



Media and information literacy

A practical guidebook for trainers

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RESPONSIBLE
Carsten von Nahmen

EDITOR
Kyle James

AUTHORS
Sylvia Braesel
Thorsten Karg

LAYOUT
Jorge Loureiro

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6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles



You can download the guidelines and worksheets from this chapter here:

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Terms and phrases used in this guidebook

As you read this guidebook, you will repeatedly encounter some key terms and categories of material:



ESSENTIALS Learning objectives that provide an indication of what trainees should know or be able to do at the end of a training segment, as well as a proposed training schedule.



INTRODUCTION Initial part of the proposed training schedule for each chapter. Designed to familiarize trainees with key terms and issues.



EXERCISE Practical application of knowledge. Exercises help trainees practice skills and process or test what they have just learned.



OUTPUT Creation of a media-related product, such as an interview, photo story, or presentation. An output at the end of a training segment helps trainees summarize the newly learned skills and knowledge and draw conclusions for every-day life.



ENERGIZERS There are group energizers at the beginning of the book that are not directly connected to individual topics. These activities are meant to help trainees relax, laugh, and have fun between more serious training modules.



TOPIC GAMES Energizing games at the beginning of each chapter in the guidebook which are directly connected to the chapter's content and will introduce trainees to the individual topics in a playful way. After playing these games, trainers should make sure trainees see the connection between the game and the media-related topic of that chapter.



WORKSHEETS Handouts, questionnaires, and forms trainers can download and print or photocopy to distribute to trainees. Worksheets help trainees explore topics, practice skills, and build new knowledge.



GUIDELINES Tips and instructions for trainers teaching this topic or conducting the proposed exercises. Trainers can also download and print or photocopy them as handouts for trainees.



CERTIFICATE Incentive for trainees after completing a training segment. An example can be seen in chapter 6 "Internet and social media". Trainers can use this example or create different certificates for their own purposes.

What is the internet and what are social media?

What is the internet?

The internet is a network that connects computers around the world. It does so by using a computer language common to all computers online called TCP/IP (Transmission Control Protocol/Internet Protocol). This is where the term IP address comes from, which is the address of the device that information you access is sent to. Through this common computer language, information and data are split up into small chunks (called packets), sent through data lines, and then reassembled for the person accessing them.

What are the characteristics of the internet?

The internet is constantly changing and being updated. It gives users seemingly infinite choices when they search for information. Users have instant access to a huge pool of data, which is empowering. There is no official authority in control of the internet, which means individuals and organizations are responsible for the information they post online. On the one hand, this results in a lack of protection for users, but on the other hand, it means the internet fosters freedom of speech on a global scale. Since there is no editorial control on the internet, there are also a lot of rumors, half-truths and lies that may look like accurate information at first sight. In addition to these kinds of disinformation, the internet is home to hate speech, pornography, racism, and incitement to violence. Despite a good deal of harmful content, the internet also allows individuals, minorities, and special interest groups to voice their opinions. It can connect people with similar interests or experiences around the globe.

The information on the internet is stored on servers and hard drives located around the world. That is why it is almost impossible to delete information completely from the internet, although it can be made more difficult to find. The fact that “the internet never forgets” may be worth thinking about before posting compromising information or pictures.

Who owns the internet?

No one actually owns the internet itself because it is a “network of networks”. Individual companies and organizations own their own networks, and these are all connected to millions of other networks to form the internet.

Who are the internet’s global players?

Although no single person or organization controls the entire internet, there are some key players and companies who are very influential in the online world. They include companies like Microsoft, Apple, Facebook, Amazon, and Google from the United States and JD.com and Alibaba from China. They all have their own agendas and motives (e.g. to make money, collect data about users, etc.)

There are other powerful players involved in the many different aspects of the internet. Some offer services, like internet providers and hardware and software developers and producers. Others play key roles in web security, commerce, and communications.

What is Web 2.0 and what makes it special?

Web 2.0 refers to the second stage in the development of the internet. It became reality in the first decade of the 21st century. Before that, in the early days of the internet, users mainly used the net to read information online. That’s because the internet was slow, data lines were limited, and it was difficult to put content on the internet without knowing how to program in a computer language called HTML. This was too complicated or time-consuming for most people. But around the turn of the millennium, technological developments made it possible for anyone to post information in the form of stories, comments, pictures, or videos with just a few clicks of a mouse button. Over the next few years, this made the creation of social media like Facebook, YouTube, Instagram, and Wikipedia possible. Today, we take it for granted that everyone can generate and share content as well as read it. But this so-called participatory web hasn’t actually been around that long. Web 2.0, which erased the line between content consumers and content creators, has only been around for the last ten or fifteen years.

What is social media and what makes it special?

Social media refers to websites and applications that allow users to create and share content with a network of other users—a virtual community. Users create a personalized profile and are then able to interact with each other and communicate in different ways. They can share photos and videos, chat online, and create groups that connect people with similar interests. In many countries, social media like Facebook have become the most important source of information for people. That’s why social media have also become extremely important distribution channels for traditional media like newspapers, radio, and TV. Today, many consumers access media content through social media rather than going directly to a media outlet’s website or buying a newspaper.

What are some examples of social media?

Examples of popular social media sites include Facebook, YouTube, WhatsApp, Twitter, Snapchat, TikTok, and Instagram. They are the market leaders almost everywhere. But some social media are not accessible in some parts of the world. In China, for instance, Facebook, Instagram, and most Google services are banned. China has its own social media platforms: WeChat can be compared to Facebook or WhatsApp; Weibo is reminiscent of Twitter; and QQ is another Chinese instant messaging app. In other regions and countries, different social media platforms have become popular. People in Russia and some former Soviet Republics, for instance, like to use VKontakte and Odnoklassniki in addition to Twitter, Facebook, and Instagram.

Why would I want to use social media?

Social media sites are designed to be easy to use and are usually free of charge. Users do not need any particular skills to create a profile and start posting content and interacting with other users. Social media makes it easy to keep in touch and find other users with similar interests. Because these sites encourage you to make connections, they can be used to find useful contacts and sources. Social media has great potential to make the internet a more dynamic and democratic place. Ordinary people, who are not professional journalists, have a channel where they can tell their stories and discuss what is on their minds. Social media also helps citizens become more engaged with the media and developments in society because we can all post comments and links about information we see online.

What impact does social media have on society?

Social media sites have been blamed for a loss of privacy. People often share more information about themselves online than they would feel comfortable doing offline. Some people are concerned that human interaction has shifted online, and that this could negatively affect the way people communicate with each other in person. Since when communicating online, people are usually not physically present with those they are communicating with, social cues can be missed or social norms ignored. That means discourse online can be more negative and aggressive than it might be in person. In addition, users often share rumors and lies without checking them beforehand. This can lead to disinformation spreading rapidly and becoming an avalanche of lies and hatred, which can have a severe impact on society. However, social media also enables instant communication around the world, and have brought many people together who would not otherwise have been able to interact. The fact that anyone can access and create online content has the potential to create democratic spaces online that foster freedom of speech and freedom of information.

What role can social media play in the democratic process? What challenges are there?

Social media sites can potentially be useful spaces for political activity. These sites enable direct communication between politicians and voters and allow voters to keep close track of the activities of politicians online. Reactions, debates, and conversations can take place quickly online. Social media can also be useful for informing, connecting, and organizing large groups of people fast. Through social media, people can organize protests and demonstrations and bring about change. That is why some governments dislike social media's potential to challenge the status quo. But social media also enables governments to monitor citizens closely. It enables those in power to spread messages quickly, which in some cases includes propaganda and lies.



6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles

What is internet safety? What is internet security?

What risks does social media have for me?

A big risk connected to social media is the spread of disinformation. Social media users can easily be fooled into thinking that the information they see on the platforms is accurate. But since anyone can publish anything on social media, false information such as lies, rumors, and hoaxes is very common. Worse yet: much of this false information is deliberately created and spread to stir emotions like hatred, fear or resentment of others—be they minorities, people with other political convictions, religious beliefs, or members of different ethnic groups.

Social media works by getting users to share information, but since the platforms are public spaces, this information can also be accessed by others. This means we must carefully consider the kind of information we post about ourselves. If someone you do not know sees something personal you have posted about yourself, it can feel like an invasion of your privacy. Sometimes employers check the profiles of their employees or job applicants to see what kind of image they are presenting online. There are other risks, such as posting when you go on holiday, which can make your home easy prey for burglars.

Since it is easy to post things anonymously on the internet, cyberbullies and hackers can easily post insults or threats, and gather information or create fake profiles. The main risks here involve safety and privacy. Posting or entering information about yourself online can put you at risk of being hacked, which is when others gain access to your data without your permission.

What is sexting?

Sexting is the intentional sharing of sexually explicit texts, images, or videos between individuals. This is often done by mutual consent. Sending intimate pictures or videos has become fairly common among teenagers or couples in many societies. People take sexually explicit photos or videos of themselves with their smartphones and send them to their partner. However, this comes with risks. If people send explicit content without having gotten prior consent of the person their sending it to, this can be considered sexual harassment. Some people also share their partner's explicit content without that person's consent to show off in front of friends or groups they want to impress. This is a serious violation of trust. There are also many cases where someone shares intimate content after a romance has ended with the intention to hurt the former partner ("revenge porn"). When people share such intimate photos, texts, or videos to groups or publicly on social media without consent, the damage can be incalculable. The person in the

picture or video whose trust was broken will feel violated and ashamed. Sexting can damage a person's reputation and lead to discrimination or cyberbullying. The victims often develop anxiety or depression.

Sexting can even be a criminal offense—especially if minors are involved and if that sexually explicit material is shared with others. In most countries, it is a crime to possess sexually explicit material that depicts a minor. If someone forwards or shares such pictures or videos within a social media group, they can be prosecuted. People who receive such material and do not report or delete it are also committing a crime. The role of educators is to sensitize social media users, especially minors, so they can protect themselves. They should not share sexual material with others, not even their partners. The relationship could end, but the sensitive photos and videos will remain online forever. Once people share anything online, they lose control over it. It is out in the world indefinitely and they cannot reign it back in. One day, their parents could see it, their boss, siblings, friends, or neighbors. This could be tomorrow or in ten or twenty years. So, if the content is the kind people would not want just anyone to see, they should not let it out of their hands.

What is cyberbullying?

Cyberbullying is a form of bullying and harassment through electronic means. Examples include spreading lies about someone on social media, sending hateful text messages, or threatening someone with phone calls. Cyberbullies target individuals. They attack their victim repeatedly with the intention to do harm. Sometimes bullies act alone, and sometimes groups of people gang up on a victim.

Cyberbullying can go hand in hand with offline bullying, for example in school or at the workplace. It has a destructive effect. Targeted people feel under attack 24 hours a day, wherever they are. They feel powerless, scared, and ashamed. In many cases, feelings of shame lead them to avoid speaking up or seeking help. While cyberbullying is hard on the victims, it is relatively easy for perpetrators to launch an attack and keep it going. Sometimes they bully just for their own personal amusement or to trigger a reaction. Sometimes, when a group of bullies targets a victim, everyone tries to outdo the other by striking repeated, harder blows. Even if each of these insults is relatively small, the cumulative effect can be devastating for the targeted person.

To prevent cyberbullying, educators need to sensitize young people about the harm it can do, about ethical behavior on the internet, and about communicating in a respectful and responsible way. Unethical behavior online influences how we behave towards each other offline. It can poison our relationships and erode trust. It is essential to understand that everyone plays a role in stopping cyberbullying. Victims should speak up as soon as the bullying starts, before things spin out of control.

They should take screenshots to secure evidence or save offensive e-mails. The offenders need to reflect and understand that their behavior is harmful and that they may even be liable to prosecution. Bystanders and observers should know that they should step in and make it clear that cyberbullying is not acceptable.

What is hate speech?

While cyberbullying targets individuals, hate speech is often aimed at groups and members of groups—often minorities, who generally have less power in society. Hate speech attacks people based on attributes like race, religion, ethnic origin, national origin, gender identity, sexual orientation, or disability. It takes on different forms of expressions, including insults, defamation, degradation, and threats.

The definition of the term “hate speech” and the laws concerning it vary from country to country. Hate speech occurs both off- and online. Online, it is conveyed through text, images, memes, audio, or videos.

Hate speech is problematic both for individuals and for societies. Being a victim of hate speech is stressful, traumatic, and can be a blow to one’s self-esteem. Victims of hate speech sometimes withdraw completely from public forums because they feel marginalized. Hate speech looks for scapegoats, creates divisions in societies and wipes out empathy. So, in addition to making the lives of minority groups difficult or even destroying individual lives, hate speech can erode a society from within by creating a climate of fear and hatred. While some haters voice their anger loudly, often people who disagree with them remain silent out of fear of becoming victims themselves. The more people remain silent, the higher the danger that the haters influence public opinion and ultimately the political agenda. Hate speech can lead to a polarized society, one in which respectful dialogue is no longer possible.

The first step to countering hate speech is exposing it as such, scrutinizing hateful arguments, and unmasking the intentions of the hater. Educators can train others how to promote respect on- and offline. They can encourage the use of toned-down, unemotional language, facts, humor, or counter-arguments to tackle hate speech. And they can train others how to create and promote a climate of tolerance and respect.

What is the online disinhibition effect?

The online disinhibition effect suggests that people’s online behavior is often different than it would be when dealing with someone face-to-face. Some people do not feel ashamed when behaving immorally or when they violate common rules of decency, politeness, curtesy, and respect when they are online.

On social media, this disinhibition can happen quickly, because people can often be anonymous or hide behind technology. Humiliating pictures or memes about others can be posted with a few clicks. It is easy to insult someone publicly on their timeline, use emotionally charged, hostile language, or even bully or threaten a person online. There seem to be few consequences. Very often, actions cannot even be linked directly to a perpetrator. The idea of being invisible, not having eye-contact with the target of their hostility, and not being confronted directly with others’ reactions can bring out exceedingly unethical behavior.

What is my digital footprint?

Whenever you type something on your computer or take a picture with your phone, it is saved as digital data. Digital data can be stored, transmitted, and processed repeatedly without any quality loss. In addition to the digital data—for example the photo—your online actions also generate so-called metadata. This is data about your data. In the case of a digital photograph, the metadata could include when and where you took the picture and with what shutter speed and aperture. This information is automatically generated and stored.

The moment you use a computer or cell phone, you leave data tracks. They can include your phone number, your computer’s serial number, the country you live in, the language you use, your browser history, your fingerprint, or the location where you access a Wi-Fi network and the internet. Some smartphone apps and social media platforms also record when you use them and for how long. In addition, some of them store your address, your e-mail address, your contact list, your photos and videos with all their metadata, your list of friends and groups, your likes, shares, and messages. They store it to tailor their services to your preferences, but they may also sell this metadata to advertisers, governments, or interest groups.

Data and metadata say a lot about you. The technology you use makes it possible to trace or identify you. This data may also reveal some things you might rather keep private. Your Facebook likes, for instance, can often reveal private beliefs and personality traits, or identify your political viewpoint or sexual orientation.

These data traces are easy to tap into. Ultimately, your life becomes more and more transparent to those who store, buy, or even steal your data.

What role does my data play in social media’s business model?

Social media platforms are businesses. They face the same risks as other kinds of businesses and have operating costs

to cover. They must pay their employees, like developers, programmers, and web designers. So how can they cover these costs if their services are free? And what role does your data play in all of this?

When you agree to a social media platform's terms of service, you also agree to their privacy policy, which describes how the platform will use your data. Most social media platforms monetize your data. Whoever is interested in you—your likes, dislikes, opinions, and interests—can pay to get your data. There is no way for you to know who buys this data. But many businesses, advertisers, institutions, insurance companies, political parties, governments, and secret service and law enforcement agencies find the data interesting enough to pay good money for it.

