

migrant
literacies



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Fake News

by Polis

Searching for information on the web, recognizing fake news and choosing reliable sources... In this workshop the participants started classes by reading a very interesting and surprising article and discussing about it. After discovering that the article they discussed about was a false article, the subject of "Fake News" was introduced. As exercises, the participants of the workshop, not only learned to recognize different types of fake news and media manipulations such as advertising, conspiracy theories or clickbait, but they could also play the role of the creator of fake news to get to know the ways and mechanics of creating them.



GENERAL DESCRIPTION

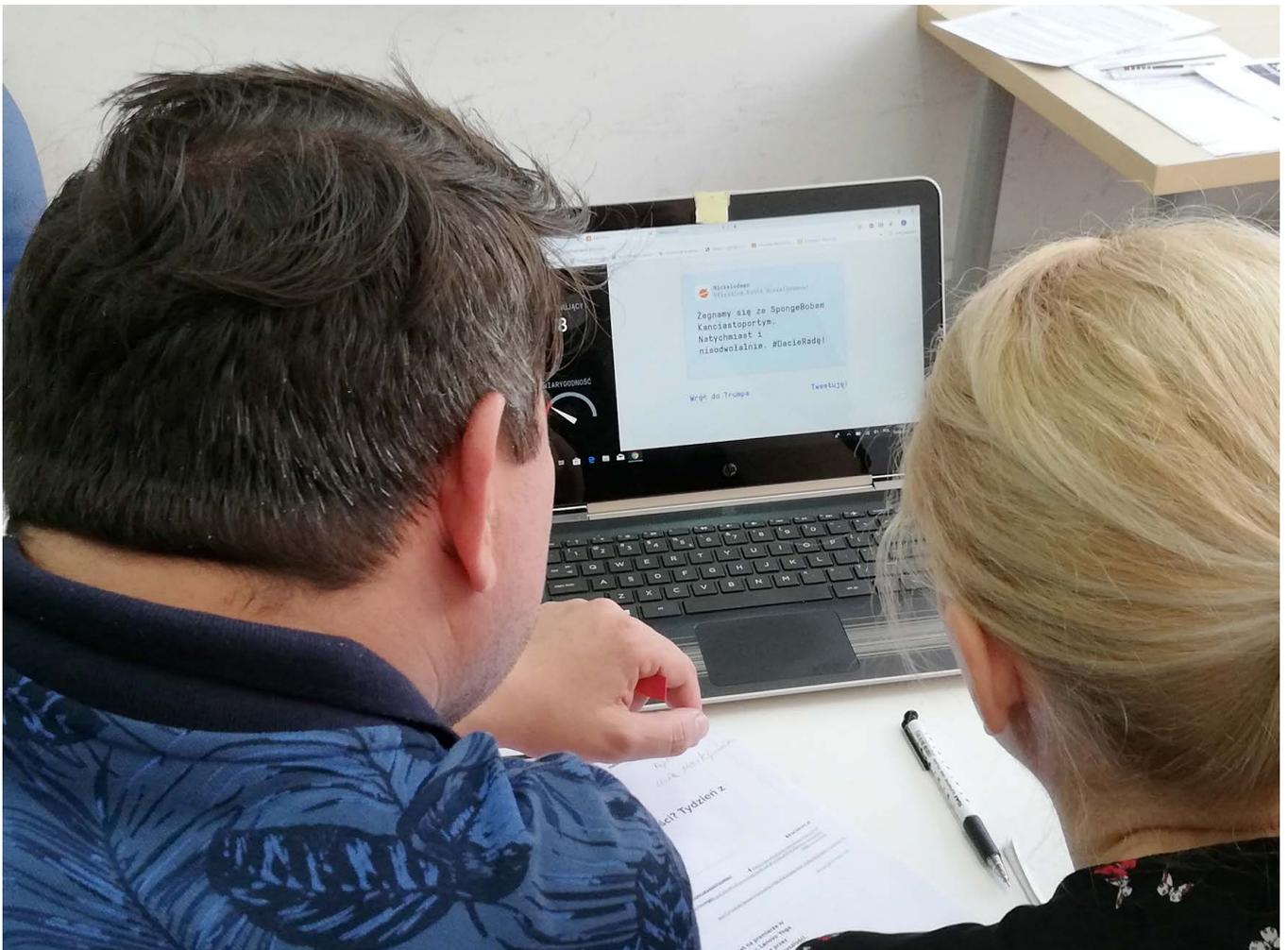
SHORT SUMMARY	How to search useful information in the Internet? How to recognize fake news?
TARGET GROUP	12-20 people; B2 language level; basic media competences that enable the use of smartphone and internet.
TIME	6 hrs (5 hrs 20 min + breaks)
FORM	External workshop or workshops included in regular language classes.
SPACE	Room with Wi-fi network, chairs in circle, 4-5 tables with chairs for group work/tables for work in pairs.
TOPICS COVERED	Fake news, information searching, information checking, media manipulation recognizing.
TOOLS	Fake news article prepared by trainers with fake news creator, different examples of fake new and media manipulations, participants' smartphones, prepared graphic with types of media manipulations, an example of CRAP test worksheet, game "getbadnews.com"
OBJECTIVES	The aim of the training is to provide participants with the knowledge about fake news and how to recognize them in the Internet. Participants will learn how to search for information, how to verify it and which media sources can be considered reliable. Participants will also get to know the mechanics and methods of creating fake news by that, the methods of recognizing them.
LINGUISTIC SKILLS	<ul style="list-style-type: none">• Reading comprehension• Learning new vocabulary

