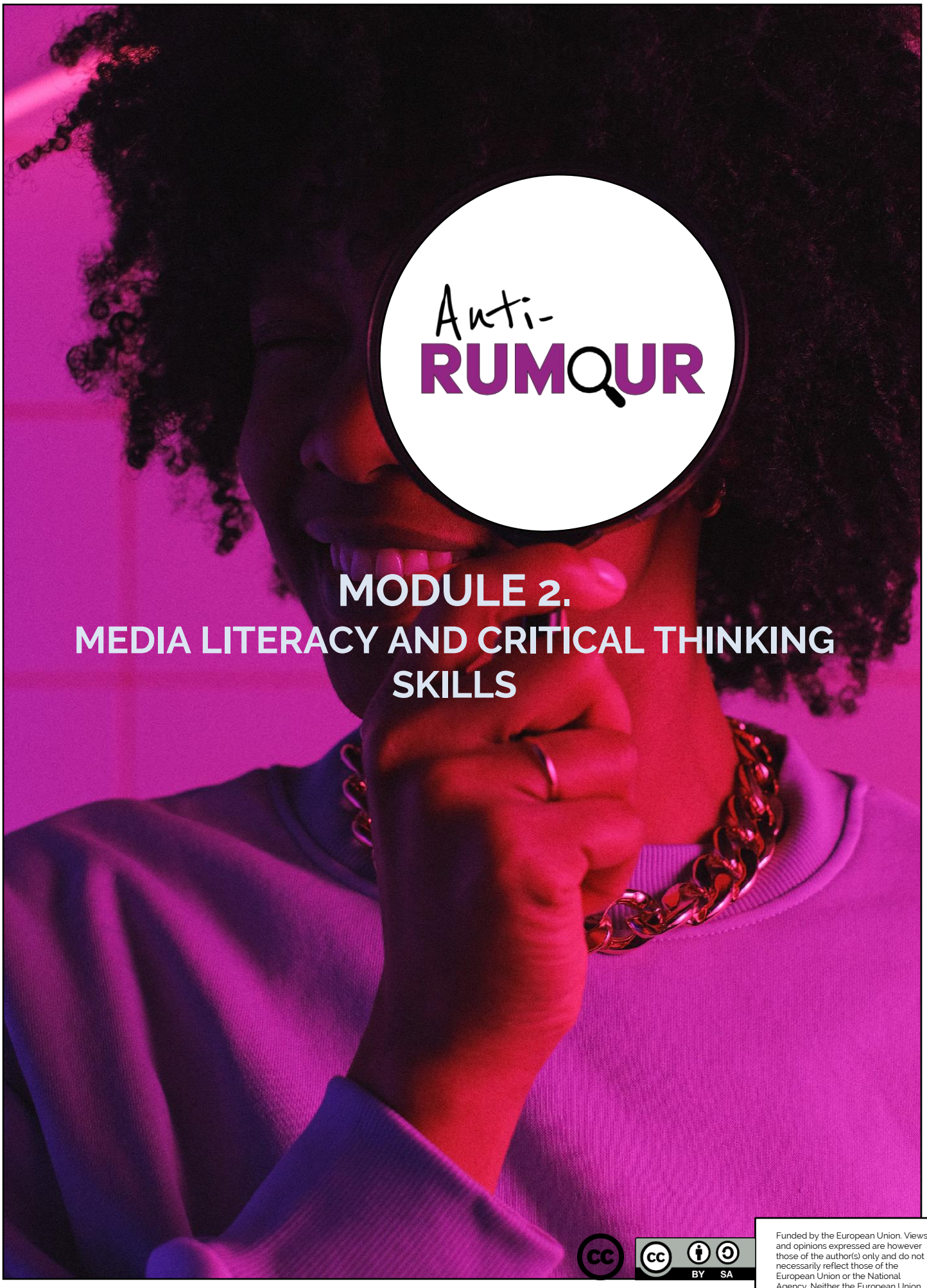

Anti-
RUMQUR

MODULE 2.
MEDIA LITERACY AND CRITICAL THINKING SKILLS

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Module 2. Media Literacy and critical thinking skills

2. 1 Activity 1. Spot & Verify

Duration: Around 20 minutes

Learning Outcomes/Key messages. To learn and understand about the different digital fact-checking tools in different national contexts. This activity aims to enhance digital and media literacy to participants by using the **Anti-Rumour Toolkit**. This toolkit provides a basic understanding of different verifying tools online. It can be found in the project website: https://anti-rumour.eu/. Through an easy navigation mechanism, the Toolkit presents the most relevant fact-checking tools in the European contexts, as well as some specific fact-checking tools from the partner's national contexts.

