

migrant
literacies



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Fake or not?

by Mediawijs

Nowadays fake news is everywhere. But not every mistake that a journalist makes is fake news. So it's very difficult to recognize fake news. So we did a little quiz with our participants to test their knowledge. Is it news or not? Is it fake news or not? Step by step they learned to recognize news and fake news. And they gain insight into the creation of news off- and online. The participants also learned that it is important to analyse pictures in depth, because it can be a form of fake news or propaganda. Not only news texts but also accompanied pictures can tell a story and influence someone's interpretation of a news event.



GENERAL DESCRIPTION

SHORT SUMMARY	<p>This workshop aims to gain insight into the creation of news off- and online. First, the workshop tries to give an impression of what can be seen as news. Secondly, the participants learn that it is important to analyse these news texts and pictures in depth, because it can be a form of fake news or propaganda. Thirdly, participants will learn that not only news texts but also accompanied pictures can tell a story and influence someone's interpretation of a news event.</p>
TARGET GROUP	<p>Size: N/A Age: adults Literacy level: A2 Digital literacy requirements: intermediate, use of tablets</p>
TIME	<p>6 hours</p>
FORM	<p>Inclusion in the regular classes.</p>
SPACE	<p>Classroom with tables, video projector, newspapers, paper and pencils.</p>
TOPICS COVERED	<p>Fake news, propaganda and persuasion effect of images</p>
TOOLS	<ul style="list-style-type: none">• Tablets• WIFI
OBJECTIVES	<p>Raise awareness about fake news and propaganda, civic education in the influenceability of images.</p>
LINGUISTIC SKILLS	<p>Improvement of daily language and discovering new words, social skills, reading skills, listening skills.</p>
DIGITAL/ MEDIA LITERACY REFERENCE	<p>Working with online and offline news sources to gain insight in the credibility of news and moreover fake news. Analysing images and gaining insight into the connected personal interpretation of these images.</p>

STEP BY STEP DESCRIPTION

STEP 1

Time

25 min.

Objective

Acquaintance + introduction in True vs. False

Literacy skills

Social skills, linguistic comprehension skills, listening skills, exercise vocabulary.

Activity description

Acquaintance:

- The teacher begins by telling a story about her/his life and mentions one thing that is incorrect. Afterwards, the participants need to guess which statement is a lie.
- Then ask the participants to do the same: they each tell 3 things about themselves, and 1 of those is false. Give some prep time.
- Summarize at the end: why did many believe certain things and why others did not? (e.g. it sounded possible, it was well told...).

STEP 2

Time

25 min.

Objective

Introduction to concept of 'news'.

Material

- Some recent news items (pictures and/or headlines)
- Blackboard

Literacy skills

Social skills, linguistic comprehension skills, listening skills, exercise vocabulary.

Activity description

Getting to know their news habits:

- Show the participants three recent news items (pictures or headlines -try to find some examples they probably know).
Ask them:
 - Who knows something about it? Please tell.
 - Where did you see/read this?
 - Write the sources on the blackboard.
- Then ask them how they stay up to date with what's happening in the city? In their home country? Let them show all digital applications to each other (in small groups).

STEP 3

Time

15 min.

Objective

Refining the concept of news through a news quiz.

Material

- Red and green paper cards
- Projector
- News examples

Literacy skills

Linguistic comprehension skills, listening skills.

Activity description

News quiz:

- Discuss in class what can be defined as news by showing the participants a few examples (E.g. a newspaper, a book, a vacation picture on Facebook, a Facebook page of a local news medium, CD of the Beatles...).
- The participants receive a green and red card. When they think the example can be seen as news, they raise the green card. When it is not an example of news, they raise the red card. After the quiz point out to the participants that there can be different carriers/ mediums of news.

STEP 4

Time

20 min.

Objective

Introduction of concept of fake news.

Material

- Red and green paper cards
- Projector
- News examples

Literacy skills

To exercise on new vocabulary. Learning new words by giving examples and explaining the difference between concepts. to ask for directions.

