following checklist for the fake news analysis in Activity 2.

R.E.A.L.	Checklist
<u>R</u> Real	Is this real?
<u>E</u> Evidence	What is the source?
<u>A</u> Add it up	<ul style="list-style-type: none">• Ask around• Use your own knowledge• Use knowledge from others• Conduct research (vertical reading)
<u>L</u> Look around	Are other sources sharing the story (lateral reading)?

Source: [Source: Cambridge Dictionary, 2024](#)

4. The 5 Ws & Fake News

Instructions: Use the following table for the fake news analysis in Activity 2.

The 5 Ws	Helpful Hints
WHERE does the information come from? <ul style="list-style-type: none">• Look at the URL.• Does it look familiar or credible?	<ul style="list-style-type: none">• Websites with these URLs are usually legitimate: .com, .org, .net, .edu, .gov• Fake websites often have URLs that end with: lo, .com.co. Alternatively, fake URLs are incomplete.• Fake websites have similar names to authentic sites, e.g. Sky Newz (instead of Sky News).
WHEN was the post put online? <ul style="list-style-type: none">• What's the date on the post?• Is the date real?• Is the post recent?	<ul style="list-style-type: none">• Always check the date: Fake news is often posted on dates which don't exist (e.g. 30 February) or on 1 April (April Fool's Day).• Sometimes the news was posted years ago but is still being circulated as 'news'.

WHO created the information? <ul style="list-style-type: none"> Who wrote the article? Who took the photo? 	<ul style="list-style-type: none"> Articles should always have an offer and should include information about the author. Real photos should always give the name of the person who took them (or explain where they come from).
WHAT does the post or website look like? <ul style="list-style-type: none"> Look at the layout. Is the website well-presented and carefully organized? Look at the headline. Is it sensational? Is there an 'About Us' section with contact information? Are sources given for the information? Is the spelling and grammar correct? 	<ul style="list-style-type: none"> Genuine websites usually look professional. They usually contain an 'About Us' section, contact information, sources and links to more information. Check the spelling and grammar. Fake websites often contain mistakes in English.
HOW do you know for certain that it's true? <ul style="list-style-type: none"> Check the content again. Does any information seem unlikely? Too good (or too amazing) to be true? 	<ul style="list-style-type: none"> Real news stories should appear in several news outlets, not just the one you're looking at. Cross-check the information with a credible website to see if you can find the same story! <i>If you're still not sure, check a site that lists hoaxes and fake news. Is the story listed as fake news? Try:</i> https://www.snopes.com/ https://www.hoax-slayer.net/

Source: Inspired by https://www.teachingenglish.org.uk/sites/teacheng/files/2024-03/Fake_news_student_worksheet.pdf

5. R.E.A.L. News – Participant Version

Instructions: Use the following headlines to give to students in Activity 2. They should also be given access to the article links.

“Sea Level Rise and Other Nonsense”

Source: <https://www.independent.com/2019/12/24/sea-level-rise-and-other-nonsense/>

“Can’t ‘See’ Sea level Rise? You’re Looking in the Wrong Place”

<https://science.nasa.gov/earth/climate-change/cant-see-sea-level-rise-youre-looking-in-the-wrong-place/>

6. R.E.A.L. News – Facilitator Version

Instructions: Use the following table for the discussion in Activity 2.

FAKE NEWS	“Sea Level Rise and Other Nonsense” Author: Steve King Date: December 24, 2019 Source: https://www.independent.com/2019/12/24/sea-level-rise-and-other-nonsense/	WHY? <ul style="list-style-type: none"> Author is present, but no hyperlink to their name. A quick search yielded nothing. Written in the “Letters” section of the newspaper, meaning, even though the overall news source is often credible, this article was written as an opinion piece from a local resident (Carpinteria, California). No statistics, or reference to academic literature. It’s a small-level newspaper, servicing the residents of Santa Barbara, California.

THAT'S LEGIT

"Can't 'See' Sea level Rise? You're Looking in the Wrong Place"

Author: NASA Science Editorial Team

Date: May 13, 2020

Source:
<https://science.nasa.gov/earth/climate-change/cant-see-sea-level-rise-youre-looking-in-the-wrong-place/>

WHY?

- Though there's no hyperlink, the article was written by the NASA Editorial Team, which is the highest level of journalist for the NASA Science magazine.
- There are statistics, maps, images, videos, and references to academic literature throughout the article, including proper citations.
- NASA Science is a reputable magazine that delivers credible science news.

7. Fact-checking Websites

Instructions: Use the following table for Activity 3.

Fact-checking Website	About
International Fact-checking Network (IFCN) – Poynter Source: https://www.poynter.org/ifcn/	A non-profit organization that sets a code of ethics for other fact-checking organizations. They ensure fact-checkers are complying with code and issues yearly certifications.
Full Fact Source: https://fullfact.org	Team of independent fact checkers who find, expose and counter false or misleading claims.
AFP (Agence-France Presse) Source: https://factcheck.afp.com/	AFP is a department within the French news agency whose mission is to provide accurate, balanced and impartial coverage of news.
Reuters Fact Check Source: https://www.reuters.com/fact-check/	Reuters, a trusted news agency, launched a fact-checking unit which checks visual material and social media claims. It is a member of the IFCN.

FEARLESS FACT-FINDING

A list of trustworthy resources to help you learn what's true (and what isn't!) on the web

Did you find an article, a source, or some other information on the web? Can you tell if it's true, false, or somewhere in-between? Use these trusted fact-checking websites to find more information.

FactCheck.org <http://www.factcheck.org>

Use it when: You need an *in-depth* article related to American politics.

These ad-free, nonpartisan articles address current political issues. But watch out! The articles aren't written for kids, and the site gets *really* in depth! But they're *really* clear about the truth (or falsehood) of what people are saying.

PolitiFact <http://www.politifact.com>

Use it when: You need a *quick look* at a political story, quote, or claim.

The Truth-O-Meter gives a quick look at the truth (or falsehood) of claims from politicians and media outlets. The scale goes from True to Pants-on-Fire, with the option to read more.

Snopes <http://www.snopes.com>

Use it when: You find a myth, meme, or anything else questionable on the web.

This popular fact-checking site is all about internet rumors. From so-called urban legends all the way to politics and news, there's a lot here! Be sure to stay focused and don't get distracted.

OpenSecrets.org <http://www.opensecrets.org>

Use it when: You feel like the phrase "*follow the money*" seems like a good idea.

This site tracks the influence of money in politics. It's definitely aimed at advanced readers, but there's lots of interesting info about who's spending money to influence politicians and voters.

Internet Archive: Wayback Machine <https://archive.org>

Use it when: You wish you could turn back the clock on the internet.

This one isn't actually a fact-checking site. *Instead*, it's a tool you can use yourself, to fact-check things you find online. Like an Internet time machine, this site lets you see how a website looked, and what it said, at different points in the past. You won't find everything here, but there's still a lot to discover.



<http://www.commonsense.org/education/teaching-strategies>

Source: <https://www.commonsense.org/sites/default/files/pdf/2018-08/fearless-fact-finding.pdf>

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Session

WASHING AWAY THE FAKE GREEN: GREENWASHING TRICKS & TECHNIQUES

Level	Basic
Summary	Participants will understand greenwashing tricks and techniques by analyzing advertisements from international companies.
Learning Objectives	After the workshop, participants will be able to spot greenwashing techniques in advertisements.
Duration	60 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application, creativity
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration• Digital Content & Creation• Safety• Problem-Solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none">1. How to Spot Greenwashing Introduction Poster2. How to Spot Greenwashing Ads – Participant Version3. How to Spot Greenwashing Ads – Facilitator Version
Special Considerations	<ul style="list-style-type: none">• Ensure participants have access to the various social media platforms.• Pair participants without smart devices and/or social media with those who do.• <i>Go digital!</i> Avoid printing materials and put everything online. <p>– Green Word Cloud</p> <ol style="list-style-type: none">1. – How to Spot Greenwashing: I see, I think, I wonder2. – Unlocking the Green3. – Diving into the Buzzwords <ul style="list-style-type: none">• Live Word Cloud generator• Greenwashing, UN Climate Action• WWF Guide to Greenwashing• How to Spot Greenwashing [Poster]• Greenwashing: Recent stand-out cases• Companies Guilty of Greenwashing 2.0 (Earth.org) <p>Advertisements:</p> <ul style="list-style-type: none">• H&M, RyanAir, Ikea, Shell• Nestlé & Coca-Cola



Before the Workshop



Summary:

Participants will understand greenwashing by analyzing examples & finding their own examples of greenwashed advertisements. They will create informative material to teach other youth about common greenwashing techniques and how to avoid them.



Theoretical Preparation:

Greenwashing is when companies mislead the public to make them believe they are doing more to protect the environment than they actually are (UN Climate Action, n.d.).

Companies use a multitude of techniques to misdirect, distract, mislead, trick, deceive, or even lie to consumers.

These techniques help companies maintain sales in our current world where consumers are more eco-conscious, and it helps lead off unwanted publicity or lawsuits when they are actually doing something wrong.

How to Spot Greenwashing (also see 1) provides a quick reference guide to understanding the common tricks and techniques consumers should use to weed out the deceptors.

Familiarize yourself with the tricks and techniques as they will be used in Activities 1–3.



Physical Preparation:

1. Project the “How to Spot Greenwashing” poster (see 1)
2. Print & paste the images for Activity 1 around the room (see 2).
 - a. Alternatively, display the images on various devices around the room (ask participants to help and lend a smartphone!)
3. Provide sticky notes for each group.
4. Prepare a virtual timer on the main device to be projected.



Take Note:

- The current images provided in Activity 1 were chosen in May 2024. To ensure current and relevant content, update the images when necessary.
- Add or subtract the number of images for Activity 1 in relation to group size. The larger the group, the more images would be needed.
- Pair up any participant without a smartphone with another participant.
- As participants are being asked to post to your host organization’s social media accounts, ensure you have the proper approval from administration. Practically, participants can post to their own accounts and tag your host organization, or you can copy the post from their account to the organization’s account.



Warm-up: Green Word Cloud

- 5 minutes

Participants will work together to create a Word Cloud for “green” words (anything related to environmental sustainability).



Instructions:

1. Open the [live Word Cloud generator](#) on the screen so everyone can see. Share the QR code for participants to join.
2. Ask them to add words they associate with someone who is “green” or any related to environmental sustainability.
3. Briefly discuss the final Word Cloud, guiding participants to the idea that companies use these green terms to brainwash us into thinking they are being environmentally sustainable when oftentimes they are not (or not doing it to the extent they say they are) → greenwashing.



Activity 1: The Analysis – How to Spot Greenwashing: I see, I think, I wonder

- 15 minutes

Participants will analyze various greenwashing techniques in advertisements done by international companies.



Instructions:

1. Discuss the poster “How to Spot Greenwashing” (see 1), highlighting the common tricks:
 - a. *Green-sounding Language*
 - b. *Irrelevant Claims*
 - c. *Misleading Numbers & Percentages*
 - d. *Making the Product Packaging Green*

and understanding if a brand is real (AACT Technique):

- a. *Accountability*
 - b. *Accreditation*
 - c. *Clear labeling*
 - d. *Traceability*
1. .
 2. Split participants into small groups.
 3. Groups will walk around the room looking at 6 pictures of greenwashing advertisements (see 2). They should identify (they should take note of the answers somehow):
 - a. **I see** – Company (who)
 - b. **I think** – Greenwashing Technique & Reality (what)
 - c. **I wonder** – Reason (why)
 4. Facilitator should walk around the room engaging with groups, helping to facilitate discussion (particularly “reality” – what is really going on in this ad/with this company and “reason”).
 5. Once all groups have visited all 6 stations, come back together as a whole group.



Activity 2: The Discussion/Debrief – Unlocking the Green

- 15 minutes

Participants will complete a discussion activity understanding the greenwashing advertisements.



Instructions:

1. Project the answers (see 3).
2. Discuss the 3 things they were asked to identify (who, what, why), highlighting some of the misleading information on the advertisements and some recent consequences the companies have faced for their misleading or false greenwashed claims.
3. Ask participants to share:
 - a. *What was different in their small group discussions compared to the answers?*
 - b. *What was the same?*
 - c. *How can they apply the AACT Technique (accountability, accreditation, clear labeling and traceability) to advertisements they come across in the future?*



Activity 3: The Creative Moment – Diving into the Buzzwords

- 25 minutes

Participants will create social media posts detailing greenwashing and provide examples to inform other youth on how to spot greenwashing.



Instructions:

1. Split participants into small groups.
2. Assign each small group to a couple of the 18 “Buzzwords” provided by the WWF (depending on group size).
3. Participants will create a social media post for the host organization highlighting their assigned buzzwords (it can be 1 post or multiple). The post should feature an advertisement (image or video) found online that uses one of the buzzword techniques.
 - a. Bio
 - b. Biodegradable
 - c. Carbon neutral
 - d. Climate friendly
 - e. Compostable
 - f. Degradable
 - g. Eco
 - h. Environmentally friendly
 - i. Green
 - j. Net zero
 - k. Ocean plastic
 - l. Oxo-degradable
 - m. Plant-based
 - n. Plastic free
 - o. Recycled
 - p. Recyclable
 - q. Reusable
 - r. Sustainable

4. Participants should use the AACT Technique to understand how the advertisements they've found are considered greenwashing.
 5. The social media post should include the following:
 - a. *Company (who)*
 - b. *Greenwashing Technique (what)*
 - c. *Reality (what 2.0)*
 - d. *Reason (why)*
 - e. *1 AACT technique – inform other youth how to spot greenwashing*
-



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their “aha” moment (see the “Toolkit for Youth Workers” for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Complete the advanced workshop “A6. Promoting Green, Promoting Good: Anti-Greenwashing Crusade” on greenwashing.
 - Complete the basic workshop “B7. Real or Fake: What’s Going on in this Picture?” on understanding digital media.
-



Materials

1. How to Spot Greenwashing Introduction Poster

Instructions: Use the following poster from the Sustainable Agency showing greenwashing techniques and tips to spot greenwashing for Activity 1.

How to Spot green washing

There are a few common tricks that you can watch out for to make it easy to spot greenwashing and dubious sustainability claims:

VAGUE 'GREEN-SOUNDING' LANGUAGE:

Look out for words that sound good at first but have no concrete meaning legally, like 'farm fresh' or 'conscious'.

IRRELEVANT CLAIMS:

Making a big noise about one tiny green attribute on an otherwise totally anti-green product.

BADLY THOUGHT-OUT BIG GESTURES:

A classic one when an idea has come from a marketing team instead of experts.



MISLEADING NUMBERS AND PERCENTAGES

REBRANDING TO INCLUDE 'natural' PACKAGING

Products that change their look to apply the veneer of sustainability, but without actually changing anything.



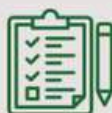
MAKING THE PRODUCT PACKAGING GREEN

*At its core,
greenwashing is all
about misdirection.*

SO WHAT SHOULD WE BE LOOKING OUT FOR TO KNOW IF A BRAND IS FOR REAL

Accountability

Ironically, truly sustainable brands are transparent about how they're affecting the environment.



Clear labeling

Sustainable products should include simple language labels about exactly what's in a product.

Accreditation

Don't just take brands' words for it. Look for companies that are audited or accredited by third parties.



Traceability

Some forward-thinking brands have been helping buyers track their products' sustainability using helpful tech.

2. How to Spot Greenwashing Ads – Participant Version

Instructions: Use the following 6 advertisements that feature greenwashing from international companies in Activity 1.



3. How to Spot Greenwashing Ads – Facilitator Version

Instructions: Use the following table to lead the discussion in Activity 2.



H&M – Insincere claims of sustainable fashion

Misleading – H&M's sustainability claims were 96% misleading (not entirely true)

Greenwashing – Green-sounding Language

Source –

<https://thesustainableagency.com/blog/greenwashing-examples/#delta>



RyanAir – False claims of low-emissions

Misleading – Advertised that they were Europe's "lowest emissions airline", which was untrue.

Greenwashing – Misleading Numbers & Percentages

Source –

<https://thesustainableagency.com/blog/greenwashing-examples/#delta>



Ikea – promoting reusable products

Misleading:

- Practices unsustainable logging in Brazil & illegal logging in Ukraine to make furniture
- Distracting you with one miniscule sustainable action to avoid backlash from another

Greenwashing – Big claims

Source –

<https://thesustainableagency.com/blog/greenwashing-examples/#delta>



Nestlé – Using eco-friendly bottles

Misleading:

- Making miniscule changes for the largest food & beverage company in the world.
- No clear targets or timeline in sustainability mission.

Greenwashing – Making the Product Packaging Green

Reaction – “Nestlé’s statement on plastic packaging includes more of the same greenwashing baby steps to tackle a crisis it helped to create. It will not actually move the needle toward the reduction of single-use plastics in a meaningful way, and sets an incredibly low standard as the largest food and beverage company in the world” (Greenpeace, 2018).

Source – <https://earth.org/greenwashing-companies-corporations/>



Shell – Using solar panels on their gas stations

Misleading – Advertisements focusing on sustainability when they account for 1–2% of CO2 emissions worldwide

Greenwashing – Irrelevant Claims

Consequences– European court ordered Shell to reduce their carbon emissions by 45% by 2030 compared to 2019 levels. It's the first time that a private company has been ordered to reduce its emissions by a fixed amount with a defined time frame.

Source – <https://thesustainableagency.com/blog/greenwashing-examples/#delta>



Coca-Cola – Sustainable claims for unsustainable practices

Misleading:

- Coca-cola is the world's largest plastic polluter & refuses to abandon using plastic bottles
- They have committed to get every bottle back by 2030 through recycle programs

Greenwashing – Irrelevant Claims

Consequences – Earth Island Institute filed a lawsuit in 2021 for false advertising as being eco-friendly despite being the largest plastic polluter in the world

Source – <https://earth.org/greenwashing-companies-corporations/>

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Session

REAL OR FAKE: WHAT'S GOING ON IN THIS PICTURE?

Level	Basic
Summary	Participants will understand how to look for and think critically about altered images and learn how to conduct a reverse image search in Google.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Identify altered images • Conduct a Google Reverse Image Search
Duration	60 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Safety • Problem-Solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. What's Going on in this Picture? – Participant Version 2. What's Going on in this Picture? – Facilitator Version
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online. <p>– Real or Fake – <i>YouVerify!</i> Quiz</p> <ol style="list-style-type: none"> 1. – What's Going on in this Picture? 2. – Claim, Evidence, Reasoning 3. – Google Reverse Image Search <ul style="list-style-type: none"> • YouVerify! Project • YouVerify! Quiz • Getty Images • New York Times: What's Going on in this Picture? <ul style="list-style-type: none"> ◦ Introduction to Curriculum • Google Lens – Reverse Image Search • Commonsense Education, Reverse Image Search [Poster] <p>Articles:</p> <ul style="list-style-type: none"> • Repopulating coral reefs – New York Times • Climate scientists using orange dye to track glacier melt in Switzerland – New York Times • Climate change forcing agricultural workers to harvest at night due to extreme heat – New York Times • Rehoming tourist elephants in Thailand – New York Times



Before the Workshop



Summary:

Participants will understand how to look for and think critically about altered images and learn how to conduct a reverse image search in Google.



Theoretical Preparation:

YouVerify! Is an EU project funded by the European Commission whose goal is “to address the crucial challenges brought by disinformation and help young people develop both knowledge and know-how to make the difference daily between genuine and manipulated images and videos”.

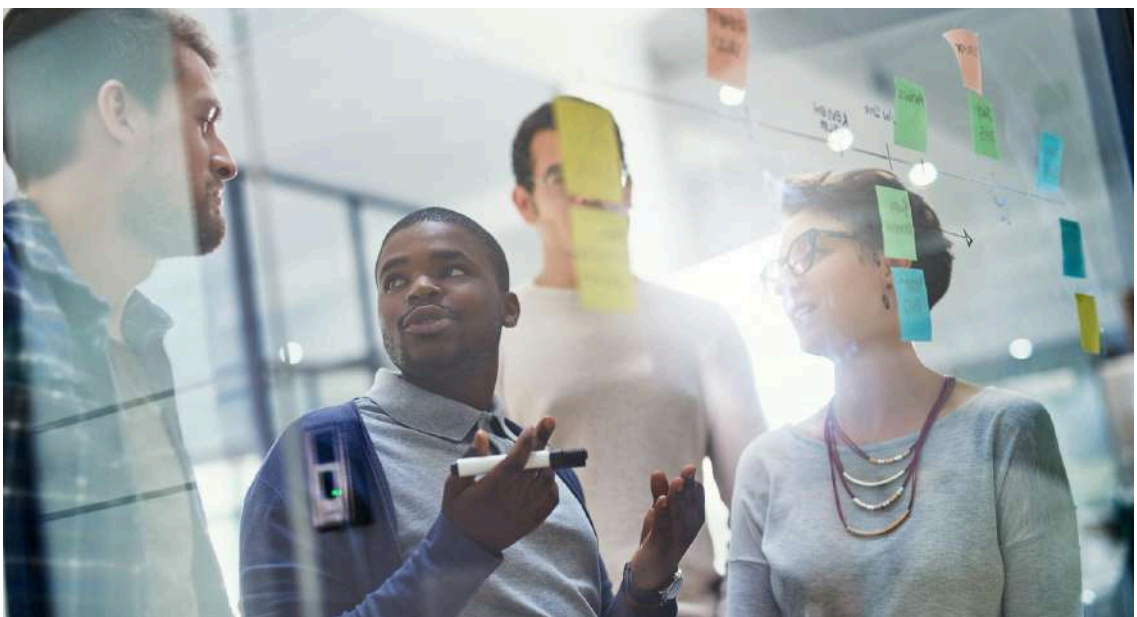
Getty Images is a visual media company that provides stock images. Getty works with collaborators who produce the media and clients purchase media to use for their personal or professional use. The difference from a traditional image is that the context of the purchased image is not necessarily connected to story it is being used for.

The New York Times’ “What’s Going on in this Picture” is a weekly activity presented by the New York Times and Visual Thinking Strategies organization that posts a picture without a title or caption. Youth are encouraged to analyze the picture and then engage with other youth virtually by posting comments.

They are asked to provide a claim, their evidence, and reasoning for their claim. A couple of days later, the title and caption are revealed online, sparking further debate.

- *Claim – What is going on in this picture?*
- *Evidence – What makes you say that?*
- *Reasoning – How is the evidence connected to your claim?*

Google Lens – Reverse Image Search is a “vision-based computing capability” presented by Google that “compares objects in your picture to other images, and ranks those images based on their similarity and relevance to the objects in the original picture. The lens also uses its understanding of objects in your picture to find other relevant results from the web” (n.d.).





Physical Preparation:

1. Paste the pictures for Activity 1 around the room (see 1).
 - a. Alternatively, display the pictures on various devices around the room (ask participants to help and lend a smartphone!)
2. Provide sticky notes for each group.
3. Prepare virtual timer on main device to be projected.



Take Note:

- The current images provided in Activity 1 were chosen in May 2024. To ensure current and relevant content, update the images when necessary.
- Add or subtract the number of images for Activity 1 in relation to group size. The larger the group, the more images would be needed.
- Pair up any participant without a smartphone with another participant.
- During small group work, facilitator should constantly be walking around engaging with the groups and asking leading questions to stimulate critical thought:
 - *Why do you think that?*
 - *Do you all agree?*
 - *Did you think about... (playing devil's advocate)*
- During the plenum discussion, facilitator should guide the discussion. If there is a lapse in interaction between participants, ask follow-up questions to participants (see questions above).



Warm-up: Real or Fake – YouVerify! Quiz

- 10 minutes

Participants will complete a 5-question quiz testing their abilities to determine fake versus real images and videos.



Instructions:

1. Complete question #1 of the *YouVerify!* “Are you an expert in verifying information?” quiz plenum.
2. Briefly discuss the “Analysis” of the image by *YouVerify!* and the “Source”. Show participants the original image and discuss the meaning of “Getty Images”.
3. Now split participants into small groups (no more than 4).
4. Small groups will complete the quiz, discussing their answers with each other and reading the “Analysis” and “Source” after each question.
5. Walk around to engage in discussions.



Activity 1: The Analysis – What’s Going on in this Picture?

- 20 minutes

Participants will complete a discussion activity understanding the context surrounding images posted online.



Instructions:

1. In small groups, participants will move around the room analyzing and discussing the images. They should discuss the following questions:
 - a. *Claim* – What is going on in this picture?
 - b. *Evidence* – What makes you say that?
 - c. *Reasoning* – How is the evidence connected to your claim?
2. Using the sticky notes, groups will create an image caption for each of the pictures, placing the sticky notes next to the picture face-down (to ensure other groups don’t see it).
3. After 3–5 minutes, groups will move to the next station. They can be signaled by a bell, a virtual timer, or a signal. Facilitators should move around the room interacting with participants and asking follow-up questions, such as:
 - a. *Why do you think that?*
 - b. *What makes you sure? Where is the evidence for this?*
 - c. *What evidence is missing from this picture?*
 - d. *Do you agree with your groupmates?*
4. After every group has been to every picture station, ask them to turn over the sticky notes and walk around freely reading other groups’ image captions.



Activity 2: The Discussion/Debrief – Claim, Evidence, Reasoning

- 15 minutes

Plenum, participants will discuss their experiences in the activity, what surprised them, and strategies on how to detect the meaning and context of images.



Instructions:

1. Plenum, reveal the true picture titles and captions (ideally projecting the news articles).
2. Lead a group discussion about Claim, Evidence & Reasoning using some of the following questions:
 - a. *How close their answers were to the real captions.*
 - b. *Their thoughts on the real captions.*
 - c. *Their thoughts about other groups' captions.*
 - d. *Strategies they use to determine if an image is real or fake.*



Activity 3: Practical Application – Google Reverse Image Search

- 15 minutes

Facilitator will show the whole group how to conduct a reverse image search. Participants then practice on their own.



Instructions:

1. Ask participants for a topic related to the environment. Google search that topic to find related images.
2. Ask participants to choose 1 image. First think about Claim, Evidence & Reasoning when looking at the picture together.
3. Now demonstrate a Google Reverse Image Search (see theoretical preparation and [Material 3](#)).
4. Discuss the results with participants.
5. If needed: conduct 1-2 more plenum with different topics.
6. Participants will now choose a different topic related to the environment to search and conduct their own reverse image searches (individually or in partners).



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their “aha” moment (see the “Toolkit for Youth Workers” for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Complete the advanced workshop “A7. BotBusters: Media Verification with InVID Plugin” on image and video analysis.
- Complete the basic workshop “B8. From Used to User: Re-learning Social Media in the Age of MIL” on social media.
- Ask participants to create a social media post using vetted images about the climate crisis and environmental problems.
- Encourage participants to check out other reverse image search tools:
 - [TinEye](#)
 - [Yandex](#)
 - [Bing](#)
- Try using AI tools to detect for real or fake images, such as ChatGPT.



Materials

1.What’s Going on in this Picture? – Participant Version

Instructions: Use the following images from the New York Times showcasing various consequences to the environment in Activity 1.

Pictures



March 25, 2024



February 12, 2024







February 26, 2024



January 29, 2024

2. What's Going on in this Picture? – Facilitator Version

Instructions: Display the following table in Activity 2 to show the title and caption of the pictures.

