MODULE 4.
TAKE ACTION – ONLINE BEHAVIOUR AGAINST DISINFORMATION

CC BY SA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency. Neither the European Union nor the granting authority can be held responsible for them.

Co-funded by the Erasmus+ Programme of the European Union

Module 4: Take Action – Online Behaviour against Disinformation

Reflecting on our own online behavior is crucial in combating these issues. By critically evaluating the content we consume, react to and share we can help ensure that accurate and reliable information circulates within our networks. This self-awareness not only protects us from falling prey to false narratives but also upholds the integrity of the information ecosystem. As responsible digital citizens, our actions can collectively reduce the impact of misleading information, fostering a more informed online community.

This module explores the different ways of improving one's own online behavior. **We recommend using this module after having worked on modules 1 – 3 of Lesson 4 with a group.** This way, participants can summarize and reflect on what they've learned in those modules and come to their own conclusions.

4.1 Activity 1: Bad News and Good News

Type: Serious Game and Group Activity

Duration: 30 minutes (20 min game + 10 min group activity)

Learning outcomes: Participants will reflect on how disinformation is spread and will be prompted to think about ways how users should behave online

Materials/Resources needed:

- One device (smartphone, laptop, tablet) per group
- Pen and Paper or document editor (Word, Google Doc, Notes app…)

Instructions for Facilitator:

Divide the participants into groups of 2-3 people. Let them play the game "Bad News" on their own.

After 20 minutes or when all groups have finished, move on to part 2 of the group activity described below and give them instructions.

Participants Instructions:

Part 1: Bad News

- Go to https://www.getbadnews.com/ and choose your preferred language

- Start the game and follow the instructions. Your goal is to collect as many followers as possible. You can do everything to reach that goal – even spread disinformation and manipulate

Part 2: Good News

- Imagine your job is to create a game where the goal is to be the perfect social media user. The goal of the game is to contribute to a fact-based discourse, to fair discussions, to a responsible internet community.
- How would you design the score system?
  What kind of choices would earn players points? What kind of behavior would be penalized by losing points?

- You can take these things into account:
    - Posting content: posts, videos, stories
    - Liking content and comments
    - Arguing with people online: style and content
    - Commenting on posts users don't agree with
    - Commenting on posts users believe to be false
    - Sharing: What to share and when to share

Possible alterations: Instead of playing the game Bad News in small groups, it can also be played with the whole group. Participants take turns making choices or choose options by vote of majority.

Background reading / Further resources:
https://www.getbadnews.com/wp-content/uploads/2022/05/Bad-News-Game-info-sheet-for-educators-English-1-1-2.pdf

4.2 Activity 2: Reflection

Type: Group Discussion

Duration: 15 minutes

Learning outcomes: Participants will reflect on their own online behavior

Instructions for Facilitator:

1. Ask the participants what they have learned from playing Bad News. How did they make their choices and why? Which manipulation techniques (see Lesson 4 Module 2) were they able to recognize?
2. Let participants briefly present their score system, focusing on desirable and positive behavior that earns points
3. Ask participants how they would evaluate their own online behavior. Which of the positive actions do they do already? Do they realize they're sometimes behaving in a way that is not ideal for a fact-based, fair online discussion?

If needed, the facilitator can mention these points in the discussion:

The basic principles of being online applies:

- Remain critical
- Scrutinise every message you come across online and don't blindly believe it.
- Especially with emotionalising messages, pause for a moment and don't react immediately.
- Check the message against the criteria you have learnt (sources, content, presentation, see modules 1 & 2)

If you have uncovered disinformation:

- Do not like the message or react to it in another way to avoid the content being favored by the algorithm (commenting with fact-based arguments can be an exemption to help other people realize it's disinformation)
- Do not forward / repost the message
- If you come across the message on a social media platform: report it to the admin
- If you have the confidence to do so, you can refute the message with arguments (especially if it has reached you in a family chat, for example) It helps to refer to links, e.g. from Correctiv.
- Point it out to friends/family
- Point out research from fact-checking sites

For the third question in particular, it's important to create a safe space for sharing one's own mistakes and shortcomings. Stress that we are all not perfect. Falling for manipulation and unknowingly using manipulative or deceiving techniques is very human. But it's important to become aware of these problems and try to change one's online behavior for the sake of a fair, more informed digital community.

Possible alterations: Facilitators can adapt the reflection questions if needed.

of the European Union
ANTI-RUMOUR
stiftung digitale chancen
CITIZENS IN POWER
challedu
inclusion | games | education
Co-funded by the Erasmus+ Programme of the European Union