Activity description

Fake news quiz:

- Refer to the true vs. false exercise. Point out that these are opposites.
- Give a short introduction of fake news and ask them if they could spot the differences?
- Afterwards show the participants news titles, pictures and videos: which are real or fake. Participants need to use the red and green cards again. When they think the item is fake, they raise the red card and when the title seems real, they raise the green card.
- Discuss each time why they think it might be true or false.
- Definitely write down all the good observations they had (e.g.: text and picture do not match, old picture,...).

Comments:

We used a "deep fake" example where a Belgian presenter suddenly spoke in Arabic. This was very popular among the participants from the Middle East.

STEP 5

Time

15 min.

Objective

Make the participants aware of the reasons behind fake news.

Material

- Blackboard
- Projector

Literacy skills

Basic digital skills, linguistic comprehension skills, listening skills.

Activity description

Discussion: Why fake news?

- Take some examples of the previous exercise.

Ask them:

- Who made this?
- Why is he spreading this?

Write all possibilities on the blackboard.

- Tell the participants why people make fake news:

- to earn money
- to troll
- to affect emotions: angry, sad, happy
- to cause confusion
- to blame someone

Comments:

Other questions to ask can be found on the media literacy smartphone:

<https://mediaeducationlab.com/media-literacy-smartphone>

STEP 6

Time

20 min.

Objective

How is fake news created and can be recognized in their everyday lives?

Material

- Copies of <https://en.mediawijs.be/node/5286>

Literacy skills

Comprehension skills, listening skills, vocabulary.

Activity description

How to spot fake news?

- If it didn't come up yet, tell how fake news can be created:

- false data, numbers ,...
- fake pictures
- fake texts combined with real pictures

- Explain how fake news can be recognized:

- reliable website?
- same information on different websites?
- old news?
- explanation marks, capital letters ...

STEP 7

Time

15 min.

Objective

The participants learn that each picture tells a story and that each individual has a different interpretation.

Material

- Projector
- Pictures

Literacy skills

Linguistic comprehension skills, listening skills, social skills.

Activity description

The story behind profile pictures:

- The participants are shown 7 different profile pictures on Facebook and 7 descriptions. Then they need to link the picture to the correct description. What does this profile picture say about the person? For example:
 - I am a traveler
 - I like art
 - I am giving a speech
 - I like to smile
 - I am a bit crazy
 - ...
- The teacher explains that each picture tells a story. Sometimes it tries to influence our thoughts and feelings. Therefore it is important to understand and analyse pictures.

STEP 8

Time

40 min.

Objective

Exploration: how to tell a story in one picture? Exploration of basic digital skills.

Material

- Tablets (or BYOD)
- Google Translate
- Padlet app

Literacy skills

Linguistic comprehension skills, listening skills, social skills, basic digital skills.

Activity description

A picture says more than thousand words:

- Form groups of 3 or 4 students.
- Let them explore the cameras by referring to the previous exercise:
 - take a profile picture of someone who is serious / ambitious / a traveler...
- Then, let them take a picture that tells one sentence. Give each group a short sentence that can be photographed (e.g. The baby is finally asleep / The little girl is dancing in the hallway).
 - Ask them to translate their sentence in Google Translate to be sure they understand it perfectly.
- When they think they are ready, they show it to the other students. They are not allowed to tell if it is correct.
- With the feedback of the other students, they can adjust their picture.
- Help them to adjust their pictures (change the frame, the camera angle...).
- Let them upload their pictures on a Padlet and show all pictures to the whole group. What does each picture tell?

STEP 9

Time

25 min.

Objective

The participants learn that each picture tells a story and that each individual has a different interpretation.

Material

- Projector
- Pictures (taken from recent news or <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>).

Literacy skills

Linguistic comprehension skills, listening skills, social skills, presenting skills.

Activity description

Visual Thinking Strategies

- Explain the students that there are some techniques to analyze pictures. VTS uses 3 questions that can help.
- The participants are shown several pictures and need to answer these questions:
 - What is happening in the picture?
 - Where do you derive that from?
 - What else can you see?Explain in group what was really going on.
- Then the participants form groups and make up a background story based on two pictures. What is the story behind the picture?
- Each group presents their story to the whole group. Afterwards the difference and similarities between the stories can be discussed.