Another way that social media companies make money is through advertising. These platforms have millions of users, so millions of pairs of eyes see the content on them. This attention is capital that social media platforms can market. They generate income by allowing companies to advertise on their site, and the advertisers hope to make a profit from getting all those views. Algorithms tailor what advertisements are shown to different users. These algorithms scrutinize users' data and meta-data to identify which products or lifestyles appeal to these individuals or which ideologies they follow or show an possible interest in.

What is cyber security?

Security means being free from danger or external threats. Cyber security, or digital security, means being safe on the internet: your data, your accounts (social media accounts, online banking), and your devices (smartphone, computer, etc.) are protected against criminal activities and other external threats. You can stay more digitally secure by using special software or activating certain features on websites. For example, you can use anti-virus software, set up firewalls, and install protection against spyware. You can increase the security of your smartphone by adding a secure mechanism to unlock it: a pin, a pattern, or your fingerprint. Social media platforms feature adjustable settings that can improve account and data security. The default settings are often the most convenient, but they are usually also the least secure. For instance, you can log in to Facebook with just your name and password. But a safer method is to use two-factor authentication.

What is cyber safety?

While security relates to outside threats, safety refers to yourself and how you can prevent harm or accidents. It refers to your capacity to protect yourself and at the same time not cause harm to others.

Cyber safety refers to accident prevention—being protected on the internet and specifically on social media. Safety risks include online bullying, online scams, unintentional viewing of explicit or violent content, or the pitfalls of online dating. To stay safe on social media, you should communicate respectfully and act responsibly when sharing information. Another part of cyber safety is knowing about your digital rights, such as the right to control the commercial use of your name, likeness, image or other factors that can identify you. These rights are known as personality and publicity rights. Safety also involves respecting your privacy and the privacy of others.

What is privacy and why should I be concerned about it?

When something is private to you, it usually means that it is special to you in some way, or that you regard it as a sensitive subject, one that you do not want everyone else to know about.

The boundaries and the content of what is considered private varies among cultures and individuals, but there are areas that many people consider private. You may want to keep sensitive issues to yourselves, such as who you love, aspects of your sexuality, what you fear, or other secrets. You may also not want everybody to know where you live, when you were born, and how much money you earn. Privacy is a person's ability to conceal parts of himself or herself from others, and that includes information that he or she would rather others not know about.

Privacy issues come up on social media all the time, not only when adjusting your privacy settings but in every interaction you have. The more information you post on social media, the more time you spend on it, the less private you are and the more data about yourself you give away. Your data will be stored and shared, and you can't control what businesses, governments, and secret service agencies use that data for. Even if you think you have nothing to worry about today, remember that sometimes circumstances change. But your data will be stored forever, and you have no control over what is done with it and no way to erase it.

What is the privacy paradox?

If people took privacy seriously, they would probably have to stop using social media altogether. But that would kill the fun of participating in the online world. If you want to enjoy social media and benefit from the opportunities the internet offers, you have to be active and disclose some information. The privacy paradox describes the trade-off between privacy and self-disclosure. On the one hand, you want privacy and to protect your personal information, but at the same time you would like to enjoy the benefits of social media. For instance, if you want to connect with old friends, you have to make your profile searchable by providing your real name or a recognizable

picture of your face. Are you willing to give up that part of your private information? All social media users have to make these kinds of decisions all the time: what degree of openness are you comfortable with, and what information would you rather keep private? Remember, whatever private information about you is out there is out there forever. The internet never forgets.

How can you stay safe online?

Always think carefully about what you share online. Many social networks will allow you to adjust your privacy settings to restrict the number of people who can see what you post. There are also blocking functions that allow you to block certain users. Make sure you use strong passwords—at least eight characters with a mix of upper and lower-case letters, numbers, and symbols—and always keep them secret. If you don't, you risk getting hacked, and then someone else can post on your page pretending to be you. If you are targeted online or you see another user being targeted, take a screenshot and report the incident to the social network or website involved.



ESSENTIALS

Learning objectives

Knowledge

How to stay safer on the internet; what is cyberbullying and how can you respond to it? Understanding Facebook: general account settings, privacy, pages, groups; understanding Twitter: general account settings, Tweets, following, verification.

Skills

Using social media responsibly; finding information on social media, verifying information; connecting with peers through social media; developing communities and groups; producing multimedia content for social media (short texts, photos, videos); understanding the opportunities and risks posed by social media platforms like Twitter, Facebook, LinkedIn and Instagram; networking professionally on social media.

Schedule

As a trainer, you can choose from a variety of topics, specific approaches, and training methods for educating young people in media and information literacy and training important skills. Before you choose, reflect on the learning objectives you want to achieve, the time available for training, and trainees' prior knowledge and motivation.

This collection of materials offers a range of exercises and worksheets to complement your trainings. Feel free to choose the exercises you consider suitable and adapt them for your trainees. The exercises are divided into an introductory exercise, practical exercises, and an output exercise.

INTRODUCTION | 1 HOUR

Experience — post scramble

Introducing social media; reviewing posts; defining the terms Web 2.0 and social media; gathering examples.

EXERCISE | 2 HOURS

Facebook — private or public?

Examining the characteristics of social media; speaking about the wide range, sustainability, and dynamics of social networking; drawing conclusions for one's own social media behavior.

EXERCISE | 2 HOURS

Social media communication — watch out for traps!

Reflecting on trainees' individual motivation and gratification to use social media; identifying characteristics of social media communication and its pitfalls; drawing conclusions about avoiding traps and appropriate online communication

EXERCISE | 4 HOURS

Selfies for safety! Reduce social media risk

Exchanging experiences about the negative aspects of social media and discussing the safety risks; producing a photo story to guide a discussion about unethical behavior online; collecting tips on social media safety and visualizing them as selfies for safety

EXERCISE | 3 HOURS

Facebook expert

Becoming a Facebook expert; learning about general account settings, privacy, pages and groups; Facebook etiquette; connecting with one's peers; developing communities and groups; finding information on Facebook

OUTPUT | 1,5 HOURS

Social Media: My opinion on...

Creating photos or a Facebook album expressing trainees' opinions on social media; reflecting on positive and negative aspects



TOPIC GAMES

Social media

PUBLIC AND PRIVATE: NICKNAMES

“Group juggle: Nicknames”

Trainees write down their real names and then think of a nickname to use on the internet to protect their privacy. Then they throw a soft ball (or balls) to each other. When the ball is thrown, the thrower calls out the name or the nickname of the person they are throwing it to. If the target person was addressed by their nickname, they should catch the ball. If they were addressed by their real name, they should not try to catch the ball and let it drop. If they catch the ball anyway, they have to raise their arms in the air and shout out their nickname. When a person has had to raise their arms three times, they are out of the game. The game can be sped up to see how fast the group can throw balls to each group member.

Reflect on names and nicknames, and why everyone has three chances before they are taken out of the game. (The more often you use your real name on the internet and in social media, the more others know about you. They can then compile that information and get a very clear picture of you, your habits, friends, and your personality. Even strangers and criminals can do this if they can see your social media activities.)

SOCIAL MEDIA: PRIOR EXPERIENCE

“Social media activities: Have you ever...?”

This is an active, fun group activity for exploring and celebrating the rich diversity of people's media experience. It works well with large groups. Have trainees stand or sit in a circle. Start by explaining that you will call out different questions that may or may not apply to each person. If what you say applies to a person's social media usage, then that person runs into the middle, jumps in the air, and gives a “high 5” to someone else who has also run in. Example questions: “Have you ever posted a funny picture?” “Have you ever added friends you don't know?” “Have you ever looked through various profiles?” “Have you ever thought about data safety?” If a question is too personal or the answer might embarrass someone, trainees can “block” the question by making a “stop” sign with their hands.

INTERNET: ANONYMOUS?

“Data call-out”

Have trainees stand in a circle and extend one hand into the middle with all five fingers spread while looking down at the ground. When you call out “heads up”, everyone looks up and establishes eye contact with someone else. When two people catch each other's eye, they shout, “I see you!” and register the eye contact by folding down one finger on their hand. When a person has shouted five times, that person is out of the game. Continue until no one is left. Reflect with trainees about the effect the game had on them, their sense of safety, and ability to act anonymously.

SOCIAL MEDIA: MULTITASKING

“Pass the sound”

Have trainees stand in a circle. Start by tossing a ball or an imaginary object and making a sound. The trainee who catches the ball or the imaginary object has to imitate the “tossed sound”, then throw it to someone else with a new sound. The sound can be anything from animal noises to musical notes or goofy sounds.

Play for a while, then increase the difficulty: the catcher repeats the first sound, then adds a new one and tosses the object to a third person, who adds another sound, and so on, until the trainees can no longer keep up. Reflect on the skill of multitasking in the game and compare it to social media.

SOCIAL MEDIA: INSPIRATION

“Snowball fight of ideas”

This can kick off an idea-sharing activity. Have trainees write down ideas, for instance about the internet, on slips of scrap paper and crumple them up into balls. Then the group has a big paper fight, throwing the balls around. At a given sign, they pick up the paper balls, open them, and read the ideas on the paper aloud. You can also use this game for brainstorming about something specific: play several rounds and have trainees silently react to the ideas on the papers by writing down new ideas that bounce off the original ones and the other responses. Reflect on inspiration and the advantages of sharing ideas anonymously to a wide crowd (like on social media).

SOCIAL MEDIA: SOCIALIZING

“Speed dating: one-minute mixer”

The game has its origins in speed dating. Divide trainees into two groups and ask them to form two circles: an inner and an outer circle. Each person from the inner circle should face someone from the outer circle. The aim of the game is for the people standing across from each other to share any small bits of information that occur to them about their hobbies, interests, events, experiences, jokes, animals, or family (like status updates on Facebook). trainees only have a short time to “update” each other. Start with 45 seconds, go down to 30, then 20, and end with 10 seconds. Use a stopwatch to keep time and blow a whistle or give some other signal when to start and when to stop. When the end signal sounds, the outer circle rotates one spot to the right to face the next person in the inner circle and start the next conversation. After a few rounds, trainees rotate back to their first partner. Now the task is to remember the topics they discussed before and to continue the conversation where they left off. You can speed up the game by shortening the update time.

Tip: Encourage trainees to choose different topics with each person.

SOCIAL MEDIA: DYNAMICS

“Silent brainstorm race”

A brainstorm race is a nice way to review topics you’ve already covered and have some energizing fun at the same time. Teams race to brainstorm and list as many items as they can in a set amount of time—without speaking! Flip chart papers on flip chart stands are ideal for making these lists because you can turn them so the groups can’t see each other’s work. Give each trainee a pen or marker. Divide the group into teams with equal numbers of members. Explain that you will call out a topic, then give them one minute (or however long works best for your group) to brainstorm and list as many ideas as they can come up with without speaking. Have trainees write their ideas on the flip chart paper or board provided. The team with the most ideas after the prescribed time wins that round. Ask the winning team members to present their ideas, and encourage the remaining teams to add any ideas the winning team missed, and to correct any wrong items or ideas the winning team may have presented. Proceed with the next topic. Keep a running score on the front board.

Brainstorming content could include various questions about social media or media itself. Be specific with your questions. Reflect on the dynamics of collecting ideas without speaking while also under time pressure.



INTRODUCTION

Experiences

Targets	Getting to know trainees' social media experiences; reviewing posts; defining the term social media; identifying trainees' current insecurities
Duration	1 hour
Preparation	—
Materials	"Game—post scramble" guidelines, index cards, tape, pens
Methods	Entire group, pair work, game
Technology	—

"POST SCRAMBLE" GAME | 20 MIN., ENTIRE GROUP

Welcome trainees and ask them to answer the following questions by raising their hands: "Who uses Facebook? Twitter? WhatsApp? YouTube? Snapchat? LinkedIn? Instagram?" Then explain the "Post scramble" game using the corresponding guideline.

After the game, moderate a discussion of the contents, dynamics, and the types of language used. Encourage trainees to compare their experience with the game to real life.

EXPERIENCE WITH SOCIAL MEDIA | 20 MIN., ENTIRE GROUP

Ask trainees to talk about their experience with social media and moderate the discussion. Take notes on the issues raised to use in other exercises. Explicitly ask about both positive and negative experiences and do not stop the exchange if trainees seem to have a real need to talk about their experiences.

DEFINING SOCIAL MEDIA | 20 MIN., ENTIRE GROUP, PAIR WORK

Have trainees pair off and work together to define the term social media, and write their definitions on index cards. In the meantime, write down the standard definition on another index card. Collect and mix all the cards. Have a trainee read them aloud, then all trainees vote for the definition they consider most accurate.

Here is one standard definitions:

Social media are websites and apps that enable users to create and share content or to participate in social networking.



GUIDELINES

Game — post scramble

“Post scramble” is good for an introductory session. It provides insights into trainees’ current questions and prior experience and can be adapted to different topics and questions.

EXPLAINING THE GAME

Put chairs in a circle and have everyone sit down, forming a big social media user group. All the seats should be taken. Standing in the middle of the circle, explain that the person in the middle is the only one who can “post” something (a message, piece of information, or a comment) by saying it out loud. “Posts” should use the kind of language that is commonly used in social networks. Say your “post” out loud, then ask the social media users to react to it. Everyone who wants to react has to get up from their chairs and find a new one at least two chairs away from the one they were sitting in. You, as the person posting, try to grab one of the free seats quickly so one person is left without a seat. This person now has to react to the original post with a “like” or “dislike” (thumbs up or down) and “post” a new comment or reaction to the original post. The others react again, and so on.

You or the person in the middle can stop a running “conversation” at any time and replace it with a new “post.” End the game if you think trainees are getting bored or if the game is getting out of hand.

Possible post to start the game:

“That’s what I love about money: no emotions, no tears, just reality.”

Variation:

Vary the game by instructing the “poster” to ask questions or make statements that address the group’s experience with and knowledge of social media. All questions should be worded so they can be answered with a “yes” or “no,” and statements worded so trainees can “agree” or “disagree”. All trainees who respond with a “yes” or “agree” have to get up and find a new chair, while the others stay seated.

Possible questions to ask about experience with social media:

- Do you post pictures?
- Do you hate it when someone else posts a picture of you?
- Do you have more than 1000 friends on Facebook?

Possible statements to make about social media:

- It’s good that you can get all your news through Facebook.
- Cyberbullying is on the increase.
- It’s good that WhatsApp shares data with Facebook.



WORKSHEET

Facebook: private or public?

Targets	Examining the characteristics of social media; speaking about the wide range, sustainability, dynamics of social networks; drawing conclusions for one's own social media behavior
Duration	2 hours
Preparation	Check the computer and the internet; prepare examples from Facebook that illustrate privacy and publicity (images, posts, content); download and print or copy worksheets
Materials	"Profile check" worksheets A–D, flip chart paper, pens
Methods	Brainstorming with entire group, group work, online research, presentation
Technology	Computer, internet, smartphones, USB flash drive, projector (if possible)

BRAINSTORMING — FACEBOOK AND ME | 30 MIN., INDIVIDUAL WORK, ENTIRE GROUP

Prepare four sheets of flip chart paper with questions about trainees' prior knowledge and their opinions of Facebook, and hang them up in different corners of the room.

- Why do you use Facebook?
- What activities do you like most on Facebook?
- What kind of content and what specific content do you share on Facebook?
- What things do you hate on Facebook?

Instruct trainees to write their answers on each poster, but not to talk as they do so. When they are finished, ask trainees about their answers:

- Can you explain this statement? Can you give examples? Why do you feel that way?

You can add additional questions during the discussion about issues that interest you, e.g.:

- How many friends do you have on Facebook?
- How do you decide whether to add somebody?
- How often are you on Facebook?
- How old were you when you joined?

FACEBOOK: PRIVATE OR PUBLIC? | 20 MIN., ENTIRE GROUP

Introduce a discussion by asking trainees:

- Do you consider the content you share on Facebook to be "public" or "private"?