DIGITAL/
MEDIA
LITERACY
REFERENCE

- assessment of the credibility of information found on the web,
- learning different types of media manipulations and types of texts found in the internet (For example sponsored content, profiled commercials),
- learning about and by the use of gamification,
- learning about the mechanisms behind creation of suggestive content in the internet.

SKILLS
REGARDING
OTHER
LITERACIES

Students will develop social and practical skills by working within a group with specific tasks.



STEP BY STEP DESCRIPTION

STEP 1

Time

30 min.

Objective

1. Building awareness, that not every information in the Internet is true.
2. Showing that everyone can become a victim of fake news and manipulation.

Material

- Fake article created in dziennikbulwarowy.pl or in other fake news creator.
- Prepared article can be screen by projector or printed and distributed among students

Literacy skills

- Reading comprehension exercise,
- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them),
- Assessment of the credibility of information found on the web

Activity description

Trainers screen on the projector an interesting or surprising article concerning some recent news (for example about discovering the true identity of Banksy).

Participants discuss the article:

- What new information do they got?
- Was it surprising?
- Is it interesting?
- Do they feel better informed now?

Trainers then admit, that the article is fake. Then they clarify that the participants were a victim of fake information in the Internet and ask how participants feel about being tricked by fake news?

Trainers then explain the goal of workshops, mainly increasing our skills in:

- recognizing fake news,
- recognizing media manipulations,
- searching for information online
- checking source of information

STEP 2

Time

70 min.

Objective

1. To show different kinds of media manipulations and fake articles in the internet.

Material

- different examples of fake news and media manipulations (fake news, sponsored content, click-bait, conspiracy theories, etc). Articles can be in the form of links and QR codes or can be printed and distributed among participants
- QR creator (for trainers only - to prepare the task), QR scanner (on participants' smartphones - at least one for 2-3 participants)
- Prepared by trainers graphic or a table with different kind of media manipulations and fake articles. Graphic should explain distinction between each kind of manipulation. Trainers can use or check example of that kind of graphic from:
- Centrum Edukacji Obywatelskiej: <https://media.ceo.org.pl/aktualnosci/nie-tylko-fake-newsy>

Literacy skills

- Reading comprehension exercise.
- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them).
- Learning different types of media manipulations and types of texts found in the internet (For example sponsored content, profiled commercials).

Activity description

Trainers ask participants to work in groups (for example 4 people). Trainers give to each group prepared material

- Graphic describing various types of media manipulations and types of false information on the web (fake news, sponsored content, click-bait, conspiracy theories, etc).

Trainers ask participants to read the graphic. Each group then explain one category of media manipulation from the graphic to other groups. Trainers oversee the process by adding necessary explanations and helping groups in categories they do not know.