Picture	Reveal
 <p>March 25, 2024</p>	<p>Repopulating coral reefs – New York Times</p> <p>Caption:</p> <p><i>A Desperate Push to Save Florida's Coral: Get It Out of the Sea</i> Teams dedicated to ocean restoration are urgently moving samples to tanks on land as a marine heat wave devastates entire reefs.</p>
 <p>February 26, 2024</p>	<p>Climate scientists using orange dye to track glacier melt in Switzerland – New York Times</p> <p>Caption:</p> <p><i>As Switzerland's Glaciers Shrink, a Way of Life May Melt Away</i> Rising temperatures and retreating glaciers threaten Europe's water tower, forcing local farmers to adapt and presaging larger troubles downstream.</p>
 <p>February 12, 2024</p>	<p>Climate change forcing agricultural workers to harvest at night due to extreme heat – New York Times</p> <p>Caption:</p> <p><i>2023 in Pictures: July</i> Amid a record-breaking heatwave, farmworkers harvested onions in the dark, hours before sunrise, when the labor of picking them would become too intense.</p>
 <p>January 29, 2024</p>	<p>Rehoming tourist elephants in Thailand – New York Times</p> <p>Caption:</p> <p><i>Thailand's Unemployed Elephants Are Back Home, Huge and Hungry</i> When the tourists who rode them disappeared from resort destinations, Thailand's captive elephants, and their owners, went back to their birth villages, where finding enough food has been a struggle.</p>

3. Infographic - Google Reverse Image Search

Instructions: Display the following image when demonstrating a reverse image search for Activity 3.

REVERSE IMAGE SEARCH


If a picture's worth a thousand words, do the words always tell a true story? Here's one way to find out.

What is it?

A reverse image search is when you use an image -- instead of a keyword -- to search the web. Instead of searching *for* an image, you're searching *with* an image.

First...


Go to the Google Images homepage:
<http://images.google.com>



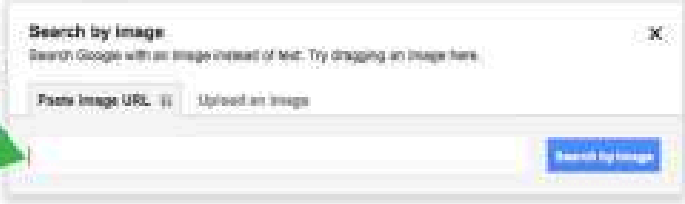
Then...

Search with an image!
Pick one of these simple options:

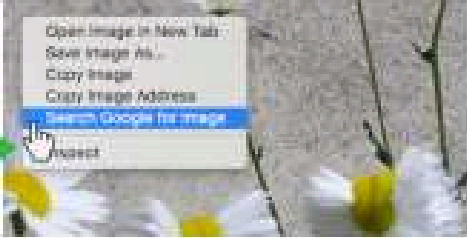
1 Drag any image file into the search bar.



2 Copy and paste an image URL, or upload an image file.




3 Using Chrome, right-click any image and select "Search Google for Image."



Now...

Interpret your results!
Ask questions like: On what kinds of websites does this image appear? Are there any clues about where the image originated? Has the image ever been altered?

<http://www.commonsense.org/education/teaching-strategies>

Source: <https://www.commonsense.org/sites/default/files/pdf/2018-05/document-reverse-image-search-3.pdf>

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Session

FROM USED TO USER: RE-LEARNING SOCIAL MEDIA IN THE AGE OF MIL

Level	Basic
Summary	Participants will be introduced to basic concepts of social media, including its effects on health and the environment. Participants will practice using social media tools to create informative posts about the environment.
Learning Objectives	After the workshop, participants will be able to: Understand the differences in social media platforms, including nuances, algorithms and target audience Successfully post on various social media platforms
Duration	75 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application, creativity
Digital Competencies	<p>Information & Data Literacy Communication & Collaboration Digital Content Creation Safety Problem-Solving</p> <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides Guided Meditation: Digital Well-being Introduction to Social Media Social Media Permissions: Copyright & Stock Photography Social Media Tools: Creating the Best Post</p>
Special Considerations	<p>Ensure participants have access to the various social media platforms. Pair participants without smart devices and/or social media with those who do. Go digital! Avoid printing materials and put everything online.</p> <p>– Digital Well-being Guided Meditation – Social Media in a Nutshell – What’s the Damage? Calculating Social Carbon Footprint – Social Media & Copyright: Practice Makes Perfect</p> <ul style="list-style-type: none"> • Guided Meditation Tips • Carbon Footprint • Social Carbon Footprint Calculator • Copyright • How Social Media Habits are Contributing to Internet Pollution – Earth.org • Social Media Platform Comparison – Chicago Digital Marketing Agency • Pexel • Choosing the Right Social Media Platform for Your Business [Poster] – Accion Opportunity Fund • A Beginner’s Guide to Social Media – Friends of the Earth • Which Of These Crazy Climate Headlines Are Actually True? [Video] <p>Instagram Posts:</p> <ul style="list-style-type: none"> • World Food Safety Day @one_healthenv_eu • @bbcearth <p>Social Media Tools:</p> <ul style="list-style-type: none"> • Canva • Wepik • InShOt • CapCut • Descript <p>Workshop Inspiration:</p> <ul style="list-style-type: none"> • Digital Mindfulness



Before the Workshop



Summary:

Participants will be introduced to basic concepts of social media, including its effects on health and the environment. Participants will practice using social media tools to create informative posts about the environment.



Theoretical Preparation:

The P.I.E.S. Model is a mindfulness tool that helps to guide participants in how they are feeling physically, intellectually, emotionally & spiritually (not necessarily religiously). Often, this model is adapted to specific themes to reflect on.

Check out some [tips on guided meditation](#) before implementing with participants.

Carbon Footprint is the total amount of greenhouse gasses that are generated by our actions. When greenhouse gasses are emitted into the environment, they heat up the planet, causing climate change. On average, Americans generate 16 tons of greenhouse gasses per year (one of the highest in the world). While globally the rate is 4 tons. Lowering your carbon footprint helps to lower global temperatures (albeit to a minuscule amount per person). Actions such as eating less meat, taking fewer flights, and line-drying clothes help to reduce your personal carbon footprint.

Copyright, or author's right, is a legal term describing the rights creators have over their work. When registered, authors are given legal access over anything created under those terms. If someone uses the work without proper permission or citations, they are committing copyright infringement and can receive consequences (such as a fine, or even jail time).



Physical Preparation:

1. Have paper and pens available for participants to use to help draft their social media campaigns.



Take Note:

- The article "[How Social Media Habits are Contributing to Internet Pollution](#)" by Earth.org in Activity 2 was written in 2021. Be sure to take note of this with participants and discuss how these numbers are likely higher now.
- Even if participants aren't planning to do workshop 10, Activity 3 is a good practice in using social media tools.
- If all participants are also completing workshop 10, assign campaign groups and environmental topics now and they can work together already in Activity 3.
- Pair up any participant without a smartphone with another participant.



Warm-up: Digital Well-being Guided Meditation

- 15 minutes

Participants will practice mindfulness through a guided meditation highlighting their social media practices.



Instructions:

1. Find a quiet place where participants can spread out and sit or lay down comfortably (ideally somewhere in nature).
2. Invite participants to close their eyes and ground their body.
3. Using the P.I.E.S. Model, guide a meditation about participant's social media use & their current well-being. Suggested questions can be found in "Guided Meditation: Digital Well-being" (see 1).
4. After 10–15 minutes of guided meditation, bring participants back to the present and sit in a circle.
5. Spend 5–10 minutes reflecting on the meditation, either asking participants to share their experience or starting directly with the post-meditation follow-up questions (see 1).
6. End the reflection asking participants:
 - *What are some of the major challenges regarding social media today?*
 - *How does social media impact the environment?*



Activity 1: Social Media in a Nutshell

- 15 minutes

Participants will understand the basics of the most common social media platforms used.



Instructions:

1. Divide the group into small groups and give each a piece of paper with one of the 4 most common social media platforms written on it (Instagram, Facebook, X & YouTube).
2. Ask participants to spend 5 minutes writing everything they know about those outlets on the piece of paper.
3. Come back together as a group and display the "Introduction to Social Media" graphic and table (see 2). Also share [this link](#) if needed if diving into the pros and cons of each.
4. Discuss the graphic & table, highlighting the 4 most common. Ask participants the following questions:
 - *What makes YouTube appealing to all ages?*
 - *Why do you think X is most used by males?*
 - *Why do you think these are the most commonly used platforms?*
 - *What's the deal with the blue check?*
 - *How does the algorithm work?*
 - *Have you noticed the algorithm in your social media?*



Activity 2: What's the damage? Online Carbon Footprint

- 15 minutes

Participants will understand that social media usage impacts the environment.



Instructions:

1. Individually, participants will visit the website, "[Social Carbon Footprint Calculator](#)".
2. Briefly discuss the idea of carbon footprint (see "Theoretical Preparation" and how this calculator works.
3. Using the "Screen Time" calculator on their phones, participants will input the data to the carbon footprint calculator.
4. Once results are generated, compare as a whole group.
5. Now divide the group into 3 groups.
6. Assign each group a section of the article, "[How Social Media Habits are Contributing to Internet Pollution](#)" by Earth.org.
 - a. Counting Emissions: From a Post, to a Search, to an Email
 - b. Social Media & Internet Pollution
 - c. Minimizing Internet Pollution & Online Carbon Footprint
7. Participants should spend 5 minutes reading the article & creating a "quick guide" listing all the statistics and/or steps to take in minimizing our online carbon footprint.
8. Participants quickly present their information to the rest of the group.



Activity 3: Practical Application – Social Media & Copyright: Practice Makes Perfect

- 30 minutes

Participants will practice using various social media creation tools to prepare for a social media campaign.



Instructions:

1. Introduce participants to the Social Media Campaign activity from workshop 10 (Activity 2).
 - a. Assign groups & topics now if participants will complete Workshop 10.
2. Participants can work as individuals, pairs, or small groups.
3. Explain that they will practice using social media creation tools using their campaign topic as an example.
4. Introduce participants to the concept of copyright and copyright infringement (see 3).
5. Discuss how many social media posts infringe copyright laws by using images and videos without the proper permissions. On social media, it's not always that complicated, as a simple tag (using an @) will often suffice.
6. Show the example from BBCEarth posted on June 25, 2024 found in 3.
7. Now discuss stock images, showing the example from One Health, One Environment EU found in 3.
8. Demonstrate the use of free stock images using [Pexels](#).
9. Now it's participants' turn!
10. Facilitators should walk around helping participants, ensuring they're using the platforms appropriately and encouraging them to use stock photo so they're not using copyrighted media.



Reflection/Debrief

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.



After the Workshop

- Complete the advanced workshop “A8. Why Do We Influence?” on social media.
- Complete the workshop “B10. & A10. Green Topics & Social Media: Community Activism Campaign” on creating a social media campaign.



Materials

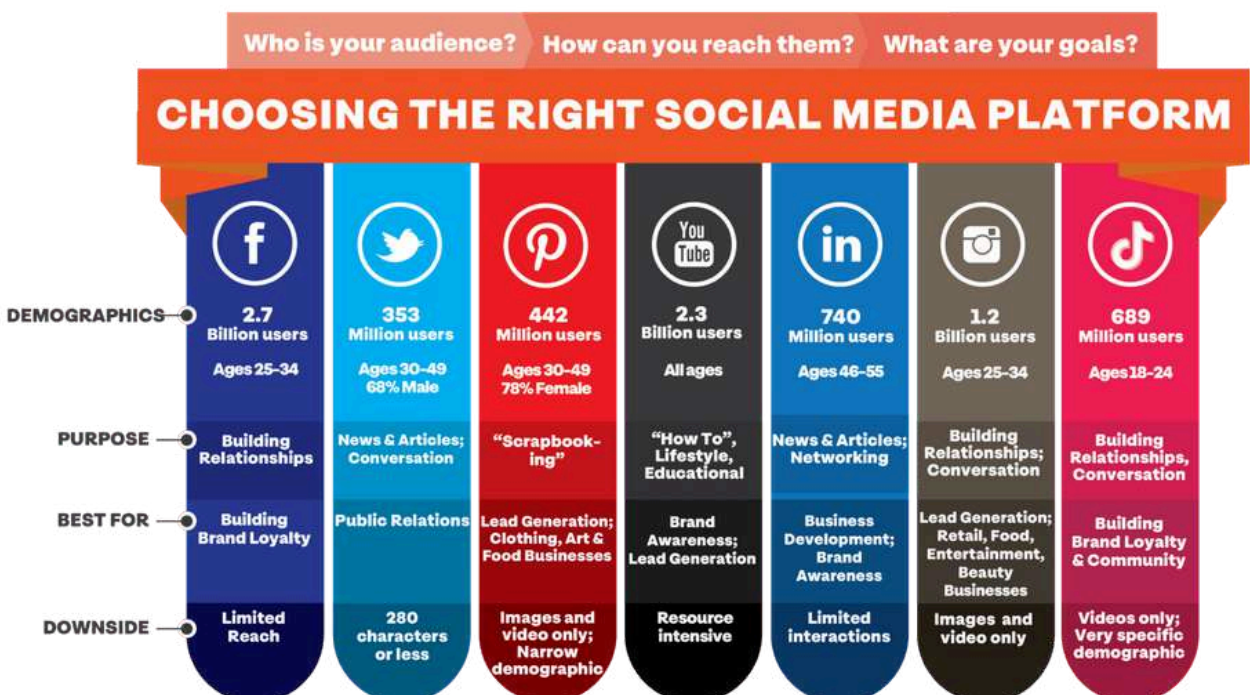
1.Guided Meditation: Digital Well-being

Instructions: Use the following poster from the Sustainable Agency showing greenwashing techniques and tips to spot greenwashing for Activity 1.

Aspect	Questions <i>How has your social media use impacted your _____ state?</i>	Post-Meditation Reflection
Physical	<ul style="list-style-type: none"> How are your energy levels? Are you sleeping well? Are you using your phone before bed? Do you feel neck, shoulder, or back pain? 	<ul style="list-style-type: none"> What can you do to get a good night's sleep? What steps can you take to avoid <u>text neck</u>?
Intellectual	<ul style="list-style-type: none"> What are the most common types of feeds you follow (entertainment, news, activism, etc.)? 	<ul style="list-style-type: none"> How can you avoid a <u>doomscrolling</u>?
Emotional	<ul style="list-style-type: none"> How does the content you watch make you feel? What's your predominant emotion recently (anger, fear, sadness, joy)? What type of content makes you feel happiest? Saddest? 	<ul style="list-style-type: none"> What can you do after you're done scrolling to change your emotion back to neutral/happy?
Spiritual	<ul style="list-style-type: none"> Do you feel connected to others? Does your social life thrive online? Outside of social media? Do you feel lonely or isolated online? 	<ul style="list-style-type: none"> How can you bring your social community to the real world? How can you combat loneliness?

2. Introduction to Social Media

Instructions: Use the following graphic & table to introduce participants to social media in Activity 1.



Source: <https://aofund.org/resource/choosing-right-social-media-platform-your-business/>

Introduction to Social Media

Social Media	About	Verification Blue tick is a verified & authentic user by the platform	Algorithm	Demographics Data taken from users in the United States
Instagram - by Meta	<ul style="list-style-type: none"> Photo & video content with short descriptions underneath Similar to Facebook Connecting users through “likes” 	<p>Two ways:</p> <ol style="list-style-type: none"> 1. Pay for verification (\$15/month) 2. Authentic, unique & notable 	<ul style="list-style-type: none"> Prioritize content it thinks you want to share with friends. The more “likes” and comments, the more likely you’ll see it. Mixes content you want to see & what it thinks you want to see. 	<ul style="list-style-type: none"> 18–29 year olds use it every day 30–49 year olds use it frequently 65+ rarely use
Facebook - by Meta	<p>Contains 2 options:</p> <ul style="list-style-type: none"> Page – mini-website, news posts & updates, communication, great for promotion Messenger – communication between page owners Group – forum space for discussions & connecting group members, has a moderator 			<ul style="list-style-type: none"> 30–64 year olds 30 & below do use it, but it’s not their main source 65+ use it the most
Threads - by Meta	Meta’s version of X			<ul style="list-style-type: none"> Similar to Twitter
X (Twitter)	<ul style="list-style-type: none"> Microblogging site & public forum Connecting users thoughts with their followers Source of news, entertainment & discussion 280 character limit, but allows links 	<p>Both:</p> <ol style="list-style-type: none"> 1. Paid membership to X Premium (\$3/month) 2. Active & real user, non-deceptive 	<ul style="list-style-type: none"> Trending news The more “likes” and comments, the more likely you’ll see it. 	<ul style="list-style-type: none"> Not used as regularly as other social media Most used by 18–29 year olds 65+ never use it Used by more men
YouTube	<ul style="list-style-type: none"> Video sharing platform Publicly-generated content Source of education, entertainment & discussion 	Reach 100,000 followers	<ul style="list-style-type: none"> Recommendations are tailored to users’ interests and watch history. Weighted based on factors like the videos’ performance and quality. 	<ul style="list-style-type: none"> Common in all demographics Used by more than 80% of 18–64 year olds

Source: <https://groups.friendsoftheearth.uk/resources/beginners-guide-social-media>

2. Social Media Permissions: Copyright & Stock Photography

Instructions: Participants will use the following definitions in Activity 3.

Keyword	Definition
Copyright	Legal term describing the rights creators have over their work. When registered, authors are given legal access over anything created under those terms.
Copyright Infringement	When a person uses someone's work without proper permission or citations, Could receive consequences, such as a fine, or even jail time, depending on the scope.
Stock Photo	Supply of photographs that are licensed for specific uses, or provided for use in the public domain, often for free. <ul style="list-style-type: none"> • Pexels • Pixabay • Freepik • Unsplash

Example of Tagging Someone Correctly on IG

BBC Earth June 25, 2024 IG Post:



Source: <https://www.instagram.com/bbcearth/?hl=en>

Example of Stock Photo on IG

One Health, One Environment EU June 7, 2024 IG Post:



Source: https://www.instagram.com/p/C76DXrtNDxR/?hl=en&img_index=1

3. Social Media Tools: Creating the Best Post

Instructions: Participants will use the following tools when completing Activity 3.

Tool	Use
<u>Canva</u>	Image Posts & Videos
<u>Wepik</u>	Stories
<u>InShOt</u>	Videos <ul style="list-style-type: none">• Only works on a smartphone
<u>CapCut</u>	Videos
<u>Descript</u>	Videos (using AI)
A Good Post Should Have	<ol style="list-style-type: none">1. A hook2. Detail3. A push/call to action4. Relevant & timely materials5. Relevant visual(s) <p>Source: https://groups.friendsoftheearth.uk/resources/beginners-guide-social-media</p>

References

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Session

AN AI INTRODUCTION

Level	Basic
Summary	Participants will learn the basics of AI with an introduction to machine learning and Generative AI tools.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Understand the basics of how AI functions • Use basic machine learning & Generative AI tools
Duration	75 minutes
Target	Youth aged 15–18. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-Solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. AI Definitions & Common Tools 2. Teachable Machine Test – Organic vs. Non-organic Waste 3. Practice Makes Perfect – Loss of Biodiversity Social Media Campaign Example
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online. <p>– Quick, Draw!</p> <ol style="list-style-type: none"> 1. – AI Introduction & Mythbusters 2. – I Teach, It Learns: Machine Learning 3. – Practice Makes Perfect <ul style="list-style-type: none"> • AI Mythbusters – Kahoot! Quiz • Myths About AI <ul style="list-style-type: none"> ◦ University of Pennsylvania ◦ Forbes • AI & Climate Change, WE Forum • AI Citations, Brown University • Machine Learning for Kids, Interactive Game <p>AI Tools:</p> <ul style="list-style-type: none"> • Google Quick, Draw • Google Teachable Machine • OpenAI ChatGPT • PhotoEditorAI <p>Workshop Inspiration:</p> <ul style="list-style-type: none"> • Experience AI, Raspberry Pi Foundation



Before the Workshop



Summary:

Participants will learn the basics of AI with an introduction to machine learning and Generative AI tools.



Theoretical Preparation:

Artificial Intelligence (AI) is the design and study of systems that appear to mimic intelligent behavior. Most often, AI is built **on machine learning**, often through **Large Language Models (LLM)**, meaning the machine learns from examples in the form of data. AI does not think, they are only built to carry out tasks in a way that appears to be intelligent.



Generative AI is designed to recognize, translate, predict, and/or generate content, such as text, images or sound. Most of the apps used by the general public use generative AI. AI-generated designs are created based on machine learning from millions of data pieces currently found on the Internet. The resulting design is a compilation of all of the data, also taking into account the user's prompts (Experience AI, n.d.).

Teachable Machine is a free and easy-to-use tool by Google to understand how machine learning works. Play with the tool and watch the included tutorials to understand how it works, as you will use it in Activity 2.

ChatGPT is a Generative AI model chatbot and virtual assistant by OpenAI which interacts in a conversational way. Using machine learning, it gathers data from users to improve its processes and answers, allowing users to refine and steer a conversation based on their prompts. ChatGPT has many limitations as it often provides misleading, incorrect, or even nonsensical answers, but is the most widely used Generative AI model as it is free and was one of the first user-friendly models to gain international traction.

PhotoEditorAI is a Generative AI visual platform that generates images or edits images uploaded by users using machine learning. Editing tools include detailer, expander, paint/draw, background removal, cleanup, enhancement, and image resolution.



Physical Preparation:

1. A whiteboard or poster board with markers is needed to help lead discussions.
 - a. Alternatively, you could display a shared Google Doc.

**Take Note:**

- Add subtitles to the videos to support participant understanding.
- Google's Teachable Machine doesn't have a version for smartphones, so try to utilize participants' laptops and iPads, or provide extra devices. If this is a problem, Activity 2 can be done as a whole group. You will also have to "allow" camera permission for it to work.
- If a student feels uncomfortable on screen in Activity 2, pair them up with someone, who have them use a different object in the room.
- Keep 1-2 organic waste products to use for the machine learning test in Activity 2.
- Even if participants aren't planning to do workshop 10, Activity 3 is a good practice in using Generative AI tools.
- If all participants are also completing workshop 10, assign campaign groups and environmental topics now and they can work together already in Activity 3.
- When using "Social Media Campaign Example" (see 3), don't follow it exactly as the same results won't appear. Play around with the AI tools first. The example is meant as initial guidance, pointing out the tips and notes that should be shared with participants.
- Pair up any participant without a smartphone with another participant.



Warm-up: Quick, Draw!

- 5 minutes

Participants will learn about the power of machine learning through an interactive experience with Google Quick, Draw.



Instructions:

1. Pair participants up and have them go to Google's [Quick, Draw](#) site (easily found in Google Search).
2. Let them play 2–3 rounds each where they draw a picture prompted by the AI machine.
 - a. Turn the sound on for full effect (to hear AI's response).
3. Come back together as a group to watch the informational video about the game (1 minute & 41 seconds).
 - a. Found in the top, left corner in the pink box with a ?



Activity 1: The Discussion – AI Introduction & Mythbusters

- 15 minutes

Participants will gain a basic understanding of AI, including learning key terms.



Instructions:

Part 1: AI Introduction

1. Ask participants what they know about AI. Generate a list of keywords on the board.
 - a. See “Theoretical Preparation”.
2. Introduce them to the 3 most-used AI keywords words using “AI Definitions & Common Tools” (see 1).
 - a. AI
 - b. Machine learning
 - c. Generative AI
3. Lead the discussion to talk about how participants already use AI in their everyday lives. Let them know the focus of this workshop will be machine learning and generative AI.
4. Now that participants know what AI is, create a list of pros and cons of AI on the board.
5. Lead the discussion with the following questions:
 - a. *What makes AI helpful? Harmful?*
 - b. *How could AI personally help you? Hurt you?*
 - c. *Who is in control of AI? Is anyone?*
 - d. *What are you excited about with AI? Fearful of?*
6. Now go through the common myths of AI, with the Kahoot! Quiz: [AI Mythbusters](#).
7. Discuss the answers using Material 1.



Activity 2: The Analysis – I Teach, It Learns: Machine Learning

- 25 minutes

Participants will understand how machine learning works with hands-on experience.



Instructions:

1. In pairs or individually, direct participants to Google's [Teachable Machine](#) website (easily found in search).
2. Give students a quick overview of the tool and its purpose (machine learning), using a webcam example of you and something else in the room (a water bottle, pens, chair, etc.).
3. Now encourage participants to do the same, again using themselves and something in the room or their bags.
4. Once everyone has had a chance to play around with the tool, come together plenum to discuss the following:
 - a. *How did the computer learn?*
 - b. *How did you teach it?*
 - c. *How could you use the completed model?*
5. Now repeat the process by adding 2 classes: Organic Waste & Non-organic Waste (use the images in Materials 2).
6. Test the AI model by holding up different waste products:
 - a. A real banana peel
 - b. A water bottle
 - c. A pen
 - d. An orange peel
7. Discuss:
 - a. *What happened?*
 - b. *How could this model be used to support the environment?*
 - c. *How could AI models in general be used to support the environment?*
8. Now share the ways in which AI is already helping to support the environment.



Activity 3: Practical Application – Practice Makes Perfect

- 30 minutes

Participants will practice using various Generative AI tools to prepare for a social media campaign.



Instructions:

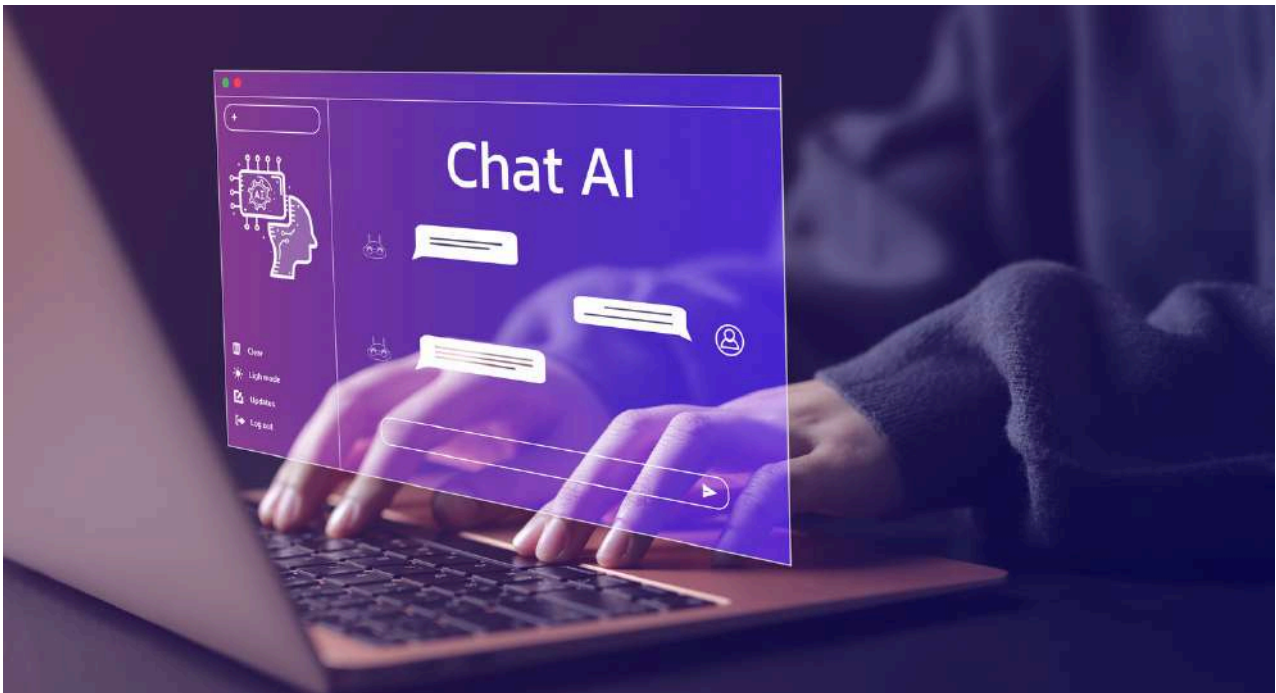
1. Introduce participants to the Social Media Campaign activity from workshop 10 (Activity 2).
 - a. Assign groups & topics now if participants will complete Workshop 10.
2. Participants can work as individuals, pairs, or small groups.
3. Explain that they will practice using Generative AI using their campaign topic as an example.
4. Go through an example using ChatGPT (writing) and PhotoEditorAI (images) (see 3).
5. During the tutorial, ask participants questions:
 - a. ChatGPT
 - i. *How can we use this tool to help our campaign?*
 - ii. *Should I trust everything ChatGPT tells me?*
 - iii. *Is it appropriate to copy directly from ChatGPT?*
 - iv. *What exactly should I use then?*
 - b. PhotoEditorAI
 - i. *How can we use this tool to help our campaign?*
 - ii. *Should I generate any image with PhotoEditorAI?*
 - iii. *Can you tell an AI image from a real one?*
 - iv. *What exactly should I use then?*

c. Remind participants that they should use the same caution when using all the Generative AI tools:

- i. Always fact-check – don't trust everything
- ii. Generate with a purpose – with relevant facts
- iii. Be detailed!