Trainees will discover that the question is not so easy to answer because there is no one single answer that applies to everyone. Whether something is considered private or public depends on the person answering the question, personal privacy limits, number of friends, privacy settings, and other factors.

Ask trainees to define their own personal privacy boundaries. Feel free to show examples of Facebook profiles, pictures and comments to get the discussion going.

Tip: Since this is a personal and sensitive topic, all the examples from Facebook should be from users nobody knows personally.

FACEBOOK: CHECKING PROFILES | 40 MIN., GROUP WORK ON DIFFERENT TOPICS

Divide trainees into four groups. Each group researches one of four specific topics about Facebook: private pictures, shared content, user information, and network dynamics. Give each group a worksheet for their topic and have them log in to Facebook. You can let groups choose their topics or ask them to draw lots. Walk around during the group work phase, offering trainees individual support for their research and additional help where needed.

PRESENTATION: CHECKING PROFILES | 30 MIN., PRESENTATION

Each of the four groups presents the results of their online research. For larger groups, a projector is helpful to project examples onto the wall. Very small groups can just look at the same computer screen instead. Ask the other groups to give feedback, ask questions, and add their opinions after each presentation. Please remind trainees that feedback always starts with a positive aspect.

After the feedback phase, ask trainees what conclusions, if any, they have come to about their future Facebook activities.



WORKSHEET

Station A | Profile check: Private pictures

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the private pictures that they have posted or shared. Try to identify different categories of pictures (such as selfie, friends and family,

party, food, work, landscape, memes and political messages, humor, other). Save and rename one meaningful or impressive example of each category to present to your fellow trainees.

What categories for private pictures did you identify?

What messages can you discern from these private pictures?

TASK

Now analyze in detail the pictures you saved. Because all pictures have meaning and transport information without using language, each private picture on Facebook provides information about the person and their surroundings to anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from the photos? What was your

emotional reaction? Score your examples, rating the emotional quality and privacy level. The higher the score, the higher the (unintentional) information quality of the picture, and the more private the content and message is.

Sample picture	Message (brief)	Our emotional reaction (brief)	Emotional quality score (1-10)	Privacy score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



WORKSHEET

Station B | Profile check: Shared content

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out personal information that they have posted or shared. Try to identify different categories of content (such as love, lifestyle, food,

travel, social issues, politics, economics, tech, etc.) Select one impressive example for each category to present to your fellow trainees. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.

What content categories did you identify?

What messages can you discern from that shared content?

TASK

Now analyze your examples in detail. Shared content always provides information about the specific interests of the person who posts it and can be seen by anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from your examples? What might the user’s pur-

pose have been in posting this information? What meaning does it have for you? Score your examples, rating how interesting the content is to you as an outsider and the privacy level. The higher the score, the higher your interest in the content and the more private you consider it to be.

Sample content	Message (brief)	What might the purpose be?	Interest level score (1-10)	Privacy score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



WORKSHEET

Station C | Profile check: “About”

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the information you can find in the Facebook member’s “about” section where Facebook asks users to provide personal infor-

mation in different categories. Please complete the table below by listing what information Facebook asks its users for and rating how interesting that information is to you.

Facebook categories	Interest level score (1-10)	Facebook categories	Interest level score (1-10)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Every piece of information Facebook users provide in the “about” section is like a piece of a puzzle. Taken together, these pieces reflect the user’s personality (pleasant, humorous, aggressive, etc.), life (school, hometown, education, friends, sexual orientation, etc.) and specific interests (politics, sports, film, games, etc.) Anybody on Facebook can use or sell this information to get a more or less detailed idea of the user (if the profile is set to “public”)—often without that person’s knowledge.

TASK

Now find some notable examples of Facebook users whose information in “about” gives you a clear idea of who they are. Choose three profiles that show big differences in work/locations/music/books/likes, etc. Save these profiles (or profile links) to present them to the other trainees. Describe the impressions you have of the users and give scores. The higher the score, the higher your personal interest in the user’s profile is.

Username	Our impression of him/her, his/her life and interests	Score (1-10)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



WORKSHEET

Station D | Profile check: Network dynamics

TASK

Please log in to Facebook. Now look through various profiles, conversations, likes, and comments of Facebook users you have never seen before. Examine the various dynamics that can arise through the network character of Facebook after some-

one has posted or shared a picture, video, message, or link. Try to identify different categories of dynamics, for instance the number of likes, shares, comments, arguments, disagreements, or insults and how quickly they were posted.

What kinds of dynamics did you identify?

What do you think might cause the different types of dynamics?

TASK

All content that is posted on Facebook can be shared and can develop a dynamic of its own. Try to find examples of content that have led to a lively exchange among users. Search for all kinds of content: conversations, images, links, videos, etc. How many likes did each type of content get? How many comments? What types of comments?

Fill in the table and score your examples. Sometimes posts get very dynamic reactions, but these reactions are destructive, such as insults, threats, or bullying. Here, the quality of the dynamic is low. Other posts get reactions that develop the topic further in a positive, creative way. This is a high quality dynamic that brings added value to the post. Assess the quality of the dynamics for the five examples you chose. The higher the score, the higher you consider the quality of the dynamic of the comments to be.

Choose five different examples that you want to present to the others. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.

Example	Topic of the content (briefly)	Our emotional reaction (briefly)	Reasons for the quality of the dynamic	Quality score (1-10)
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>



EXERCISE

Social media communication — watch out for traps!

Targets	Reflecting on trainees' individual motivation for using social media and how that use is gratifying; identifying characteristics of social media communication and its pitfalls; drawing conclusions on avoiding traps and communicating appropriately online
Duration	2 hours
Preparation	Choose and familiarize yourself with a photo editing application that allows the addition of text and speech bubbles (e.g. Pixlr); download and print or copy worksheet
Materials	"WhatsUp? Why are we on social media?" worksheet
Methods	Brainstorming, input, group work, active media work, presentation
Technology	Computer, internet, projector (if available), smartphone

WHATSUP? WHY ARE WE ON SOCIAL MEDIA | 15 MIN., PAIR WORK

Trainees discuss their motivation for using social media and the gratification they get out of it. The trainees pair up, each pair gets the worksheet "WhatsUp? Why are we on social media?". The members of each pair interview each other. They ask the questions on the worksheet and write down the answers. Collect and display the worksheets and ask volunteers to present their answers.

USES AND GRATIFICATIONS SOCIAL MEDIA | 15 MIN., ENTIRE GROUP

Ask your trainees to present the different motivations and gratifications for using social media and write them on a flipchart. Discuss and explain motives like being informed, educated or entertained, escaping reality, using social media as a communication tool, and staying in touch with others. Highlight that we also use social media to present ourselves online, maintain social connections that give us feedback about ourselves and influence our interests, values, and our personal identity development. Build a bridge to exploring the characteristics of communication on social media.

GAME: SOCIAL MEDIA NETWORK | 20 MIN., ENTIRE GROUP

Explore the characteristics of communication on a social network with your trainees. Ask your trainees to sit in a circle. Give a ball of wool or string to a trainee and ask him or her to hold on to the end of the string. Ask them to throw the ball to another trainee, who should hold on to string and then throw the ball to yet another trainee, unraveling the ball of string as all trainees get connected one by one. In the end, you should have something like a spider's web, where every trainee is connected to two others by the string. Prepare lots with topics that are frequently discussed on social media, e.g. love, lifestyle, food, travel, social issues, politics, economics, tech, etc. One trainee draws a lot with a topic and comes up with an imaginary post on this topic. The trainee can decide to share the post either with the two friends he or she is directly connected with through the string, or with the whole network. Those the trainee has shared the post with are free to react to it, either by liking it, by laughing, being angry, commenting or sharing it themselves. All those who want to react, stand up. Those who do not want to react stay in their seats. Observe the development of the conversation. Intervene whenever it runs dry or gets out of control. Ask another trainee to draw a lot and invent a new post. After there have been a few "posts" with comments, likes and shares, end the game and ask the trainees to share their observations and emotions. For example, there might have been boring or highly emotional conversations. Try to find out what topics or comments launched a dynamic conversation. Ask the trainees to compare the network communication with face-to-face conversation. Ask them who controls how the conversations developed in this simulation game and on social media, and in real life. Conclude that once we have posted something, nobody can control how it develops, so we need to be careful about what we post and share.

SOCIAL MEDIA COMMUNICATION | 20 MIN., ENTIRE GROUP

Ask the trainees how communication on social media is different from face-to-face communication. Collect, discuss, and visualize the differences they come up with and add additional relevant aspects if necessary. The differences they name could include: uncontrolled; can easily get emotional, out of hand and explosive; fast; replicable; private and public; written text, spoken words, pictures and emojis. Discuss how the sender of a social media post determines what to publish, but that the receiver—unlike in face-to-face conversation—misses out on important sensory information, like the sender's tone of voice, facial expression or body language. Missing these social cues can easily lead to misunderstanding. Explain how this may lead social media users to react impulsively without thinking. It may even disinhibit them and lead to kinds of behavior that they might not engage in if standing face to face with another person. Explain this disinhibition effect when communicating online: if you are not in the same place with the sender when communicating online, you cannot clearly see or decode the other person's intentions and reactions. This can result in misunderstandings that can lead to emotional responses. Those, in turn, may trigger even more emotional comments. This can quickly lead to comment threads that escalate and get more and more extreme.

WATCH OUT — TRAPS! | 30 MIN., GROUP WORK

Ask your trainees to form pairs or small groups. Each pair or group now analyses one example they remember where social media communication went wrong. For instance, a misunderstanding among friends, an argument that got out of control, a heated discussion that led to insults, seeing offensive material that was published online, getting jealous or envious over a post, online harassing, spreading hate speech, racism or sexism, etc. Each group looks back at the previous exercise and identifies which specific characteristics of social media communication contributed the situation going off the tracks: They pinpoint the social media pitfall or trap that caused this situation to escalate. The trainees come up with a clear tip to help others avoid this trap and to communicate in a respectful and effective way.

Now each group takes two photos to illustrate their findings. The first photo reenacts the sample situation with the communication trap to watch out for. The second photo illustrates the tip to avoid the trap and to communicate appropriately. The trainees use a photo editing app to add text or speech bubbles to get their message across. For example, the text on the first photo could be "Watch out—trap! Sometimes we type and send before thinking" and on the second photo "Don't settle your arguments online—meet up and talk face-to-face".

TRAPS — DIGITAL COMMUNICATION | 20 MIN., PRESENTATION

Collect the results from the group work. The groups present their photos. The other groups give feedback. For each example, discuss how dangerous the communication trap can become and how relevant the tip for better communication is. Encourage the trainees to share their photos on social media and to ask their friends to comment on them.



WORKSHEET

WhatsUp? Why are we on social media?

Real name: _____

Facebook name: _____

Instagram name: _____

Twitter name: _____

Real name: _____

Facebook name: _____

Instagram name: _____

Twitter name: _____

Additional social media profile names: _____

Additional social media profile names: _____

1. Why do you use social media? Highlight the two most important reasons.

1. Why do you use social media? Highlight the two most important reasons.

2. How do you communicate on social media (private messages, posts, status updates, creating stories, liking, commenting, sharing other posts)? Highlight what is most important for you.

2. How do you communicate on social media (private messages, posts, status updates, creating stories, liking, commenting, sharing other posts)? Highlight what is most important for you.

3. How important are your social media friends to you? What kind of gratification do they give you?

3. How important are your social media friends to you? What kind of gratification do they give you?

4. How many social media friends do you have? How many of them do you know in real life? How many of your social media friends would you really call friends?

4. How many social media friends do you have? How many of them do you know in real life? How many of your social media friends would you really call friends?



EXERCISE

Selfies for safety! Prevent social media risks

Targets	Exchanging experiences about negative aspects of social media and determining safety risks; producing a photo story to guide discussion about unethical behavior online; collecting tips for social media safety and visualizing them as selfies for safety
Duration	4 hours
Preparation	Make a list of social media safety issues and be prepared to answer questions on how to avoid risks and act if a problem arises; select a photo-editing app and become familiar with it; download and print or copy worksheet
Materials	“Risky?! Storyboard photo story” worksheet
Methods	Game, brainstorming, guided input, group work, active media work, presentation
Technology	Computer, internet, projector (if available), smartphone

GAME: STATUS UPDATE | 20 MIN., ENTIRE GROUP

Start the game by writing on a piece of paper how you feel or what is on your mind, then hold it in front of you. Wait for reactions and explain that what you did compares to the status updates we post on social media. Give each trainee a piece of paper and divide them into two groups, hanging an empty flipchart behind each group. Ask each trainee to write their own “status updates” on the paper. Ask the trainees of group one to show their status updates. Each of them should also make a face or get in a position that corresponds to the emotion of their post and freeze. Now encourage group two to comment on the status updates on the flipchart hung up behind the first group, without members of group one looking. When they have finished commenting, ask the members of group one to turn around and read the comments. Switch roles so that group two now shows their status updates and group one comments behind their backs. Then ask all trainees how they felt when they posted information and when they commented on others’ posts. Conclude that we often disclose personal things on social media but cannot control how others will react.

RISKS ON SOCIAL MEDIA | 30 MIN., ENTIRE GROUP

Brainstorm and collect negative experiences the trainees have had on social media. Visualize potential risks on cards. Cluster the collected risks by examining who is the cause of the risks. Is it “me, myself”, “people I know in real life”, “my social media network” or “others”? Explain the terms social media safety and social media security and clarify that the next steps will focus on social media safety. Make sure the trainees understand what sexting, cyberbullying, and hate speech are.

TASK: PHOTO-STORY | 100 MIN., GROUP WORK

Divide the trainees into groups of four or five and let each group select one safety risk, e.g. sexting, cyberbullying, or hate speech. Ask each group to create a photo story with five pictures about the risk they chose. Encourage the trainees to be creative. Provide tips how to plan a photo story on a storyboard and give them the storyboard handout. Explain how photo stories need pictures with a variety of camera angles and shot sizes. Suggest that the trainees leave enough space in their photo compositions for speech bubbles and captions. Show them how they can use a photo editing application to add text, stickers, and speech bubbles.

**SOCIAL MEDIA SAFETY |
30 MIN., PRESENTATION AND DISCUSSION**

The groups present their photo stories and give each other feedback. After the presentations, guide a discussion about unethical behavior online and its consequences. Raise awareness about social media safety issues and encourage the trainees to protect themselves and others. Collect and visualize tips on preventing potential risks, acting appropriately on social media, and what to do when we come across unethical online behavior.

**TASK: ONE SELFIE — ONE TIP |
40 MIN., GROUP WORK**

The trainees rejoin their groups to create a selfie with online safety tips. First, each group draws a big stop sign on a flipchart and selects the tips they want to focus on. Each group member then chooses one tip and takes a selfie in front of the stop sign. Then each trainee uses a photo editing app to add a speech bubble with their tip to the selfie. Each selfie should focus on just one tip.

ONE SELFIE — ONE TIP | 20 MIN., PRESENTATION

Collect all selfie tips and ask the groups to present them. Discuss how such tips can help avoid risks, minimize harm, and stay safe online. Outline that social media safety is the responsibility of all users. Also discuss that especially young users need guidance when they start using social media and discuss peer-to-peer education. Discuss with the trainees if they want to upload and publish their tips.



WORKSHEET

Risky?! Storyboard – photostory

Social media risk: _____

Title: _____

Close up
 Medium shot
 Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up
 Medium shot
 Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up
 Medium shot
 Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up
 Medium shot
 Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____

Close up
 Medium shot
 Wide shot

Where: _____

Who: _____

What: _____

Caption: _____

Speech bubbles: _____



GUIDELINES

Facebook expert

Settings	Learning objectives
Security settings	How do I log in and out securely and keep other people from logging into my account?
Privacy settings and tools	Who can see my stuff? Who can contact me? Who can find me?
Timeline and tagging	Who can add things to my timeline? How can I manage tags?
Blocking	How can I block certain users or their invitations?
Reporting	How can I report other users to Facebook?

