



Training Toolkit on Digital Citizenship



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The project “Active Citizens - Digital Citizens” is implemented by the following partner organisations:

- ★ Association “Professional Forum for Education”, Bulgaria
- ★ Fraud Line Enterprise Risk Management and Compliance Services, Greece
- ★ Eurospeak Limited, Ireland
- ★ Associação My Madeira Island, Portugal
- ★ Inercia Digital SL, Spain

It is funded by the Erasmus+ program of the European Union and has the following overall objectives:

- ★ To build the capacity of the participating organisations and youth workers in the field of digital citizenship, focusing on its different aspects, such as digital media balance, mindfulness and wellbeing; privacy and security; digital footprint and identity; online communication and prevention of cyberbullying and hate speech; news and media literacy; online advocacy, activism and participation, through an intense exchange of experience, best practices and tools;
- ★ To strengthen the organisational competences of the participating organisations to work on and promote digital citizenship among adolescents and youth, especially focusing on young people with fewer opportunities who often lack information and data literacy;
- ★ To promote digital citizenship among young people in the participating countries, in accordance with the values and principles of the EU Youth Strategy 2019-2027: engage, connect, empower.
- ★ Through the project, the partners jointly developed a training toolkit for professionals working with young people aged 15-30, who would like to support the development of key competences related to digital citizenship and resilience among adolescents and youth. The toolkit includes non-formal educational activities on the following topics:
 - Digital Identity and Footprint
 - Digital Citizenship
 - Mindfulness
 - Online Hate Speech and Cyberbullying
 - Privacy and Security Online
 - Media Literacy

The activities are structured in a way that allows the facilitator/trainer/teacher to have a good understanding of the session's objectives and flow, as well as to prepare all necessary materials, equipment and handouts, in order to deliver the activity.

Below you can find the list of contents of the toolkit. Although the sessions can be used independently, the project team proposes a 5-day training agenda that can be used for a more comprehensive training on digital citizenship and resilience.

On behalf of the project team, we hope that these activities will be useful in your work!

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Digital Citizenship

Activity 1

Type of Activity:	<p>Simulation Game</p> <p>Participants will take the role of journalists, who have to prepare the front page of their newspaper. The front-page should aim to promote the idea of digital citizenship and explain the profile of digital citizens.</p>
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about digital citizenship; ★ Understand the concepts of digital citizenship and digital citizens; ★ Widen awareness regarding their responsibilities as digital citizens; ★ Improve their communication skills both online and offline; ★ Enhance their critical thinking skills.
Duration	90 min
Number of Participants	25-30 (divided into groups of 4-5 people)
Needed Material	<ul style="list-style-type: none"> ★ Laptops (one per group) with access to microsoft word ★ Enough space and tables for a group of up to 24 people ★ Pictures in online format (in the annex) ★ If access to laptops is not possible or you prefer to do the activity offline, using printed images, flipchart, etc., you will need: ★ Printed set of 25 pictures related to digital citizenship, printed on sizes A5, A6, and A7 (in the annex) ★ Large sheets (A3) or flipcharts ★ Notebooks for taking notes ★ Pens and markers ★ Scissors and glue
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Prepare all required materials; ★ Ensure space and tables for all the groups;

	<ul style="list-style-type: none"> ★ Print the set of pictures following the number of the groups (if laptops are not available); ★ Set the tables according to the groups and leave on each of the tables the required material for the implementation of the activity; ★ Invite the participants and divide them into groups of 4-5 people; ★ Introduce the activities and start implementing the activity.
<p>Description step-by-step (content elements, methods...)</p>	<p>Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials and get ready for realising the activity.</p> <p>Step 2: Introduction After you have prepared the space, distributed the necessary materials and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the participants that they have to imagine they are journalists working for the local newspaper. Each group of participants will be working for a different newspaper and all of them will need to develop a front page focused on digital citizenship and digital citizens. Show the participants all of the available material and encourage them to collaborate as much as possible whilst working as a journalistic/editorial team.</p> <p>Step 3: Theoretical overview Using the additional resources attached to this activity, provide a brief theoretical overview of the concept of digital citizenship. During this session, participants should take notes which will then be used for the creation of their front page.</p> <p>Step 4: Implementation of the activity Participants will have 30 minutes at their disposal to develop their digital citizenship front pages using the pictures, notes, and all materials provided. Before finalising the front page, they should agree on a name for their newspaper and divide roles and responsibilities among the group members in preparation for the next step, the presentation.</p> <p>Step 5: Presentation Each group will present their work to the other participants, explaining the process of development and the main ideas. Give around 5 min. to each team.</p> <p>Step 6: Debriefing session Following the debriefing questions use the remaining 20 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise.</p>