6. Now it's the participants' turn!

7. Facilitators should walk around helping participants, ensuring they're using the platforms appropriately and posing questions (see above).



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Complete the advanced workshop "Beware the Botsh*t" on AI.
- Complete the workshop "Green Topics & Social Media: Community Activism Campaign" on creating a social media campaign.
- Direct participants to another machine learning tool, [Machine Learning for Kids](#), which builds models that can be replaced for code to build computer games in Scratch.



Materials

1.AI Definitions & Common Tools

Instructions: Use the following table to aid in participant's understanding of AI in Activity 1.

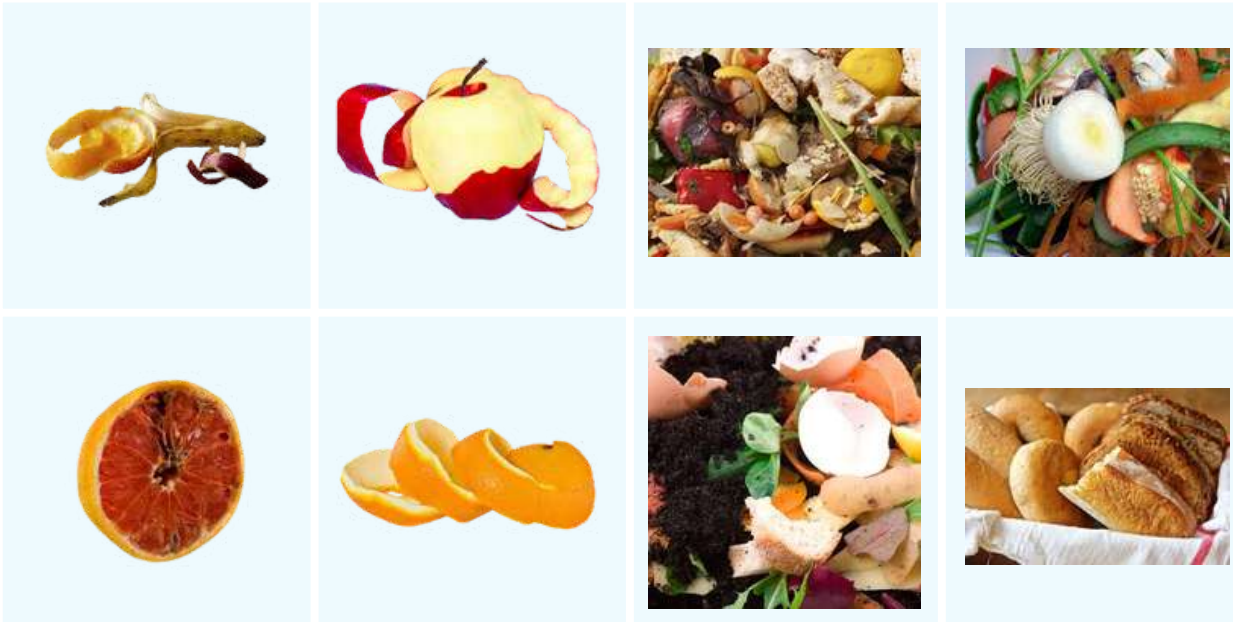
Keyword	Definition	
Artificial Intelligence (AI)	The ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings, such as human beings.	
Machine Learning	Machine learns from examples in the form of data.	
Common AI Already in Use	<ul style="list-style-type: none"> • Face ID on phones • Social media algorithms • Internet searches • Siri/Alexa/Google Home/Cortana – digital voice assistants • Netflix – streaming services 	
Generative AI	Designed to generate content, such as text, images or sound. Most of the apps used by the general public use generative AI. AI-generated designs are created based on machine learning from millions of data pieces currently found on the Internet. The resulting design is a compilation of all of the data, also taking into account the user's prompts.	
Common Generative AI Tools	<ul style="list-style-type: none"> • ChatGPT (OpenAI) • Bard (Google) • Copilot (Microsoft) 	Text
	<ul style="list-style-type: none"> • Claude (Anthropic) • Copy.ai 	Writing
	<ul style="list-style-type: none"> • Midjourney • Photo Editor AI • Craiyon 	Images/art
	<ul style="list-style-type: none"> • Synthesia 	Video
	<ul style="list-style-type: none"> • Eleven Labs 	Voice
	<ul style="list-style-type: none"> • Suno 	Music
	<ul style="list-style-type: none"> • Wix 	Website-building
	<ul style="list-style-type: none"> • Pico 	App-building
AI Myths	<ol style="list-style-type: none"> 1.AI never makes mistakes 2.AI will achieve human-level understanding 3.AI will replace human employees 4.AI will take over the world 5.AI is the answer to anyone's problems 6.AI always improves human performance 7.AI understands context 8.AI possesses conscious thought <p>Sources:</p> <ul style="list-style-type: none"> • Five Myths About Generative AI That Leaders Should Know – University of Pennsylvania • 18 Tech Experts Discuss AI Myths That Should Be Debunked – Forbes 	

Sources: <https://experience-ai.org/en/units/experience-ai-lessons>

2. Teachable Machine Test – Organic vs. Non-organic Waste

Instructions: Use the following images to upload to Teachable Machine to demonstrate how AI learning models can be used to help support the environment.

Organic Waste



Non-organic Waste



How AI is Helping Tackle Climate Change

- Mapping iceberg melt, deforestation & reforestation, remote ocean litter
- Predict weather patterns & climate disasters
- Making waste management more efficient
- Predicting outputs from clean energy
- Tracking greenhouse gas emissions

Source: Includes informational videos on all the projects – <https://www.weforum.org/agenda/2024/02/ai-combat-climate-change/#:~:text=The%20use%20of%20artificial%20intelligence,the%20World%20Economic%20Forum%20says>

3. Practice Makes Perfect – Loss of Biodiversity Social Media Campaign Example

Instructions: Follow this structure to show participants how to use Generative AI for their social media campaigns. It's not meant to be followed exactly, just as a reference for you to get started.

ChatGPT		
Instructions	Take Note	Tips
<ul style="list-style-type: none"> –Start by asking it about the general campaign and what it suggests. –<i>“I’m creating a social media campaign...can you help me?”</i> 	It will give you far too much detail that doesn’t necessarily match up with the entire goal/parameters of the assignment.	*Always use the same page, that way it remembers (learns) your topic & what was already said.
<ul style="list-style-type: none"> –Be more specific – ask one, detailed question in relationship to the campaign. –<i>Who are some leading environmental activists that work in biodiversity loss?</i> 	It will once again give you a long list.	*You can always hit the “stop” button if it starts giving you irrelevant or too detailed information.
<ul style="list-style-type: none"> –Narrow in even more. –<i>Where can I find credible sources that talk about Jane Goodall's work in biodiversity loss?</i> 	Not every source will be credible! You MUST check the sources (lateral reading, fact checking, etc.).	*Not all the links will be functioning.
<ul style="list-style-type: none"> –Ask for sources from specific websites. –<i>Give me an example article about biodiversity loss that features Jane Goodall from National Geographic.</i> 	Many sources have restrictions against ChatGPT and vice versa. ChatGPT will not be able to share the link for an article from NatGeo, only the name and steps on how to find it. Follow those steps to see if it works!	<ul style="list-style-type: none"> *Not all article suggestions from ChatGPT will be real – they sometimes invent articles. *ChatGPT CAN and WILL make MISTAKES!

PhotoEditorAI		
Instructions	Take Note	Tips
<ul style="list-style-type: none"> –Start by asking for the general topic. –<i>“biodiversity loss from environmental degradation”</i> 	Understand that this is way too broad and you need to have a specific design in mind.	*Some look way more realistic than others.
<ul style="list-style-type: none"> –Change the prompt, asking for a specific image. –<i>“Chimpanzee habitat loss”</i> 	Not specific enough!	*Don’t use full sentences, only keywords.
<ul style="list-style-type: none"> –Need minute details, down to the shapes, colors, emotions & contexts (when, where, how). –<i>“Chimpanzee deforestation sad Tanzania”</i> 	Notice that unclear actions are hard to depict, so also include who is performing the action & how.	*Be careful with details, sometimes you’ll need to change the word of phrasing to get just what you want. Always play around with it!
<ul style="list-style-type: none"> –<i>“Chimpanzee troop deforestation sad Tanzania <u>pollution</u>”</i> 	Download it! And don’t forget to cite PhotoEditorAI in your post to let readers know you used Generative AI.	*Sometimes, the more prompts it gets, the more unrealistic the photo.

Final Result



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Session

WHO'S THE EXPERT NOW?

Level	Advanced
Summary	Using an interactive game about experts, participants will understand what is needed to be considered an expert on a topic, and what well-known organizations often include experts in their articles.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none">• Understand different source types• Differentiate credible levels of sources on the Internet• Search for credible articles
Duration	90 minutes
Target	Youth, aged 19–30 with some prior knowledge of themes such as experts and credible sources. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration• Safety• Problem-solving <p>Internet access, devices (computer, tablet, smartphone), projector, poster paper, markers, tape, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none">1. "Expert" Identity Cards2. Organization Identity Cards3. The Answers – Experts & Organization Cards4. Find My Own Expert
Special Considerations	<ul style="list-style-type: none">• Pair participants without smart devices with those who do.• Print the 1st page of articles for workshops without Internet access.• <i>Go digital!</i> Avoid printing materials and put everything on a shared Google Doc. Share with participants so they can add the articles to each source group. <p>– The Expert in the Room</p> <ol style="list-style-type: none">1. – Who's the Expert Now?2. – Oh wait, what?3. – Find My Own Expert <ul style="list-style-type: none">• "Expert" Definition: Cambridge University Dictionary <p>Sources:</p> <ul style="list-style-type: none">• Environmental Science & Policy• European Environmental Agency• National Geographic• Huffington Post• Buzzfeed• Instagram• InfoWars



Before the Workshop



Summary:

Using an interactive game about experts, participants will understand what is needed to be considered an expert on a topic, and what well-known organizations often include experts in their articles.

“Experts”:

1. Expert – Dr. Emily Chen & Dr. Andrew Kim
2. Professional – Jessica Martinez & Mikhail Popović
3. Policy Maker – John Smith
4. Enthusiast – Maya Patel
5. Activist – Ryan Garcia
6. Conspiracy Theorist – Alex Jones

Organizations:

1. Scientific Journal – Environmental Science & Policy
2. Government Source – EEA
3. NGO – Nat Geo
4. News Outlet – Huffington Post
5. Digital Media Company – BuzzFeed
6. Social Media – Instagram
7. Opinion Pieces/Blog – Eco-life Tips
8. Alternative News – InfoWars



Theoretical Preparation:

An **expert** is a person with a high level of knowledge or skill relating to a particular subject or activity ([Britannica, 2024](#)).

There are different levels of experts with different credibility levels depending on the topic.

Often, this is up to interpretation and using lateral reading skills to determine just how much of an expert someone is.



Physical Preparation:

1. Provide enough notecards or sticky notes and pens for each participant for the Warm-up.
2. Print enough identity cards and answers for each participant (see 1–3).
 - a. Alternatively, provide digital copies using Google Docs, asking participants to display their digital notecards on their phone during the interactive game.



Take Note:

- The experts in Activity 1 are fabricated (except Alex Jones).
- All organizations in Activity 1 are real except for Eco-life Tips (blog).
- Academic journals often require a subscription to access. So, while credible, they are often not as accessible as other sources.
- If there are more than 16 participants, create more cards on your own following the theme, or repeat cards. If there are less than 16 participants, get rid of one of expert cards and professionals, then enthusiast, and activist.



Warm-up: The Expert in the Room

- 20 minutes

Introduce the workshop with an interactive game where participants pretend to be experts on a topic.



Instructions:

1. Ask participants to choose a topic they would like to be an expert on.
 - a. This can be something they have familiarity with, or something completely false. Encourage them to be creative!
2. Now they will write what makes them an expert on their notecard (see examples below).
 - a. These should be detailed, but not too long.
 - b. Only show the examples to the participants if they're confused. It's best to have them be creative first without giving too much direction.
3. Split the whole group in half. One group will stand around the room holding up their expert cards, while the other group will walk around reading the cards. No communication is necessary.
4. The group walking around will now need to work together to put the expert group in order from "greatest expertise" to "least expertise".
 - a. It might be beneficial to take a picture of this grouping to display during the discussion. Or ask participants to remember their order.
5. Now switch. The "expert" group will now walk around reading the cards of the other group and putting them in order.
6. Have a discussion as to why the "experts" were grouped this way.
 - a. *What made the person with the "greatest expertise" such an expert in their topic?*
 - b. *What about the person with the "least expertise"?*
 - c. *What is needed to be considered an expert on a topic?*
 - d. *What can give you away as not being an expert?*
 - e. *Why is finding experts online important?*

Example Expert 1

Volleyball



I am an expert on volleyball!! I have played volleyball since I was 11 years old. I taught volleyball to kids one summer at camp and now I organize recreational leagues to play with my friends.

Example Expert 2

Cooking



I am an expert in cooking. I usually cook a meal for myself once a week. The other days I order McDonalds. I like to heat up a potato in the microwave and cover it in butter.



Activity 1: The Interaction – Who’s the Expert Now?

- 30 minutes

Participants will now complete the same interactive activity, but using real life expert notecards (or not!). This will help participants understand what makes an expert, and some of the sources where you can most often find experts (or not!).

“Experts”	Organizations
Dr. Emily Chen (expert)	Environmental Science & Policy (scientific journal)
Dr. Andrew Kim (expert)	European Environmental Agency (government)
Mikhail Popović (professional)	National Geographic (non-profit organization)
John Smith (policy maker)	Huffington Post (news outlet)
Jessica Martinez (professional)	Eco-life Tips (blog)
Maya Patel (enthusiast)	Buzzfeed (digital media company)
Ryan Garcia (activist)	Instagram (social media)
Alex Jones (conspiracy theorist)	InfoWars (Alternative News)



Instructions:

Part One – Mingle with your own group

1. Split the whole group in half. Hand out the “Expert Identity” (see 1) cards to one group and the “Organization Identity” (see 2) cards to the other.
2. Each group will spend 5 minutes introducing themselves to the other experts/organizations in their own groups.
3. Each group will have to decide the expert level of their cards. They will be asked to put them in order from the expert/organization with the greatest expertise in environmental sciences to the least expertise (this can somewhat be up to interpretation).
4. Facilitator should walk around helping groups order their identity cards, asking leading questions such as:
 - a. *What made the person with the “greatest expertise” such an expert in their topic?*
 - b. *What about the person with the “least expertise”?*
 - c. *What is needed to be considered an expert on this topic?*
 - d. *What can give you away as not being an expert?*
5. Once the cards have been ordered, ask participants to write the order on a piece of paper to post to the wall. Participants should also write their hypothesized expert level on their identity card (score 1 being the highest).
 - a. Experts 1–6
 - b. Organizations 1–8
 - c. It is also beneficial to take a picture of the order to display during the discussion.

Part Two – Mingle with the other group

1. Now ask both groups to combine and mingle with the group members who have the other type of identity card (expert with organization). Give participants about 5 minutes to do this.
 - a. Participants should start to notice that the “Expert Identity” cards correspond with the “Organization Identity” cards (ex. Dr. Chen often publishes work in the Environmental Science & Policy Journal).
2. Now ask participants to try to match their identity cards together (expert to organization).
3. In matched pair groups, participants should be prompted to discuss the following questions:
 - a. *Why are we matched together?*
 - b. *What expert score did we each have?*
 - c. *Do we agree with each other’s scores?*



Activity 2: The Discussion. Debrief – Oh wait, what?

- 20 minutes

Participants will discuss what happened during the activity, understanding who is considered an expert, what makes them an expert, and how to understand if organization’s are providing experts, or not.



Instructions:

1. Now give each group the answers – both experts & organizations (see 3).
2. Ask participants to discuss in pairs:
 - a. *How close they were to the correct answer.*
 - b. *What makes their person/organization an expert?*
3. Come back together as a whole group.
4. Display the answers to the expert levels for the participants to see (see 3).
5. Start discussing why each of the experts & organizations are considered credible, or not.
6. When discussing the people, note the different name categories given to each person. Discuss what these categories mean and why some are more credible than others.
 - a. Expert
 - b. Professional
 - c. Policy Maker
 - d. Enthusiast
 - e. Activist
 - f. Conspiracy Theorist
7. When discussing the organizations, note the different categories given to each. Discuss what these categories mean and why some are more credible than others.
 - a. Scientific journal
 - b. Government source
 - c. Non-governmental organization (NGO)
 - d. News outlet
 - e. Digital media company
 - f. Opinion piece/blog
 - g. Alternative news



Activity 3: Practical Application – Find My Own Expert

- 20 minutes

Participants will now take what they've learned about experts and apply it to finding experts who have written credible news articles about the environment.



Instructions:

1. Pair participants up by putting one person with an “Expert Identity” card with another with an “Organization Identity” card.
2. Participants will search for real-life experts that match the identity from their card who have written news articles about their topic from the organization card (see example in 4).
3. *Give the conspiracy theorist & alternative news participants another card, as we can't consider them experts on anything!*
4. Give students access to the “Find My Own Expert” task (see 4) for specific instructions for the investigation process.
5. Facilitators should support participants by walking around and asking the following questions:
 - *What does this hyperlink tell you about the author?*
 - *What are you looking for on LinkedIn?*
 - *What makes this person an expert?*
 - *If you chose another organization, what makes them credible?*



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their “aha” moment (see the “Toolkit for Youth Workers” for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Continue with advanced workshop “A2. SIFTing through the climate crisis: What makes a credible source?” learning a specific technique to find credible sources.



Materials

1. "Expert Identity Cards"

Instructions: Use these cards to hand out randomly to half the participants in Activity 1.

People

Name: Alex Jones

Alias: InfoWarrior

Age: 48

Occupation: Media Personality

Focus: Alex Jones is a media personality known for promoting theories on various topics, including environmental issues. Alex frequently engages in online discussions and broadcasts where he spreads claims about climate change being a hoax, chemtrails, and government theories to control the environment. He uses his online platform, InfoWars, to amplify his views and influence a large audience.

Name: John Smith

Position: Environmental Policy Analyst

Age: 45

Education: Bachelor's in Political Science

Focus: John is a seasoned policy analyst with over 20 years of experience working in government environmental departments. He plays a key role in researching and analyzing environmental issues, drafting policy proposals, and advising government officials on environmental regulations and initiatives. John's work contributes to the formulation of effective environmental policies that address pressing environmental challenges and promote sustainability. He often provides insight for local news outlets, such as the Huffington Post.

Name: Dr. Emily Chen

Profession: Climate Scientist

Age: 38

Education: Ph.D. in Atmospheric Science

Focus: Dr. Chen's research centers on understanding the dynamics of extreme weather events and their link to climate change. She uses computer modeling and satellite data to study patterns of drought, hurricanes, and heatwaves. Dr. Chen shares her research findings through scientific conferences, publications in leading climate science journals such as the Environmental Science & Policy Journal, and also engages with the public through educational YouTube videos and interviews on podcasts.

Name: Mikhail Popović

Profession: Environmental Analyst

Age: 30

Education: Master's in Environmental Management

Focus: Mikhail specializes in analyzing the effectiveness of environmental policies and regulations in addressing issues such as air and water pollution, deforestation, and sustainable resource management. He publishes policy briefs and reports for government agencies and NGOs, contributes op-eds to newspapers and magazines, such as National Geographic, and actively participates in online forums and webinars discussing environmental policy and advocacy.

Name: Maya Patel

Profession: Graphic Designer

Age: 31

Education: Bachelor's in Graphic Design

Focus: Maya uses her design skills to create visual content that raises awareness about environmental issues and promotes sustainability. She shares her eco-friendly lifestyle tips, infographics, and digital artwork on Instagram and TikTok, where she has a growing following of environmentally conscious users. Maya also collaborates with environmental organizations and brands to create impactful campaigns and visual materials for social media.

Name: Ryan Garcia

Profession: College Student

Age: 21

Education: Pursuing a Bachelor's in Environmental Studies

Focus: Ryan is passionate about environmental activism and sustainability initiatives on his college campus and beyond. He shares his experiences, research findings, and calls to action on environmental issues on Instagram and Snapchat, where he connects with fellow students and youth activists. Ryan also volunteers with local environmental organizations and participates in climate strikes and community clean-up events.

Name: Jessica Martinez
Profession: High School Science Teacher
Age: 35
Education: Bachelor's in Biology & Education
Focus: Jessica is passionate about incorporating environmental education into her curriculum and raising awareness about sustainability among her students. She shares environmental tips, classroom activities, and personal reflections on Twitter and her personal blog, "Eco-life Tips", where she connects with other educators and environmental advocates to exchange ideas and resources and promotes a sustainable lifestyle to the greater public.

Name: Dr. Andrew Kim
Profession: Environmental Scientist
Age: 42
Education: Ph.D. in Environmental Science
Focus: Dr. Kim specializes in the study of climate change impacts on marine ecosystems. He conducts research on ocean acidification, coral bleaching, and sea-level rise. Dr. Kim presents his findings in peer-reviewed scientific journals and also engages with the public through social media platforms like Twitter and Instagram, as well as government agencies such as the European Environmental Agency where he shares updates on his research and communicates scientific concepts in accessible ways.

2. Organization Identity Cards

Instructions: Use these cards to hand out randomly to the other half of participants in Activity 1.

Organizations

Journal Name: Environmental Science & Policy
Year Founded: 1998
Focus: Environmental Science & Policy is an interdisciplinary academic journal that publishes research articles, reviews, and commentaries on a wide range of environmental topics, including policy analysis, sustainability, and natural resource management. The journal aims to bridge the gap between research and policy by providing accessible and relevant scientific information to policymakers, practitioners, and the public.

Organization Name: Huffington Post
Year Founded: 2005
Focus: The Huffington Post is a news and opinion website that covers a wide range of topics, including environmental issues. The HuffPost often publishes articles, opinion pieces, and investigative reports on topics such as climate change, pollution, and sustainability. They engage with experts, activists, and policymakers to provide diverse perspectives on environmental issues. The Huffington Post disseminates its content through its website, social media channels, and newsletters, aiming to inform and inspire readers to take action on environmental issues.

Organization Name: European Environment Agency (EEA)
Year Founded: 1990
Focus: The EEA is an agency of the European Union responsible for providing independent information on the environment. The EEA collects data, conducts assessments, and produces reports on a wide range of environmental topics, including air and water quality, biodiversity, and climate change. The EEA's reports and publications are used by policymakers, scientists, and the public to understand environmental challenges and develop evidence-based solutions. The EEA's website serves as a central hub for accessing environmental data, indicators, and reports for European countries.

Website Name: InfoWars
Year Founded: 1999
Focus: InfoWars is a website and media platform that frequently publishes articles and broadcasts that deny the reality of climate change and promote skepticism towards scientific consensus on environmental issues. The website uses sensational headlines, cherry-picked evidence, and inflammatory language to engage its audience and promote its anti-environmental agenda.

Organization Name: National Geographic Society

Year Founded: 1888

Focus: National Geographic Society is a global nonprofit organization dedicated to exploring and protecting the planet. Through its magazine, television channel, website, and educational programs, National Geographic covers a wide range of environmental topics, including wildlife conservation, climate change, and natural resource management. They support scientific research, conservation projects, and storytelling initiatives that inspire people to care about the world and take action to protect it.

Organization Name: Instagram

Year Founded: 2010

Focus: Instagram is a photo and video sharing network that allows users to publicly upload media content. Users can browse other users' content and find trending content through hashtags. As Instagram is user-built, it rarely censors media unless it is deemed inappropriate, or harmful.

Organization Name: BuzzFeed

Year Founded: 2006

Focus: BuzzFeed is a digital media company known for its viral content and entertainment news. BuzzFeed occasionally covers environmental topics in its news articles, quizzes, and listicles. They may explore issues such as plastic pollution, endangered species, or eco-friendly lifestyle tips. BuzzFeed's content is primarily shared through its website, social media platforms, and mobile app, reaching a wide audience of young adults interested in pop culture and current events.

Blog: Eco-life Tips

Author: Jessica Martinez

Blog Title: "5 Easy Ways to Reduce Your Carbon Footprint"

Focus: Jessica's blog post offers practical tips and suggestions for individuals looking to reduce their carbon footprint and live more sustainably. Drawing on her personal experiences, cited research, and knowledge as a science teacher, Jessica discusses simple lifestyle changes such as reducing meat consumption, using reusable shopping bags, and conserving energy at home. She also connects with educators and environmental advocates to exchange ideas and resources. She shares her blog post on social media platforms like Instagram and Facebook, where she engages with her followers and encourages discussion on sustainability and eco-friendly living.

3. The Answers – Experts & Organization Cards

Instructions: Use this table to facilitate the discussion in Activity 2.

FACILITATOR VERSION

People

Expert

Name: Dr. Emily Chen

Profession: Climate Scientist

Age: 38

Education: Ph.D. in Atmospheric Science

Focus: Dr. Chen's research centers on understanding the dynamics of extreme weather events and their link to climate change. She uses computer modeling and satellite data to study patterns of drought, hurricanes, and heatwaves. Dr. Chen shares her research findings through scientific conferences, publications in leading climate science journals such as the Environmental Science & Policy Journal, and also engages with the public through educational YouTube videos and interviews on podcasts.

Dr. Chen is an expert because she has a doctoral degree in atmospheric science (which is relevant to environmental science), uses quantitative research methods and has published her work in academic journals.