Information	Learning objectives
Friends	How do I divide friends into groups? What rights do they get?
Pages and feeds	How can I find information via pages and feeds?

Creating	Learning objectives
Pictures	What pictures can I share? What about the other people in the images?
Pages	How can I create a page and what can I do with a page?
Events	How can I create an event and how do I manage this event?
Groups	How do I create a group and control who has access to it?



EXERCISE

Facebook expert

Targets	Becoming a Facebook expert; understanding general account settings, privacy, pages, and groups; Facebook etiquette; connecting with peers; developing communities and groups; finding information on Facebook
Duration	3 hours divided into eleven 15–20 min. sessions
Preparation	Familiarize yourself with the security and user settings and creation tools on Facebook; download and print or copy certificate or create a more elaborate one yourself
Materials	“Facebook expert” certificate
Methods	Entire group, individual work, pair work
Technology	Computer, internet, smart phones, projector (if available)

INTRODUCTION TO THE CERTIFICATE | 10 MIN., ENTIRE GROUP

Start by explaining the learning objectives to the group: becoming Facebook experts and mastering the settings. Explain that to be awarded a certificate, trainees will have to complete a series of tasks, get to know the Facebook settings and tools, use them, and reflect on their significance.

trainees will have achieved a new level of expertise after each exercise.

Basic level: Trainee is familiar with the setting/tool and what it is used for.

Intermediate level: Trainee has started using the setting/tool.

Expert level: Trainee understands the importance of the setting/tool.

The tasks involve exploring various Facebook settings and different tools for posting information and audio-visual content (see certificate).

EARNING A CERTIFICATE | ELEVEN 15–20 MIN. SESSIONS, INDIVIDUAL WORK, PAIR WORK

Set the criteria for successfully completing each task and explain what trainees must do to earn a certificate. Select the approach that suits your group best: individual work, pair work, or exploring Facebook as a group. You can also vary the order of the tasks, choose the order yourself, have trainees choose, or draw tasks from a hat.

You can provide the **input** for each task or ask a trainee to prepare the task and provide the input. The input should never take longer than five minutes.

Trainees should practice working with the setting or tool and test it. They can work on their real Facebook profiles or create a new fake one for this purpose.

The **output** after each practice phase helps trainees reflect on their experience. On the certificate, have them write in why they consider the setting or tool to be important. Assess the level of knowledge each trainee has achieved and explain your conclusions in a guided discussion. Alternatively, the group can discuss the progress of each member and vote on each member’s level: 1, 2, or 3.

Sign trainees’ certificates and award everyone their individual certificate.

FACEBOOK PARTY | 30 MIN., ENTIRE GROUP, ONLINE/OFFLINE

Several hours, days, or weeks after the certificates have been awarded, the trainees celebrate their achievement—both in the real world and on Facebook. Have them create a special Facebook group, create an event on Facebook, and invite all the other group members to the Facebook party.

A Facebook party requires some preparation. Work with trainees to define what form the party should take. If the party is online, an online chat is a good way to prepare. If the party is offline, one idea would be to keep the location a surprise and have party guests solve riddles to discover the location before meeting in real life. Another idea would be to have trainees prepare surprise pictures, comics, messages, videos, link tips, etc. to congratulate each other and share their knowledge.



CERTIFICATE

Facebook expert

Name _____ Facebook profile name _____ On Facebook since _____

Settings	These are/this is important because ...	Level of knowledge
Security settings _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Privacy settings and tools _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Timeline and tagging _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Blocking _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Reporting _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Information	This is important because ...	Level of knowledge
Friends _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Pages and feeds _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Creating	This is important because ...	Level of knowledge
Pictures _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Pages _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Events _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Groups _____		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Date _____ Signature _____



OUTPUT

Social media: My opinion on ...

Targets	Creating photos or a Facebook album expressing trainees' opinions on social media; reflecting on positive and negative aspects of social media
Duration	1.5 hours
Preparation	Download and print or copy worksheet
Materials	Paper, colored pens, "Storyboard—My opinion on social media" worksheet
Methods	Group work
Technology	Smartphone, internet, projector (if available)

STATEMENTS AND CONCEPTION | 30 MIN., GROUP WORK

Trainees divide into groups of three or four. Start by asking trainees to reflect on their personal opinions about social media and discuss both positive and negative aspects of it. Each group should write down four statements. With the aid of the worksheet, trainees should come up with ideas for photos to illustrate each statement.

PRODUCTION AND POST-PRODUCTION | 30 MIN., GROUP WORK

Have trainees take photos with their smartphones. They can either write down a corresponding statement on a piece of paper and include this in the picture, or they can add the statement digitally in post-production using a photo editing app or software.

Once the pictures have been taken, have trainees edit them for the presentation so that the statement that goes with the image is clearly visible. If they want, they can upload the photos to the internet (Flickr/Facebook/Instagram) to show them to the others.

PRESENTATION AND DISCUSSION | 30 MIN., ENTIRE GROUP

Each group presents their photos. Ask the other trainees to discuss the photo message. Guide a discussion in which trainees reflect on the positive and negative aspects of social media, the opportunities the platforms provide, and the dangers they pose.



6. Internet and social media

6.1 Internet safety and privacy

6.2 Disinformation and filter bubbles

What is disinformation? What are filter bubbles?

What are information sources on social media?

Every active social media user who posts or shares information becomes an information source for others. The number of active users on social media platforms has skyrocketed and almost everybody can now access an infinite number and variety of information sources. Our social media information sources include average people, celebrities, influencers, policy makers, politicians, political parties, institutions, interest groups, media outlets, organizations, businesses, advertisers, and more. They all post information for different purposes: to entertain, to influence, to make money, etc. Many of these publishers of information aren't media professionals. They have never been trained to evaluate the newsworthiness of information, to verify its credibility and truthfulness, or to produce high-quality information. The alarming part is that it isn't only humans posting information, robots post as well. These so-called social bots are computer programs designed to generate social media posts and/or engage with content. They are often used in disinformation campaigns. Bots can turn out massive numbers of posts or comments much faster than any human. The sheer number of these posts or comments may suggest to an observer that many people are interested in a topic or support a certain point of view. But this is misleading. Large numbers of humans are not actually contributing—it is just one bot using artificial intelligence. So, bots can be used to create the illusion of public discussion and support, to draw attention to misleading narratives, to escalate online discussions, or to hijack platforms' trending lists.

How has social media influenced news distribution?

Social media provides alternative sources of news and information. Before social media existed, not everyone could access information sources directly. Traditional news organizations, like radio and TV stations or newspapers, selected and published or broadcast information they considered relevant for the public based on professional criteria. They were the gatekeepers of information. Today, the internet allows everyone to find information and to publish it. The power to control news distribution has shifted. The internet has empowered people to choose their own information sources and publish and share information they consider relevant.

In recent years, people have become less proactive when they search for news. Instead, they let social media deliver the information to them. But even when we follow or subscribe to a media outlet on social media, we do not see all the information it provides because computer algorithms determine and filter what we see in our news feed. These algorithms try to predict

what kind of information we like to see. They show us just these kinds of stories to make our social media experience as pleasant as possible so that we will stay on the platform as long as possible. But these algorithms may also prevent us from seeing important information because they do not recognize its relevance.

Over all, social media has significantly sped up the news cycle. Given that anyone can publish anything at any time, facts—but also rumors and lies—about any subject appear quickly. They often shape public debate or may even create an atmosphere of fear or hatred before anyone can debunk them.

What is information disorder on social media?

The term information disorder describes the unstructured, chaotic supply of information in our social media news feeds. Compare the way we receive information from our news feed with the way we get information from traditional mass media outlets. Whenever we select a TV channel, listen to a radio station, or buy a magazine or newspaper, we expect a specific quality and a specific scope of information that this media outlet is known for. We have an idea of how trustworthy or untrustworthy the information in this medium might be. Compared to these information sources, our social media news feeds are a hodgepodge of trustworthy and untrustworthy, professional, and non-professional sources. The quality of the information they publish is vastly different. So is its relevance for us. Breaking news with a global impact is presented on the same level as a stupid joke, a selfie from a friend, or an awareness campaign about climate change. It is up to the individual to decide for each of these posts how relevant, interesting, or truthful they are.

In professional media like TV, radio, newspapers, and magazines, it is almost certain that trained journalists, editors and producers checked and edited the information before it went out. They even structure the information according to criteria like domestic or international politics, business, sports, or culture. They prioritize the information for us: we know that the most important stories come first and take up more space or time than less relevant topics. But on social media, everybody, regardless of their journalistic abilities, can be an information source and publish guided only by their interests or emotions, without any ethical considerations. On the one hand, that can enable us to hear from a variety of voices, but on the other it leads to information disorder.

What should users be aware of when using social media as a news source?

Social media networks have changed the dynamics of information distribution and agenda setting. They open up new

sources of information, give access to new perspectives, and provide a broader range of topics. But social media also makes it easy to share sketchy mixes of facts and half-truths or even lies that drive speculation, reinforce stereotypes, and divide societies. Verified new information is difficult to obtain, especially when considering how quickly breaking news like natural disasters or terrorist attacks develop. Fear mongering, conspiracy theories, and anger are abundant and spread easily on social media. In situations like that, users want to stay up to date with the latest developments. But they are at risk of being deceived or misinformed if they only use social media to get new information.

By sharing information that has not been properly verified, users may contribute to the rapid spread of rumors, half-truths, and lies. This can easily intensify an atmosphere of aggression, fear, or resentment.

Generally, social media posts lack professional editing and verification. They enable propaganda and disinformation to influence public opinion. That is why social media users need to know how to check the source and the quality of information and its reliability before sharing and distributing false facts, rumors, or propaganda.

What is verification on social media?

Verification is the process of determining the authenticity and truthfulness of information posted on social media. Before we share or comment on a post, we should check the quality of the information and whether we need to verify the facts. For professional journalists, verifying any piece of information before publishing it is a fundamental duty. They learn that in journalism training. They know that if their media outlet publishes false or biased information, it will lose credibility.

But these days, our information does not just come from trained journalists and professional, ethical media outlets. Much of it comes from social media, where posters do not always verify before they publish. In addition, the people behind social media posts might well have a very different agenda than ethical media professionals. The dissemination of fact-checked, reliable information may not be the goal at all. Rather, they might be more interested in manipulating audiences and spreading propaganda. Therefore, to keep from falling victim to rumors, lies, and sensationalism, knowing how to verify becomes crucial. Verification has become an indispensable skill set in our social media age.

Source and content verification

Let's examine two types of verification: source verification and content verification. Through source verification we evaluate

the trustworthiness of the information source. For example, we can check the publisher's "about" section to see if they provide contact data, or we can do an online search to find out more about the publisher and their background and reputation. With content verification we evaluate the quality of the post's content. We can compare it with information from other sources, check the facts, see whether information is missing, and detect bias and lies.

How is our attention influenced or manipulated?

Masses of information are continuously competing for our attention, and it seems that the amount and the speed of information keep increasing. Consequently, we have less time to judge each piece of information: our attention spans have decreased. That means information sources compete to attract our attention with sensational and eye-catching headlines or pictures. We need to be aware of the techniques that are used to grab our attention, e.g. sensational, provocative, or highly emotional headlines or photos. They may just be click-bait. Click-bait is a term for headlines and pictures that are designed to make us want to click on a link. Click-bait headlines typically try to exploit the "curiosity gap": they provide just enough information to make us curious, but not enough to satisfy our curiosity. We have to click through to the linked content, which might just be a fabricated news website.

Another way to attract or even manipulate our attention is to make us believe a specific post is very popular and therefore important. This impression is created through fake followers and manufactured amplification. Fake followers are anonymous or imposter social media accounts created solely to convey the impression that accounts they follow or posts they have commented on are very popular. Every social media user can choose to pay for fake followers as well as for fake likes, views, and shares.

Manufactured amplification means boosting the reach or spread of information through artificial means. This includes human and automated manipulation of search engine results and trending lists, or the promotion of certain links or hashtags on social media. A post with more likes and higher engagement is more likely to show up on more news feeds and attract the attentions of a bigger crowd. This manipulates what is perceived as important.

There are a few tell-tale signs that can help us identify suspicious posts, so we don't fall victim to attention-grabbing or manipulation. Our alarm bells should go off whenever we see a post that evokes strong emotions. In addition, we should investigate and verify the post's source and its content before we share or retweet. These are necessary steps so we don't become a source of disinformation and manipulation ourselves.

What is a filter bubble?

When social media platforms provide us with information that supports our views, we feel affirmed and get a sense that we have the “correct” viewpoint. (We must—everyone agrees with us, right?) That makes us feel good scrolling through our news feeds, so we are likely to spend more time on the platform.

People have the tendency to associate with people who think like they do. For example, it could be people of the same age, gender, social class, ethnic background, or those with the same interests or problems. That is why our digital networks often reflect our choice of friends and affiliations in real life. Our digital networks are made up of a combination of the friends and networks we have in the physical world, users we only know virtually through the web and people and organizations that represent or mirror our interests, experiences, or political views.

This network each of us has built on social media determines what information we receive. The interests and views of our network influence the algorithms that social media platforms use to determine what we see in our feeds. We trust our network and the information it provides, and very often, we do not even see opposing views. For example, say you are on one side of the political spectrum, as are a lot of your friends. You follow political parties and public figures who share your opinions. The social media computer programs learn that and present you more information from your side of the spectrum. Information from sources on the other side might rarely show up in your news feed, or not at all. This kind of restricted information ecosystem is called a filter bubble or information bubble.

In a filter bubble, we may feel well informed but actually, we are only exposed to selective information that reflects our pre-existing beliefs. Liking, sharing, and supporting information that strengthens our world view and unfollowing people or sources with different opinions puts us in echo chambers of opinion where chances of polarization increase. In this information bubble, we tend to maximize our involvement but at the same time, we become vulnerable to disinformation and bias.

Life in an echo chamber can make us more susceptible to unverified rumors and stories. Sometimes, we might even share stories without having read the full article simply because we believe the person or site that shared the story is trustworthy, since they share our general outlook.

How do algorithms determine what posts we see in social media?

We cannot focus our attention on everything our social media friends and contacts post. That is why computer programs—so called algorithms—filter which posts show up in our feeds. These algorithms are designed to prioritize posts that we are likely to enjoy seeing, click on, react to, or share. The intention is to increase user involvement on the page: The longer users stay on a platform like Facebook, the more advertisements they will see and thus, the more money Facebook makes.

One effect of algorithms is that they prevent us from seeing alternative sources of information. These might contain information and views that we may not approve of, but that are part of the public discussion. Seeing them could broaden our view and enable us to break out of our information bubble.

Users can get out of these information bubbles and see a broader range of posts by changing the settings for their news feed and selecting “Most Recent” instead of “Top Stories”. Unfortunately, Facebook automatically switches back to “Top Stories” after 24 hours or when you close the app. Another thing you can do to escape your filter bubble is to actively seek out alternative information sources or people who hold different views and opinions and subscribe to them. This will add variety to your news feed.

What is disinformation?

Disinformation (so-called fake news) may look like news, but it contains deliberate lies and distortions or intentionally omits facts. Unlike genuine news that aims to report the facts as accurately and objectively as possible, disinformation deliberately mixes facts with false information or passes off outright lies as news with the intention to cause harm.

Examples of disinformation on social media include serious fabrication, large-scale hoaxes, and humorous fakes that are deliberately taken out of context to cause harm. Serious fabrication, half-truths, and fraudulent reporting are found both in traditional and social media. But disinformation has exploded in the age of social media.