Instructions provided to participants	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and take notes during the theoretical overview; ★ Divide roles and responsibilities among the members of your group; ★ Define the name of the newspaper you are working for; ★ Start developing the front page of the newspaper focused on digital citizenship using all the material you can find on your table; ★ Present the front page you have developed to the rest of the groups; ★ Discuss with your peers and trainer the topic of digital citizenship.
Debriefing Questions	<ul style="list-style-type: none"> ★ How did each group organise their work? ★ How were the responsibilities and roles divided? How did they choose which person will occupy each role assigned? ★ Did the group have a leader or did everyone participate equally in the decision-making process? ★ Did the groups explain completely the concept of digital citizenship on their front page? ★ Do the groups feel that they have added all the information on their front pages or is anything missing? If something is missing, what is it? ★ Did the groups include information from the theoretical session? ★ Do the front pages differ widely from one another? If yes, in what way?
Additional Resources (materials/links)	<p> https://prezi.com/i/3x6jusacmpnt/ https://www.youtube.com/watch?v=yfZN4_gP5kQ https://www.youtube.com/watch?v=mbbuLFUSdOA https://www.coe.int/en/web/digital-citizenship-education </p>
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Card Game on Digital Citizenship

Activity 2

Type of Activity:	<p>Card game</p> <p>Participants will be separated into small groups. A set of 18 cards will be given to each group. Half of the cards will be focused on the digital citizenship elements and the remaining half will provide definitions of the elements. Each group will have to match an element card with a correct definition card.</p>
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about digital citizenship; ★ Understand the elements of digital citizenship; ★ Widen awareness regarding what is needed to become a digital citizen; ★ Improve communication and teamwork skills; ★ Enhance critical thinking skills.
Duration	60 min
Number of Participants	10-30 (divided into groups of 4-5 people)
Needed Material	<ul style="list-style-type: none"> ★ Set of printed cards for each group (in the annex) ★ Scissors ★ Glue ★ Paper clips ★ Stapler
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Purchase all required materials; ★ Ensure space and tables for all the groups; ★ Print the set of cards; ★ Set the tables according to the groups and leave the required materials on each of the tables; ★ Invite the participants and divide them into groups of 4-5 people; ★ Introduce the activity and start implementing the activity.

Description

step-by-step
(content elements,
methods...)

Step 1: Preparation

The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for realising the activity.

Step 2: Introduction

After you have prepared the space, purchased and distributed the materials, and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the participants that each group has in front of them a set of 18 cards with the digital citizenship elements and their definitions. Each group will have to match the elements with their definitions and once done they will need to put them in order, starting from the most to least important according to their opinion. Each group will share its hierarchy through padlet (<https://padlet.com/dashboard>). Once this is done, each group will share their results and their personal view on the importance of these elements for digital citizenship.

Step 3: Theoretical overview

Using the additional resources attached to this activity, make a brief theoretical overview of the concept of digital citizenship. During this session, participants can take notes which can be used for their presentation. Indicative time: 15 min.

Step 4: Implementation of the activity

Participants will have 10 minutes at their disposal to match the cards. After the matching is complete, using the notes taken during the theoretical overview, each group will put the elements in order on a padlet. They will have 15 minutes at their disposal.

Step 5: Presentation

Each group will present their results to the rest of the participants. They should also explain the group's view on the importance of each element. The overall duration of the presentation session should not exceed 10 minutes.

Step 6: Debriefing session

Following the debriefing questions use the remaining 15 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise. Make sure that you clarify to the participants that there is no strictly correct hierarchy of different elements of digital citizenship and it depends on their own point of view.