Expert	<p>Name: Dr. Andrew Kim Profession: Environmental Scientist Age: 42 Education: Ph.D. in Environmental Science Focus: Dr. Kim specializes in the study of climate change impacts on marine ecosystems. He conducts research on ocean acidification, coral bleaching, and sea-level rise. Dr. Kim presents his findings in peer-reviewed scientific journals and also engages with the public through social media platforms like Twitter and Instagram, as well as government agencies such as the European Environmental Agency where he shares updates on his research and communicates scientific concepts in accessible ways.</p>	<p>Dr. Kim is an expert because he has a doctoral degree in environmental science, uses quantitative research methods and has published his work in peer-reviewed academic journals.</p>
Professional Somewhat expert	<p>Name: Mikhail Popović Profession: Environmental Analyst Age: 30 Education: Master's in Environmental Management Focus: Mikhail specializes in analyzing the effectiveness of environmental policies and regulations in addressing issues such as air and water pollution, deforestation, and sustainable resource management. He publishes policy briefs and reports for government agencies and NGOs, contributes op-eds to newspapers and magazines, such as National Geographic, and actively participates in online forums and webinars discussing environmental policy and advocacy.</p>	<p>Mikhail is somewhat of an expert because he is a professional working in analyzing environmental issues. He also has a related academic background in environmental studies. He publishes his work, but often in opinion-based platforms and discussion boards. He uses his knowledge of the environment, but without scientific research methods.</p>
Professional Somewhat expert	<p>Name: Jessica Martinez Profession: High School Science Teacher Age: 35 Education: Bachelor's in Biology & Education Focus: Jessica is passionate about incorporating environmental education into her curriculum and raising awareness about sustainability among her students. She shares environmental tips, classroom activities, and personal reflections on Twitter and her personal blog, "Eco-life Tips", where she connects with other educators and environmental advocates to exchange ideas and resources and promotes a sustainable lifestyle to the greater public.</p>	<p>Jessica is somewhat of an expert because she is a professional working as a high school science teacher. She also has a related academic background in biology. She publishes her work, but often in opinion-based platforms and discussion boards. She uses her knowledge of the environment, but without scientific research methods.</p>
Policy Maker	<p>Name: John Smith Position: Environmental Policy Analyst Age: 45 Education: Bachelor's in Political Science Focus: John is a seasoned policy analyst with over 20 years of experience working in government environmental departments. He plays a key role in researching and analyzing environmental issues, drafting policy proposals, and advising government officials on environmental regulations and initiatives. John's work contributes to the formulation of effective environmental policies that address pressing environmental challenges and promote sustainability. He often provides insight for local news outlets, such as the Huffington Post.</p>	<p>While his educational background is in political science, John has developed expertise in environmental policy development, implementation, and evaluation through his 20 years of experience.</p>

Enthusiast	<p>Name: Maya Patel Profession: Graphic Designer Age: 31 Education: Bachelor's in Graphic Design Focus: Maya uses her design skills to create visual content that raises awareness about environmental issues and promotes sustainability. She shares her eco-friendly lifestyle tips, infographics, and digital artwork on Instagram and TikTok, where she has a growing following of environmentally conscious users. Maya also collaborates with environmental organizations and brands to create impactful campaigns and visual materials for social media.</p>	
Activist	<p>Name: Ryan Garcia Profession: College Student Age: 21 Education: Pursuing a Bachelor's in Environmental Studies Focus: Ryan is passionate about environmental activism and sustainability initiatives on his college campus and beyond. He shares his experiences, research findings, and calls to action on environmental issues on Instagram and Snapchat, where he connects with fellow students and youth activists. Ryan also volunteers with local environmental organizations and participates in climate strikes and community clean-up events.</p>	
Conspiracy Theorist	<p>Name: Alex Jones Alias: InfoWarrior Age: 48 Occupation: Media Personality Focus: Alex Jones is a media personality known for promoting theories on various topics, including environmental issues. Alex frequently engages in online discussions and broadcasts where he spreads claims about climate change being a hoax, chemtrails, and government theories to control the environment. He uses his online platform, InfoWars, to amplify his views and influence a large audience.</p>	<p>Lacks expertise on environmental science. He often employing sensationalist rhetoric and fear-mongering tactics to attract attention and promote his agenda. While his claims are widely debunked by experts, Alex's online presence continues to perpetuate confusion and skepticism about environmental science.</p>
Organizations		
Scientific Journal Expert	<p>Journal Name: Environmental Science & Policy Year Founded: 1998 Focus: Environmental Science & Policy is an interdisciplinary academic journal that publishes research articles, reviews, and commentaries on a wide range of environmental topics, including policy analysis, sustainability, and natural resource management. The journal aims to bridge the gap between research and policy by providing accessible and relevant scientific information to policymakers, practitioners, and the public.</p>	<p>Environmental Science & Policy is committed to open access publishing, making its articles freely available online to ensure maximum visibility and impact. The journal's website serves as a platform for researchers and scholars to share their work and contribute to the advancement of environmental science and policy.</p>

Government Source Expert	<p>Organization Name: European Environment Agency (EEA) Year Founded: 1990 Focus: The EEA is an agency of the European Union responsible for providing independent information on the environment. The EEA collects data, conducts assessments, and produces reports on a wide range of environmental topics, including air and water quality, biodiversity, and climate change. The EEA's reports and publications are used by policymakers, scientists, and the public to understand environmental challenges and develop evidence-based solutions. The EEA's website serves as a central hub for accessing environmental data, indicators, and reports for European countries.</p>	<p>Reliable source of environmental information that supports policymakers, researchers, and citizens interested in environmental issues.</p>
Non-profit Organization Somewhat expert	<p>Organization Name: National Geographic Society Year Founded: 1888 Focus: National Geographic Society is a global nonprofit organization dedicated to exploring and protecting the planet. Through its magazine, television channel, website, and educational programs, National Geographic covers a wide range of environmental topics, including wildlife conservation, climate change, and natural resource management. They support scientific research, conservation projects, and storytelling initiatives that inspire people to care about the world and take action to protect it.</p>	<p>Non-profit organizations do not have an agenda to make money, but their mission is often based around an certain ideology which they push on their readers. When referencing scientific articles, they can be a good and credible source with somewhat expert content.</p>
News Outlet Somewhat expert	<p>Organization Name: Huffington Post Year Founded: 2005 Focus: The Huffington Post is a news and opinion website that covers a wide range of topics, including environmental issues. The HuffPost often publishes articles, opinion pieces, and investigative reports on topics such as climate change, pollution, and sustainability. They engage with experts, activists, and policymakers to provide diverse perspectives on environmental issues. The Huffington Post disseminates its content through its website, social media channels, and newsletters, aiming to inform and inspire readers to take action on environmental issues.</p>	<p>Not an expert, but they do engage & cite experts in their articles. Beware that many news outlets do have political agenda, so it's good to think about the potential bias each outlet could include in their articles.</p>
Digital Media Company Less of an expert	<p>Organization Name: BuzzFeed Year Founded: 2006 Focus: BuzzFeed is a digital media company known for its viral content and entertainment news. BuzzFeed occasionally covers environmental topics in its news articles, quizzes, and listicles. They may explore issues such as plastic pollution, endangered species, or eco-friendly lifestyle tips. BuzzFeed's content is primarily shared through its website, social media platforms, and mobile app, reaching a wide audience of young adults interested in pop culture and current events.</p>	<p>While BuzzFeed's coverage of environmental issues may be accessible and engaging, it should be supplemented with information from expert sources for a comprehensive understanding.</p>
Social Media Company Less of an expert	<p>Organization Name: Instagram Year Founded: 2010 Focus: Instagram is a photo and video sharing network that allows users to publicly upload media content. Users can browse other users' content and find trending content through hashtags. As Instagram is user-built, it rarely censors media unless it is deemed inappropriate, or harmful.</p>	<p>Instagram is not an expert on any topic, though many experts choose to become users and post content. It's important to look for citations and fact-check any media posted on Instagram to determine credibility.</p>

Blog Less of an expert	<p>Blog: Eco-life Tips Author: Jessica Martinez Blog Title: "5 Easy Ways to Reduce Your Carbon Footprint" Focus: Jessica's blog post offers practical tips and suggestions for individuals looking to reduce their carbon footprint and live more sustainably. Drawing on her personal experiences, cited research, and knowledge as a science teacher, Jessica discusses simple lifestyle changes such as reducing meat consumption, using reusable shopping bags, and conserving energy at home. She also connects with educators and environmental advocates to exchange ideas and resources. She shares her blog post on social media platforms like Instagram and Facebook, where she engages with her followers and encourages discussion on sustainability and eco-friendly living.</p>	<p>While Jessica is not an environmental expert, she does often cite scientific evidence and has a knowledge-base as a science teacher. Her blog post aims to raise awareness about environmental issues and inspire others to take action in their daily lives. Though, much of the blog includes opinion, so it is very biased toward what she thinks is an eco-friendly lifestyle.</p>
Alternative News Conspiracy Theories/ Hoax	<p>Website Name: InfoWars Year Founded: 1999 Focus: InfoWars is a website and media platform that frequently publishes articles and broadcasts that deny the reality of climate change and promote skepticism towards scientific consensus on environmental issues. The website uses sensational headlines, cherry-picked evidence, and inflammatory language to engage its audience and promote its anti-environmental agenda.</p>	<p>InfoWars is a website and media platform known for spreading conspiracy theories and disinformation on a wide range of topics, including environmental issues. It is not a reputable source for accurate information. InfoWars' content should be approached with extreme skepticism and cross-checked with reliable sources for accuracy.</p>

4. Find My Own Expert Task

Instructions: Participants will use the "Tasks" section to help navigate them through Activity 3 and the "Example Investigation" if they are having trouble with the investigation.

Steps	Tasks
1	Start by going to the organization's website and searching for articles about the expert's topic
2	Once the relevant article has been chosen, look for the author.
3	If there is a hyperlink, click their name and read more about their background (if not, go straight to the next step)
4	<p>Search for this person on LinkedIn.</p> <ul style="list-style-type: none"> If there are too many options for this person, include keywords related to what you learned about them from the article. For example, the country they're from, or company they work for.
5	Read the "About" and "Experience" sections.
6	Determine: <i>Is this person an expert in their topic? Why?</i>

Example Investigation

Mikhail Popovic (professional) & National Geographic (non-profit)

- Looking for a professional who wrote an article in National Geographic (or another non-profit organization).
1. Went to the Nat Geo website and search for “environment”. Look for anything related to air/water pollution, deforestation & sustainable resource management.
 2. Found the article “Deforestation from Amazon’s new headquarters under watch from environmental groups” written by Rita Silva.
 3. There was no hyperlink for Rita Silva, but it did say at the end of the article that she is an environmental analyst that works for Veolia Portugal and included a picture.
 4. Went to LinkedIn and searched for Rita Silva. There were 1,500 searches, so it was important to narrow the search by including “Veolia” and “Portugal”.
 - a. Found the correct Rita Silva!
 5. Looked through her LinkedIn and found that she has been working for Veolia for 10 years as an environmental analyst and received a Master’s degree in Environmental Management from the University of Antwerp, Belgium. She has published several articles in Nat Geo and has been the keynote speaker at 3 different environmental summits.
 6. All of this information leads me to believe that she **is an expert** in her field of deforestation.

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Session

SIFTING THROUGH THE CLIMATE CRISIS: WHAT MAKES A CREDIBLE SOURCE?

Level	Advanced
Summary	Using various articles related to climate change, participants will understand categories of sources and the differences in their credibility through in-depth analysis and discussion.
Learning Objectives	<p>After the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Understand different source types • Differentiate credible levels of sources on the Internet • Search for credible articles
Duration	90 minutes
Target	Youth, aged 19–30 with some prior knowledge of themes such as bias & understanding what constitutes an expert in a field of study. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving
	<p>Internet access, devices (computer, tablet, smartphone), projector, poster paper, markers, tape, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. SIFT Method Poster 2. Kahoot! Quiz questions & answers 3. SIFTing Through the Climate Crisis – Participant Version 4. SIFTing Through the Climate Crisis – Facilitator Version
Special Considerations	<ul style="list-style-type: none"> • Pair participants without smart devices with those who do. • Print the 1st page of articles for workshops without Internet access. • <i>Go digital!</i> Avoid printing materials and put everything on a shared Google Doc. Share with participants so they can add the articles to each source group.
	<p>– WHO Kahoot! Quiz</p> <ol style="list-style-type: none"> 1. – SIFTing Through the Climate Crisis 2. – Understanding Sources & Credibility Level 3. – Teach Me, Teach Me! 4. – SIFT Away!
	<ul style="list-style-type: none"> • Identifying Bias – Bridgewater College • SIFT Method – University of Chicago • Lateral Reading – News Literacy Project • The Importance of the Source – World Health Organization Kahoot! • Reputable News Sources – Democracy Rally EU <p>Articles:</p> <ul style="list-style-type: none"> • The economic commitment of climate change – Nature Journal • Climate Change Data is Based On Fraud, And Scientists Around The World Are Pushing Back Against The Narrative – InfoWars • The Show is Over – Medium • Climate Change Evidence – NASA • Record-breaking increase in CO2 levels in world's atmosphere – The Guardian <p>Workshop Inspiration:</p> <ul style="list-style-type: none"> • Notion Check Please [Lesson Plan]



Before the Workshop



Summary:

Using various articles related to climate change, participants will understand differences in the credibility of sources through in-depth analysis and discussion.

Sources are divided into 5 categories:

1. Scientific Journals & Reports
2. Government Sources
3. News Outlets
4. Opinion Pieces
5. Alternative News



Theoretical Preparation:

Bias is the perspective an author takes regarding the information they present. It is influenced by their personal experiences and values and how they view the world.

While some author's let their biases influence their writing, others remain unbiased and objective, including both sides of the story – these authors are thus providing credible content that can be considered trustworthy (Bridgewater College Libraries, 2023).

The SIFT Method is a strategy to evaluate the credibility and reliability of content on online sources of information. It was developed by digital literacy expert Mike Caulfield (University of Chicago Libraries, 2023).

SIFT

- S.** Stop – pause to think about the source
- I.** Investigate the source – find information from trustworthy sources
- F.** Find better coverage – get information from multiple sources
- T.** Trace claims, quotes & media to original context – verify questionable claims

Lateral reading is when you verify what you're reading while you're reading it to help determine the author and source's credibility, intent and biases.

Lateral reading is done by searching for articles on the same topic by other writers (to see how they are covering it) and for other articles by the author you're checking on (to see how they cover other topics) (News Literacy Project, 2024).



Physical Preparation:

1. Write the 5 source categories on 5 pieces of paper & post them around the room.
2. Print or display the acronym SIFT as a quick reference (see 1).
3. Print enough copies of "SIFTing Through the Climate Crisis – Participant Version" for each small group to use.
4. Participants will need scissors & tape to cut up their sources to paste around the room.

**Take Note:**

- This is considered an advanced lesson as participants are generally familiar with bias and understand what makes someone an expert. If you start the activity and find that participants are unsure about these ideas, you could start with a refresher discussion, or use the A1. Who's the Expert Now? workshop.
- Although government sources are often very credible, it is important to understand the political context of the country disseminating the information. For example, an official source from North Korea's government will have vastly different information from Germany's government source.
- Opinion pieces, even if found in credible outlets, may not reflect the values of the media outlet. It's important to research the author(s) and their purpose in publishing.
- The workshop articles were found in May 2024. It is appropriate and encouraged to find updated articles at the time of implementation, including articles relevant to your participants' reality (country of origin, age range, interests, etc.).
- When participants create the informative posters in Activity 4, make them useful for your organization as well! Paste them around the room of your youth space, or make it digital and post them on your social media!



Warm-up: Kahoot! Quiz

- 10 minutes
- Introduce the workshop with a Kahoot! quiz from the World Health Organization (WHO) about credible sources and fact-checking: [The Importance of the Source – How to Become a Fact Checker](#) (find questions/answers in 1).
- Stop the quiz after question 10/11 (about Wikipedia).
- Discuss some of the ideas introduced in the quiz, such as:
- Credibility
- SIFT – reference poster and go through the “Questions to Ask” (see 2)
- Bias
- Lateral reading
- Finally, introduce the source categories to the group (keep this displayed for Activity 1).

Source Categories

1. Scientific Journals & Reports
2. Government Sources
3. News Outlets
4. Opinion Pieces
5. Alternative News



Activity 1: The Analysis – SIFTing Through the Climate Crisis

- 20 minutes

Participants will go through the SIFT Method by analyzing articles related to the climate crisis. This will help them determine whether the articles are credible, or not.



Instructions:

1. Divide participants into small groups & number/name them (no more than 4 per group).
2. As a group, participants will use the SIFT Method to analyze 5 articles related to the climate crisis (detailed in the “SIFTing Through the Climate Crisis” activity sheet – see 3).
3. Participants should give each article a credibility score of 1–5 based on the SIFT Method.
 - a. 1 being the most credible
 - b. 5 being the least credible
4. They should also determine what category of source the article comes from (see aforementioned list).
5. They will use the SIFT Method to support their analyses
6. Facilitator should spend time with each small group helping to answer questions and posing relevant follow-up questions to help stimulate small group discussions:
7. *Why do you think that? (related to any of the questions)*
8. *Where do you usually find the author’s information?*
9. *If there is no author/date listed, what do you do?*
10. *How do you know if someone is an expert in their field?*

11. *How do you know if a source usually provides honest information?*
12. *How do you normally find evidence?*
13. *How can you tell if one idea is being favored over another?*
14. *Where do you typically find the references to an article? What do you do if there aren't any?*
15. Finally, groups should cut out their 5 articles to post around the room in the different source categories.



Activity 2: The Discussion/Debrief – Understanding Sources & Credibility Level

- 20 minutes

Participants will come together for a group discussion about the analysis process, ultimately reflecting on the best methods for determining the credibility of a source.



Instructions:

Analysis Debrief

1. Begin the discussion after groups have finished assigning the articles to the 5 different source groups. The discussion will center around each source group and why small groups assigned articles there. Highlight any discrepancies between groups, encouraging participants to explain their reasoning. Focus on questions #1–5.
2. Once the discussion of source groups has completed and there is a general consensus of groups, move on to the credibility of the source groups discussion. This should center around question #6. Encourage participants to explain their reasoning. The whole group should come to a consensus about the credibility of each source. Physically demonstrate this by lining the source groups up in order with the most credible at the top.

Reflection

1. Now that participants have an understanding of different types of sources & the credibility levels of each, the discussion should continue with the following ideas. Ask a participant to be the record keeper, adding these ideas to the posters on the walls and creating new posters with the new source categories. Display “SIFTing Through the Climate Crisis – Facilitator Version” for support (see 4).
 - a. Examples of sources within each source category:
 - i. Scientific Journals & Reports: Energy & Environmental Science, Nature Climate Change, Nature Sustainability, Lancet Planetary Health (focusing on the environment)
 - ii. Government Sources: NASA, EU Initiatives (ex. Climate-ADAPT), UN Initiatives (ex. United Nations Environment Programme)
 - iii. News Outlets: AFP, Reuters, The Guardian, The New York Times, Al Jazeera, BBC, AP News
 - iv. Opinion Pieces: Medium
 - v. Alternative News: The Onion
2. Ask participants what are some of the most prominent in their country/language & share [this database](#) of credible sites for reference (Democracy Rally EU).
 - a. Other types of sources:
 - i. Non-profit organizations – National Geographic & World Wildlife Fund
 - ii. Public opinion – Wikipedia

- iii. Social media – Instagram
 - iv. Encyclopedia – Britannica
 - v. Blogs – WordPress
 - vi. Forums – Reddit
 - vii. Scientific/educational for-profit organizations – Discovery, etc.)
3. Discuss how SIFTing through sources is especially relevant when talking about climate change.
-



Activity 3: The Creative Moment – Teach Me, Teach Me!

- 20 minutes

Participants will create visual “quick guides” to the various source categories to inform others about credible sources.



Instructions:

1. Split participants into 5 groups.
 - a. If it's a large group, 2–3 groups can create posters for the same category.
 2. Participants will create a visual representation of their source category. This can be on paper or digitally.
 - a. Target Audience: Youth, aged 19–30 years old
 - b. Goal: Inform others about the credibility of different types of sources
 - c. Posters should include:
 - i. Source category name
 - ii. Credibility level & why
 - iii. Source examples
-



Activity 4: Practical Application – SIFT Away!

- 20 minutes

Applying what they've learned about credible sources and different source categories, participants will find a credible source about climate change.



Instructions:

1. Participants should now find an article about climate change that is credible and provides little bias.
 - a. The article should also be written in a language that can be understood by the participant (i.e. Don't go to scientific journals with 20-page articles with academic language).
 - b. This can be done in small groups or individually, depending on the whole group size.
2. Facilitator should walk around the room helping students determine if the sources are credible or not. Remind them to use the SIFT Method, this time in their heads!
3. Participants will then briefly share what they learned about climate change to the whole group with 2–3 interesting facts from the article. They will also share what source they used and why it's credible.



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Participants are asked to look for an article from another type of source (blog, forum, etc.). They present their article headline and ask other participants to use the SIFT Method to understand the article's credibility level.
- Continue with advanced workshop "A3. The Formidable Fact-checker" learning fact-checking techniques.



Materials

1. Kahoot! Quiz questions & answers

Instructions: Use this as a reference for the Kahoot! Quiz preparation and follow-up discussion in the Warm-up.

1. Poll: How do you verify if information is true?
 - a. I ask friends or family members I trust.
 - b. I cross-check sources that share consistently credible information
 - c. I look at the number of followers of a social media account.
 - d. Wikipedia is my best friend.
2. Which of the following are reliable and credible sources?
 - a. Fact-checking websites, like the International Fact Checking Network
 - b. A country's health department or ministry website
 - c. International news agencies websites, like The Associated Press
 - d. Your cousin Kate
3. Sometimes people might have biases or emotions about information that influences them if they think it's true.
 - a. True
 - b. not true?
4. What ways can you verify if something is misinformation?
 - a. Access the source by looking at their social media profiles
 - b. Examine the supporting evidence by searching credible websites
 - c. Read beyond the headline
 - d. Research the information on fact-checking websites.
5. What aspects of a news story can help identify if the information is accurate and relevant?
 - a. The date of publication
 - b. The story behind the headline
 - c. The author's experience or expertise on the subject
 - d. The source(s) of the supporting evidence.
6. Identify the red flags on this post that should be examined closer to verify the claim.



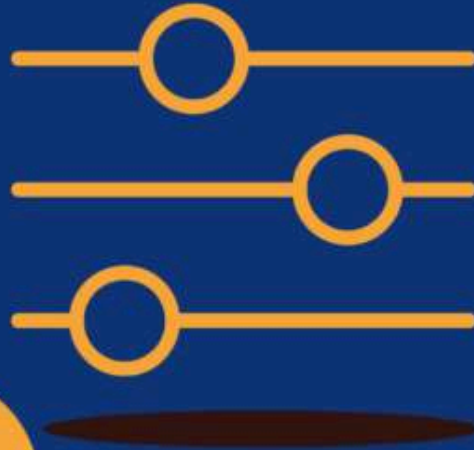
- a. The date the profile was created
 - b. The fact-check label
 - c. The low number of followers
 - d. The spelling of words
7. Which lateral reading tactics can you use to verify the credibility of a website?
- a. Open a new tab & research the company on the greater web.
 - b. Perform a search on the people mentioned in the website
 - c. View the social media channels for the website.
 - d. Click on external links within the website.
8. Lateral reading is searching for information about a source while you are reading it.
- a. True
9. Which is true about lateral reading?
- a. It involves fact-checking the information in articles being read.
 - b. It includes looking at additional sources.
 - c. It gives misinformation more power.
 - d. It is reading everything on one website.
10. A Wikipedia article that includes references to many outside sources can be a great place for finding credible sources?
- a. True

2. SIFT Method Poster

Instructions: Print and post on the wall of display digitally for reference by participants during the workshop. Reference during the Warm-up discussion.

SIFT Approach

A CRITICAL THINKING APPROACH



STOP

Check your emotion. Strong reaction? Be careful. Also, check what biases you may have allowed in, such as confirmation bias (favoring information that confirms what you believe true).



QUESTIONS TO ASK

- What is my initial reaction to the headline?
- What do I already know about the topic?
- What do I know about the source?

INVESTIGATE

Look into the author of the claims, the publisher or information source. Assess what biases they may have to get a better understanding of their credibility.



QUESTIONS TO ASK

- Who is the author?
- What is the mission of the source?
- Are there any potential biases?

FIND

Look around and find other corroborating or contradicting reports from other sources, such as websites, recognized experts in the field, and more. Consider using AI to assist with finding other contradictory sources.



QUESTIONS TO ASK

- Are other reputable sources reporting on this?
- Do fact-checkers support the claims made?

TRACE

Track claims, quotes, and media to their original context. Have they been taken out of context in some way? Were they really meant to apply to this claim?



QUESTIONS TO ASK

- Can the original studies or announcements be found?
- Is the information presented in its true context?

Adapted from Kaitlyn Van Kampen's work at The University of Chicago Library. Learn more about TCEA's application of SIFT to K-12 education at <https://blog.tcea.org>

3. SIFTing Through the Climate Crisis – Participant Version

Instructions: Print the following table for each small group to use in Activity 1. They will use it as a quick reference for the sources and to search the articles online. Before the discussion, they will tape each article headline with the corresponding source group based on their analysis.

- Ask participants to write their small group number, the credibility score and source category for each article to help organize the discussion.

PARTICIPANT VERSION

STOP – What do I already know about the source?

INVESTIGATE

1. *Authorship:* Who wrote the article? Are they experts in the field of climate change?
2. *Source:* Where was the article published? Is it known for providing honest and unbiased information?
3. *Bias:* Does the article present a balanced view of the topic, showing both sides of the argument? Or does it show one side that is clearly favored?
4. *Recent:* When was this article written? Is it based on the latest scientific research?

FIND – What are other sources saying about this topic?

TRACE

1. *Evidence:* Does the article provide evidence to support its claims? Where does that evidence come from?
2. *Credibility:* What overall credibility score would you give this article based on the previous questions (score 1. Highest and 5. Lowest)?

Small Group # ____

Credibility Score: ____

Source Category: ____

The economic commitment of climate change

Nature Journal

Kotz, M., Levermann, A. & Wenz, L. The economic commitment of climate change. Nature 628, 551–557 (2024).

<https://doi.org/10.1038/s41586-024-07219-0>

Published: 17 April 2024

Small Group # ____

Credibility Score: ____

Source Category: ____

Climate Change Data is Based On Fraud, And Scientists Around The World Are Pushing Back Against The Narrative

InfoWars – Natural News, Lance D Johnson

March 13th 2024, 6:24 am

<https://www.infowars.com/posts/climate-change-data-is-based-on-fraud-and-scientists-around-the-world-are-pushing-back-against-the-narrative/>

Small Group # ____

Credibility Score: ____

Source Category: ____

The Show is Over

Greta Thunberg, Medium

July 1st, 2021

<https://gretathunberg.medium.com/the-show-is-over-66e03dd38efa>

Small Group # ____

Credibility Score: ____

Source Category: ____

Climate change Evidence

NASA

<https://science.nasa.gov/climate-change/evidence/>

Small Group # ____

Credibility Score: ____

Source Category: ____

Record-breaking increase in CO2 levels in world's atmosphere

Experts issue warning after finding global average concentration in March was 4.7ppm higher than same period last year

The Guardian, Oliver Milman

Thu 9 May 2024 18:20 CEST

<https://www.theguardian.com/environment/article/2024/may/09/carbon-dioxide-atmosphere-record>

4. SIFTing Through the Climate Crisis – Facilitator Version

Instructions: Display the following during the discussion in Activity 2.

FACILITATOR VERSION	
1. Scientific Journal <ul style="list-style-type: none">Most credible, based on scientific research	The economic commitment of climate change Nature Journal Kotz, M., Levermann, A. & Wenz, L. The economic commitment of climate change. Nature 628, 551–557 (2024). https://doi.org/10.1038/s41586-024-07219-0 Published: 17 April 2024
2. Government Source <ul style="list-style-type: none">Very credible, with knowledge of government	Climate change Evidence NASA https://science.nasa.gov/climate-change/evidence/
3. News Outlet <ul style="list-style-type: none">Credible, depending on outlet & agenda	Record-breaking increase in CO2 levels in world's atmosphere <i>Experts issue warning after finding global average concentration in March was 4.7ppm higher than same period last year</i> The Guardian, Oliver Milman Thu 9 May 2024 18.20 CEST https://www.theguardian.com/environment/article/2024/may/09/carbon-dioxide-atmosphere-record
4. Opinion Piece <ul style="list-style-type: none">Less credible, contains bias	The Show is Over Greta Thunberg, Medium July 1st, 2021 https://gretathunberg.medium.com/the-show-is-over-66e03dd38efa
5. Alternative News <ul style="list-style-type: none">Least credible, conspiracy theories	Climate Change Data is Based On Fraud, And Scientists Around The World Are Pushing Back Against The Narrative InfoWars – Natural News, Lance D Johnson March 13th 2024, 6:24 am https://www.infowars.com/posts/climate-change-data-is-based-on-fraud-and-scientists-around-the-world-are-pushing-back-against-the-narrative/

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University of Chicago Library. (2024). *Evaluating Resources and Misinformation*. Retrieved from <https://guides.lib.uchicago.edu/c.php?g=1241077&p=9082322#:~:text=The%20SIFT%20method%20is%20an,or%20reliable%20sources%20of%20information>. Accessed on 22.4.2024.