Sometimes, media, interest groups, and individual social media users aim to manipulate audiences through spreading disinformation. They deliberately create one-sided stories, false “facts”, or half-truths for political, financial, or ideological reasons. Sometimes they also put facts into the wrong context to create a false impression. Producers of disinformation may want to influence public opinion on certain issues. In other cases, the aim can be to influence people’s opinion about a political party or candidate and change the way they vote.

Large-scale hoaxes are another type of deliberate fabrication on social media platforms and are sometimes inadvertently picked up by traditional news outlets. Humorous fakes should be distinguished from serious fabrications by their humorous intent. If a fabricated story appears on a satirical website, the audience understands the intent, and knows that the information must be taken with a grain of salt. But when humorous content is removed from its context to cause harm and is shared on other platforms, people may not realize that it should not be taken seriously.

What are other types of false and harmful information online?

Misinformation and malinformation are two related forms of false information that have become much more common in the digital age. Throughout history, media have always occasionally reported incorrect information. Sometimes this has been due to honest mistakes journalists made when researching or writing. They are only human after all. This is called misinformation: information that is false but not intended to cause harm.

Another form is so-called malinformation. This is information that may be true and factual but which is used to inflict harm on a person, organization, or country. For instance, secret diplomatic documents exchanged between a government and its embassies abroad might be leaked, which can have negative consequences for the government and others. Other forms of malinformation published in order to do harm are hate speech and online harassment.

How has social media contributed to the surge of disinformation ?

Disinformation is nothing new, but it is flourishing in the age of the internet. If you get your news from social media, you are frequently exposed to a hoaxes, rumors, conspiracy theories, and misleading news. On social media, disinformation is more likely to go viral than factual, reliable information because it often plays on people's emotions and fears and seems more spectacular and share-worthy than a restrained news item.

Social media allows users to create, copy, and share content. The information presented may or may not be true and the user may or may not be aware of this—that is what makes disinformation tricky. Users are responsible for the distribution. They can easily unleash a deluge of wrong information. By sharing or not sharing false or harmful information, millions of social media users can actually control the impact that fraudulent news disguised as facts has on public opinion.

Who is behind disinformation?

As outlined earlier, the categories of false news can be broken down into disinformation, misinformation, and malinformation. The intentions behind them and the ways they are created differ. Most disinformation is loosely based on the truth—but it distorts the truth for commercial, ideological, or political gain. Clickbait sites manufacture sensational stories or hoaxes to make money from ads. Hyperpartisan sites—sites that are extremely biased towards one political viewpoint—publish and spread rumors and conspiracy theories to influence public opinion. Hyperpartisan media outlets obscure the truth by blending facts with false information. They tend to blame political opponents, minorities, or groups with opposing views for developments or events they do not like. Nowadays, there is a whole disinformation industry. They make money because these kinds of sensational stories are popular or even go viral.

How do people earn money with disinformation?

Traditional media like newspapers, radio, and TV stations mostly make money from advertising. The price of placing an ad depends on the number of people who buy the newspaper or watch or listen to programs. The bigger the audience, the higher the price for an ad. Online media, on the other hand, counts the number of clicks on their content to set ad prices. The more clicks the site gets, the more users are involved. As a result, more revenue comes in. These earnings are a major incentive for digital fraudsters, whose aim is to increase traffic and involvement. Digital fraudsters often exploit people's interest in bizarre, sensational, or highly emotional topics. They target and trigger users' emotions by exaggerating frightening or upsetting information. They know that attention equals money.

What effect does disinformation have on people?

Every piece of disinformation contributes to shaping our opinions and our world view, so the harm can be very real. Disinformation created with the intention of influencing public opinion can be very effective. These partly fabricated stories play with people's emotions. They are often tailored to evoke anger or anxiety against a certain group—another country, a religious group, a minority within a country, or a specific institution. Disinformation often stirs up anxieties. Even if a piece of disinformation can be debunked or explained, once it has appeared and circulated, much of the damage has been done. The debunking of a piece of disinformation will be much drier and more sober than the original highly emotional post. The false stories and skewed views have already seeped into our subconscious. And they will often continue to influence our beliefs and attitudes.

Who is responsible for fighting disinformation?

Disinformation and fabricated stories are not likely to go away. They have become an effective means of influencing public opinion and many people now make money from them. But everyone is responsible for helping expose disinformation and preventing its spread. Anyone can help contain the damage caused by lies, half-truths, and rumors. What is required is a collaborative effort on the part of social media users, social media companies, major media outlets, educators, and politicians. Politicians should have a vital interest in fighting false information because they can easily become the targets of disinformation campaigns that they cannot control. Media outlets should have an interest as well, as they may otherwise risk losing their audience to liars and sensationalists. Fact-checking organizations have been launched to fight disinformation and have published lists of websites that have been shown to contain false information. Some people suggest links should be labeled “verified” or not. Facebook, Google, and Twitter are testing other means of clamping down on disinformation. But in the end it comes down to each social media user to act in a responsible way.

Why should you care about what you share?

Since everyone can help prevent disinformation from going viral, everyone is responsible for not misleading others or being misled. Social media users must feel responsible about what they share. They should have a desire to know whether the news they are about to share is authentic or false. User skills and the willingness to fight against misleading information will determine whether we live in a world full of confusing and fabricated stories or not. The damaging effects of disinformation online can only be minimized if everyone pays attention, seeks the truth, and only shares verified information.



ESSENTIALS

Learning objectives

Knowledge

Understanding what disinformation is: its development, spread and potential impact; understanding that everyone is responsible for fighting disinformation, debunking it, and stopping its spread.

Skills

Knowing how to check information for truthfulness and accuracy, knowing how to identify disinformation.

Schedule

As a trainer, you can choose from a variety of topics, specific approaches, and training methods for educating young people in media and information literacy, and training important skills. Before you choose, reflect on the learning objectives you want to achieve, the time available for training, and trainees' prior knowledge and motivation.

This collection of materials offers a range of exercises and worksheets to complement your training sessions. Feel free to choose the exercises you consider suitable and adapt them to your trainees' needs. The exercises are divided into an introductory exercise, practical exercises, and an output exercise.

INTRODUCTION | 4 HOURS

The filter bubble

Evaluating, discussing, and comparing the effects of social media filters on information, news, and views/opinions actually shown to audiences

EXERCISE | 4 HOURS

Disinformed? Credibility of social media sources

Practice identifying, evaluating, and verifying sources on social media to cope with information disorder, and to determine the trustworthiness of sources and the credibility of the information they disseminate; create photo collages to promote reflection and draw conclusions on the importance of source verification.

EXERCISE | 3 HOURS

Fake or fact? Debunking fakes

Learning to distinguish between disinformation and accurate information or news; developing awareness of typical characteristics of disinformation; learning to research and check the truthfulness of news.

OUTPUT | 3 HOURS

Talk show: Consequences of disinformation

Discussing the complex issue of disinformation through role play; raising awareness of the possible effects of disinformation and each user's responsibility to not share it.



INTRODUCTION

The filter bubble

Targets	Examining personal information channels; outlining benefits and risks of social media as a major news source; formulating statements and recording them
Duration	4 hours
Preparation	Check Facebook news feed setting, download and print or copy worksheets
Materials	“My Facebook news feed #1” worksheet, “My Facebook news feed #2” worksheet (one copy for each trainee), “The filter bubble” worksheet (one copy for each group)
Methods	Entire group, pair work, game
Technology	Computer or smartphones, internet access, projector (if available)

SURVEY: HOW DO YOU STAY INFORMED? | 20 MIN., ENTIRE GROUP

Ask trainees if it is important to be informed about what is going on in the world. Next, ask the trainees to list the different information sources they use, for instance, traditional mass media (TV, radio, newspapers), alternative mass media (community radio, blogs), social media (Facebook, Twitter), or directly from other people.

- What media do you use to get information?
- What information sources are most important for you and why?
- If we just look at social media, why do you follow certain pages and groups?

After the trainees have listed their information sources, conduct a small survey on how important these sources are to them. Ask them to rate the level of importance of each source (traditional mass media, alternative mass media, social media and people) on a scale of one to five. They should show their rating by holding up the number of fingers that corresponds to the level importance. By counting the total number of fingers raised, the group gets an idea of how relevant the different information channels are to them.

SOCIAL MEDIA AS AN INFORMATION CHANNEL | 25 MIN., ENTIRE GROUP

Discuss how people use social media to stay informed. Together with the trainees, explore the ways information reaches their personal news feed on Facebook or their timeline on Twitter—via friends, people they follow, pages they like, sponsored ads and events, direct posts, sharing, liking, or commenting. Next, check and analyze how these posts can be organized according to different criteria, like “top stories” or “most recent”, to create different news feeds. Explain how and why Facebook developers build algorithms that determine which story will appear on a personal news feed and which one will not.

EXAMINING THE FACEBOOK NEWS FEED | 30 MIN., INDIVIDUAL WORK

Ask each of the trainees to examine the latest posts on their Facebook news feeds with the help of the worksheet “My Facebook news feed #1.” Explain the worksheet to make sure each trainee has understood what they have to do. Tell them to write down what kind of posts appear on their news feeds, who posted them or how they appeared in their news feeds, for example, “suggested post.” Then, ask the trainees to identify and list all stories or topics of public interest that appeared in their news feeds. After about 20 minutes, ask each trainee to select the three public-interest stories from their news feeds that they consider most important. Ask them to write down why they chose their “Top 3.”

DISCUSSING THE PERSONAL NEWS FEED | 45 MIN., ENTIRE GROUP, GUIDED DISCUSSION

Ask the trainees about the results of their individual assessment.

- Whose posts appear the most on your news feed?
- What is the ratio of direct posts and ones which someone has shared?
- How many sponsored posts show up on your news feed?
- What percentage of posts are direct or shared or sponsored?
- How frequently or how rarely do you get posts of public interest in your news feed?

Illustrate the most important aspects of the discussion on a flip chart. Then, ask the trainees to write their most important topics and stories of public interest on other flip chart papers. Ask them to explain and discuss why these stories are important to them. Guide the discussion to identify the trainees’ news values and write them down on another flip chart.

EVALUATING THE “TOP 3” STORIES | 15 MIN., INDIVIDUAL WORK

Ask the trainees to concentrate on their “Top 3” stories and fill out the worksheet “My Facebook news feed #2.” For each post, they write down the topic, its news value, the view(s) it supports, whether they agree with the view(s) and how trustworthy they consider the information.

MAKE A POSTER WITH STATEMENTS ABOUT SOCIAL MEDIA NEWS FEEDS | 45 MIN., GROUP WORK

After they have each evaluated their three favorite stories and topics, ask the trainees to form groups of three to compare their results using the worksheet “The filter bubble.” Ask them to discuss the effects of using Facebook as a prime source of information about topics of public interest. Ask them to write down their key findings on a flip chart and hang it up for everyone to see.

PRESENTATION AND VIDEO RECORDING: SOCIAL MEDIA — FILTER BUBBLE | 60 MIN., ENTIRE GROUP

Ask the groups to stand next to their posters. They must present and explain their statements one by one and then discuss them with the other trainees. Explain the terms “information bubble”, “filter bubble” and “echo chamber” to help the trainees reach a conclusion.

- Who decides what information about topics of public interest you see on Facebook/Twitter and other social media networks?
- How reliable is the information on these topics on social media? How can you tell?
- What are the consequences for individuals and society if social media users only consume news and information that mirror their interests and views?
- How do these social media bubbles influence the spread of rumors and disinformation?

After the presentations and the discussion, the trainees vote on the best answers to each question or update their statements to include the outcome of the discussion. Ask the group to select a speaker. Make a video of the speaker reading the questions and final statements out loud. Share this video with the trainees. If they like, they can post it on their social media networks.

An additional way to illustrate information bubbles is with a balloon. Give each trainee a balloon. It represents their filter bubble. Also give them a small token like the ones used in board games to symbolize a player. Ask them to put the token in the balloon and then blow up the balloon. After that, tell them to get a marker and write their name and their top three stories on their balloons. Then, hang up all the balloons in your classroom to illustrate the different kinds of filter bubbles that exist simultaneously. Encourage the trainees to examine the other trainees’ filter bubbles.



WORKSHEET

My Facebook news feed #1

TASK

What information shows up on your Facebook news feed? Take this worksheet to examine what kind of posts have appeared recently, where they came from, or who shared them with you and what kind of information they contain. To avoid seeing only Facebook’s “top stories” in your newsfeed, change your pref-

erences to “most recent” in your settings. How this is done changes frequently, so we suggest you search online how you can do it now. Facebook will automatically switch your settings back to “top stories” after 24 hours or the next time you log on. Evaluate one post after another.

How do posts appear in your news feed? Please look at your last 50 posts and count:

	From friends	Via groups or pages	Sponsored
Direct posts	_____	_____	_____
Reactions (like, comment)	_____	_____	_____
Shared	_____	_____	_____
Tagged	_____	_____	_____

What kind of posts appear in your news feed. Please count.

	From friends	Via groups or pages	Sponsored
Private posts, pictures, ...	_____	_____	_____
Promotions, advertising	_____	_____	_____
Fun, humor	_____	_____	_____
Tabloids, gossip	_____	_____	_____
Public interest/news	_____	_____	_____

What stories or topics of public interest appear on your news feed? Please describe.

	From friends	Via groups or pages	Sponsored
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

After you have examined these posts about topics of public interest, which three are most important for you and why (your “Top 3”)?

- 1 _____
- 2 _____
- 3 _____



WORKSHEET

My Facebook news feed #2

TASK

Examine your “Top 3” news stories and fill out one form for each story as outlined below. For each of your “Top 3” stories, write down the answers to these questions: What topic? What kind of post is it? How did it get on your news feed? Why is it news-worthy to you? What point of view does it reflect? Do you agree or disagree with this view? How trustworthy do you think this post is?

Example:

Topic: <u>Election</u>		Kind of post: <u>News article</u>	
<input checked="" type="checkbox"/> via a friend	<input type="checkbox"/> via a group or page	<input type="checkbox"/> sponsored	
Newsworthy for me because of ...			
<input type="checkbox"/> timeliness	<input type="checkbox"/> impact	<input type="checkbox"/> conflict	<input type="checkbox"/> novelty
<input type="checkbox"/> proximity	<input type="checkbox"/> consequence	<input type="checkbox"/> prominence	<input checked="" type="checkbox"/> human interest
Viewpoint: <u>Pro government</u>			
<input type="checkbox"/> disagree	<input type="checkbox"/> neutral	<input checked="" type="checkbox"/> agree	
Trustworthiness for me: (1=low 5=high)			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Story 1

Topic: _____		Kind of post: _____	
<input type="checkbox"/> via a friend	<input type="checkbox"/> via a group or page	<input type="checkbox"/> sponsored	
Newsworthy for me because of ...			
<input type="checkbox"/> timeliness	<input type="checkbox"/> impact	<input type="checkbox"/> conflict	<input type="checkbox"/> novelty
<input type="checkbox"/> proximity	<input type="checkbox"/> consequence	<input type="checkbox"/> prominence	<input type="checkbox"/> human interest
Viewpoint: _____			
<input type="checkbox"/> disagree	<input type="checkbox"/> neutral	<input type="checkbox"/> agree	
Trustworthiness for me: (1=low 5=high)			
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5

Story 2

Topic: _____

Kind of post: _____

- via a friend via a group or page sponsored

Newsworthy for me because of ...

- timeliness impact conflict novelty
 proximity consequence prominence human interest

Viewpoint: _____

- disagree neutral agree

Trustworthiness for me: (1=low | 5=high)

- 1 2 3 4 5

Story 3

Topic: _____

Kind of post: _____

- via a friend via a group or page sponsored

Newsworthy for me because of ...