Each group should also give at least one example of presented by them form of media manipulation, that they know from their experience (for example what conspiracy theories do they heard about).

After analyzing the graphics content by all participants.

Trainers give to each group another prepared material:

- 5-6 different examples of fake news and media manipulations (fake news, sponsored content, click-bait, conspiracy theories, etc).

Trainers ask participants to read all of the internet articles and assign them to the appropriate categories on the given graphic (which of those articles are fake news, which click-baits, which conspiracy theories etc).

After group work, participants can compare their results with works of other groups.

Exercise ends with a discussion. Discussion: trainers ask the participants if the task was difficult and why. Then they analyze voting decisions and arguments.

After that, trainers along with participants summarize how can we recognize different forms of media manipulation, that are common in internet (for example fake news created for political purposes).

Comments:

Before workshops the trainers:

1. Select fake news and different false Internet articles
2. Prepare qr codes with those articles. It is also possible to prepare printed materials instead of qr codes.
3. Prepare graphic or table with different kind of media manipulation definitions.

This exercise can be extended or shortened by giving appropriate number of articles to work with.



STEP 3

Time

90 min.

Objective

1. To show how to check for information online.
2. To learn how to check the sources credibility.

Material

- Information to check (article can be printed, screened or send to participants by qr-code).
- Access to the Internet.
- Blackboard or flipchart.
- An example of CRAP test worksheet: <http://libguides.clackamas.edu/research-help/evaluating>

Literacy skills

- Reading comprehension exercise,
- Learning new vocabulary (trainers should circle new / difficult words appearing in the article and be ready to explain them),
- Assessment of the credibility of information found on the web

Activity description

Trainer ask participants to work in pairs or groups of three people.

They give each group a small article and ask them to confirm in the Internet if it's true or fake. After group work, participants can compare their results with works of other groups.

After that, trainers ask for each group decision and ask how they get to it.

Trainers write down on the blackboard or flipchart different strategies and ways of checking information, that the groups have used (for example checking for the same information in different sources).

Participants alongside trainers create "Fake news checklist" which consists of methods for verifying the accuracy of information.

At the end, trainers can also show participants "CRAP" test and different worksheets based on this test. Students can compare their rules and checklist to an existing test for evaluation of academic literature. Participants can then reflect on other rules that could be implemented in their checklist.



STEP 4

Time

60-80 min.

Objective

1. To show the mechanisms behind the creation of fake news.
2. To show the interests and motivations of fake news portals and creators of fake news.
3. To show the mechanisms of creation a fake news content.

Material

- Access to the Internet.
- Tablets, computers or smartphones for participants.
- Game getbadnews.com (Or getbadnews.pl for polish version)

Literacy skills

- Reading comprehension exercise,
- Learning new vocabulary (trainers should circle new / difficult words appearing in the game and be ready to explain them),
- Learning about and by the use of gamification.
- Learning about the mechanisms behind creation of suggestive content in the internet.

Activity description

This is a final task - a game which is a chance to practice new skills.

In the task the participants work in groups of four or in pairs. Participants play online game "BADNEWS".

Trainer explain the rules of the game to students: Each group/pair of participants is now a team of fake-news journalists. Their goal is to publish fake stories and gain as many followers and public trust as possible. Each team compete with the others for the biggest score in the game. Each group should finish the game at least once. Groups should be able to play again and improve their score by changing previous decisions (as long as the they don't exceed the time for this excersise).

After the exercise is done, trainers lead participants out of roles and summarize the exercise with a discussion:

- What was the point of this game?
- What mechanisms of manipulation did you use?
- Why people are creating fake news?
- Why people are believing fake news?

Comments:

Trainers can use an funny comedy sketch from college humor to help participants "enter the role" of fake news journalists: <https://www.youtube.com/watch?v=2RqglwnF4AI>

STEP 5

Time

30 min.

Objective

Participants will know which media in given country are the most objective and trustworthy according to different research.

Material

- Access to the Internet.
- Tablets, computers or smartphones for participants.
- Internet quiz prepared in mentimeter.