Session

THE FORMIDABLE FACT-CHECKER

Level	Advanced
Summary	Participants will learn fact-checking techniques from expert fact-checkers.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Check images and articles for factual and contextual information • Understand advanced-level fact-checking techniques
Duration	90 minutes
Target	Youth, aged 19–30 with some knowledge on defining experts and understanding credible sources. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. The Whole Picture – Participant Version 2. The Whole Picture – Facilitator Version 3. The Right Picture 4. Fact-checking Organizations 5. The Fact-checking Experts: AFP & Science Feedback 6. The Fact-checking Experts: Learning from the Best
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online. <p>– The Whole Picture</p> <ol style="list-style-type: none"> 1. – The Right Picture 2. – Fact-checking Experts: Learning from the Best 3. – Fact-checking techniques for all to see! <p><u>Science Feedback:</u></p> <ul style="list-style-type: none"> • Climate Feedback • EU is not passing law to ‘seize and scrap’ cars under climate agenda, contrary to Peter Sweden claim • Electric vehicles may have higher particulate emissions from tires, but they usually have lower particulate emissions from other sources <p><u>AFP Fact Check:</u></p> <ul style="list-style-type: none"> • Climate • Energy • #PrayforAmazonas: Thousands of people are sharing old pictures in posts about the Amazon rainforest fires <p>The Whole Picture Photos:</p> <ul style="list-style-type: none"> • World Wildlife Fund • Sutori • Marine Mammal Center • Earth.org



Before the Workshop



Summary:

Participants will learn fact-checking techniques from expert fact-checkers.



Theoretical Preparation:

Science Feedback is a non-profit organization from France whose mission is to “improve the credibility of science-related information online, in the media and on social media”. They use expert-level fact-checkers to verify media coverage about science, focusing on climate change, energy, and health, debunking clickbait headlines and unsupported scientific claims. Fact-checkers are experts in their scientific field, only verifying and peer-reviewing articles in which they have a high knowledge-base.

The final review provides a reliability score, key takeaways from the article, and a report detailing the verdict, written by the expert fact-checker. Science Feedback is a good alternative to SCOPUS or other academic databases as they are often not free and accessible to non-university students.



Physical Preparation:

1. Print & hang the 4 images from “The Whole Picture – Participant Version” around the room (see 1).
 - a. Alternatively, display the images on devices.
2. Prepare sticky notes (4 each) & pens for each participant.
3. Create a shared Google Doc for “Fact-checking Experts: Learning from the Best” (see 6). Add or subtract rows as needed.



Take Note:

- It would be useful if participants had completed the basic workshop “B7. Real or Fake: What’s Going on in this Picture?” to learn about Google Reverse Image Search.
- For context about the OJ Simpson Time Magazine cover, read the following article: <https://time.com/archive/6725622/to-our-readers-jul-4-1994/>.
- If needed, go over Activity 2 from basic workshop “B5. Fact Check Me Please! Fake News that’s about to get R.E.A.L.”, including the “R.E.A.L. Checklist” and “The 5 Ws & Fake News” (Materials 3 & 4 of workshop B5). Do this before Activity 2.
- The current images provided in the Warm-up Activity 1 were chosen in May 2024. To ensure current and relevant content, update the images when necessary.
- Add or subtract the number of images for the Warm-up in relation to group size. The larger the group, the more images would be needed.
- Review lateral reading and Google Reverse Image Search at the end of Activity 1 if needed.
- Pair up any participant without a smartphone with another participant.



Warm-up: The Whole Picture

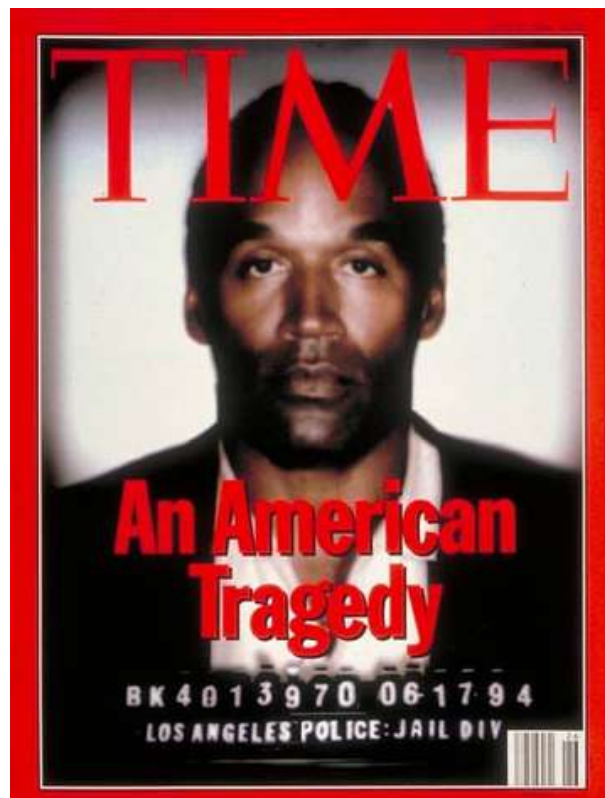
- 10 minutes

Participants are introduced to the topic of fact-checking by looking at images that have been cut so they cannot see the whole picture, changing the meaning of the image.



Instructions:

1. Participants walk around the room looking at the displayed images from “The Whole Picture – Participant Version” (see 1).
2. Ask them to write a caption for the photo based on what they see.
3. Come back together as a whole group.
4. Read the captions out loud asking a few participants to explain why they wrote it.
5. Display the table from “The Whole Picture – Facilitator Version” (see 2).
6. Discuss the difference in the photos, using the following questions to guide the participants:
 - *Why would someone use a cropped version of an image?*
 - *What gave some of the cropped images away?*
7. Discuss how media outlets often use this technique & why, using the following questions:
 - *Why would a media outlet choose to show only part of an image?*
 - *Can you think of examples when this has happened?*
 - *What media outlets often do this?*
8. For reinforcement, show the Time Magazine 1994 cover with OJ Simpson pointing out how this cover depicted him in a certain way and how the public reacted.



Source: <https://content.time.com/time/covers/0,16641,19940627,00.html>



Activity 1: The Analysis – The Right Picture

- 15 minutes

Participants will analyze an image to determine if the context is correct.



Instructions:

1. Show participants “Participant Viewing #1”, Emmanuel Macron’s 2019 Tweet about the Amazon Rainforest burning in Brazil in “The Right Picture” (see 3).
2. Discuss:
 - *Who Emmanuel Macron is.*
 - *Why he would tweet this*
 - *What impact his tweet had on the world.*
3. Now show “Participant Viewing #2”. This shows the real context of the image.
4. Discuss:
 - *Did Macron do this on purpose?*
 - *What are the implications of this error?*
 - *What are possible implications of more serious errors?*
 - *How was the mistake detected?*
 - *What is fact-checking & why is it important?*



Activity 2: The Analysis 2.0 – Fact-checking Experts: Learning from the Best

- 35 minutes

Participants will analyze articles already fact-checked by professional fact-checkers from AFP & Science Feedback. They will put out techniques by engaging with these articles.



Instructions:

1. Display “The Fact-checking Experts: AFP & Science Feedback” (see 5).
2. Go to the website link and scroll through the page highlighting:
 - *Key Takeaway – What is incorrect in this article?*
 - *Verdict Detail – Why is it incorrect?*
 - *Editor – What makes him qualified?*
 - *Review – only briefly, focus on “Conclusion”*
3. Return back to Material 5, discussing the “Verdict Detail” and “Fact-check Secrets” (how the editor knew it was misleading or false).
4. Now divide participants into pairs.
5. Assign half of the group to the AFP and the other half to Science Feedback.
 - Assign half the Science Feedback group to “Climate” and the other half to “Energy”.
6. Within their sites and topics, participants choose any article they find interesting.
 - Avoid repeat articles between groups & try to get a range of verdicts (especially from Science Feedback).
 - AFP groups should choose 2 articles as they tend to be shorter.
7. Participants will complete the same analysis the facilitator did with the articles in 5.
8. They should record the information on the shared Google doc (see 6).
 - Follow the same structural organization as the example (see Material 5).



Activity 3: The Creative Moment – Fact-checking techniques for all to see!

- 30 minutes

Participants will create a visual representation of fact-checking techniques to share with other youth.



Instructions:

1. Create 6 groups that correspond with the 6 reliability categories from Science Feedback.
 - Partially correct
 - Lacks context
 - Misleading
 - Unsupported
 - Inaccurate
 - Negative score
2. Encourage participants to join a group with a verdict that they haven't read about yet.
3. Participants will create a poster (on paper or digitally) about the verdict type and the techniques used to determine this verdict.
 - As all participants will have access to the same shared Google Doc, they can look through and read about the tips and techniques found by other participants.
 - They're encouraged to ask questions of their peers as well if confused.
4. Facilitators walk around the room supporting participants.
5. Once finished, participants briefly share the techniques with the whole group.





Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Complete the advanced workshop "A4. I'd Click That: Analyzing & Applying Clickbait Headlines" on clickbait.
-



Materials









1.The Whole Picture – Participant Version

Instructions: Use the following images to share with participants for the Warm-up activity.



2. The Whole Picture – Facilitator Version

Instructions: Use the following table to show the answers from the Warm-up activity looking at condensed and cropped images.

Condensed	The Whole Picture
	 <p>Source: https://www.worldwildlife.org/initiatives/plastics</p>
	 <p>Source: https://www.sutori.com/en/story/what-would-make-you-care-about-the-water-pollution-in-our-country-J3EsxVweaqfq6C1GQ3nNQeNt</p>
	 <p>Source: https://www.marinemammalcenter.org/science-conservation/conservation/ocean-trash</p>
	 <p>Source: https://earth.org/problems-plastic-pollution-creates-for-wildlife-in-the-ocean/</p>

3. The Right Picture

Instructions: Use the following images for Activity 1, starting with “Participant Viewing #1”, discussing and then moving on to “Participant Viewing #2”.

Participant Viewing #1



Participant Viewing #2



Fact-check: Reverse image search showed

- Amazon Rainforest, Brazil - ✓
- Loren McIntyre, National Geographic - ✗
- Photographer died in 2003, photo must be at least 16 years old - ✗

Source:
<https://factcheck.afp.com/prayforamazonas-thousands-people-are-sharing-old-pictures-posts-about-amazon-rainforest-fires>

2019 Twitter post from French President Emmanuel Macron



4. Fact-checking Organizations

Instructions: Use the following table to introduce the two fact-checking organizations that will be used in the analysis in Activity 2.

Fact-checking Organization	Description
AFP Fact Check - Climate (Agence France-Presse)	<p>Mission is to fact-check falsehoods, hoaxes and misleading claims that circulate widely and have a significant impact on news or public discourse, with the priority being on false claims that could cause harm. Using a large staff of digital investigation experts to fact-check, articles are re-published with a verdict:</p> <ul style="list-style-type: none"> • False • Misleading
Science Feedback - Climate & Energy	<p>Improve the credibility of science-related information online, in the media and on social media. Using expert-level fact-checkers to verify media coverage about science, focusing on climate change, energy, and health, debunking clickbait headlines and unsupported scientific claims. Fact-checkers are experts in their scientific field, only verifying and peer-reviewing articles in which they have a high knowledge-base.</p> <p>The final review provides a reliability score, key takeaways from the article, and a report detailing the verdict, written by the expert fact-checker.</p> <ul style="list-style-type: none"> • Partially correct • Lacks context • Misleading • Unsupported • Inaccurate • Negative score

5.The Fact-checking Experts: AFP & Science Feedback

Instructions: Use the following table to demonstrate the analysis in Activity 2.

Headline	Verdict Detail	Fact-check Secrets
 <p>Source: https://science.feedback.org/review/electric-vehicles-may-have-higher-particulate-emissions-from-tires-but-usually-have-lower-particulate-emissions-from-other-sources/</p>	<p>LACKS CONTEXT</p> <p>“Electric Cars Emit More Particulate Pollution”; Banning gasoline cars could increase particulate emissions; “Electric cars pollute 1,850 times more than fuel-based vehicles”</p>	<ul style="list-style-type: none"> • EV can emit more non-exhaust particulates from tires, but they also emit fewer on from the brakes • Overstates scientific confidence: Particulate emissions of EV is still poorly studied • Factually inaccurate: Misrepresented statistics that contradict available measurements
 <p>Source: https://science.feedback.org/review/eu-not-passing-law-seize-scrap-cars-under-climate-agenda-contrary-peter-sweden-claim/</p>	<p>INACCURATE</p> <p>The EU could SEIZE and SCRAP your old car if it doesn't meet their criteria as part of their climate agenda. Repairing an already existing car with spare parts is by far the best thing to do if you care about carbon emissions.</p>	<ul style="list-style-type: none"> • The EU outlines “how to assess & recycle vehicles that are not economically repairable or roadworthy” • Keeping an old combustion engine is less beneficial than replacing it with an eclectic vehicle (EV)

6. The Fact-checking Experts: Learning from the Best

Instructions: Participants will use the following table on a shared Google Doc to complete the fact-checking process for the assigned article in Activity 2.

Headline	Verdict Detail	Fact-check Secrets
Post/Article Screenshot: Source: Group Members:		<ul style="list-style-type: none">
Post/Article Screenshot: Source: Group Members:		<ul style="list-style-type: none">
Post/Article Screenshot: Source: Group Members:		<ul style="list-style-type: none">
Post/Article Screenshot: Source: Group Members:		<ul style="list-style-type: none">

References

AFP (2017–2024). *Fact Check*. Retrieved from <https://factcheck.afp.com/>. Accessed on 14.6.2024.

AFP Brazil & Uruguay. (2019, 22 August). #PrayforAmazonas: Thousands of people are sharing old pictures in posts about the Amazon rainforest fires [Review]. *AFP*. Retrieved from <https://factcheck.afp.com/prayforamazonas-thousands-people-are-sharing-old-pictures-posts-about-amazon-rainforest-fires>. Accessed on 14.6.2024.

The Marine Mammal Center. (2024). *Tackling Ocean Trash* [seal photo]. Retrieved from <https://www.marinemammalcenter.org/science-conservation/conservation/ocean-trash>. Accessed on 14.6.2024.

Rahul, R. (ed). (2024, 23, May). Electric vehicles may have higher particulate emissions from tires, but they usually have lower particulate emissions from other sources [Review]. *Science Feedback*. Retrieved from <https://science.feedback.org/review/electric-vehicles-may-have-higher-particulate-emissions-from-tires-but-usually-have-lower-particulate-emissions-from-other-sources/>. Accessed on 14.6.2024.

Ramanujam, S. (n.d.). What would make you care about the water pollution in our country? [seal photo]. *Sutori*. Retrieved from <https://www.sutori.com/en/story/what-would-make-you-care-about-the-water-pollution-in-our-country--J3EsxVweaqfq6C1GQ3nNQeNt>. Accessed on 14.6.2024.

Science Feedback. (2024). Retrieved from <https://science.feedback.org/about/>. Accessed on 14.6.2024.

Science Feedback. (2024). Climate Retrieved from <https://science.feedback.org/climate-feedback>. Accessed on 14.6.2024.

Terroile, C. (ed). (2024, 18 January). EU is not passing law to ‘seize and scrap’ cars under climate agenda, contrary to Peter Sweden claim [Review]. *Science Feedback*. Retrieved from <https://science.feedback.org/review/eu-not-passing-law-seize-scrap-cars-under-climate-agenda-contrary-peter-sweden-claim/>. Accessed on 14.6.2024.

Wong, C. (2022, 19 January). Problems Plastic Pollution Creates for Wildlife in the Ocean. *Earth.org*. Retrieved from <https://earth.org/problems-plastic-pollution-creates-for-wildlife-in-the-ocean/>. Accessed on 14.6.2024.

World Wildlife Fund. (2024). Plastics [seal photo]. Retrieved from <https://www.worldwildlife.org/initiatives/plastics>. Accessed on 14.6.2024.



Session

I'D CLICK THAT: ANALYZING & APPLYING CLICKBAIT HEADLINES

Level	Advanced
Summary	Participants will learn about clickbait by engaging with sensational headlines, analyzing them, and learning the skills to spot them. They then will apply those skills by searching for clickbait headlines themselves.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Identify clickbait headlines • Differentiate between sensationalized & factual news
Duration	75 minutes
Target	Youth, aged 19–30 with some prior knowledge on expert sources. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration
	Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides 1. Cooking Up Clickbait – Steps 1 & 2 2. Cooking Up Clickbait – Real Headlines 3. Clickbait Headlines – Participant Version 4. Clickbait for Beginners 5. Clickbait Headlines – Facilitator Version 6. Clickbait vs. Informative Headlines – Shared Document
Special Considerations	<ul style="list-style-type: none"> • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online. • Pair participants that have completed workshops 1–3 (basic or advanced), or who know some basic skills about lateral reading & finding credible sources, with participants who have less knowledge.
	– Cooking Up Clickbait 1. – I'd Click That 2. – Clickbait Killer 3. – Creating the Click
	<ul style="list-style-type: none"> • Science Feedback NGO • Newseum Ed Cooking Up Clickbait Lesson Definitions: <ul style="list-style-type: none"> • Clickbait – Cambridge Dictionary • Tabloid Journalism – Encyclopedia Britannica • Satire – Encyclopedia Britannica • Fake News – Cambridge Dictionary I'd Click That Articles <ul style="list-style-type: none"> • The Onion • Buzzfeed • Daily Mail • Telegraph • The Guardian Workshop Inspired By: <ul style="list-style-type: none"> • Tricked by Clickbait – Digii Social • You Won't Believe This! – Common Sense Education



Before the Workshop



Summary:

Participants will learn about clickbait by engaging with sensational headlines, analyzing them, and learning the skills to spot them. They then will apply those skills by searching for clickbait headlines themselves.



Theoretical Preparation:

Clickbait (noun) – an internet story, title, image, etc. that is intended to attract attention and encourage people to click on a link.

Tabloid Journalism – a type of popular, largely sensationalistic journalism that takes its name from the format of a small newspaper, roughly half the size of an ordinary broadsheet.

Satire – an artistic form which uses ridicule and wit to expose something foolish or to criticize. This is often for the sake of social reform, or simply entertainment.

Fake news – false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.



Physical Preparation:

1. Print enough copies of “Cooking Up Clickbait – Steps 1 & 2” (see 1) for the small groups to complete.
 - a. Alternatively, share an online version of the activity. Make sure every small group has their own copy (avoid one shared Google Doc).
2. Print one large copy of “Clickbait for Beginners” (see 4) to be displayed halfway through Activity 1 and for the rest of the workshop.
 - a. Alternatively set it up to be displayed on a separate device.
3. Prepare a Google Doc with “Clickbait vs. Informative Headlines” (see 6). Either share the document with participants ahead of time, or share the link during the workshop.
 - a. Make sure you’re giving “editing” status to participants.



Take Note:

- The current headlines provided in Activity 1 were chosen in May 2024. To ensure current and relevant content, update the headlines when necessary.
- Pair up any participant without a smartphone with another participant.
 - Keep some extra devices handy just in case there aren’t enough smartphones for participant use (as it is a necessity for Activity 3).
- Review English grammar with participants if needed after introducing the Warm-up (plural, gerund, adverb, adjective, noun).



Warm-up: Cooking Up Clickbait

- 10 minutes

Participants will attempt to recreate real clickbait news headlines by filling in the blanks using similar word categories.



Instructions:

1. Split the whole group into smaller groups of no more than 3.
2. In small groups, participants will complete steps 1 & 2 of the “Cooking up Clickbait” activity (see 1).
 - a. Review English grammar if needed here (see Take Note).
3. Once all groups are finished, display the real headlines (see 2).



Activity 1: The Analysis & Discussion – I’d Click That

- 15 minutes

Participants will analyze clickbait headlines to determine if they are considered clickbait, or not, while discussing common clickbait techniques and wording.



Instructions:

1. Define clickbait & tabloid news with participants. Display “Clickbait for Beginners” (see 4).
2. Display the “Clickbait Headlines – Participant Version” (see 3) for all the participants to see. Discuss how they could be considered clickbait. Guide the discussion with the following questions:
 - a. *How does this headline make you feel?*
 - b. *What techniques are being used to make you want to “click” & read the article?*
 - c. *Do you trust this headline?*
3. Show participants “Clickbait for Beginners” (see 4) and start a discussion about (keep this displayed somehow – either printed, or on a separate device):
 - a. Common clickbait techniques
 - b. Common words used in clickbait headlines
4. To finish the discussion, display “Clickbait Headlines – Facilitator Version (see 5). As a group, go through the “Media Content” column to learn about these news sources and their reliability factor. Ask the following questions:
 - a. *What is satire? Fake news?*
 - b. *Of the techniques from “Clickbait for Beginners” (see 4), which are being used for each headline? Do any use any common clickbait words?*



Activity 2: Practical Application – Clickbait Killer

- 25 minutes

Participants will now apply what they've learned about clickbait analysis to find 2 articles about the same environmental topic, one with a clickbait, sensationalized headline (possible from a tabloid news source) and another with an informative headline (from a reliable source).



Instructions:

1. Divide participants into pairs.
2. Brainstorm current environmental problems and assign each pair a different topic (some overlap is ok).
 - a. Climate change, forest fires, rising sea levels, loss of biodiversity, pollution, etc.
3. Instruct pairs to search the Internet for articles about their given topic (see “Example Investigation” below).
 - a. They should find one news story about the topic.
 - b. Focusing on the one news story, participants should find 1 article with a clickbait headline (from a tabloid or reliable newspaper), and 1 article with an informative headline (from a reliable newspaper).
4. Facilitator should walk around supporting pairs in finding news stories and headlines, and ensuring the sources are reliable. Ask questions such as:
 - a. *How did you find these articles?*
 - b. *What makes this headline clickbait? Informative?*
 - c. *How do you know that's a reliable news source?*
5. Once participants have finished, they should add their headlines to a shared Google Doc (see 6 for template).

Example Investigation (these are invented headlines based on real events):

Topic: Forest Fires

News Story: California federal forest burned by fires in 2022

Clickbait Headline: 12-YEAR-OLD IN CUSTODY FOR SMOKING WEED & BLAZING UP CALIFORNIA'S BEAUTIFUL COASTLINE FOREST: See what his life looks like in juvenile detention (The Daily Telegraph)

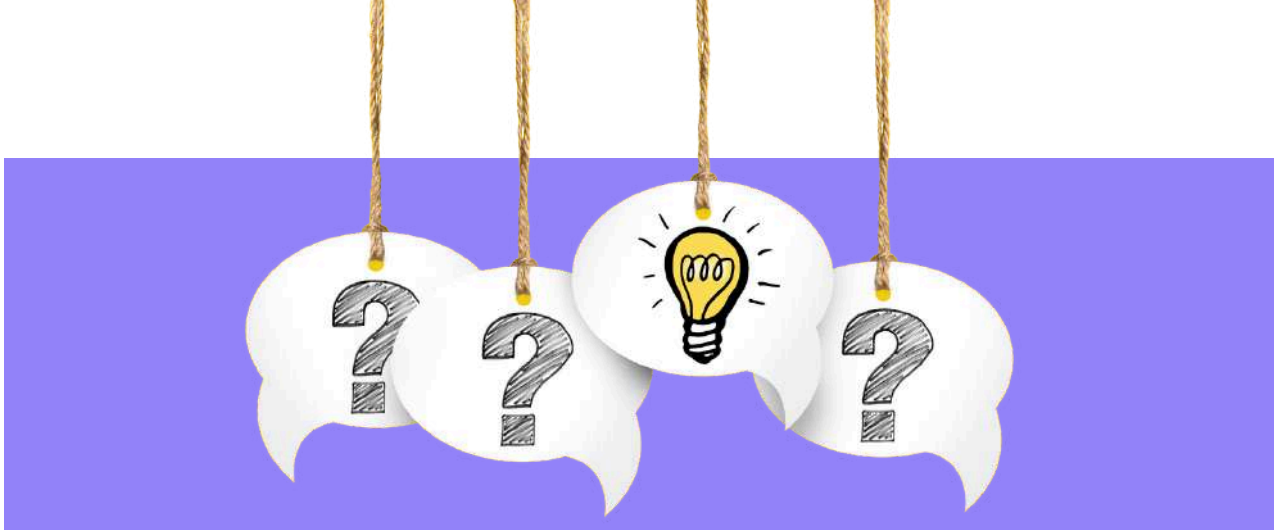
Regular Headline: TEEN WHO STARTED 2022 CALIFORNIA WILDFIRE: What happened & where is he now? (The New York Times)



Activity 3: Creative Moment – Creating the Click

- 15 minutes

Participants will engage with current headlines, rewriting them to make them more “clickworthy”.



Instructions:

1. Divide students into pairs or encourage them to work individually.
2. Advise participants to pick any regular (or even boring) news headlines about the environment from recent news from any credible news source.
3. Briefly skim the article.
4. Participants will rewrite the headline 3 different times, each appealing to different audiences:
 - a. Teens
 - b. Retirees
 - c. Climate activists
5. The clickbait headlines should include similar information to the original (who, who, when, where).
6. Facilitators should walk around giving support and discussing the following with students:
 - a. *How effective do you think your rewritten headlines would be?*
 - b. *Do the headlines still reflect the facts of the news story?*



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Participants share their headlines with the whole group, asking the group to vote on the most "clickworthy".
- Discuss the difference between sensationalized headlines and "hook" headlines.
- Continue with the advanced workshop "A5. The Fake News Game" learning how to discern fake news from real news.



Materials

1. Cooking Up Clickbait – Steps 1 & 2

Instructions: Use the following activity sheet for participants to fill-out in the Warm-up.

Cooking Up Clickbait: Step 1

Work together to come up with colorful words that fit each of the following categories.

Headline 1

A	Animal (plural)	
B	Country	
C	Noun (plural)	

Headline 2

A	Food	
B	Nationality	
C	Type of vacation spot	

Headline 3

A	Gerund	
B	Adverb	
C	Adjective	

Headline 4

A	Celebrity	
B	Animal	
C	Name	

Headline 5

A	Company	
B	Euro amount	
C	City	
D	Adjective	
E	Noun (plural)	

Headline 6

A	Adjective	
B	Adjective	
C	Animal	
D	Job	

Cooking Up Clickbait: Step 2

Use the words from the Step 1 worksheet to fill in the headlines below.

Headline 1:

Giant (A)_____ keep attacking people in (B)_____ — and (C)_____ might be to blame

Headline 2:

(A)_____ vending machines installed at (B)_____ (C)_____ resort

Headline 3:

(A)_____ too (B)_____ literally killed this (C)_____ woman

Headline 4:

(A)_____’s tribute to his dead (B)_____ (C)_____ will melt your heart

Headline 5:

(A)_____ will invest (B)_____ in (C)_____ to build (D)_____ center and ‘multiple’ solar (E)_____

Headline 6:

(A)_____ (B)_____ (C)_____ joins New Zealand (D)_____ on his shift

Source: Newseum Ed, 2017

2. Cooking Up Clickbait – Real Headlines

Instructions: Use the following real headlines in the Warm-up to show participants where their created headlines really came from.

The real headlines:

1. Giant pythons keep attacking people in Indonesia — and humans might be to blame ([The Washington Post](http://wapo.st/2zQiAAW), <http://wapo.st/2zQiAAW>)
2. Oyster vending machines installed at French seaside resort ([NBC News](http://nbcnews.to/2zPCV9F), <http://nbcnews.to/2zPCV9F>)
3. Working too hard literally killed this Japanese woman ([Newsweek](http://bit.ly/2A0uvgi), <http://bit.ly/2A0uvgi>)
4. Ryan Gosling’s tribute to his dead dog George will melt your heart ([Entertainment Weekly](http://bit.ly/2xIUktJ), <http://bit.ly/2xIUktJ>)
5. Facebook will invest \$1 billion in Virginia to build data center and ‘multiple’ solar facilities ([CNBC](http://cnb.cx/2yNiMAw), <http://cnb.cx/2yNiMAw>)
6. Adorable fluffy cat joins New Zealand cop on his shift ([Huffington Post](http://bit.ly/2xzC3W3), <http://bit.ly/2xzC3W3>)

Source: Newseum Ed, 2017

3. Clickbait Headlines – Participant Version

Instructions: Use the following table to lead the analysis in Activity 1.