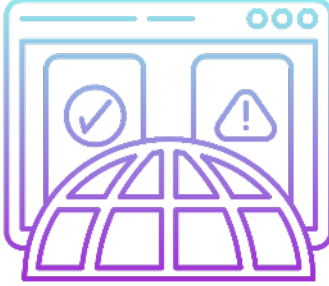


Posters on Digital Citizenship


Activity 3

Type of Activity:	<p>Posters Creation</p> <p>Participants will discuss and develop a flyer or poster which will be used to detail what participants know about being a responsible digital citizen.</p>
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about digital citizenship; ★ Understand the responsibilities of a digital citizen; ★ Widen awareness regarding what someone needs to know to be a responsible digital citizen; ★ Improve their communication and teamwork skills; ★ Enhance their critical thinking skills.
Duration	90 min
Number of Participants	25-30 (divided into groups of 4-5 people)
Needed Material	<ul style="list-style-type: none"> ★ Poster sample ★ Flyer sample ★ Laptops (one for each group) with access to the internet <p>If laptops are not available:</p> <ul style="list-style-type: none"> ★ Paper ★ Large sheets (A3) or flipcharts ★ Pens & Pencils ★ Markers, crayons, paints ★ Scissors ★ Glue ★ Stapler, paperclips
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Purchase all required materials; ★ Print the poster & flyer samples; ★ Ensure space and tables for all the groups; ★ Set the tables according to the groups and leave on each of the tables the required material for the implementation of the activity; ★ Invite the participants and divide them into groups of 4-5 people; ★ Introduce the activities and start implementing the activity.

<p>Description step-by-step (content elements, methods...)</p>	<p>Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for realising the activity.</p> <p>Step 2: Introduction After you have prepared the space, distributed the necessary materials and divided the groups, you will need to proceed with a brief introduction to the activity. Explain to the participants that the task of each group will be to develop a poster or a flyer using Canva (https://www.canva.com/) (or if laptops are not available, the materials found on the table). The posters / flyers should raise awareness regarding digital citizenship; specifically, what it takes to become a responsible digital citizen.</p> <p>Step 3: Theoretical overview Using the additional resources attached to this activity, provide a brief theoretical overview of the concept of digital citizenship. During this session, participants should take notes which can be used for their posters/flyers. Indicative time: 15 min.</p> <p>Step 4: Implementation of the activity The groups will have 30 minutes at their disposal to develop the posters/flyers using the notes taken during the theoretical overview and the material provided.</p> <p>Step 5: Presentation Each group will present their poster/flyer to the rest of the participants. They should also explain the process they have followed to reach the result. Give around 5 min, per group for the presentation.</p> <p>Step 6: Debriefing session Following the debriefing questions use the remaining 15 minutes of the activity as an open discussion. This will provide the opportunity to answer any doubts or questions that may arise.</p>
<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and take notes during the theoretical overview; ★ Assign roles & responsibilities among the group's members; ★ Choose whether you will develop a poster or a flyer; ★ Start developing the poster/flyer; ★ Present the results to the rest of the groups; ★ Discuss with your peers and trainer the elements of digital citizenship.

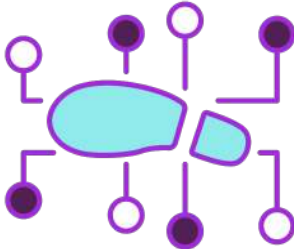
Debriefing Questions	<ul style="list-style-type: none"> ★ How was the activity for you? Did you enjoy the process? ★ What do you take from this activity, what are the learning points for you from it? ★ In your opinion, what is most important to being a responsible digital citizen? ★ Can you describe the profile of a responsible digital citizen? ★ How else can we raise awareness for digital citizenship? 
Additional Resources (materials/links)	<p> https://prezi.com/i/3x6jusacmpnt/ https://www.edutopia.org/blog/digital-citizenship-need-to-know-vicki-davis https://www.prodigygame.com/main-en/blog/digital-citizenship/ https://www.youtube.com/watch?v=tZeNr1q5QTU https://gr.pinterest.com/Yugeswarishnan/poster-sample/ (poster sample) https://www.canva.com/flyers/templates/ (flyer sample) https://www.youtube.com/watch?v=f0jN3Mwc3Ho (canva tutorial for poster) https://www.youtube.com/watch?v=wrthaLRdw4Y (canva tutorial for flyer) </p>
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Digital Identity