Literacy skills

- Learning about and by the use of gamification.

Activity description

At the end of the workshop, the trainers ask. If there are sources and media, that we can trust?

Trainers invite participants to the last game, where they will be competing against others as individual players

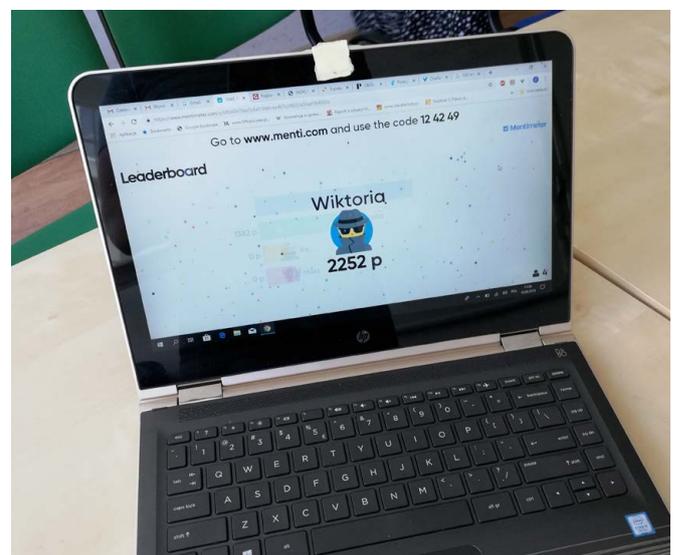
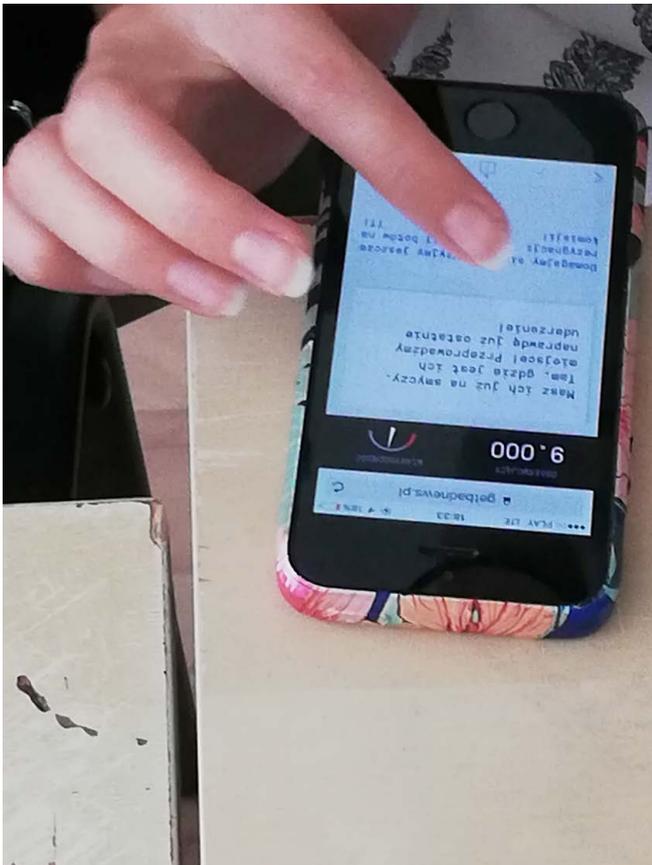
The aim of the game is to choose the most objective and trustworthy news sites and media.

During the game, participants would learn about different studies and reports concerning media objectivity. The best at guessing the results of the reports will win.

Comments:

Trainers should prepare online game with the use of [mentiometer.com](https://www.menti.com)

The game about different media and news-websites should be based on the national or international research concerning most objective media sources in given country.



STEP 5

Time

20 min.

Objective

Evaluation of the workshop.

Activity description

Evaluation

Participants during the evaluation round talk about their feelings about training. In the next step, they write on the post-it notes positive elements of the training, elements that should be improved, as well as their negative feelings. These cards are glued to three flipcharts: positives, negatives and things to improve. Additionally, the evaluation form created in the project will be distributed or sent by e-mail.