<p>Why London, New York and Shanghai should be worried about Antarctica's 'doomsday glacier'</p> <p>Researchers say the 'vigorous melting' of the Thwaites glacier could push up sea levels faster than expected</p> <p>Verity Bowman 11 June 2024 • 4:58pm</p>	<p>Scientist who thought we 'we're all going to die from climate change' reveals 7 reasons she was wrong - and how the issue is being overblown</p> <ul style="list-style-type: none">• A data scientist believes alarming warnings of disasters may be overblown• She said emissions per person peaked in 2012 - and are still about the same• READ MORE: Humanity is at 'code red' due to climate change <p>By STACY LIBERATORE FOR DAILYMAIL.COM PUBLISHED: 19:27 BST, 31 January 2024 UPDATED: 21:04 BST, 31 January 2024</p>
<p>the ONION</p> <p>HOME LATEST NEWS LOCAL POLITICS ENTERTAINMENT SPORTS OPINION</p> <p>BREAKING NEWS</p> <p>Study Finds 80% Of Food Waste Result Of Half-Assed Chicken Wing Eating Technique</p> <p>Published June 11, 2024</p>	<p>'Off-the-charts records': has humanity finally broken the climate?</p> <p>Extreme weather is 'smacking us in the face' with worse to come, but a 'tiny window' of hope remains, say leading climate scientists</p> <ul style="list-style-type: none">● Dramatic climate action needed to curtail 'crazy' extreme weather <p>By Damian Carrington, Nina Lakhani, Oliver Milman, Adam Morton, Ajit Niranjani and Jonathan Watts</p> <p>Mon 28 Aug 2023 18:00 CEST</p>
<p>In the News • Posted on 24 Jan 2024</p> <p>Uber Eats Are Committing Big \$\$\$ To Sustainable Packaging And Suddenly I'm Doing My Bit By Ordering Food</p> <p>I'd like one of everything thanks. Y'know...for the environment.</p> <p>by Angeline Barion BuzzFeed Staff</p>	



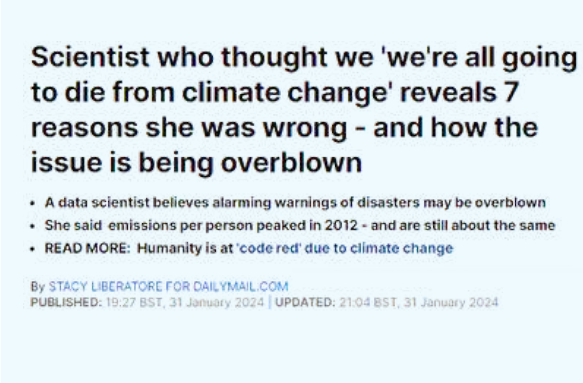

4. Clickbait for Beginners

Instructions: Use the following table to lead the discussion in Activity 1.

Clickbait for Beginners	
<p>Clickbait – an <u>internet story</u>, <u>title</u>, <u>image</u>, etc. that is <u>intended</u> to <u>attract attention</u> and <u>encourage people to click</u> on a <u>link</u> (Cambridge Dictionary, 2024).</p> <p>Tabloid Journalism – type of popular, largely sensationalistic journalism that takes its name from the format of a small newspaper, roughly half the size of an ordinary broadsheet (Encyclopedia Britannica, 2024).</p>	
<p>Clickbait Techniques:</p> <ul style="list-style-type: none">• It seems impossible or unbelievable• It tries to shock you• It refers to a celebrity or popular topic• There is often an element of urgency• Triggers our curiosity	<p>Common Clickbait Words:</p> <ul style="list-style-type: none">• Forget everything you ever thought about...• 10 reasons why you need...• 15 amazing facts about...• You won't believe...• Stop what you are doing and read this – it might...• Save \$\$\$...• Bizarre reason that...• You won't believe what these celebrities...• This is trending around the world – you won't believe why

5. Clickbait Headlines – Facilitator Version

Instructions: Use the following table to lead the discussion in Activity 1.

Headline	Media Context
 <p>Study Finds 80% Of Food Waste Result Of Half-Assed Chicken Wing Eating Technique</p> <p>Published June 11, 2024</p>	<p>The Onion An American satirical digital media company and newspaper organization that publishes articles on international, national, and local news (Library of Congress, 2001).</p> <p>Reliability: 0</p> <ul style="list-style-type: none"> • satire • fake news <p>Article Source: https://www.theonion.com/study-finds-80-of-food-waste-result-of-half-assed-chic-1851514225</p>
 <p>Uber Eats Are Committing Big \$\$\$ To Sustainable Packaging And Suddenly I'm Doing My Bit By Ordering Food</p> <p>I'd like one of everything thanks. Y'know...for the environment.</p> <p>by Angeline Barion BuzzFeed Staff</p>	<p>Buzzfeed A publicly traded American online media company known for its commentary, quizzes, listicles (articles formatted as lists), videos, and food writing (Britannica, 2024).</p> <p>Reliability: 1–2</p> <ul style="list-style-type: none"> • online media company • provides entertainment over news <p>Article Source: https://www.buzzfeed.com/angelinebarion/uber-eats-planet-ark</p>
 <p>Scientist who thought we 'we're all going to die from climate change' reveals 7 reasons she was wrong - and how the issue is being overblown</p> <ul style="list-style-type: none"> • A data scientist believes alarming warnings of disasters may be overblown • She said emissions per person peaked in 2012 - and are still about the same • READ MORE: Humanity is at 'code red' due to climate change <p>By STACY LIBERATORE FOR DAILYMMAIL.COM PUBLISHED: 19:27 BST, 31 January 2024 UPDATED: 21:04 BST, 31 January 2024</p>	<p>Daily Mail A British morning daily newspaper, long noted for its foreign reporting, it was one of the first British papers to popularize its coverage to appeal to a mass readership (Britannica, 2024).</p> <p>Reliability: 3</p> <ul style="list-style-type: none"> • promotes mass readership • sensationalized headlines <p>Article Source: https://www.dailymail.co.uk/sciencetech/article-13028587/scientist-winning-fight-global-warming.html</p>
 <p>Why London, New York and Shanghai should be worried about Antarctica's 'doomsday glacier'</p> <p>Researchers say the 'vigorous melting' of the Thwaites glacier could push up sea levels faster than expected</p> <p>Verity Bowman 11 June 2024 • 4:56pm</p>	<p>The Daily Telegraph British daily newspaper, generally accounted as one of Britain's "big three" quality newspapers. Founded in 1855 as the Daily Telegraph and Courier, it transformed itself into London's first penny paper, and built a large readership. The newspaper has consistently combined a high standard of reporting with the selection of interesting feature articles and editorial presentation (Britannica, 2024).</p> <p>Reliability: 4–5</p> <ul style="list-style-type: none"> • high standard of reporting = delivering facts • can use sensationalized headlines <p>Article Source: https://www.telegraph.co.uk/global-health/climate-and-people/antarctica-doomsday-thwaites-glacier-climate-change/</p>

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Session

THE FAKE NEWS GAME

Level	Advanced
Summary	Participants will learn about fake news through an interactive online game, where they will investigate the main types of fake news, which they will research in-depth and then present to the other participants.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none">• Discern fake news versus real news• Use techniques to find real news articles on their own
Duration	120 minutes
Target	Youth, aged 19–30 with some prior knowledge on expert and credible sources. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration• Digital Content Creation• Safety• Problem-solving
	Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides 1. Dictionary Definitions – Fake News 2. Fake News Themes – Context & Sources
Special Considerations	<ul style="list-style-type: none">• Ensure participants have access to the various social media platforms.• Pair participants without smart devices and/or social media with those who do.• <i>Go digital!</i> Avoid printing materials and put everything online.• Include subtitles on the YouTube video so everyone can follow along.
	– Crazy Climate Headlines 1. The Fake News Game 2. – Fake News Sleuth 3. – Teach Me, Teach Me!
	<ul style="list-style-type: none">• Which Of These Crazy Climate Headlines Are Actually True? [YouTube Video]• Bitcoin Boy [Video]• Full Fact Organization <p>Online Games:</p> <ul style="list-style-type: none">• Cranky Uncle – University of Melbourne• Go Viral! Information – Cambridge University<ul style="list-style-type: none">◦ Online Game• Get Bad News – Cambridge University<ul style="list-style-type: none">◦ Online Game◦ Educator Guide



Before the Workshop



Summary:

Participants will learn about fake news through an interactive online game, where they will investigate the main types of fake news, which they will research in-depth and then present to the other participants.



Theoretical Preparation:

Fake News refers to news that has been entirely fabricated or made up (DROG, 2018).

Unlike **misinformation**, which is simply information that is incorrect, **disinformation** involves the intent to deceive. **Propaganda**, then, is disinformation with an explicit or implicit political agenda (DROG, 2018).



Physical Preparation:

1. Prepare enough devices for some groups to use if they don't have access to the fake news apps on their smartphones (or don't own smartphones).
2. Provide pens and paper for participants who would like to create something physical for their presentation in Activity 3.



Take Note:

- The content in the two apps isn't always about the environment or green topics. They are meant to be used as an introduction to the overall topic of fake news which is later applied to the rest of the activities.
- The Cranky Uncle app can be played in "group mode". Use this option if the participant group is very small.
- Pair up any participant without a smartphone with another participant with a smartphone.



Warm-up: Crazy Climate Headlines

- 10 minutes

To introduce fake news, participants will watch a YouTube video showcasing different fake news about the following topics (clothing consumption, private jets, carbon neutrality, water usage, & carbon neutrality) presented by leading youth climate activists.



Instructions:

1. Play the video (5 minutes).
 - a. If you're constricted with time, skip any of the topics you don't find relevant.
2. Discuss video with participants, highlighting the following questions:
 - a. *Who are the climate activists featured in the video? Have you heard of them before?*
 - b. *What environmental topics were covered? Why are they a problem?*
 - c. *What is fake news?*
 - d. *How does fake news affect the general public?*
 - e. *Have you been affected by fake news?*
3. Come to consensus with participants about the definitions of:
 - a. *Fake news*
 - b. *Misinformation*
 - c. *Disinformation*
4. Now share the dictionary definitions (see 1).



Activity 1: The Fake News Game

- 20 minutes

Participants will engage with 2 different web applications (apps) about fake news, misinformation, and denial.

Each of the applications teaches skills for identifying fake news online.

Instructions:

1. Divide the group in half. Now divide each half into multiple groups of 2.
2. One half will play the game Cranky Uncle. The other half will play Get Bad News.
3. As each half is divided into pairs, there will be multiple teams of each game going at once.

The games have several highlighted topics, described as "badges".

 - a. Cranky Uncle app – Spotting Science Deniers (only on smartphone)
 - Fake experts
 - Logical fallacies
 - Impossible expectations
 - Cherry picking
 - Conspiracy theories

b. Get Bad News – The Fake News Game (on smartphone & computers)

- Impersonation
- Emotion
- Polarization
- Conspiracy
- Discredit
- Trolling

4. Facilitator should walk around providing tech support and answering questions for participants.
5. As groups will finish at different times, start small group discussions with any pairs that have already finished. Ask them:
 - a. *What did they like about the game?*
 - b. *What did they learn about fake news?*
 - c. *What surprised them?*
 - d. *Were they easily able to spot fake news?*
6. As soon as everyone has finished the game (or 30 minutes has passed), bring everyone back together as a whole group to discuss the questions in #5.



Activity 2: The Analysis – Fake News Sleuths

- 30 minutes

Participants will investigate the different categories of fake news to understand where these articles are coming from and why.



Instructions:

1. Divide participants into 6 small groups.
2. Assign each group a category of fake news to investigate (found from the Get Bad News app):
 - a. Impersonation
 - b. Emotion
 - c. Polarization
 - d. Conspiracy
 - e. Discredit
 - f. Trolling
3. Briefly discuss the categories using the Fake News poster (see 2).
4. Participants use the “Fake News Themes – Context & Sources” table (see 2) to investigate their theme.
 - a. Encourage participants to find other relevant sources as well, using the SIFT Method and lateral reading to find credible sources.
 - b. They should be looking for:
 - i. Definition
 - ii. How it’s used
 - iii. 1–2 real-life examples focused on the environment



Activity 3: The Creative Moment – Teach Me, Teach Me!

- 60 minutes

Participants will create a presentation to teach the rest of the participants about their fake news category.

This will help reinforce their own learning and give the opportunity to learn about the others.



Instructions:

1. In the same small groups, participants should create a short workshop activity (no more than 5 minutes) to teach the other participants about the fake news categories.
 - a. Presentations should be creative (Kahoot!, Canva, interactive games, etc.)
 - b. Presentations should include:
 - i. Name of category
 - ii. Definition
 - iii. How it's used
 - iv. 1-2 real-life examples focused on the environment



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Continue with the advanced workshop "A6. Promoting Green, Promoting Good: Anti-Greenwashing Crusade" learning about greenwashing in companies.
- Watch the short Dutch, youth-produced documentary "[Bitcoin Boy](#)" to learn the dangers of fake news and how easily and quickly fake news can catch on.



Materials

1.Dictionary Definitions – Fake News

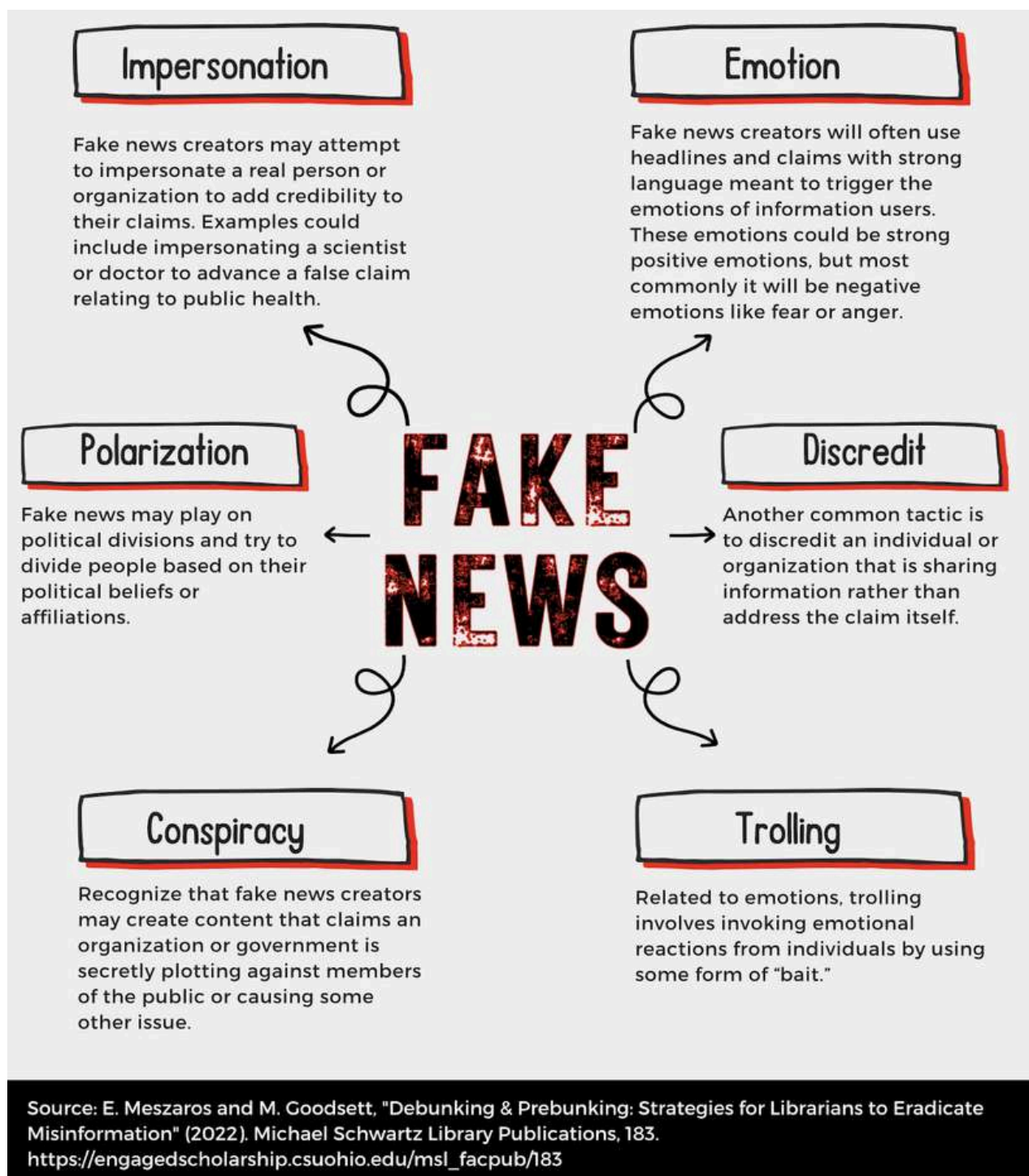
Instructions: Use the following definitions to help participants come to understand fake news during the Warm-up.

Word	Definition
Fake News	False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke.
Misinformation	Incorrect or misleading information
Disinformation	False information spread in order to deceive people

Source: Cambridge Dictionary, 2024

2. Fake News Themes – Context & Sources

Instructions: Use the following poster and Fake News Themes for the analysis in Activity 2.



Fake News Themes	Context & Relevant Sources
Impersonation	<p><i>Pretending to be someone you're not on the Internet, including impersonating a real person or organization by mimicking their appearance or posing as a legitimate news source or expert.</i></p> <ul style="list-style-type: none"> • Impersonation Scams (ScamWatch, Australian Government) • Meet the People Pretending to Be Celebrities on Social Media (Vice News, 2015) • How to Make Big Money Online with Fake News (101 Geek, 2019)
Emotion	<p><i>Not necessarily fake or real, but deliberately plays into people's basic emotions such as fear, anger, or empathy.</i></p> <ul style="list-style-type: none"> • How emotions fuel fake news on social media (University of Pittsburgh, 2022) • Tackling disinformation in the global media environment – new Council of Europe report (Council of Europe, 2017) • Emotional Content to Earn More Attention (Smart Insights, 2013)
Polarization	<p><i>Deliberate attempts to expand the gap between groups (often political).</i></p> <ul style="list-style-type: none"> • Fake news and polarization: The story-telling opportunity (Friedrich Naumann Foundation, 2023) • How partisan polarization drives the spread of fake news (Brookings, 2021) • Political Polarization & Media Habits (Pew Research, 2014)
Conspiracy	<p><i>Belief that unexplained events are orchestrated by a covert group or organization.</i></p> <ul style="list-style-type: none"> • All About Conspiracy Theories (Newcastle University Library, 2023) • 2017's Biggest Conspiracy Theories (Snopes, 2017) • Fake news and the spread of misinformation: A research roundup (The Journalist's Resource, 2017)
Discredit	<p><i>Deflecting attention away from yourself by accusing or attacking someone else, or denying that any problem exists.</i></p> <ul style="list-style-type: none"> • Fighting Fire With Fire? Relegitimizing Strategies for Media Institutions Faced With Unwarranted "Fake News" Accusations (Ric Neo, 2022)
Trolling	<p><i>Deliberately evoking an emotional response by using bait.</i></p> <ul style="list-style-type: none"> • Internet Trolling: How do you Spot a Real Troll? (LifeWire, 2024) • Trolling the News in an Attention Economy (Penn State, 2024)

Source: Inspired by Cambridge University's "[Get Bad News Game](#)" and the subsequent [educator guide](#) created by DROG (2018).

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Session

PROMOTING GREEN, PROMOTING GOOD: ANTI-GREENWASHING CRUSADE

Level	Advanced
Summary	After reviewing greenwashing tricks and techniques, participants will discover and promote local companies that are truly environmentally sustainable.
Learning Objectives	<p>After the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Spot greenwashing techniques in advertisements • Be familiar with local sustainable companies • Interact with local business owners • Conduct an interview
Duration	120 minutes
Target	Youth, aged 19–30 with some basic understanding of greenwashing (see Workshop B6. Washing Away the Fake Green: Greenwashing Tricks & Techniques). Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, communication, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving
	<p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. How to Spot Greenwashing Introduction Poster 2. How to Spot Greenwashing Ads – Participant Version 3. How to Spot Greenwashing Ads – Facilitator Version
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials by setting them up on various devices.
	<p>– How to Spot Greenwashing</p> <ol style="list-style-type: none"> 1. – Unlocking the Green 2. – Local Sustainable Crusaders 3. – Promoting Green, Promoting Good: Anti-Greenwashing
	<ul style="list-style-type: none"> • Greenwashing, UN Climate Action • How to Spot Greenwashing [Poster] • Greenwashing: Recent stand-out cases • Companies Guilty of Greenwashing 2.0 (Earth.org) <p>Advertisements:</p> <ul style="list-style-type: none"> • H&M, RyanAir, Ikea, Shell • Nestlé & Coca-Cola



Before the Workshop



Summary:

Participants will review greenwashing by analyzing examples. They will then find local companies that are anti-greenwashing by actually using sustainable resources. After interviewing the local company, participants will create social media posts promoting the company for other local youth.



Theoretical Preparation:

Greenwashing is when companies mislead the public to make them believe they are doing more to protect the environment than they actually are (UN Climate Action, n.d.). Companies use a multitude of techniques to misdirect, distract, mislead, trick, deceive, or even lie to consumers. These techniques help companies maintain sales in our current world where consumers are more eco-conscious, and it helps lead off unwanted publicity or lawsuits when they are actually doing something wrong.

How to Spot Greenwashing (also see 1) provides a quick-reference guide to understanding the common tricks and techniques consumers should use to weed out the deceptors. Familiarize yourself with the tricks and techniques as they will be used in Activities 1–3.



Physical Preparation:

1. Project the “How to Spot Greenwashing” poster (see 1)
2. Print & paste the images for the Warm-up around the room (see 2).
 - a. Alternatively, display the images on various devices around the room (ask participants to help and lend a smartphone!)
3. Provide sticky notes for each group.
4. Prepare a virtual timer on the main device to be projected.



Take Note:

- The current images provided in the Warm-up were chosen in May 2024. To ensure current and relevant content, update the images when necessary.
- Pair up any participant without a smartphone with another participant.
- ACTIVITY 2: Practical Application
 - If you divided your 3 groups into smaller groups and each of the smaller groups are interviewing the same company, combine the group for the interview. They can split up again for Activity 3 and create different social media posts (ideally on different platforms!)
 - Have some local companies in mind that produce and/or sell sustainable fashion, furniture and who avoid plastics.
 - If you know this will be especially challenging in your community, call ahead to these companies/organizations asking permission to be interviewed during your workshop, or have their answers to the questions already recorded.
 - If there are no examples in your community, look further out into the wider area or nearby cities.
 - If completely necessary (if unavailable for example), skip the interview portion altogether & move on to the Creative Moment. Here, participants can still promote the company without knowing all the details.
 - Ensure participants have the proper introduction for the phone call. Practice with each group ahead of time.
- As participants are being asked to post to your host organization’s social media accounts, ensure you have the proper approval from administration. Practically, participants can post to their own accounts and tag your host organization, or you can copy the post from their account to the organization’s account.



Warm-up: How to Spot Greenwashing

- 15 minutes

Participants will analyze various greenwashing techniques in advertisements done by international companies.



Instructions:

1. Discuss the poster “How to Spot Greenwashing” (see 1), highlighting the common tricks:
 - a. *Green-sounding Language*
 - b. *Irrelevant Claims*
 - c. *Misleading Numbers & Percentages*
 - d. *Making the Product Packaging Green*
- and understanding if a brand is real (AACT Technique):
 - a. *Accountability*
 - b. *Accreditation*
 - c. *Clear labeling*
 - d. *Traceability*
1. Split participants into small groups.
2. Groups will walk around the room looking at 4 images of greenwashing advertisements (see 2). They should identify (they should take note of the answers somehow):
 - a. **I see** – *Company (who)*
 - b. **I think** – *Greenwashing Technique & Reality (what)*
 - c. **I wonder** – *Reason (why)*
3. Facilitator should walk around the room engaging with groups, helping to facilitate discussion (particularly “reality” – what is really going on in this ad/with this company and “reason”).
4. Once all groups have visited all 4 stations, come back together as a whole group.



Activity 1: The Discussion/Debrief – Unlocking the Green

- 15 minutes

Participants will complete a discussion activity understanding the greenwashing advertisements.

Instructions:

1. Project the answers (see 3).
2. Discuss the 4 things they were asked to identify (who, what, why), highlighting some of the misleading information on the advertisements and some recent consequences the companies have faced for their misleading or false greenwashed claims.
3. Ask participants to share:
 - a. *What were the companies greenwashing about? (Fast Fashion, Fast Furniture, Plastic Consumption)*
 - b. *What was different in their small group discussions compared to the answers?*
 - c. *What was the same?*
 - d. *How can they apply the AACT Technique (accountability, accreditation, clear labeling and traceability) to advertisements they come across in the future?*



Activity 2: Practical Application – Local Sustainable Crusaders

- 60 minutes

Participants will research various topics that are often greenwashed and then interview local companies/organizations that actively avoid greenwashing by practicing sustainable solutions.

Topics:

1. **Fast Fashion**
2. **Fast Furniture**
3. **Plastic Consumption**



Instructions:

1. Create 3 groups, each focusing on 1 of the topics (if smaller groups are needed, create 2–3 small groups for each topic).
2. Groups will research their topics in detail, looking for:
 - a. *What (definition of topic)*
 - b. *Who (most common culprits)*
 - c. *How (they usually greenwash)*
 - d. *Why (they greenwash)*
 - e. *Ways to avoid (greenwashing)*
3. Facilitator should support groups with their research, encouraging participants to adopt different roles:
 - a. Web Browser (searching the Internet for the ideas)
 - b. Secretary (answering the questions & taking notes on a shared Google Doc)
 - c. Fact-checker (laterally reading, checking experts & looking for bias from articles)
 - d. Citation Master (ensuring every answer includes a proper citation – name & date!)
4. Once participants have finished general research and they are experts on how to avoid **fast fashion, fast furniture & plastic consumption**, they will now turn to local research, looking for:
 - a. A local company that produces or sells sustainable fashion, furniture, or is anti-plastic.
5. Once this company is identified, participants should contact them by calling, asking the following questions:
 - a. *How do you produce or sell sustainable materials?*
 - b. *Why did you start doing this?*
 - c. *How do you normally promote your sustainable materials?*
 - d. *Can we post on social media promoting your good, green work?* (after introducing the goal of your workshop & the role of the host organization)
6. Facilitators should support participants before & during the phone call, reminding participants of best practices when interacting in professional settings (be polite, respectful, ask permission, show thanks, etc.).



Activity 3: Creative Moment – Promoting Green, Promoting Good: Anti-Greenwashing

- 30 minutes

Participants will create social media posts promoting local companies that work in sustainable ways, producing truly eco-friendly materials.



Activity 3: Creative Moment – Promoting Green, Promoting Good: Anti-Greenwashing

- 30 minutes

Participants will create social media posts promoting local companies that work in sustainable ways, producing truly eco-friendly materials.



Instructions:

1. Now that the groups have completed the interviews, they will synthesize what they learned in a creative and informative way via a social media post targeting other youth in the community. The post should include:
 - a. The company name & location
 - b. How they are sustainable
 - c. Why they are sustainable
 - d. How they avoid fast fashion, furniture, and/or plastics



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Continue with advanced workshop "A7. BotBusters: Media Verification with InVID Plugin" learning about discerning fake news in images and videos.



Materials

1.How to Spot Greenwashing Introduction Poster

Instructions: Use the following poster from the Sustainable Agency showing greenwashing techniques and tips to spot greenwashing for the Warm-up.