- timeliness impact conflict novelty
 proximity consequence prominence human interest

Viewpoint: _____

- disagree neutral agree

Trustworthiness for me: (1=low | 5=high)

- 1 2 3 4 5



WORKSHEET

The filter bubble

TASK

Compare the results of your news feed evaluations. To what extent are social media networks like Facebook suitable information channels for people who want to be up to date? Use the questions below to guide your discussion. Write down your answers and formulate short statements.

Question 1—Information gateway | How or through whom does most information reach you on social media? Who determines what shows up in your news feed? How does this differ from other information sources, like traditional mass media?

Question 2—Types of stories | What kinds of stories show up the most in your news feed? What makes your “Top 3” posts especially newsworthy and important for you?

Question 3—Friends, topics and views | How do the pages you have liked and your choice of Facebook friends influence what information and opinions appear in your news feed?

Question 4—Rumors and trustworthiness | How often are you confronted with information that you do not trust compared to trustworthy information? Is a post that a friend shared with you more trustworthy than other posts?

Question 5—Filter bubble | What are the possible consequences when social media users only get information that is filtered by their digital networks and merely confirms their own interests and beliefs? What precautions should be taken if you want to be well-informed?



EXERCISE

Disinformed? Credibility of social media sources

Targets	Practicing identifying, evaluating, and verifying sources on social media to cope with information disorder and to determine the trustworthiness of sources and the credibility of the information they distribute; creating photo collages to promote reflection and draw conclusions on the importance of source verification
Duration	4 hours
Preparation	Look for sample sources on social media to demonstrate and practice source verification; select trustworthy, inconclusive, and untrustworthy sources; research and select a profile that is a social bot and prepare to explain how to identify this; select an app to make a photo-collage and familiarize yourself with it; download and print or copy worksheet and the guideline
Materials	“Credibility range of sources on social media” worksheet “Check it! Source verification” guideline
Methods	Game, input, group work, active media work presentation
Technology	Computer, internet access, projector, smartphones

GAME: SILENT BODY | 10 MIN., ENTIRE GROUP

Explain how the game works. Have trainees line up behind each other. The last person in the line is the sender and thinks up a short pantomime (e.g. someone getting on a motorbike and driving off, someone making a phone call where the other side does not hear, etc.). The sender taps the person standing in front of him or her on their shoulder to make them turn around so they are now face to face. Then the sender performs his or her pantomime. The other person tries to remember the moves, then taps the next person in line to make them turn around and performs the pantomime for him or her. This continues until the pantomime has reached the first person in the line. The trainees then compare and discuss how the movements changed from one trainee to the next. Connect this to information that loses accuracy when it gets passed on and explain the term “source of information”.

SOURCES ON SOCIAL MEDIA | 20 MIN., ENTIRE GROUP

Collect and visualize the wide variety of information sources on social media with your trainees. Write each type of source on a card so you can cluster them. Explain the term information disorder. Highlight that we as users constantly have to evaluate incoming pieces of information on our news feeds by ourselves. We need to judge each individual post on whether it is relevant and credible. Guide the trainees to understand that the people publishing information on social media do so with a wide variety of intentions, e.g. to inform, to promote something, to educate, to raise awareness about something, to influence, to manipulate, to sell something, to mislead or deceive, to harass someone, to attract attention, to entertain, to seek support, to express moods or emotions, to get feedback, to stimulate a discussion, or to collect as many likes as possible. Outline that reflecting on a source’s presumed intention or purpose helps us evaluate the quality of the information in the posts.

TASK: EVALUATING CREDIBILITY | 20 MIN., GROUP WORK

Prepare lots with different kind of sources on social media, e.g. “journalists and news outlets”, “politicians and political parties”, “businesses and companies”, “institutions and organizations”, “interest groups and social movements”, “friends and average people”. Ask the trainees to form groups and distribute the lots. Hand out the worksheet and explain that each group should discuss their source’s presumed interests and purpose in posting, how professional the post is and what financial interest the source might have in distributing this information online. Tell them that they should not mark the credibility range on the worksheet yet.

PRESENTATION & CREDIBILITY RANGE | 20 MIN., ENTIRE GROUP

The trainees present their results and pin the worksheet to a prepared flipchart. After each group's presentation, discuss and vote on the credibility of the information that their source posts. Agree on a credibility range and mark it on the worksheets: dark red indicates "not credible" and dark green indicates "totally credible".

SOURCE VERIFICATION | 20 MIN., ENTIRE GROUP

Discuss the need for source verification on social media and explain the basic steps. Demonstrate how to verify a source on social media using examples, e.g. a trustworthy source with detailed information in the "about" section, linking to a trustworthy website as opposed to an inconclusive source lacking important background information or contact data. Discuss social bots and how they are used. Show one social bot to explain what signs to look for that indicate there is a bot behind this profile.

IDENTIFYING BOTS & CO | 60 MIN., STATION WORK

Prepare three stations and put up flipcharts with headlines: Station A "Check: Trustworthy source?", Station B "Check: Inconclusive source?", Station C "Check: Untrustworthy source? Social bot?". Divide each flipchart into three segments—one for each group. The groups will spend 15 minutes at each station and then move on to the next. Hand out the guideline that will take the students through the steps of source verification. Have the groups select sources from their news feeds. If they lack ideas, provide examples. Ask them to write key words about their findings on the flipcharts in the fields that are allocated to their group. Go around and check if the trainees properly verify the sources. Support them if they need help. Let the groups move on to the next station after 15 minutes.

CREDIBLE EMOTIONS | 20 MIN., ENTIRE GROUP

Ask the trainees to get together and discuss the experiences they had at the stations. Have a look at the flipcharts and fill in the gaps where needed. Collect what emotions the students named when encountering information from the various sources. Emphasize that it can be a warning light for us if posts trigger strong emotions. Seeing this warning light indicates that the sender of the post may have had a hidden agenda or other motives when posting this. We need to be especially careful with posts evoking strong emotions like fear, anger, outrage, ridicule, or pride and not share them spontaneously. If we reflect on the emotion that a post triggers in us, we begin to think critically. We get motivated to investigate the source, evaluate its credibility, and analyze the purpose of the post.

PHOTO COLLAGE: SOURCES | 60 MIN., GROUP WORK

Ask the trainees to form three groups. One group will work on a photo collage about mostly trustworthy sources (green), another group will work on inconclusive sources (yellow) and the third group will work on totally untrustworthy sources (red). The groups should combine photos of people and of text for their collages. For the text pictures, they choose paper in their corresponding color (green, yellow, red) and write "mostly trustworthy sources"/"inconclusive sources"/"mostly untrustworthy sources" on it. They can use the results of the station work for this or come up with new examples. For the other photos, they should take pictures of each other expressing the emotions they had when encountering such posts with clear facial expressions and gestures. For trustworthy sources, emotions include feeling thankful, informed, satisfied, or enlightened. Emotions felt when encountering inconclusive sources could include skeptical, confused, critical, uncertain, or doubtful. For untrustworthy sources emotions could include amused, annoyed, angry, fearful, frustrated, or outraged. Support the groups in taking the pictures and creating the collages.

PRESENTATION | 10 MIN., ENTIRE GROUP

Ask the groups to present their collages and give each other feedback. Ask the trainees to come up with a slogan or a headline for all three collages to promote source verification on social media. Use this to conclude the session and agree whether you want to publish the slogan and the collages.



WORKSHEET

Credibility range of sources on social media

Examining the following type of social media source: _____

Interests

What are the main interests of the people in this group? What topics does the information they post mostly cover?

Purposes

Why are the people in this group publishing information on social media? What are some of their possible intentions?

Professionalism

How qualified and professionally trained are the people in this group to create information and distribute it to the public?

Financial interest

Do the people from this group earn money for publishing information? Do they get paid? If so, for what?

Credibility range

 Trustworthy source

 Inconclusive source

 Untrustworthy source



GUIDELINES

Check it! Source verification

Choose a source from your social media news feed, examine and verify it. Take notes on the flipchart.

- Name of source on account?
- Verified account (see badge)?
- Profile and header picture?
- What message do the pictures convey?
- What do you find in the about section? Contact data? Address? Telephone number? Website?
- Check the website and its "about" section
- Google the source to find out more about its trustworthiness

Station A

Trustworthy source? Check it!

Station B

Inconclusive source? Check it!

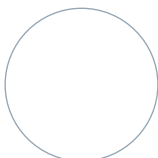
Station C

Untrustworthy source? Check it!

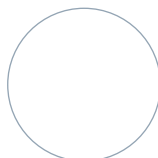
How does information from these kinds of sources make you feel?

Draw a smiley, a puzzled face or an angry face in the circles to reflect your emotions.

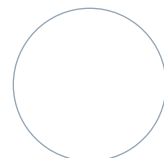
Station A



Station B



Station C





EXERCISE

Fake or fact? Debunking fakes

Targets	Learning to distinguish between disinformation and accurate information or news; developing awareness of typical characteristics of disinformation; learning to research and check the truthfulness of news
Duration	3 hours
Preparation	Search for current examples of disinformation and half-truths that have gone viral; research websites that currently debunk disinformation; download and print or copy worksheets
Materials	"Quiz on disinformation" worksheet, "Fact or fake?" worksheet, "Debunking disinformation" guidelines (one copy for each trainee)
Methods	Group competition, pair work, online research, presentation
Technology	Computer or smartphone, internet, projector (if available)

INTRODUCTION TO DISINFORMATION | 15 MIN., ENTIRE GROUP

Introduce the topic by showing trainees an example of disinformation that has gone viral, but do not tell them whether the content is true or not. The trainees form pairs and discuss whether they think the posted information is true or false and present their arguments to the rest of the group. When all pairs have stated their opinions, debunk the fake story and provide background information. Ask the trainees if they think they can distinguish between disinformation and real news on social media.

QUIZ ON DISINFORMATION | 30 MIN., GROUP COMPETITION, ENTIRE GROUP

Provide trainees with background information on disinformation. Ask the "true or false" questions from the worksheet "Quiz on disinformation." They will help you explain what disinformation is, what types of disinformation exist and that disinformation is not a new phenomenon.

The correct answers are:

- | | |
|---------|---------|
| 1 true | 6 false |
| 2 false | 7 false |
| 3 false | 8 false |
| 4 true | 9 true |
| 5 true | 10 true |

Together with the trainees, discuss why social media are causing a boom in disinformation. What motivates people to create disinformation? And what consequences does spreading it have? Back the discussion with further examples of disinformation that have gone viral.

FACT OR FAKE? | 30 MIN., GROUP COMPETITION, ENTIRE GROUP

Divide the trainees into groups that will compete against each other. The objective is to learn how to distinguish between disinformation and real news. If you like, you can use the worksheet “Fact or fake?” or work with index cards with the keywords “false,” “half true,” and “true.”

Show some headlines of disinformation posts that have gone viral, as well as some half-truths and real news. Without having a chance to research further, the trainees guess whether the information is factual, a blend of fact and fiction, or totally fake. Then, discuss with the trainees what helped them decide whether they thought something was true or false.

The discussion will most likely show that disinformation almost always targets people’s emotions and that more context is needed. It is hard to assess whether information is reliable without knowing where it originated, in what context it was published or without general knowledge about the topic.

DEBUNKING DISINFORMATION | 30 MIN., ENTIRE GROUP

After discussing the examples, ask the trainees what helped them decide whether they believed a news item was true or false. Explain some key steps in analyzing a piece of information. These include analyzing the source of the information and its content as well as checking whether other sources reported the same information independently of one another. Present websites or platforms designed to debunk disinformation.

RESEARCHING SUSPICIOUS INFORMATION | 30 MIN., WORK IN PAIRS

Ask the trainees to pair up and apply their new skills in debunking disinformation through internet research. Each pair chooses a piece of information or a news item that sounds suspicious to them. Ask them to analyze it (source, content, and context) by checking social media or using fact-checking websites. Give them the guidelines “Debunking disinformation” to help their research. Each pair presents their findings and answers the following questions:

- Do you have hard facts about the origin of the suspicious information: When did it appear? Where did it originate? How did it spread?
- What is the suspicious information about? What is its claim?
- How can you identify this as true, false, or half-true? By analyzing the source of the information, by analyzing its content, by comparing it with information from other sources published independently, by consulting fact-checking websites?
- Would you share this suspicious information? Why or why not?

PRESENTATION OF SUSPICIOUS NEWS | 45 MIN., ENTIRE GROUP

The pairs present their examples and ask the group whether they would share it or not. Then they explain to what extent the suspicious information was true or false and explain how they did their research. Write down the topics of the suspicious news that the trainees researched. Ask the trainees which of the examples would have worst consequences and impact if users shared it. Emphasize that each social media user is responsible for not spreading disinformation.



WORKSHEET

Quiz on disinformation

Statement

1. The phenomenon of disinformation is nothing new. Disinformation has appeared in tabloids and even in respectable news outlets. True False
2. Disinformation is usually not created intentionally or with a specific purpose. True False
3. When social media users spread false information, they are usually aware of it. True False
4. Disinformation has the power to shape public opinion and even sway democratic elections. True False
5. Ordinary people can earn money by creating disinformation websites and spreading false information in social media. True False
6. When false information is debunked, it no longer influence beliefs and attitudes. True False
7. Rumors that are ultimately proven to be false tend to disappear faster than those that turn out to be true. True False
8. Articles shared by friends that look like they are from a legitimate news website can most likely be trusted. True False
9. Getting facts to prove that a doubtful piece of information is false is considerably more effective than just saying it is not true. True False
10. A study conducted in the US summed up young people's ability to judge information on the internet with one word: "bleak." True False



WORKSHEET

Fact or fake?

TASK

Current issues

Use one box for each issue: Write down the headline or give key words to describe the topic; cut out and sort the pieces of paper according to "true", "false" or "half-true."





GUIDELINES

Debunking disinformation

Care about what you share! – Before you start debunking fabricated stories, make sure you are not sharing false information, disinformation, and rumors.

Who is behind the information?
Source analysis

– Odd domain names are usually an indicator of information that is equally odd and rarely truthful. If the domain name is a slight variation of a well-known news website, it is usually a sign that the website you are on is a fake version of the original trusted source. For example, the US media organization ABC's website has the url <http://abcnews.go.com>. A disinformation website was created with the URL <http://abcnews.com.co>. It has been deleted in the meantime. If the words "blogger", "tumblr" or "wordpress" appear in the domain name, the website is probably a personal blog rather than a news site.

– Check the "about" section on a website or use a search engine to look up information about the website. You can also check sites like Wikipedia.com for more information about websites or news sources.

– If a website has no "about" page or section, this could indicate that it is not a legitimate source of information. If the names of the authors are not mentioned and there is no proof that they exist, this should cast doubt over the accuracy of the news story or the credibility of this source. It demands further research.

What is the content like?
Content analysis

– Evaluate the content. Do you think the reporting is accurate? Are facts, names, and numbers correct? Is the story reported without bias? Are all relevant aspects and sides of the topic presented?

– If the reporting evokes strong emotions of anger or fear, the author might be trying to provoke an emotional response. Professional journalists usually do not try to play with the audience's emotions. Check whether other sources have reported the same information independently of one another.

– Analyze language use. If the text contains many spelling mistakes, words that are very emotional, or even curse words, it probably was not edited by a professional journalist.

– Analyze the web design. Bad web design or a website that uses ALL CAPS can indicate that the source is not trustworthy and that the information needs to be verified.

– Do the headlines and stories use sensational or provocative language? If so, they may be clickbait.

What do others say?
Compare and verify

– Use search engines to research whether the information is true or false.

– Check whether reputable news outlets also carry this information. Normally, there should be more than one source reporting on a topic or event independently of others. This means these sources probably did not copy each other. It is always best to have multiple sources of information to get a variety of views and angles on a story.

– Verify a photo by dragging and dropping it into Google Images or check it using tineye.com. This will show whether the photo has been published by other media and if it possibly was taken in a different context or has been used to illustrate another topic.