Type of Activity:	Digital Identity Presentation with practical activities	
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about the concept of digital identity and what it involves, its importance in our lives; ★ Be aware of threats that exist online; ★ Learn how to protect our digital identity and privacy. 	
Duration	90 min	
Number of Participants	25-30	
Needed Material	★ Projector to show the presentation	
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Prepare the room setup - the group should be sitting in a semi-circle in order for the participants to be able to see and hear each other, but also to see the screen with the presentation 	
Description step-by-step (content elements, methods...)	<ul style="list-style-type: none"> ★ Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants. Get some additional information on digital identity and check some additional resources [some suggestions are provided below]. ★ The presentation will lead you through the steps of the process: you can start with a short brainstorming which is suggested on the 1st slide of the presentation and ask the participants what is digital identity. ★ After the brainstorming, give some additional information and details on what digital identity involves. ★ You can then ask the participants if they think it is important and why? Afterwards show them the slide which gives some more details on its importance. ★ Compare our online and offline behaviour through the next slide. Draw the attention of the participants on these differences and ask them why they think these exist. ★ Next you can talk about selfies, as they are a part of our digital identity (of most people, in one way or another). The next slide describes the advantages and disadvantages of selfies. 	

	<ul style="list-style-type: none"> ★ The next slide guides you to a practical activity - looking up information about each other on social media. If you do this practical activity, make a short debriefing after it drawing the attention of the participants on the importance of the image they project through what they share online. ★ Next you can discuss the existing threats to our digital identity and how we can protect it and improve it. ★ You then have some more practical activities that you could do with the group: <ul style="list-style-type: none"> ○ looking up information about yourself online (e.g. Google yourself), as well as about a famous person. By seeing what appears when we search online, we can again refer to the importance of what image we project through what we share online or what others share about us online. ○ deciding whether some online behaviours are good or bad ○ brainstorming on questions that we might ask ourselves before posting something online ★ Next you can discuss the mindful use of digital media and the digital habits of the participants (refer to the next slides of the presentation). Emphasise the need of having a balanced relationship with digital media and of having your time offline. ★ The last slides of the presentation are connected to protecting our digital identity through different mechanisms, such as strong passwords. ★ For the debriefing at the end of the activity, you can refer to the questions below.
Debriefing Questions	<ul style="list-style-type: none"> ★ How was this session for you? What are the main learning points, anything that you take away with you from this activity? ★ Were you familiar with the concept of digital identity before? What aspects of our digital identity are most important for you? ★ If we sum up, what are the main ways in which we can protect our digital identity?
Additional Resources (materials/links)	<p>https://www.internetmatters.org/resources/helping-young-people-manage-their-online-identity/</p> <p>https://www.techtarget.com/whatis/definition/digital-identity</p> <p>https://www.thalesgroup.com/en/markets/digital-identity-and-security/government/identity/digital-identity-services/trends</p> <p>https://library.oapen.org/bitstream/handle/20.500.12657/26085/1004001.pdf</p>
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Digital Footprint

Type of Activity:	<p><u>Digital Footprint Presentation</u> with practical activities</p> 
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about the concept of digital footprint and what it involves, its importance in our lives; ★ Be aware of threats that exist online; ★ Learn how to protect ourselves.
Duration	90 min
Number of Participants	25-30
Needed Material	<ul style="list-style-type: none"> ★ Projector to show the presentation
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Prepare the room setup - the group should be sitting in a semi-circle in order for the participants to be able to see and hear each other, but also to see the screen with the presentation
Description step-by-step (content elements, methods...)	<ul style="list-style-type: none"> ★ Before delivering the session, go through the presentation and make any changes you think might be necessary, knowing the profile and needs of your participants. Get some additional information on digital footprint and check some additional resources (some suggestions are provided below). ★ The presentation will lead you through the steps of the process: you can start with a short brainstorming which is suggested on the 1st slide of the presentation and ask the participants what is digital footprint. ★ After the brainstorming, give some additional information and details on what digital footprint involves. ★ You can then ask the participants if they think it is important and why? Afterwards show them the slide which gives some more details on its importance. ★ Go to the next slide with the dangers that we can encounter online, such as phishing, scams, smishing, etc. ★ Ask the participants if they have faced any of these dangers and give some space for people to share their own experiences and how they dealt with these challenges. This will give you the chance to have a smooth transition to the next step which is related to the tips for staying safe online