How to Spot green washing

There are a few common tricks that you can watch out for to make it easy to spot greenwashing and dubious sustainability claims:

VAGUE 'GREEN-SOUNDING' LANGUAGE:

Look out for words that sound good at first but have no concrete meaning legally, like 'farm fresh' or 'conscious'.

IRRELEVANT CLAIMS:

Making a big noise about one tiny green attribute on an otherwise totally anti-green product.

BADLY THOUGHT-OUT BIG GESTURES:

A classic one when an idea has come from a marketing team instead of experts.



MISLEADING NUMBERS AND PERCENTAGES

REBRANDING TO INCLUDE 'natural' PACKAGING

Products that change their look to apply the veneer of sustainability, but without actually changing anything.



MAKING THE PRODUCT PACKAGING GREEN

*At its core,
greenwashing is all
about misdirection.*

SO WHAT SHOULD WE BE LOOKING OUT FOR TO KNOW IF A BRAND IS FOR REAL



Accountability

Ironically, truly sustainable brands are transparent about how they're affecting the environment.



Accreditation

Don't just take brands' words for it. Look for companies that are audited or accredited by third parties.



Clear labeling

Sustainable products should include simple language labels about exactly what's in a product.

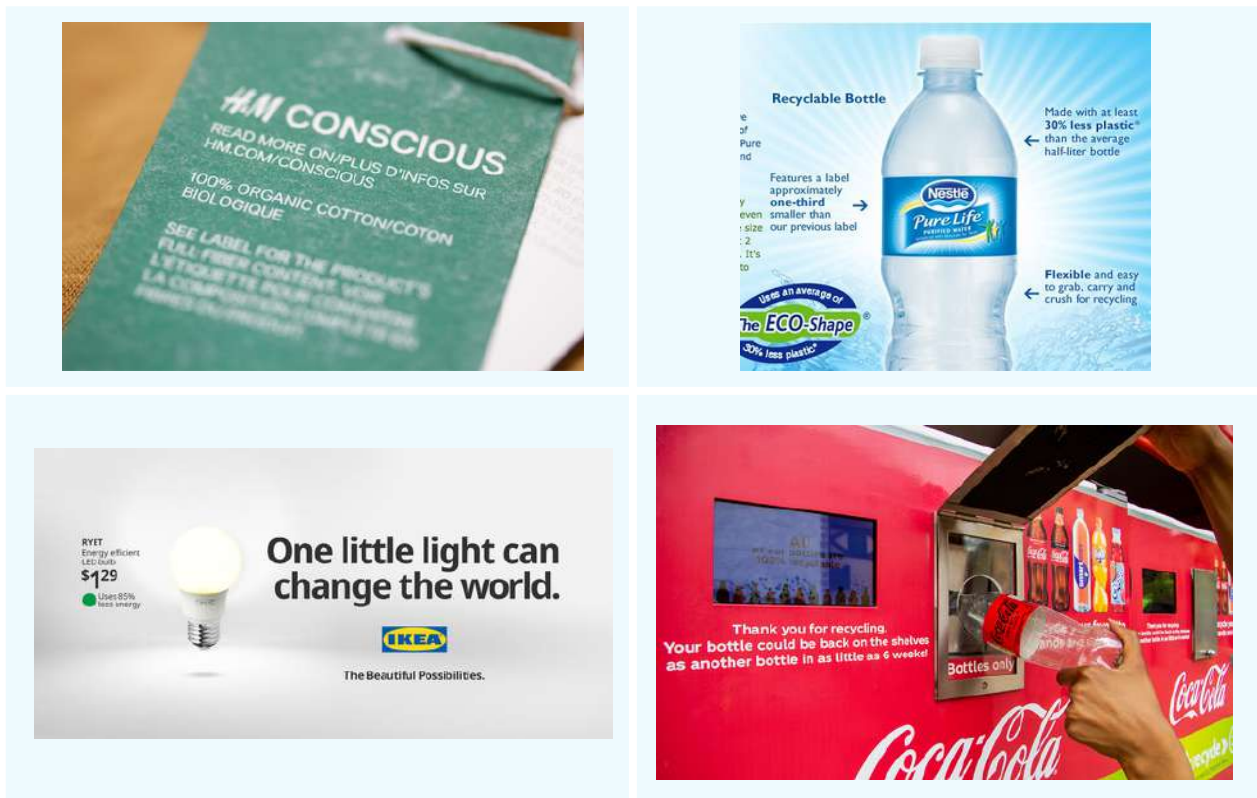


Traceability

Some forward-thinking brands have been helping buyers track their products' sustainability using helpful tech.



2. How to Spot Greenwashing Ads – Participant Version

Instructions: Use the following 4 advertisements that feature greenwashing from international companies in the Warm-up.



3. How to Spot Greenwashing Ads – Facilitator Version

Instructions: Use the following table to lead the discussion in Activity 2.

<p>Fast Fashion</p>		<p>H&M – Insincere claims of sustainable fashion</p> <p>Misleading – H&M's sustainability claims were 96% misleading (not entirely true)</p> <p>Greenwashing – Green-sounding Language</p> <p>Source – https://thesustainableagency.com/blog/greenwashing-examples/#delta</p>
<p>Fast Furniture</p>		<p>Ikea – promoting reusable products</p> <p>Misleading:</p> <ul style="list-style-type: none"> Practices unsustainable logging in Brazil & illegal logging in Ukraine to make furniture Distracting you with one minuscule sustainable action to avoid backlash from another <p>Greenwashing – Big claims</p> <p>Source – https://thesustainableagency.com/blog/greenwashing-examples/#delta</p>

Plastic Consumption



Nestlé – Using eco-friendly bottles

Misleading:

- Making miniscule changes for the largest food & beverage company in the world.
- No clear targets or timeline in sustainability mission.

Greenwashing – Making the Product Packaging Green

Reaction – “Nestlé’s statement on plastic packaging includes more of the same greenwashing baby steps to tackle a crisis it helped to create. It will not actually move the needle toward the reduction of single-use plastics in a meaningful way, and sets an incredibly low standard as the largest food and beverage company in the world” (Greenpeace, 2018).

Source – <https://earth.org/greenwashing-companies-corporations/>

Plastic Consumption



Coca-Cola – Sustainable claims for unsustainable practices

Misleading:

- Coca-cola is the world’s largest plastic polluter & refuses to abandon using plastic bottles
- They have committed to get every bottle back by 2030 through recycle programs

Greenwashing – Irrelevant Claims

Consequences – Earth Island Institute filed a lawsuit in 2021 for false advertising as being eco-friendly despite being the largest plastic polluter in the world

Source – <https://earth.org/greenwashing-companies-corporations/>

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Session

BOTBUSTERS: MEDIA VERIFICATION WITH INVID PLUGIN

Level	Advanced
Summary	Participants will understand how to look for and think critically about altered images and videos. They will work with a tool used to find such media to debunk it.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none"> • Use online tools to help discern fake versus real news in images & videos • Create social media posts
Duration	75 minutes
Target	Youth, ages 19–30 with some prior knowledge on credible sources. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving
Materials	Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides 1. None
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online.
	– Real or Fake – <i>YouVerify!</i> Quiz 1. – BotBusters: Fake News Game & InVID–WeVerify Plugin 2. – InVID–WeVerify Plugin Video Analysis 3. – Social Media with InVID
	<ul style="list-style-type: none"> • Getty Images • New York Times: What's Going on in this Picture? <ul style="list-style-type: none"> ◦ Introduction to Curriculum • Google Lens – Reverse Image Search <p><i>YouVerify!</i> Resources:</p> <ul style="list-style-type: none"> • About the Project • InVID Plugin • Quiz • BotBusters Fake News Game • Agence France-Presse



Before the Workshop



Summary:

Participants will understand how to look for and think critically about altered images and videos. They will work with a tool used to find such media to debunk it.



Theoretical Preparation:

[YouVerify!](#) Is an EU project funded by the European Commission whose goal is “to address the crucial challenges brought by disinformation and help young people develop both knowledge and know-how to make the difference daily between genuine and manipulated images and videos” (n.d.). Download the [InVID Plugin](#) and familiarize yourself with the “Video Analysis” and “Image Analysis” sections. Play the [BotBusters Fake News Game](#) (missions Life on Land & Climate Action). [YouVerify!](#) works with the [Agence France-Presse](#), a French agency “whose mission is to provide accurate, balanced and impartial coverage of news” (2017–2024).

[Getty Images](#) is a visual media company that provides stock images. Getty works with collaborators who produce the media and clients purchase media to use for their personal or professional use. The difference from a traditional image is that the context of the purchased image is not necessarily connected to story it is being used for.

[Google Lens – Reverse Image Search](#) is a “vision-based computing capability” presented by Google that “compares objects in your picture to other images, and ranks those images based on their similarity and relevance to the objects in the original picture. Lens also uses its understanding of objects in your picture to find other relevant results from the web” (n.d.).



Physical Preparation:

1. Prepare a couple of extra devices for participants to use in case there aren’t enough smartphones and encourage participants to bring their own laptops.
 - a. Download the plug-in onto the devices.



Take Note:

- The InVID–WeVerify Plugin works for Google Chrome. Either prepare a sufficient number of devices with the plugin already downloaded, or help participants download it at the beginning of Activity 1.
- Pair up any participant without a smartphone with another participant.
- As participants are being asked to post to your host organization’s social media accounts, ensure you have the proper approval from administration. Practically, participants can post to their own accounts and tag your host organization, or you can copy the post from their account to the organization’s account.



Warm-up: Real or Fake – YouVerify! Quiz

- 10 minutes

Participants will complete a 5-question quiz testing their abilities to determine fake versus real images and videos.



Instructions:

1. Complete question #1 of the *YouVerify!* “Are you an expert in verifying information?” quiz as a whole group.
2. Briefly discuss the “Analysis” of the image by *YouVerify!* and the “Source”. Show participants the original image and discuss the meaning of “Getty Images”.
3. Now complete #2 of the quiz as a whole group. Show participants how to do a Reverse Image Search on Google.
4. Now split participants into small groups (no more than 4).
5. Small groups will complete the quiz, discussing their answers with each other and reading the “Analysis” and “Source” after each question.
6. Walk around to engage in discussions.



Activity 1: The Analysis – BotBusters: Fake News Game & InVID–WeVerify Plugin

- 30 minutes

Participants will play an interactive game as an introduction to the InVID–WeVerify Plugin and learn how to detect manipulated images and videos (download the InVID–WeVerify plugin now if needed).



Instructions:

1. In partners, participants will play the interactive game “Bot Busters”. They should choose between SDG 15 – Life on Land or SDG 13 – Climate Action (SDG 12 & 3 aren’t connected to the environment). They will complete each mission by analyzing 2 pieces of media.
 - a. *Partners can either do 1 or both of the environmental missions, depending on time.*
2. Facilitators should walk around giving tech support and engaging in discussion with partner groups, focusing on:
 - a. *Why they chose “True” or “False”.*
 - b. *Why someone would manipulate/alter an image or video.*
 - c. *Strategies they use to determine if the media was real or fake.*
3. Once finished, participants should download the In-VID WeVerify extension onto their computer.



Activity 2: Practical Application – InVID–WeVerify Plugin Video Analysis

- 10 minutes

Facilitator will show the whole group how to use the video analysis tools from the plugin. Participants then practice on their own.



Instructions:

1. Ask participants for a topic related to the environment. Search for that topic on YouTube to find related videos.
2. Ask participants to choose 1 video. First briefly analyze it together using the skills learned from BotBusters.
3. Now demonstrate a Video Analysis (see theoretical preparation).
4. Discuss the results with participants.
5. If needed: conduct 1-2 more as a whole group with different topics.
6. Participants will now choose a different topic related to the environment to search on YouTube and conduct their own video analyses on InVid-WeVerify (individually or in partners).



Activity 3: Creative Moment – Social Media with InVid

- 25 minutes

Participants will work together to create social media posts featuring videos about the environment (topics of their choice).



Instructions:

1. Using videos found in Activity 2, participants will create social media posts educating viewers on the environmental topic and including 1 tip for viewers to use when analyzing videos.
2. Post should include:
 - a. Environmental topic
 - b. Relevant facts about topic (1-3)
 - c. 1 tip about analyzing video credibility
 - d. Citation
3. Posts will be added to the host organization's social media page.



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Continue with advanced workshop "A8. Why Do We Influence? The Motivations behind using Social Media" learning about the motivations behind social media.

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Session

WHY DO WE INFLUENCE? THE MOTIVATIONS BEHIND USING SOCIAL MEDIA

Level	Advanced
Summary	Participants will understand the motivations behind users and consumers of social media.
Learning Objectives	<p>After the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Understand what motivates social media users to use and post • Identify major social media environmental activists on a local level
Duration	75 minutes
Target	Youth, aged 19–30, with some understanding of the major social media platforms. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debriefing, application, creativity
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving
	<p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. Sharing & Consuming Online: Why do we do it? 2. Celebrity Influencers: What's Motivating Them to Post? 3. Environmental Influencers 4. Environmental Influencers: What's Motivating Them to Post?
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online.
	<p>– Have you got the know-how to be social media-wise?</p> <ol style="list-style-type: none"> 1. – Sharing & Consuming Online: Why do we do it? 2. – Why Do We Influence? 3. – My Environmental Influencer
References	<ul style="list-style-type: none"> • Social Media 4 Peace [Quiz] • The Psychology of Sharing: Why do People Share Online • Uses & Gratifications Theory <p>Social Media Posts:</p> <ul style="list-style-type: none"> • Elon Musk • Leonardo DiCaprio <p>Instagram Accounts:</p> <ul style="list-style-type: none"> • Everyday Climate Change • Helana Gualinga • Alexis Nikole • Pattie Gonia (Wyn Wiley) • Isaias Hernandez • Lily, the Imperfect Idealist • Carleigh Bodrug • Chef Max La Manna • The Zero Waste Guide • Chix



Before the Workshop



Summary:

Participants will understand the motivations behind users and consumers of social media.



Theoretical Preparation:

Take a look at the data about user and consumer social media motivations found in 1.



Physical Preparation:

1. Prepare some extra devices in the workshop space in case needed.



Take Note:

- The Instagram influencers provided in Activity 2 were chosen in May 2024. To ensure current and relevant content, update the influencers when necessary, being sure to add representation from your region, or other world regions (Most notably Africa, the Middle East and Asia).
- If there are not enough participants to complete the entire list of influencers in Activity 2, that is no problem. Just omit any that aren't needed.
- “Environmental Influencers: What’s Motivating Them to Post?” (see 4) should be shared with participants ahead of time if possible.
- Pair up any participant without a smartphone with another participant.



Warm-up: Have you got the know-how to be social media wise?

- 5 minutes

Participants will gauge their level of understanding of social media.



Instructions:

1. Direct participants to the following website from the UNESCO project [Social Media 4 Peace](#).
2. Participants take the 10 question “quiz” individually.
 - There are multiple answers.
3. Discuss the results:
 - *What were some themes discussed in the quiz?*
 - MIL
 - Freedom of speech
 - Abusive content/hate speech
 - Fake news/disinformation/misinformation
 - *What do you know about these topics?*
 - *How are these topics related to social media?*
 - *Have you encountered any of these topics during your social media use?*



Activity 1: The Discussion/Debrief – Sharing & Consuming Online: Why do we do it?

- 15 minutes

Participants will understand the psychology behind sharing and consuming media online and analyze examples.



Instructions:

1. Start the topic off with a brief discussion about sharing & consuming on social media:
 - *Where do you most often post online?*
 - *What do you most often post online?*
 - *Why do you post online?*
 - *Where do you most often consume online?*
 - *What do you most like consuming online?*
 - *Why do you consume online?*
2. Introduce participants to some statistical data regarding these questions by displaying “Sharing & Consuming Online: Why do we do it?” (see 1).
3. Discuss the following:
 - *Do you agree with the data about why people share?*
 - *Which category is the reason you post most?*
 - *Do you agree with the data about what people are sharing online?*
 - *Is anything missing from this list?*
 - *Which use of social media resonates the most with you?*
 - *Is anything missing from this list?*

4. Now show participants the example posts from Leonardo DiCaprio on Instagram and Elon Musk on X from “Celebrity Influencers: What’s Motivating Them to Post?” (see 2).
5. Discuss the posts, images & captions included, tone of voice, and motivations for posting.



Activity 3: The Share Out – My Environmental Influencer

- 25 minutes

Participants will share information about their environmental influencer with the whole group, encouraging participants to follow their social media posts!



Instructions:

1. Participants will share their environmental influencers to the whole group using the main device so the activist’s social media page can be viewed.
 - a. This presentation shouldn’t be more than 2–3 minutes each.
2. Participants should highlight:
 - a. Social media handle (name)
 - b. Environmental focus (& other if applicable)
 - c. When they began
 - d. Why they began
 - e. What they do
 - f. How they do it
 - g. Most common motivation to post
 - h. Most common type of post



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they’ve learned, improved upon, or their “aha” moment (see the “Toolkit for Youth Workers” for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Ask participants to find local environmental influencers from their countries and share out to the group (this could also replace Activity 3).
- Continue with the advanced workshop “A9. Beware the Botsh*t” learning about artificial intelligence.



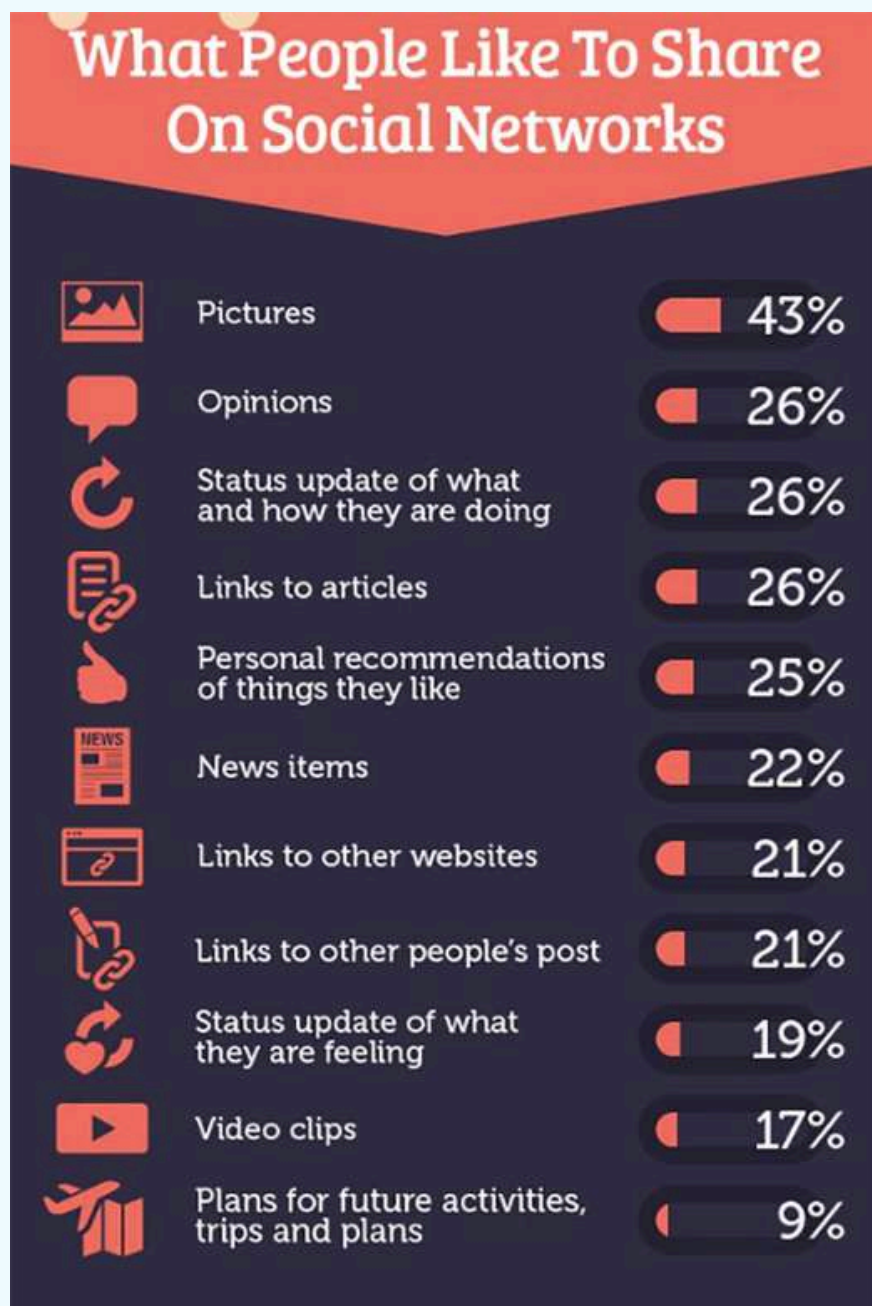
Materials

1. Sharing & Consuming Online: Why do we do it?

Instructions: Use the following table to introduce the topics in Activity 1.

Sharing Online: Why do we do it? (In cases when not for €€ benefit)

- Information Management
 - Helps process & understand information
- Bring valuable & entertaining content to others
 - Word-of-mouth
- Self-definition
 - Give others a sense of who they are
- Grow & nourish relationships
 - Stay connected
 - Communicate with others with shared interests
- Self-fulfillment
 - Feel involved in the world
- Get word out about a cause or brand





WHY PEOPLE

Share

The Psychology of Social Sharing

49%

Entertainment

49% say sharing allows them to inform others of products they care about and potentially change opinions or encourage action.

68%

Define Ourselves

68% share to give people a better sense of who they are and what they care about.

78%

Relationships

78% share information online because it lets them stay connected to people they may not otherwise stay in touch with.

69%

Self-Fulfillment

69% share information because it allows them to feel more involved in the world.

84%

Support A Cause

84% share because it is a way to support causes or issues they care about.

Source: The New York Times Customer Insight Group

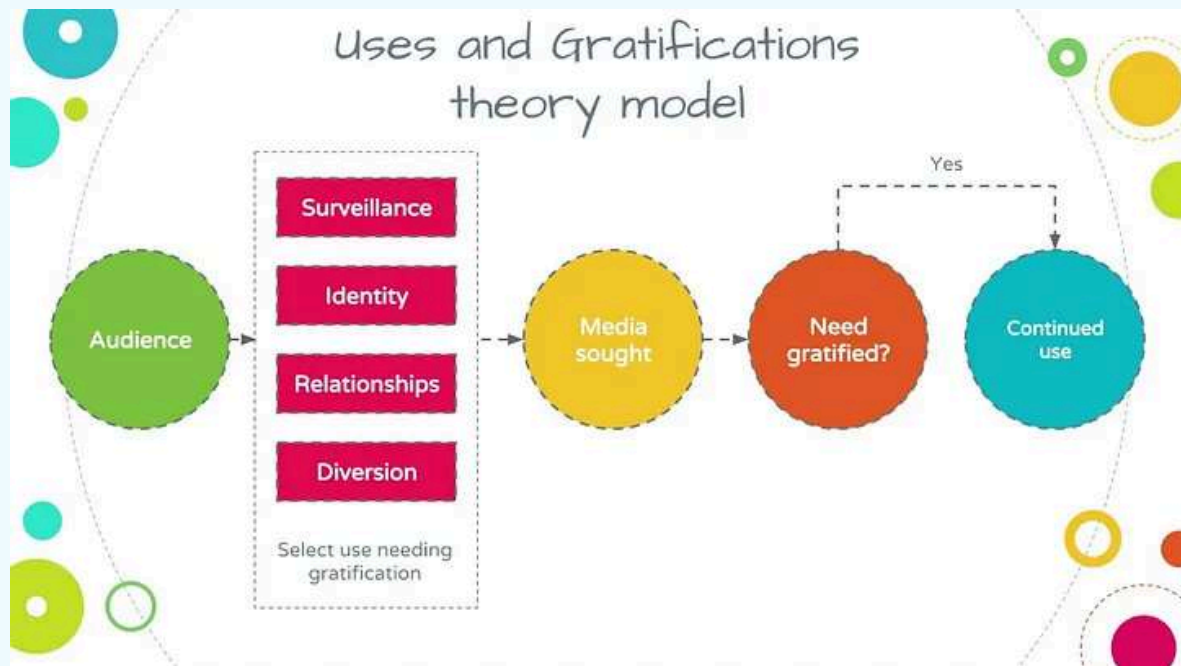
 CoSchedule

Source: [The Psychology of Sharing: Why do People Share Online](#), The New York Times Customer Insight Group (2024).

Consuming Online: Why do we do it?

Uses & Gratifications Theory – Describes the reasons and means people seek out media to meet their specific needs.

First developed in the 1940s by Herta Herzog, it's been attributed to every type of media since radio.



Source: https://medium.com/@allie_ringuette/uses-and-gratifications-995216cc174f

2. Celebrity Influencers: What's Motivating Them to Post?

Instructions: Use the following 6 advertisements that feature greenwashing from international companies in Activity 1.

Leonardo DiCaprio: <https://www.instagram.com/leonardodicaprio/>

Why He's Sharing:

- Support a Cause
- Self-fulfillment
- Define Ourselves

What He's Sharing:

- Links to articles & other websites
- News items

Why He's Sharing:

- Support a Cause
- Self-fulfillment
- Relationships
- Entertainment

What He's Sharing:

- Pictures
- Status update of what they are doing & feeling
- Personal recommendations of things they like
- Links to other people

June 24, 2024



November 17, 2023



Elon Musk: <https://x.com/elonmusk>

Why He's Sharing:

- Support a Cause
- Define ourselves

What He's Sharing:

- Opinions

Why He's Sharing:

- Entertainment

What He's Sharing:

- Personal recommendations of things they like
- Status update of what they are feeling

June 25, 2023



May 18, 2022



3. Instagram Environmental Influencers

Instructions: Participants will use this list of Instagram Environmental Influencers for Activity 2.

Instagram Accounts	About
Organizational Accounts to Follow	BBC Earth, Earth Alliance, Greenpeace International, National Geographic,
Everyday Climate Change @everydaycliamtechange 130k followers	A group of photographers sharing images of the destruction from climate change across the globe.
Helana Gualinga @helenagualinga 110k followers	Ecuadorian-Swedish activist championing sustainability alongside indigenous rights.
Alexis Nikole @blackforager 1.8M followers	Urban forager, teaching viewers how to utilize the ingredients they have in their backyards.
Pattie Gonja (Wyn Wiley) @pattiegonia 662K followers	Drag queen/environmental and LGBTQ+ activist, championing the right for all voices to enjoy the outdoors.
Isaias Hernandez @queerbrownvegan 123k followers	Young activist who breaks down complex environmental topics in easy-to-understand, informational videos. Also advocating being a queer person of color
Lily, the Imperfect Idealist @imperfectidealist 26.8k followers	Posts dedicated to mindful and active living, sharing sustainable fashion and travel guides based on personal experience.
Carleigh Bodrug @plantyou 5.1M followers	Plant-based, low-waste, “scrappy” recipes promoting better health and longevity and the preservation of the planet.
Chef Max La Manna @maxlamanna 1M followers	Young chef dedicated to plant-based, waste-free cooking sharing recipes & small day-to-day changes to support the environment.
The Zero Waste Guide @thezerowasteguide 770K followers	The “how-to” guide on sustainable living with zero-waste tips everyone can use in their everyday lives.
Chix (formerly Chicks for Climate) @chixmag 349k followers	Bringing feminism and environmentalism together. One of the largest female voices in climate change and encouraging women to take climate action.

Environmental Influencers: What's Motivating Them to Post?

Instructions: Participants will use the following table to fill out their Instagram Influencer's post motivations in Activity 3. They should make a copy of the table.