Website recommendations for verification
Check if these or similar websites work in your country or region

- en.wikipedia.org/wiki/List_of_fake_news_websites
- snopes.com (validating and debunking stories)
- truly.media (collaborative verification platform)
- politifact.com (fast-checking of statements and stories)
- hoax-slayer.net (debunking hoaxes and analyzing stories)
- tineye.com (reverse image search to check a photo's origin)



OUTPUT

Talk show: Consequences of disinformation

Targets	Discussing the complex issue of disinformation through role play; developing an awareness of the possible effects of disinformation and of each user's responsibility to not share it
Duration	3 hours
Preparation	Download and print or copy worksheets
Materials	"Talk show: scenario and roles" worksheet, "Moderating the talk show" worksheet
Methods	Group work, role play, discussion
Technology	—

INTRODUCTORY GAME: MY FAKE | 30 MIN. ENTIRE GROUP

The introductory game is about sharing real or invented experiences. Have the trainees draw straws to determine who from the group will share a personal "real" or "fake" experience. Ask them to think of something to share with the group and write it down on an index card. Collect the cards, shuffle them and then read them out loud. After each card, ask the trainees to vote whether they think the experience was real or invented. When you have dealt all the cards, discuss the possible consequences of believing in false information, especially if the majority of the population starts to believe the false news. Raise awareness of the fact that fraudulent reporting about newsworthy topics of public interest may have far-reaching consequences, like shaping public opinion or inciting acts of violence against other people, political opponents, groups, or countries.

WHAT IS A TALK SHOW? | 30 MIN., ENTIRE GROUP

Tell the trainees that they will play roles in a pretend talk show on the topic of disinformation. They will discuss the consequences of disinformation and people's responsibility to counter it. The talk show's topic will be, "What damage does disinformation do?" Discuss the characteristics of a talk show with the trainees and write them on a flip chart. Introduce the trainees to the scenario and the views the guests must defend. Pay special attention to clarifying the role of the host as a moderator between the opposing points of view. Explain that the host should remain neutral and in control at all times.

The scenario described in the worksheet takes place in a fictional country. The incident that triggers the talk show is invented. This fictionalization will allow the trainees to speak more freely than if they discussed an actual incident from their country in this role play exercise.

PREPARING THE TALK SHOW | 30 MIN., GROUP WORK

Ask the trainees to form groups. Each group will support one guest in their preparation for the show, one additional group helps the host prepare. So all in all, there should be as many groups as guests plus one more, from which the host will be recruited. Each group chooses one of its members to play the guest. The others help prepare the guest's line of argumentation. During the actual role play talk show, they will be the audience. Give the groups time to understand the individual roles and positions as they are outlined in the worksheet. Ask them to prepare some key arguments that their characters will use during the talk show, to imagine how the other side may respond, and to think of how their character can counter the arguments. Help the groups prepare their character's line of argumentation and the host to formulate questions and plan the structure of the talk show. Key aspects that the host should address during the talk show are:

- What is disinformation? With what intention is it created? Who is behind disinformation?
- Why is disinformation booming in social media? What makes this phenomenon so challenging?
- What are possible consequences of disinformation? How does disinformation influence public opinion and real policies?
- Who is responsible for debunking fake stories and fighting their spread?

THE TALK SHOW "WHAT DAMAGE DOES DISINFORMATION DO?" | 60 MIN., ENTIRE GROUP

Arrange the chairs in the room so that it looks like a studio for a TV talk show: a half-circle of chairs for the guests and the host at the front and rows of seats for the audience. When the talk show begins, the host introduces the topic and welcomes the audience and guests. The host then leads the discussion on disinformation and makes sure that all sides have an opportunity to express their opinions and put forward their arguments. The trainees who are in the audience write down their observations on the arguments and key issues that are discussed.

CONCLUSION AND DEMANDS | 30 MIN., INDIVIDUAL WORK, ENTIRE GROUP

After the talk show has ended, ask the trainees to sum up the arguments that were presented. Ask them what conclusions about disinformation they have drawn that they might apply in their real lives. Get them to write down their conclusions or demands on pieces of paper, crumple them up into paper balls and start a paper ball fight. After a while, ask them to stop. Each trainee then picks up a paper ball, unfolds it, and reads the statement or demand written on it out loud.



WORKSHEET

Talk show: Scenario and roles

The scenario

In the “Republic of Ebonia” (ROE), the two major political parties are preparing for the upcoming presidential election. The ruling party is the “Centrist Party” (CEP). Its candidate, H. Lee, is a new face on the political scene. The candidate of the opposition party, the “Anti-Poverty Party” (APP), is A. Miller. Opinion polls show that both parties are equally popular with the electorate. This creates fears among CEP members that their candidate won’t be able to convince voters and that the CEP will be voted out after having been in power for many years.

The people of Ebonia eagerly discuss the election campaign on social media. Some users vehemently support the CEP, others the APP. But since last week, the discussion has changed. Allegations have surfaced on social media that A. Miller secretly supports paramilitary units in neighboring “Aladia.” According to these reports, he plans to mobilize these paramilitary forces to overthrow the government if the APP loses the election. Over the past few days, these stories quickly went viral.

While the CEP remains silent on this issue, the APP claims that the reports are disinformation and people shouldn’t believe them. This morning, the mainstream media outlet “C11” debunked the reports. C11 provided evidence that the allegations were false and that the audience was being tricked. But many people still do not believe the allegations are false. They keep spreading conspiracy theories and using social media to express their fear of a military coup.

Since this is such an explosive issue, C11 has decided to produce a talk show tonight on disinformation in social media. The station has invited representatives of the two opposing political parties, social media users, media makers, and a social scientist to join a discussion. C11 hopes they can explain the rapid spread of disinformation on social media, discuss possible consequences for society and outline individual responsibilities to the public.

The roles

Politician of the government party CEP	Denies that the CEP has fabricated the story, although it benefits from the spreading of the disinformation. Calls on users to be critical. Emphasizes that there is no proof that the story is false.
Politician of the opposition party APP	Denies that the story is true. Says it is fabricated to discredit the party and to prevent it from winning the election. Suspects members of the government party have instructed its supporters to spread the fraudulent reports.
Mass media journalist	Emphasizes the differences between disinformation and real news. Demands that social media users stop sharing without thinking. Says people should follow the same ethical standards on social media that professional journalists use, like verifying information before publishing it.
Social media user who supports the government	Says that these reports just strengthen his/her resolve to vote for the government, regardless of whether they are true or not.
Social media user who supports the opposition	Says the reports are fabricated and that the government party is behind them. Argues that the fraud is obvious and that only fools believe it. Demands that media outlets debunk the story.
Owner of a social media network	Emphasizes that social media are just a platform for citizens to express themselves freely without any censorship. Admits that it is easy to misuse social media to spread rumors, propaganda, and disinformation. Expresses willingness to combat disinformation.
Social scientist	Says that disinformation is nothing new and has always been used to gain power and make money. Explains why disinformation targets emotions like anger or fear and is booming on social media. Calls on people to become media literate.

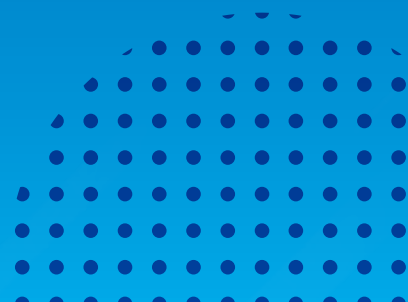


WORKSHEET

Moderating the talk show

Topic	“What damage does disinformation do?”	
Guests	Pro government	<ul style="list-style-type: none">- Politician- Social media user
	Pro opposition	<ul style="list-style-type: none">- Politician- Social media user- News journalist- Owner of social media network- Social scientist
Host	Preparing the show	<ul style="list-style-type: none">- Learn about the topic- Learn about your guests- Plan and structure your show (key aspects, time)- Prepare key questions for each guest
	During the show	<ul style="list-style-type: none">- Be neutral and never express your own opinion.- Let everyone speak, manage time, and interrupt if a guest speaks too long or doesn't answer.- Be polite but persistent.- Don't be afraid of controversy among your guests
The talk show	Beginning: Introduction	<ul style="list-style-type: none">- Welcome the audience, introduce yourself and the topic of the talk show
	_____ minutes	<ul style="list-style-type: none">- Welcome and introduce your guests and quickly explain why they were invited to join the discussion
	Round 1: Q&A	<ul style="list-style-type: none">- Give everyone a chance to speak by asking every guest a short question.
	_____ minutes	<ul style="list-style-type: none">- Plan whom you want to ask about what aspect of the topic. Start with simple aspects and guide the audience along as you move to more complex issues.
Round 2: Discussion	<ul style="list-style-type: none">- Let your guests discuss among themselves. Ask opponents to defend their opinions.	
_____ minutes	<ul style="list-style-type: none">- Don't interfere too often, but make sure you don't lose control of the situation. Make sure all relevant aspects are covered.- Listen closely, ask follow-up questions, or introduce aspects that lead the discussion to its next phase.	
End: Conclusion	<ul style="list-style-type: none">- Make it clear that the talk show is coming to an end.- Wrap up the different aspects of the talk show.	
_____ minutes	<ul style="list-style-type: none">- Try to wrap up issues that may still be unresolved.- Ask guests for a final statement/conclusions/tips.- Thank your audience and your guests.	

Glossary



5W-1H

5W-1H stands for six essential journalistic questions: Who? What? Where? When? Why? And How? If journalists have researched and answered these six questions in their news items, stories or reports, they have covered the basic facts. The audience can use the 5W-1H questions to evaluate whether a journalistic product is complete. If it leaves important questions unanswered, it is missing crucial information. (See chapter 2 “Information and topics”)

Advertisement

Advertisements promote products or services to persuade customers to buy them. Advertisements contain information, but they are not balanced or objective. They only highlight the positive sides or the supposed benefits of the product or service for the customer. (See chapters 1 “Media and information literacy” and 6 “Internet and social media”)

Agenda Setting

Agenda setting refers to the way the media affect public opinion and the public’s perception of what is important. For example, if media frequently report on a certain topic or place it prominently, the audience will consider this topic more important than others. (See chapter 2 “Information and topics”)

Algorithm

An algorithm is a fixed series of steps that a computer performs in order to solve a problem. Social media platforms use algorithms to filter and prioritize content for each individual user. They determine what the user gets to see based on various indicators, such as their viewing behavior and content preferences. (See chapter 6.2 “Disinformation and filter bubbles”)

Analog

Analog is the opposite of digital. Analog signals are represented by a physical quantity that is continuously variable, for instance sound waves or light. Examples of analog systems include old radios, record or cassette tape players, or old telephones. (also see > digital) (See chapter 1 “Media and information literacy”)

Background (picture)

The part of the picture that appears farthest from the viewer and serves as a setting for the camera subject. The background can be an indicator where the picture was taken, e.g., in a town, in nature, or in a room. Professional photographers often choose a simple background if they want the viewer to focus on what is in the foreground of the picture. (See chapter 3 “Photography”)

Bias

Bias means not being impartial or balanced. It can result from a tendency or prejudice for or against a specific issue, person, or group. In journalism, bias can affect the selection of stories that are reported and how they are covered. (See chapter 2 “Information and topics”)

Blog

A blog is a regularly updated website or web page, often run by an individual or small group. Bloggers often publish about their specific interests, like food, travel, or the environment. They usually provide written information in an informal or conversational style. Their aim is mostly to express themselves and establish a relationship with their audience. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Body (news)

In a news item the body comes after the lead. The body gives the audience additional information, more details or reactions about the topic. (See chapter 2 “Information and topics”)

CC license

A Creative Commons copyright license (CC license) enables people to use, publish, and distribute original material without violating copyright. The person who created the material can choose among different types of CC licenses. Should others be able to use the material commercially or just for private purposes? Should they be able to edit, change, or build upon the content or can they only use and distribute it in the form it was originally created? (See chapter 3 “Photography”)

Channel of communication

People use media to communicate: to send or receive information. Communication channels can be one-way or two way. One-way channels include newspapers, radio or TV stations, where an information provider sends out messages that the public receives. In two-way communication, both sides can produce messages and interact. Two-way communication channels include telephones and social media. (See chapter 2 “Information and topics”)

Collage

A collage is a piece of art that is assembled from fragments of other works. These can include photos, newspaper headlines, or other art works and materials. The word “collage” comes from the French word “coller”, which means to glue. So, in a collage, you assemble and glue together diverse objects on a large piece of paper or canvas to create something new. (See chapter 2 “Information and topics”)

Commercial use

Using material for commercial or financial gain. (See chapter 3 “Photography”)

Communication

Communication is the process of exchanging information either between people or machines. It involves a sender and a receiver. Communication among people can happen directly face-to-face and by using a medium to transport the information. In direct conversation, on the telephone or in social media, people constantly switch roles between sender and receiver. In traditional mass media like newspapers, radio, and TV, the audience are receivers. (See chapter 1 “Media and information literacy”)

Composition rules

Composition rules concerning photos are guidelines that can be applied to enhance the photo’s impact. Examples include the rule of thirds, perspective, contrast, depth of field, patterns, leading lines, symmetry, framing, and cropping. (See chapter 3 “Photography”)

Copyright

The exclusive right to use or publish copies of original material like photos, videos or texts. The person who created the material usually holds the copyright. People who reproduce or share protected content and violate copyright can be punished by law. (See chapter 3 “Photography”)

Creative Commons (CC)

A non-profit organization that defined simple rules and license models for users to legally edit and share material on the internet without infringing on copyright laws. (See chapter 3 “Photography”)

Critical thinking

Critical thinking involves the objective analysis and evaluation of an issue to form an independent judgement. Strengthening critical thinking skills towards media and information products is one of the key objectives of media and information literacy (MIL). (See chapter 1 “Media and information literacy”)

Cyberbullying

Cyberbullying is bullying (e.g. intimidation, persecution, defamation) that takes place online, for instance on social media. Cyberbullies target individuals and attack their victims repeatedly with the intention to cause harm. (See chapter 6.1 “Internet safety and privacy”)

Deepfakes

Deepfakes are media products, for example videos, that are produced using artificial intelligence (AI). With the help of AI, it has become relatively easy to synthesize different elements of existing video or audio files. In the newly created content, individuals appear to say and do things that are not based on reality. Deepfakes are sometimes used as propaganda tools or to discredit political opponents. (See chapter 1 “Media and information literacy”)

Digital

Digital technology breaks down information into a series of ones and zeroes. This information can then be stored or transmitted using digital technology: modern electronic products like computers and smartphones. (See chapter 1 “Media and information literacy”)

Digital editing, digital manipulation

Using software to change the appearance of photos, videos, and audio files. We speak of editing when the software is used to improve the quality of the work (e.g. brightness, contrast, volume) without changing its message. We speak of manipulation if the message of the work is changed, for instance if relevant parts of a picture are cropped out, or an interview is digitally edited to falsify the message. (See chapter 3 “Photography”)

Disinformation

Disinformation is false or partly-false information that is deliberately created or disseminated with the explicit purpose to harm. Producers of disinformation make up one-sided stories for political, financial, or ideological reasons, e.g., to influence public opinion on certain issues to create public pressure. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

Digital footprint

A digital footprint describes all data traces that someone leaves behind when using digital technology. This can include personal data, data about search histories, and metadata. (See chapter 6.1 “Internet safety and privacy”)

Digital safety/cyber safety

Digital safety means being protected from outside threats on the internet, particularly on social media. These threats can include cyber bullying, sexting or online harassment. It requires ethical behavior online, knowledge about the safety risks and safety skills to protect oneself and others. Digital safety focuses on the well-being of people, whereas digital security refers to devices and computer systems (See chapter 6.1 “Internet safety and privacy”)

Digital security/cyber security

Digital security involves the protection of digital devices, digital accounts, and digital data from intrusion by outsiders. Sample features are security settings on social media, anti-virus software, firewalls, protection against spyware, two-factor authentication, as well as pin, pattern, and secure passwords. Digital security refers to gadgets and devices, whereas digital safety concerns the well-being of people. (See chapter 6.1 “Internet safety and privacy”)

Dynamic media

Media that can be constantly updated and changed, such as websites or social media posts.