Materials/Resources Needed. A computer or smartphone connected to a Wi-Fi network. Pens and paper

Estimated number of participants. No estimated number of participants, although more than 10 might make the activity last longer.

Participant instructions. Chose one of the following headlines:

- 'In the last 14 thousand years the planet has warmed abruptly twice more, unintentionally, so there is no anthropogenic climate change'.
- 'Environmental policies in Cyprus won't have an impact, therefore there is no sense on applying them'.
- 'Weather forecasts present higher temperatures in a more drastic way to cause panic.
- 'Climate change exists, but humans and nature will adapt to it'.

After, use the Anti-Rumour Toolkit to find out online verifying tools and research about that headline. The objective is to find articles, news, data and general information within any of the Toolkit's fact-checking tools that can dismiss these above-mentioned theories.
Write down your notes and present them briefly to the rest of participants. Explain why is a fake new and what has been the process you have followed to find out, as well as the sources supporting your statements.

Possible alterations: The Toolkit usage is very intuitive, but the facilitator could consider the possibility of briefly go through it to explain how it works. Moreover, some fact-checking tools are in other languages different from English,

Debrief. What did you find? Did you find it difficult to dismantle those fake news? What do you think of the online verifying tools provided by the Toolkit? Are you satisfied with the arguments and information provided by the online verification tools?

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2. 2 Activity 2. My Internet Action Plan

Duration: 20 min.

Learning outcomes/key messages. The objective of this module is to introduce participants to those measures to take when facing untrustworthy news or suspicious narratives. To establish concrete strategies for identifying fake news. To ideate a methodology for taking action when a fake narrative and disinformation in general is being spotted. Create early news fraud detection mechanisms.

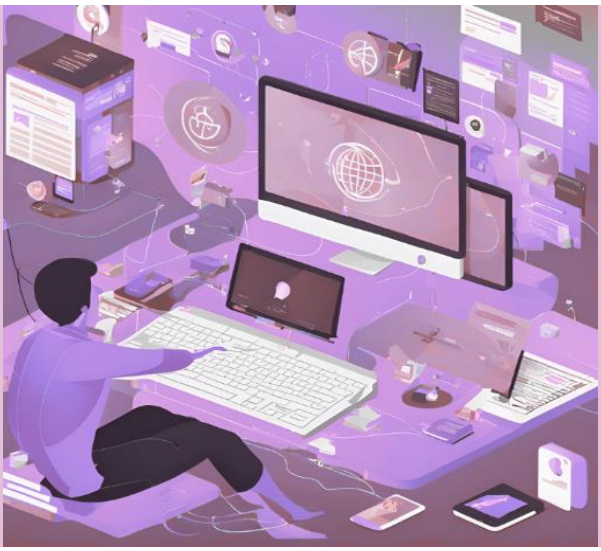
Materials/resources needed. Annex 2 Pens and paper.

Estimated number of participants. No estimated number of participants

Participant instructions. Hand over copies of Annex 2, one per person. Then, tell them to ideate an Action Plan against fake news, offering the following inputs:

- How do you recognize is it a fake new? What are the main elements that call your attention? Think about what would make you suspicious.
- Once you have spotted that fake news/images, what is the process you follow to identify if it is a fake new? How do you make sure is fake and not real?
- What are the main steps you would take to verify that information is or is not true?
- If you confirm that it is fake, what do you do next? Would you report it? How do you end up the process of identifying fake news?

The idea is that every participant creates their own action plans against fake news, with their sole insights. They do not need to have previous guidelines or a given advise. This is because it is an activity that introduces Module 3, in which more detailed explanations are given about it. Thus, in this activity, participants have to reflect about their behaviour until that moment regarding fake news. Once they have completed the Action Plan, participants share it with the rest, commenting what aspects they find interesting about others, and what measures they may have not considered.

Possible alterations. They can do it in groups. It is advised to do this activity before the Activity 1 of Module 3. In that way the facilitator can recognize the level of awareness and critical thinking that participants already have and develop more comprehensively the theoretical input.

Debrief. What did you learn about strategies for identifying and reporting fake news? Did you considered during your Action Plan making? Did you find anything interesting from other participants? How much you knew about identifying fake news?