Influencer: Source:	
Why Sharing: • What Sharing: •	Why Sharing: • What Sharing: •
Date: Screenshot:	Date: Screenshot:
Why Sharing: • What Sharing: •	Why Sharing: • What Sharing: •
Date: Screenshot:	Date: Screenshot:

Why Sharing:

•

What Sharing:

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Date:
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Date:
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Session

BEWARE THE BOTSH*T: THE DARK SIDE OF AI

Level	Advanced
Summary	Participants will dive into the world of AI, looking at its shortcomings and negative consequences.
Learning Objectives	After the workshop, participants will be able to: <ul style="list-style-type: none">• Spot a “deepfake”• Understand the limitations & consequences of AI• Debate current issues surrounding AI
Duration	120 minutes
Target	Youth, aged 19–30 with some basic understanding of Generative AI and how to use the most common tools and features. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, debate
Digital Competencies	<ul style="list-style-type: none">• Information & Data Literacy• Communication & Collaboration• Safety• Problem-solving
	Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides <ol style="list-style-type: none">1. Real or Fake? Participant Version2. Real or Fake? Facilitator Version3. Deepfake: The Basics4. Bias in AI5. Bias in AI Discussion Questions
Special Considerations	<ul style="list-style-type: none">• Ensure participants have access to the various social media platforms.• Pair participants without smart devices and/or social media with those who do.• <i>Go digital!</i> Avoid printing materials and put everything online.
	<ul style="list-style-type: none">– A Dog on a Bike<ol style="list-style-type: none">1. – Deepfake 92. – Test Your Knowledge!3. – Harry Potter, but AI Bias4. – What about the environment?

Special Considerations

Articles:

- [Formal debates](#) – Harvard
- [Detect Fakes](#) – Northwestern University
- [How to Spot AI Fakes](#) – McGill University
- [AI Generated Met Gala](#) – Forbes
- [How to Spot a Deepfake](#) – AP News
- [New Steps to Combat Disinformation](#) – Microsoft News

Quizzes:

- [Spot the Deepfake](#) [Quiz]
- [Artificial or Real](#) [Quiz]

Videos:

- [Harry Potter, but in Italy](#)
- [Harry Potter, but in Berlin](#)
- [How AI Image Generators Make Bias Worse](#) – The London Interdisciplinary School
- [AI can now generate videos, and they look pretty realistic](#) – Washington Post

AI Tools:

- [Craiyon AI](#)
- [Teachable Machine](#)

Social Media Posts:

- [Donald Trump Fake Mugshot](#) – Twitter
- [Donald Trump Real Mugshot](#) – Twitter
- [Fake Pope Images](#) – CNA Lifestyle
- [Real Pope Images](#) – Vatican News
- [Katy Perry Fake Met Gala](#) – Twitter
- [Katy Perry Real](#)

Workshop Inspiration

- [Experience AI, Raspberry Pi Foundation](#)



Before the Workshop



Summary:

Participants will dive into the world of AI, looking at its shortcomings and negative consequences.



Theoretical Preparation:

Artificial Intelligence (AI) is the design and study of systems that appear to mimic intelligent behavior. Most often, AI is built **on machine learning**, meaning the machine learns from examples in the form of data. AI does not think, they are only built to carry out tasks in a way that appears to be intelligent.

Generative AI is designed to generate content, such as text, images or sound. Most of the apps used by the general public use generative AI. AI-generated designs are created based on machine learning from millions of data pieces currently found on the Internet. The resulting design is a compilation of all of the data, also taking into account the user's prompts (Experience AI, n.d.).

Teachable Machine is a free and easy-to-use tool by Google to understand how machine learning works. Play with the tool and watch the included tutorials to understand how it works, as you will use it in Activity 2.

Craiyon is another Generative AI visual platform that generates images using machine learning. Similar to ChatGPT, Craiyon interact in a conversational way, inviting users to include specific detail in sentence form (different from PhotoEditorAI) (see Workshop B9. An AI Introduction).

A debate is a formal discussion on a particular matter in which opposing arguments are given to sway the opinion of the public in their favor. Debates can be formal or informal. Formal debates have a specific structure that should be followed.



Physical Preparation:

1. A whiteboard or poster board with markers is needed to help lead discussions.
 - a. Alternatively, you could display a shared Google Doc.
2. Prepare to create a debate setting with 2 desks and chairs in the front for the 2 debate teams.

**Take Note:**

- Add subtitles to the videos to support participant understanding.
- Replace the Harry Potter, but in ___ in Activity 1 with images from your country if available.
- The current images provided in Activity 1 were chosen in May 2024. To ensure current and relevant content, update the images when necessary.
- Even if participants aren't planning to do workshop 10, Activity 3 is a good practice in using Generative AI tools.
- If all participants are also completing workshop 10, assign campaign groups and environmental topics now and they can work together already in Activity 3.
- When using "Social Media Campaign Example" (see 3), don't follow it exactly as the same results won't appear. Play around with the AI tools first. The example is meant as initial guidance, pointing out the tips and notes that should be shared with participants.
- Pair up any participant without a smartphone with another participant.
- An informal debate is suggested for Activity 3, unless you have the time and resources for something more formal. Informal debates don't need every debate step, or the time structure (shorter is encouraged), though some structure should be pre-defined to remain fair.
- Go over the debate basics with participants if necessary (see "Theoretical Preparation").



Warm-up: A Dog on a Bike

- 10 minutes

Participants will learn about the power and imperfections of Generative AI by interacting with an image generator and generating their own art.



Instructions:

1. Individually, participants should go to the [Craiyon AI](#) site (easily found in Google Search).
2. Tell them to be creative and generate their own art using the site.
3. Walk around the room posing the following questions:
 - a. *Did the AI understand your prompt? Did you get what you wanted?*
 - b. *How many times did you have to adjust your prompt?*
 - c. *Does this image look realistic? Why?*
4. Once participants have played around on their own for 5 minutes, pair them up.
5. Participants will choose their favorite image that most closely corresponds to their prompt.
6. Participants will share their chosen image to their partners. Partners must guess what the given prompt was.
7. Switch roles.
8. Show participants the example generated image.
9. Discuss how Generative AI can make mistakes.

Example:

Prompt – A dog on a bike





Activity 1: The Analysis – Deepfake 9

- 25 minutes

Participants will get an introduction on deepfakes, learning how to spot them.



Instructions:

1. Display the images from “Real or Fake? Participant Version” (see Material 1), two at a time.
2. Discuss which image is real and which is fake, using the following questions:
 - *What makes it fake? Real?*
 - *Why would someone post fake version?*
3. Now share the “Facilitator Version” (see 2) and go over the answers and how we know.
4. Going off the previous discussion about AI making mistakes, start discussing how AI images can be manipulated by people using AI, such as through face-swapping. Go through the information in “Deepfake: The Basics” (see 2).
5. Now show the following video from The Washington Post highlighting that deepfakes can be used in video form as well, “[AI can now generate videos, and they look pretty realistic](#)”.



Activity 2: Test Your Knowledge!

- 25 minutes

Participants will test what they learned about spotting deepfakes in online quizzes.



Instructions:

1. Direct the class to take the first quiz and then the second. They can do this individually or in pairs.
 - [Spot the Deepfake](#) (10 questions)
 - [Artificial or Real](#) (10 questions)
2. Discuss the results.



Activity 3: The Discussion/Debrief – Harry Potter, but AI Bias

- 25 minutes

Participants will understand some of the negative consequences of AI.



Instructions:

1. Show participants two examples of AI-generated images/videos:
 - [Harry Potter, but in Italy](#)
 - [Harry Potter, but in Berlin](#)
2. Discuss the following questions, leading participants into a discussion about stereotypes and bias.
 - *Were the images realistic? What about when they spoke?*
 - *What were the images based on?*
 - *Did you agree with the representation?*
 - *What do these videos demonstrate about AI?*
3. Introduce them to the terms using “Bias in AI” (see 4).
4. Now show the video, “[How AI Image Generators Make Bias Worse](#)” by the London Interdisciplinary School (8 minutes, could stop at 6 minutes).
5. Use the table “Bias in AI Discussion Questions” (see 5) to facilitate a discussion.



Activity 4: The Big Debate: What about the environment?

- 60 minutes

Participants will understand that negative consequences of AI can also affect the environment and environmental awareness efforts.



Instructions:

1. Begin a discussion about how AI bias and deepfakes can affect the environment and environmental awareness efforts.
 - It's good to include some general ethical topics related to AI as well.
2. Generate a list of related topics.
 - Potential Topics:
 - i. AI & the Future
 - ii. Use of AI for Environmental Campaigns
 - iii. Deepfakes: Spreading climate misinformation
 - iv. Deepfakes: Spreading conspiracy theories
 - v. Bias in climate activism: Hindering current voices
 - vi. Bias in climate activism: Preventing new voices
3. Now divide the group by topic, creating an even number of teams.
4. Assign 2 teams each 1 topic and give each a different side of the topic (pro or con).
 - Ex. AI & the Future
 - i. For – AI is beneficial for our future
 - ii. Against – AI will take over the world
 - Deepfakes: Spreading climate misinformation
 - iii. For – People should learn to analyze correctly
 - iv. Against – This is a problem that should be regulated by the government
5. Give participants time to investigate and prepare for their debates. They should conduct research on their topics, finding related credible articles, and formulating their arguments as a team.
6. During research, the facilitator should walk around the room ensuring participants are using credible sources and finding relevant information. Ask them the following questions to prepare them for the debate:
 - *What makes this argument pro? Do you have a specific example?*
 - *Do you have any statistics to prove that point?*
 - *What would the other team say about that? Can you provide a counter-argument?*
 - *How will you open your debate? Close it? Those are often the most memorable parts!*
7. Teams debate!
 - Audience members should vote at the end of each debate.
 - Facilitator should ask follow-up questions to the debaters and audience after each debate.



Reflection/Debrief

- 5 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives. Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

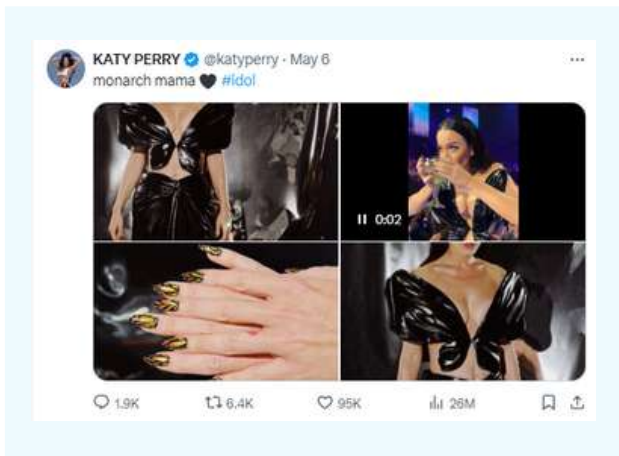
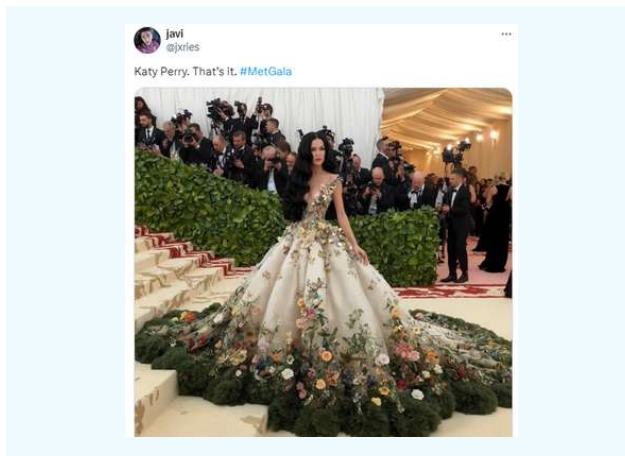
- Complete the workshops “B10 & A10. Green Topics & Social Media: Community Activism Campaign” on creating a social media campaign.
- For more practice spotting deepfake images, check out the following website:
<https://detectfakes.kellogg.northwestern.edu/>



Materials

1.Real or Fake? Participant Version

Instructions: Use the following images to share with participants for their analysis in Activity 1.



2. Real or Fake? Facilitator Version

Instructions: Use the following table to share the answers for Activity 1 and to start the discussion.



Source:

https://x.com/Trump_History45/status/1694730057150050463



How do we know?

- Contextual clues
- Username
- Verification (X & IG)

Source:

<https://x.com/realDonaldTrump/status/1694886846050771321>



Source:

<https://cنالifestyle.channelnewsasia.com/trending/pope-francis-puffer-jacket-coat-fake-images-ai-midjourney-353311>

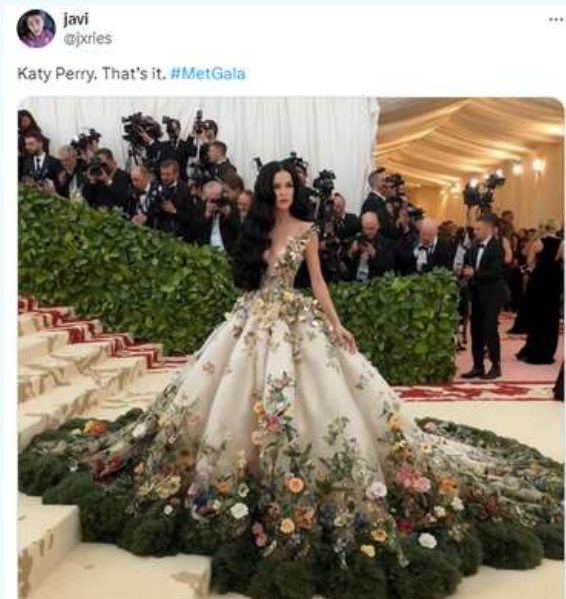


How do we know?

- Distorted images
- Missing pieces



Source: <https://www.vaticannews.va/en/about-us.html>



Source:

<https://x.com/jxries/status/1787603212075233371>



How do we know?

- Comments
- Cross-verification
- Lateral reading



Source:

Source: <https://x.com/katyperry>

3. Deepfake: The Basics

Instructions: Use the following table to aid in participant's understanding of deepfakes in Activity 1.

Key Term	Description
Deepfake	A form of AI called "deep learning" that teaches itself how to solve problems when given a data set, and are used to swap faces in videos and pictures to make realistic-looking fake media. Can be used for comedy, or maliciously (most often pornography, or "revenge porn" or political figures).
How to Spot Deepfakes (for now)	<ul style="list-style-type: none"> • Remnants: oddities or something out of place • Eye movement: blinking weirdly, or strange eye repetitions • Audio/video quality – mouth movements don't match the audio • Sources: citations, author, lateral reading • Face-swapping; blurry teeth, edges, skin tone match the body • Context: Is what I'm seeing really plausible? • Use AI: <ul style="list-style-type: none"> ◦ New Steps to Combat Disinformation – Microsoft News
Sources	<ul style="list-style-type: none"> • How to Spot AI Fakes – McGill University • AI Generated Met Gala – Forbes • How to Spot a Deepfake – AP News

4. Bias in AI

Instructions: Use the following table to aid in participant's understanding of AI and bias in Activity 3.

Keyword	Definition
Stereotype	A widely held, but fixed and oversimplified image or idea of a particular type of person or thing.
Bias	A preference for or against something. Bias often causes a person to react a certain way about something, whether positively or negatively.
Data Bias	A bias in the data used to train machine learning models. Data bias can lead to ML models trained to generate biased predictions. Data bias comes from incomplete data and data reflecting societal bias.

Sources: <https://experience-ai.org/en/units/experience-ai-lessons>

5. Bias in AI Discussion Questions

Instructions: Use the following questions to facilitate discussion with participants in Activity 3.

Discussion Questions		
Including Follow-up questions & answers (when relevant)		
What type of images were used in the video?		
Why can bias be a problem?		
What are common types of bias?	Follow-up: <ul style="list-style-type: none">How do these affect people?What were the types highlighted in the video?	Answers: Racial and gender bias in jobs, colorism, poverty, political stance
What is GAN?	Answers: <ul style="list-style-type: none">Generative Adversarial NetworkGenerator (forger) – responding to user promptsDiscriminator (detective) – trained on data sets to know what to look out for	
How does AI replicate bias?		
What is bias amplification?	Follow-up: <ul style="list-style-type: none">Why is it a problem?	
How should we avoid bias amplification in Generative AI?	Follow-up: <ul style="list-style-type: none">Discuss participants’ views and how each would affect bias	Possible Answers: <ul style="list-style-type: none">Reflect current statistics50/50 splitRandom
What is currently being done to avoid bias amplification in Generative AI?	Answers: <ul style="list-style-type: none">Virtue signaling: “Do the right thing”Self-governance from tech companies	
What do you think should be done to solve the problem of bias amplification in Generative AI?	Possible Answers: Gov’t takes control: <ul style="list-style-type: none">Establish oversight bodies to deal with complaintsForce companies to update algorithmsImpose standards on training datasets	
What other problems does Generative AI have?		

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Session

GREEN TOPICS & SOCIAL MEDIA: COMMUNITY ACTIVISM CAMPAIGN

Level	Basic & Advanced
Summary	Participants will take what they've learned from previous workshops about Media and Information Literacy to create a trustworthy and informed social media campaign about environmental topics.
Learning Objectives	<p>After the workshop, participants will be able to:</p> <ul style="list-style-type: none"> • Produce multiple social media posts for a greater campaign • Spread awareness about an environmental topic • Gain & persuade followers
Duration	180 minutes – multi-day
Target	Youth aged 15–30 with some previous study and knowledge of Media & Information Literacy. Minimum 5 participants, maximum 15.
Educational Methods	Group work, investigation, critical thinking, discussion/debrief, application, creativity, teamwork
Digital Competencies	<ul style="list-style-type: none"> • Information & Data Literacy • Communication & Collaboration • Digital Content Creation • Safety • Problem-solving <p>Internet access, devices (computer, tablet, smartphone), projector, printed materials OR Google Docs, Canva, PowerPoint/Google Slides</p> <ol style="list-style-type: none"> 1. Youth-led Environmental Activists Social Media Campaigns 2. Creating a Social Media Campaign – Let's Do It!
Special Considerations	<ul style="list-style-type: none"> • Ensure participants have access to the various social media platforms. • Pair participants without smart devices and/or social media with those who do. • <i>Go digital!</i> Avoid printing materials and put everything online.
	<p>– Influential or Not? Analyzing Social Media Campaigns</p> <ol style="list-style-type: none"> 1. – What makes a good campaign? 2. – Creating a Social Media Campaign – Let's Do It!
	<ul style="list-style-type: none"> • How to Create a Successful Digital Campaign – YEE Project • A Beginner's Guide to Social Media – Friends of the Earth <p>Social Media Campaigns:</p> <ul style="list-style-type: none"> • Climate Cardinals – Instagram • Re-Earth Initiative – X (Twitter) • Sunrise Movement – TikTok • Zero Hour – Facebook



Before the Workshop



Summary:

Participants will create a social media campaign about an environmental topic that is being misrepresented or misconstrued in the media.



Theoretical Preparation:

- [How to Create a Successful Digital Campaign](#) – YEE Project
- [A Beginner's Guide to Social Media](#) – Friends of the Earth



Physical Preparation:

1. Have a whiteboard, poster board, or projected device ready with “Best Practices” written on one side and “Things to Avoid” on the other. This will be used for the Warm-up activity.
2. Have paper and pens available for participants to use to help draft their social media campaigns.



Take Note:

- This workshop is meant to be implemented after participants attended one or more of workshops 1-9 as they previously learned the necessary skills to successfully implement the objectives of this workshop.
- As this is an intensive workshop meant to launch a campaign instead of just 1-2 posts, it is ideal that this workshop spans over the course of several hours, or even several days. This workshop could easily be the culmination activity after a multi-day training or exchange program.
- The social media campaigns provided in the Warm-up were chosen in May 2024. To ensure current and relevant content, update the campaigns when necessary.
- Pair up any participant without a smartphone with another participant.



Warm-up: Influential or Not? Analyzing Social Media Campaigns

- 20 minutes

Participants will look at various environmental social media campaigns to learn about best practices and anything that should be avoided.



Instructions:

1. Split participants into groups of 4.
2. Now divide the groups of 4 into 2 pairs.
3. Each pair will look at 2 social media campaigns created by youth-led climate activist organizations (see 1).
4. Pairs should look for the following within the campaigns (they can write them down if they'd like):
 - a. **Best practices** – specific things found good about the campaign
 - b. **Things to avoid** – specific things found not so good about the campaign
5. Facilitators should walk around engaging with pairs asking the following questions (these will help participants determine what are best practices and what are things to avoid):
 - a. *How did the campaign make you feel?*
 - b. *How could you summarize the campaign?*
 - c. *What attracted you to the campaign?*
 - d. *What was the most memorable part of the campaign?*
 - e. *Why is that a best practice?*
 - f. *Have you seen this done before?*
6. Pairs should come back together into groups of 4 to share what they found
 - a. Don't forget to look at the other campaigns together first!



Activity 1: The Discussion/Debrief – What makes a good campaign?

- 15 minutes

Participants will discuss the best practices from the Warm-up, determining what makes a good social media campaign and what are some things to avoid.



Instructions:

1. Write on one side of the board “Best Practices” and the other side “Things to Avoid”.
2. Ask participants what they think should be included in each category based on the previous activity and prior knowledge.
3. Ask participants:
 - a. *Did any of the strategies used surprise them?*
 - b. *What are some of the most recognizable social media campaigns? What makes them influential?*
 - c. *Have you been influenced by social media?*
 - d. *How do you ensure social media posts are credible? (review)*
4. Introduce participants to the YEE Project’s [“How to Create a Successful Digital Campaign”](#) and Friends of the Earth’s [“A Beginner’s Guide to Social Media”](#). This will help them complete their own social media campaigns in Activity 3.



Activity 2: Practical Application & Creative Moment – Creating a Social Media Campaign – Let’s Do It!

- 120 minutes – multi-day

Participants will create a social media campaign about an environmental topic that is often misrepresented in the media.



Instructions:

1. Divide the group into teams (with at least 4 people each).
2. Teams will choose a topic related to the environment & the social media outlet they will use for their campaign.
 - a. Topic Ideas: related to the environment & that is often misrepresented/unclear in the media
 - Greenwashing & sustainable green approach
 - Media reports renewable energy as positive and pollution as negative, but without explaining how to reduce it.
 - Media focuses more on economic consequences instead of social aspect
 - Media doesn’t provide information on how regular citizens can use renewable energy
 - Media doesn’t talk about clean air benefits someone’s health
 - Media omits energy costs of recycling (saying recycling is good, but doesn’t get into it)
 - Your Choice
 - b. Social Media:
 - Instagram
 - YouTube
 - X (Twitter)
 - Facebook
 - Threads
 - Your Choice
3. As a team, they will go through the “Creating a Social Media Campaign – Let’s Do It” sheet to create an organized campaign (see 3).
4. Throughout the process, especially during step 6 (research), the facilitator should support the participants with technology, investigation strategies, and critical thinking. Continuously circle the room asking questions, such as:
 - a. *Is that source credible?*
 - b. *Does this meet your goal?*
 - c. *Will that reach your target audience?*
 - d. *Is this unique? Relatable? Informative?*
 - e. *Did you include all the required components?*
 - f. *Did I check for spelling?*
5. Groups share campaigns with each other for feedback and support.



Reflection/Debrief

- 15 minutes

Participants will now tie together what they learned, summarizing the main findings, thus preparing themselves for practical application and connecting the content with their own lives.

Facilitator can lead the debrief by asking participants to each share something they've learned, improved upon, or their "aha" moment (see the "Toolkit for Youth Workers" for more inspiration).

As this is the culminating workshop, some more in-depth questions are presented below:

- *How satisfied are you with the result you created?*
- *How was this experience for you?*
- *What did the cooperation look like in your small team?*
 - *Did you have any issues?*
 - *Was everyone included equally in the process of work?*
- *If you would do something differently, would you do it and what?*
- *What did you get out of this exercise?*



After the Workshop

Optional Follow-up Activities/Connections with Toolkit Workshops

- Encourage different groups who have completed workshops 1-9 to come together to complete workshop 10 together. This way, participants can teach each other skills learned in the previous workshops.
- Groups share campaigns on social media!
- Campaign groups interact with other activist groups on social media to help build their network.





Materials

1. Youth-led Environmental Activists Social Media Campaigns

Instructions: Use the following table to share with participants the 4 youth-led social media campaigns for the Warm-up activity.

Youth Activist Group	Social Media Platform & Campaign Context
Climate Cardinals	<p>Instagram</p> <p>Campaign: “Voices for the Vanishing” – June 9, 2024 post</p> <p>Source: https://www.instagram.com/climatecardinals/</p> <p>About: Works to make the climate movement accessible to non-English speakers by translating and sourcing climate information into over 100 languages.</p>
Re-earth Initiative	<p>X (Twitter)</p> <p>Campaign: Re-posting Xiye Bastida – January 23, 2024</p> <p>Source: https://x.com/re1initiative</p> <p>About: Engaged in climate solutions funding, movement building, and storytelling-driven advocacy, working with you and frontline communities.</p>
Sunrise Movement	<p>TikTok</p> <p>Campaign: This is what Big Oil is afraid of... – May 2023</p> <p>Source: https://www.tiktok.com/@sunrisemvmt/video/7372235257917033771</p> <p>About: Working to stop the government’s relationship with fossil fuels and put “everyday people” back in charge, highlighting the investment in Black, brown and working class communities.</p>
Zero Hour	<p>Facebook</p> <p>Campaign: “Flip the Switch” – post from February 21, 2024</p> <p>Source: https://www.facebook.com/ThisIsZeroHour/</p> <p>About: Movement that aims to create entry points, training, and resources for new activists and organizers combatting climate change.</p>

2. Creating a Social Media Campaign – Let’s Do It!

Instructions: Participants should use the following table to guide their social media campaign.

Copy this to another document and share it with participants so they can make a copy for themselves to fill out (or at least to have access to the resource links).

Topic:
Social Media Platform:
Participants:

Steps	Tasks
1	What is your goal?
2	What is your strategy to reach this goal?
3	Who is your target audience?
4	What is your timeline?
5	<p>Who will lead each step? Realistically, every member will perform every task, especially research!</p> <ul style="list-style-type: none"> Project Manager <ul style="list-style-type: none"> Best Practice – Plan Your Schedule Copywriter <ul style="list-style-type: none"> Storytelling Best Practice Graphic Designer/Videographer <ul style="list-style-type: none"> Best Practice – How to Structure a Good Post Audio Visual Content Best Free Social Media Creators How to Create a Successful Digital Campaign – Creative Foundation, pgs. 22–23 Filming with Your Smartphone Marketing <ul style="list-style-type: none"> Understanding the Algorithm Reviewing Performance How to Create a Successful Digital Campaign – Spreading the Word, pgs. 18–21 Researcher <ul style="list-style-type: none"> See workshops 1–4 Editor <ul style="list-style-type: none"> Review everything at the end! How to Create a Successful Digital Campaign – Social Media, pgs. 24–27
6	<p>Research your topic, looking for:</p> <ul style="list-style-type: none"> Definitions How it's currently portrayed in the media Why that's a problem What experts say about this topic or it's portrayal in the media <p><i>*Don't forget to use credible sources with expert authors!</i></p>
7	<p>Start creating! Each post needs:</p> <ul style="list-style-type: none"> A campaign slogan and/or symbol A clear message about your topic <ul style="list-style-type: none"> ex. Post 1 – This is how you can reduce pollution using AI 5+ posts on the social media platform of your choosing about your topic <ul style="list-style-type: none"> IG, YouTube, TikTok, X, Facebook, etc. Each post needs: <ul style="list-style-type: none"> Reference to one of the MIL workshop topics (lateral reading, SIFT method, online encyclopedias, fact-checking, fake news, clickbait, greenwashing, AI) Expert advice Citations
8	Drafting – draft your 5 posts below:
9	<p>Post! Don't forget a last look-over before going live!</p>

References

Climate Cardinals [@climatecardinals]. (2024, 9 June). With 30,000 species per year going extinct and 5,760 acres destroyed each day, humans continue to negatively impact biodiversity through overfishing [Post]. *Instagram*. Retrieved from https://www.instagram.com/p/C8Akun9PGsd/?img_index=1. Accessed on 9.6.2024.

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