Echo chamber

An echo chamber describes a closed communication system: beliefs are amplified or reinforced by repetition without being questioned by contrary messages from the outside. Such a closed system can be the result of social media algorithms. They select which posts will show up on a news feed and give preference to ones that are in line with personal beliefs and will not be perceived as disruptive or disturbing. The individual ends up in a filter bubble, surrounded by an echo chamber. (See chapter 6.2 “Disinformation and filter bubbles”)

Editor/Editor-in-chief

An editor or editor-in-chief holds a senior position in professional news media, e.g. a newspaper, a radio or TV station. The editor-in-chief is responsible for the quality, truthfulness and relevance of the information that is published. He or she has the final say about what is published and what is not. (See chapter 2 “Information and topics”)

Editorial meeting

At editorial meetings, journalists and editors discuss story ideas for upcoming broadcasts (TV, radio) or editions (newspapers, magazines). They determine which topics are relevant for their audience and sometimes also select a specific angle, focus, or approach that the journalist should take in covering a story. To prepare for an editorial meeting, all parties must have researched possible topics and stories. (See chapter 2 “Information and topics”)

Fake follower

Fake followers are anonymous or imposter social media accounts. They are created to make specific posts or accounts look more popular than they really are. Social media users can pay for fake followers as well as fake likes, views, and shares to give the appearance of having a larger audience. (See chapter 6.2 “Disinformation and filter bubbles”)

Field size (also camera field size, shot size)

The field size is usually determined by the distance between the camera and the subject. Each field size, e.g., wide shot, medium shot, close-up, or detail, serves different purposes, determining what the viewer will be able to see and how. (See chapter 3 “Photography”)

Filter bubble (also information bubble)

A filter bubble describes the effect that social media users may become blind to alternative issues or viewpoints because their news feed only displays selected information that reflects their interests. What appears on a user’s news feed is determined by the choices the user consciously makes (clicks, likes, shares) as well as by the algorithms tracking the user’s online behavior. These algorithms select the posts that the user will see on their news feed, giving preference to those the user might engage with most. (See chapter 6.2 “Disinformation and filter bubbles”)

Five core concepts

The five core concepts of media messages result out of five key questions to analyze media products or messages. These questions help users evaluate the authorship, the format, the audience, the content, and the purpose of a specific media message. The five key questions and core concepts were developed by the Center for Media Literacy (medialit.org). (See chapter 1 “Media and information literacy”)

Five-shot rule/five-shot sequence

The five-shot rule is used in video recording. It helps condense actions by breaking them down into a few key shots. The five shots use different angles and camera field sizes to depict key moments, such as a wide shot, a close-up of the face and a close-up of the hands doing something. Recording these different shots helps getting enough footage to illustrate a scene and edit it in a meaningful order so viewers can follow. (See chapter 5 “Video”)

Foreground (picture)

The foreground are people or objects in the front of a picture. The elements in the foreground are often the key part of the image. In a portrait, the person is usually in the foreground. (See chapter 3 “Photography”)

Framing

In journalism, framing means that journalists or authors make choices regarding which aspects of a topic to cover and how, and which to leave out. They may make these choices consciously or subconsciously. In this way, they create the frame through which the audience sees a topic.

GIF animation

GIF stands for Graphics Interchange Format, a format that can be used to display animated images. GIFs are usually made up of a succession of photos. Seen in rapid succession, they create the effect of movement or animation. (See chapter 3 “Photography”)

Government media (state media, state-owned media)

Media that are controlled, owned, and/or funded by the government. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Hate speech

Hate speech attacks people or a group of people based on attributes like race, religion, ethnic origin, national origin, gender identity, sexual orientation, or disability. It appears both on- and offline, and takes on different forms of expressions, including insults, defamation, degradation, and threats. (See chapter 6 “Internet and social media”)

Independent media

Media that are free from government or corporate influence. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Information

Anything that provides knowledge and answers questions. Information can come in the form of facts or data transmitted through figures, text, pictures, audio, or video. Information can sometimes be one-sided or include content that is not true. (See chapter 2 “Information and topics”)

Information disorder

Information disorder describes the chaotic, unstructured supply of information, particularly on social media. Posts on a news feed differ widely regarding relevance, quality, truthfulness, or harmfulness. True information of high quality can be found next to false or manipulated content, harassment, hoaxes, jokes, or irrelevant content. This disorder is unlike what we see in traditional media, where journalists order the information for the audience according to professional criteria. (See chapter 6.2 “Disinformation and filter bubbles”)

Information source

An information source is a person, organization, place, or thing which sends out information or from where we can get information. On social media, everybody who creates posts, or shares information becomes an information source for others. Knowing who the information source is helps us evaluate the credibility and the quality of the information it provides. (See chapter 2 “Information and topics”)

Interpersonal communication

The opposite of mass communication. Messages are sent and received by two or more people who can all react and communicate directly with one another. (See chapter 1 “Media and information literacy”)

Interview

Interviews primarily appear in newspapers, radio, and TV. They resemble a conversation, but with clear roles: While the interviewer’s role is to ask questions, the role of the interviewee is to give answers. That is why the interviewees are often experts, celebrities, or political leaders who have something to say. Interviews can serve different purposes: There are research interviews for the journalist to find out facts. These interviews are not made to be broadcast. Other interviews are recorded only to get short statements for other stories, and still other interviews are intended to be aired in their entirety. (See chapter 2 “Information and topics”)

Journalist

A journalist is a media professional who researches, verifies, writes, and publishes news or other current information for the public. Most journalists specialize in specific fields of work, e.g., sports journalism, political journalism, business journalism. Photojournalists document what is happening through photos instead of words. TV journalists use video and words to explain events. Online journalists use multimedia technology. (See chapter 1 “Media and information literacy”)

Journalistic standards

The purpose of journalism is to inform the public. Throughout the world, there are different standards and codes of ethics concerning how journalists should do this. Most agree that the information journalists provide should be relevant to the audience, factual, complete, and neutral. Journalists should be independent in their reporting, balance different viewpoints, and be as transparent and objective as possible. They should present information in a way that is easy for the audience to understand. (See chapter 2 “Information and topics”)

Lead (news)

The first part of a news item or report, which briefly details the most important or newest information about a topic. The lead is followed by the body. The body provides more detailed facts about the topic, and adds quotes, reactions, or background information. (See chapter 2 “Information and topics”)

Malinformation

Malinformation is information that may be true and factual, but that is not meant for publication and that is leaked to cause harm—for instance secret diplomatic documents exchanged between a government and its embassies abroad. Other forms of malinformation published to do harm are hate speech and online harassment. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

Mass communication

The publication of information on a large scale. A medium, for example a radio or TV station, broadcasts information to an unspecified mass of people. Everyone who can receive that radio or TV station’s signal gets the same information. (See chapter 1 “Media and information literacy”)

Mass media

Any means of communication that is created to reach a large audience, e.g. newspapers, radio or TV stations, books, or billboards. (See chapter 1 “Media and information literacy”)

Media and information literacy

A set of competencies that enable a person to fully use many types of media. A media literate person will be able to access, analyze, and reflect on media content. They will also be able to use media to participate in public discourse and make their voices heard. (See chapter 1 “Media and information literacy”)

Media maker

A person, organization, or company that produces the messages conveyed through a medium. (See chapter 1 “Media and information literacy”)

Media messages

Messages that are created by a media maker and transmitted via a medium, for example newspaper articles, TV programs, or social media posts. Media messages often have multiple layers that the recipient has to understand and make sense of. A newspaper article or Facebook post, for instance, is made up of text and subtext: What is written and what is expressed between the lines. A photo also has multiple layers: what is shown in the picture and the emotions it evokes, the stories it conjures up or how it can be interpreted. (See chapter 1 “Media and information literacy”)

Media monopoly

A situation where control of the media, or the market for a particular type of media, lies with one person or organization, preventing competition.

Medium

A medium is a channel or device to store and transmit information, for example a book, a newspaper, radio, or the internet. Media can serve different purposes, including general communication, information, or entertainment. Media are mostly used to transmit messages when direct face-to-face communication is not possible. (See chapter 1 “Media and information literacy”)

Misinformation

Misinformation is information that is false but not intended to harm. Misinformation can happen accidentally when journalists do not research accurately or make mistakes in their writing, for example inserting an incorrect date or figure into a story. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

News

Information about recent, current or up-and-coming events; new information that is currently relevant. (See chapter 2 “Information and topics”)

Newsmaker

A person, thing, or event that features heavily in the news at a particular time.

News values

News values or news factors are a set of criteria news journalists use to determine how relevant and newsworthy a story is. Common news values are timeliness, proximity, impact, consequences, conflict, prominence, and novelty. (See chapter 2 “Information and topics”)

Non-commercial use

Using material for personal or altruistic purposes and not for commercial or financial gain. (See chapter 3 “Photography”)

Non-verbal communication

Communication using wordless cues, for instance intonation, gestures, or facial expressions. (See chapter 1 “Media and information literacy”)

Online disinhibition effect

The online disinhibition effect refers to instances where social media users lose their inhibitions online and behave immorally or in ways they would not behave in real life, or when face-to-face with another person. They can become uninhibited online because they can act anonymously or hide behind technology. (See chapter 6.1 “Internet safety and privacy”)

Opener

The first story or report in a radio or TV program. The opener in a news program is usually the most important story of that broadcast. (See chapter 2 “Information and topics”)

Persuasion techniques

Persuasion techniques are techniques used to persuade other people, change their attitudes or behavior. Common persuasion techniques include simplifying information and ideas, triggering strong emotions, and responding to audience needs or values. (See chapter 1 “Media and information literacy”)

Press conference

When institutions like government ministries, companies or NGOs want to inform the public about new developments, they often invite the media to a press conference. During the first few minutes of the press conference, they usually give a statement or hand out a written press release to the journalists. The media representatives then have a chance to ask questions and get more detailed information. Most press conferences last between 15 and 60 minutes. In some societies, the organizers of the press conference pay the journalists for their attendance, in the hope that the coverage will be favorable. This is unethical. (See chapter 2 “Information and topics”)

Privacy

Privacy refers to people’s ability to seclude themselves as well as some information about themselves. On social media, privacy is a key concern. The more information you post on social media, the more time you spend on it, the less private you are and the more data about yourself you give away to the social media platforms and companies or institutions that they share the data with. (See chapter 6.1 “Internet safety and privacy”)

Private media, commercial media

Media that are owned by private individuals or groups and provide communication, information, and entertainment to generate profit. (See chapter 2 “Information and topics”)

Product placement

Companies, manufacturers of goods or providers of a service pay media producers to feature their products in films, radio, or TV programs. For example, BMW pays the producers of a James Bond movie so that Bond drives a BMW in the film. The car company hopes this will create a positive image of their cars in the minds of viewers. (See chapter 1 “Media and information literacy”)

Propaganda

Propaganda is true or false information spread to persuade an audience using persuasion techniques. Propaganda often has a political connotation and is produced by governments or political groups and their supporters. Propaganda often oversimplifies and paints the world in black and white, rather than in shades of gray. (See chapter 6 “Internet and social media”)

Sexting

Sexting is the intentional sharing of sexually explicit texts, images, or videos between individuals. This is often done by mutual consent, but it is not without risks. For example, if people send explicit content without having gotten prior consent of the receiver, this can count as sexual harassment. (See chapter 6.1 “Internet safety and privacy”)

Social bot

Social bots are social media accounts that are operated entirely by computer programs. Social bots are designed to generate posts and/or engage with content. In disinformation campaigns, bots can be used to draw attention to misleading narratives, to hijack platforms’ trending lists, and to create the illusion of public discussion and support. (See chapter 6.2 “Disinformation and filter bubbles”)

Social media

Websites and applications that enable users to create and share content, or to participate in social networking. Examples include Facebook, Twitter, WhatsApp, Instagram, and YouTube. (See chapters 1 “Media and information literacy” and 6 “Internet and social media”)

Source image file

The original version of an image file. (See chapter 3 “Photography”)

Static media

Media that cannot be altered once the message has been generated and the medium has been published, e.g. newspapers, printed books. (See chapter 1 “Media and information literacy”)

Subtext

The subtext of a message is everything that is not immediately obvious on the surface of verbal or non-verbal communication. Subtext is what you discover when you read “between the lines.” Everyone interprets subtext individually. Our different interpretations are influenced by factors like society and culture, our sensibility and training, but also our mood. (See chapter 1 “Media and information literacy” and chapter 3 “Photography”)

Thumbnail

A reduced-size version of a larger image. Websites and social media often display photos as thumbnails – for instance in the Facebook friends list. (See chapter 3 “Photography”)

Time-based media

Media that transport a message within a specific amount of time, e.g. TV and radio. Time-based media are also referred to as linear media because they broadcast messages one after the other, as though they were on a line (e.g. the stories of a news bulletin). In contrast, media like newspapers, books, and websites arrange the information they transmit on a page or screen. The audience can jump from one story to another and skip or re-read individual pieces of information. (See chapter 1 “Media and information literacy”)

Verbal communication

Communication using spoken or written words and phrases. (See chapter 1 “Media and information literacy”)

Verification

Verification means determining whether information that was published or posted is authentic and truthful. Verification skills are not only important for journalists, but for anyone using media and especially social media. (See chapter 6.2 “Disinformation and filter bubbles”)

Vlog

A vlog, or a video blog, is like a video diary, where a person produces and publishes video material on a regular basis. A vlogger shares their personal experiences and ideas via video. (See chapter 5 “Video”)

Vox pop

A vox pop consists of short interviews done with members of the public. For a vox pop, a journalist asks many people the same question to get diverse opinions, outlooks, or experiences. A vox pop can consist of texts, photos, recorded audio, or video. (See chapter 4 “Audio”)

Web 2.0

The term Web 2.0 stands for significant developments in internet technology at the beginning of the 21st century. Technological advances made it easy for individual users to create, upload, and share content on the web. Users turned from passive receivers into active content creators. Web 2.0 platforms make use of collective intelligence (Wikipedia), collect user-generated content (YouTube, Flickr, blogs), or create the possibility of social interaction (social media like Facebook, Twitter, WhatsApp, or Instagram). (See chapter 6 “Internet and social media”)

Authors





Sylvia Braesel

is a freelance media literacy educator and a developer of media-related training materials.

Sylvia has a degree in culture and media education from the Merseburg University of Applied Sciences. She was part of the well-known German media literacy agency 'medienblau' for 13 years. Sylvia has developed and conducted numerous media literacy projects for students, teachers, and parents. She has also authored educational media for the classroom.

In 2014, Sylvia started working for DW Akademie as a media literacy consultant, trainer, and developer of training materials. She has contributed to DW Akademie media literacy projects in many different countries, such as Cambodia, Namibia, Ghana, Burkina Faso, Moldova, Lebanon, and the Palestine Territories.



Thorsten Karg

is a media trainer and project manager with DW Akademie. He teaches workshops on media and information literacy, on radio and online journalism, and to train future trainers.

He began his career as a reporter and presenter for various German radio stations. He joined Deutsche Welle (DW) in the early 1990s as an editor with the German and English-language radio services. Thorsten later went on to become the head of DW's English language website before he joined DW Akademie in 2002. He has worked in media development in Asia, Africa, Eastern Europe, and the Arab world.

Thorsten also co-authored DW Akademie's "Manual for Radio Journalists," which has been published in English, German, Russian, Indonesian and Mongolian. He holds a master's degree in journalism and communications.

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