STEP 10

Time

20 min.

Material

- Copies of comic page
- Projector

Literacy skills

Promote creative thinking, listening skills, reading skills, learn new vocabulary.

Activity description

In which order?

- Tell the students you can also use different pictures to tell a story, as people do in movies and comics.
- Take one page out of a comic (preferably with not a lot words) and cut each picture out. Ask the students to find at least 2 different possibilities to put the pictures in order. Does the meaning change? Ask them to tell the story.
- Tell the students it is important to understand this "editing".
- Watch the short movie Lovefield together: <https://www.youtube.com/watch?v=4meeZifCVro> Pause at 2'00" and ask: how will this end? Why are you thinking this?

STEP 11

Time

25 min.

Objective

To understand framing of news media. To analyse the use of pictures to report an event.

Material

- Projector
- Pictures

Literacy skills

Linguistic comprehension skills, listening skills, digital literacy skills.

Activity description

Framing:

- Explain the meaning of the word frame.
- In the next exercise they will learn that a news event can be framed differently. Media can choose different pictures to report about an event, which can result in a different interpretation of the event within the audience. The teacher will explain this to the participants by showing several pictures about the same event (e.g. soccer match: winning team vs. losing team, some fight, the winning goal, the fear in the eyes of a supporter...). The participants need to analyse what they see in the picture and how they feel about it.
- Show other news items. For example one newspaper can show a sad picture of an event which gives the impression that people are sad about it. Another newspaper can show that the people are arguing which gives the impression that people are having a fight about it. The interpretation of the article therefore depends on how the article is framed and which pictures are used.



STEP 12

Time

55 min.

Objective

To understand framing of news media. To form counter narratives of their own identity.

Material

- Computers / tablet to search the internet

Literacy skills

Linguistic comprehension skills, listening skills, basic digital literacy skills.

Activity description

Intercultural discussion

- (Specific) Migrants are framed in specific ways in the mainstream and social media. Tell the participants they are probably influenced by these frames as well. Ask them for the first word that comes to mind when they hear words as Belgian, Moroccan, refugee, ...
- Then ask them what the “natives” would think when they hear these words.
- Let them search the internet: what pictures and headlines come up when they search for their own nationality? What are the main frames?
- Let them write down in two columns: what is false? What is true? Let them correct what is wrong.
- Let them present this in group. Correct the words when necessary.
- Hang these out in the school.

Comments:

Leave some space for open discussion (a lot of frustrations can arise).

STEP 13

Time

10 min.

Objective

Recap of the previous parts.

Material

- Presentation

Literacy skills

Improve summarizing skills, listening skills, linguistic comprehension skills.

Activity description

The teacher repeats the most important insights of the workshop:

- What can be seen as fake and real news? (Journal, social media, ...) And how can you recognize it?
- Point out the importance of (analysing) pictures
- What does the picture tell?
- Fake or real picture?
- Picture used to frame a story?
- Why do people create and spread fake messages? (earn money, influence opinions, ...)

STEP 14

Time

30 min.

Objective

To analyse and create text.

Material

- Newspaper articles

Literacy skills

Promote creative thinking, listening skills, reading skills, learn new vocabulary.

Activity description

Let's read and change

- Take an easy to read article (we use Wablieft – a newspaper specially made for low literate people). Let the students read in silence, ask for some main points and then read together.
- Discuss together: Is it true or false? How can we make a "fake news" article out of this? How to change words?
- Form groups and place one teacher in each group. Give the main text. Then the participants can discuss in groups which words they can change in the title or the article. E.g. they can replace important words with opposite words.

STEP 15

Time

20 min.

Objective

To repeat the most important insights and test the knowledge.

Material

- Projector

Literacy skills

Improve summarizing skills, listening skills, linguistic comprehension skills.

Activity description

Quiz:

- Let the students read their stories to the whole group. Can the others spot the fake words?
 - In another quiz you can test whether the participants understood the insights of the workshop.
- Show fake and real news articles and ask them again which one is fake or real.