	<ul style="list-style-type: none"> ★ You can go through the different online safety tips and ask the participants to add others and/or comment. ★ Next you can discuss the topic of cookies which are very common online but we don't necessarily know what they are. Again ask the participants to brainstorm a bit and then provide some input from the slides. ★ The next topic is social media - is it good or bad? It is a good way to start a discussion about its advantages and disadvantages, recognizing that it is already a part of our lives, in one way or another. ★ On the next slide you have some statements related to privacy online, which is connected to our digital footprint. You can again discuss the impact of what we share online on our lives. ★ The next step is a slide with debate statements that you can use to further discuss the topic with the participants. Is it OK to do certain things online or not and why? ★ The last activity on the last slide of the presentation contains a series of questions related to our behaviour offline - what are the things that we do online but we would never do in real life and why? ★ After you finish the presentation, go to the debriefing of the whole activity, using the questions provided below.
Debriefing Questions	<ul style="list-style-type: none"> ★ How was this session for you? What are the main learning points, anything that you take away with you from this activity? ★ Were you familiar with the concept of digital footprint before? What aspects of our digital footprint are most important for you? ★ If we sum up, what are the main ways in which we can protect ourselves online?
Additional Resources (materials/links)	<p>https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint</p> <p>https://www.netnanny.com/blog/what-every-teen-needs-to-know-about-their-digital-footprint/</p> <p>https://www.teachthought.com/the-future-of-learning/digital-footprints/</p> <p>https://www.digitalcitizenship.nsw.edu.au/articles/leaving-a-digital-footprint</p>
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Cybersecurity and Privacy Online

Type of Activity:	Agree-Disagree Exercise & Video on Cybersecurity and Privacy Issues
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about cybersecurity and why it is important; ★ Express own opinions and attitudes related to the topic of cybersecurity.
Duration	60 min
Number of Participants	20-30
Needed Material	<ul style="list-style-type: none"> ★ Two A4 sheets of paper with AGREE - DISAGREE written on them ★ Projector ★ TV ★ Laptop or mobile device with Internet connection to display video
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Prepare the video to be shown on the screen (the link is provided below) ★ Prepare the 2 A4 sheets with AGREE and DISAGREE and stick them to the wall in the opposite sides of the room
Description step-by-step (content elements, methods...)	<p>Step 1: Explain to the participants that you will be reading statements and based on their opinion the participants can go to one side of the room - either AGREE or DISAGREE. If they are not sure about their position, they can stay in the middle.</p> <p>Step 2: Facilitate a brief discussion after each statement. Give people from both sides the chance to speak and give their arguments.</p>

Statements:

- ★ There is no point in using social media and not sharing location information. I don't think it can be harmful.
- ★ A child/young person cannot become the target of cyber-attacks. Only companies and organisations are vulnerable.
- ★ I never ask my parents for help. They don't know much and if something goes wrong they may block my internet access. I ask help from peers with more experience or look it up on the Web.
- ★ We should be 100% protected from cyber risks in order to use a laptop or mobile device.
- ★ Modern systems are evil. They are very dangerous. They consume our personal data and can harm us.
- ★ When I see something online that is too good to be true I never try it because there is no chance for it to be true.
- ★ When other people have given positive reviews, I believe something is safe and good.
- ★ I am scared of online scams. However when people are willing to meet you in person and provide proof of their identity I would say it is rather safe to trust them.
- ★ I think that changing my password for different platforms and apps often is important and I do it.
- ★ I don't accept cookies on websites just like that, I check what I am accepting first.
- ★ I don't share other people's photos without asking for permission first.

You can come up with more statements depending on the awareness you are trying to create.

Step 3: After the discussion, ask the participants to sit back in a circle and do a short debriefing before projecting the video. Some questions you can ask are as follows:

- ★ How was the activity for you, how did you feel?
- ★ Have you thought about these topics before?
- ★ Did any of the other opinions influence you? Did you change your attitude or opinion about any of the topics?
- ★ Which topic/statement do you think was most relevant for you and why?


Step 4: Show the video which was developed as a part of the ACDC project: <https://youtu.be/mxrLhhX6P4Y>



	<p>Step 5: Facilitate a short discussion about the video using some of the following questions:</p> <ul style="list-style-type: none">★ What do you think about the video?★ Have you faced issues related to the ones described in it?★ Do you know anyone that had cybersecurity issues and how would you help them based on what you learned?★ What would you do in order to improve your online security/privacy?★ Would you share this video with your friends/family?
Additional Resources (materials/links)	<p>6 Educational Cybersecurity Resources for Kids How to teach your kids about cybersecurity https://www.getcybersafe.qc.ca/en/blogs/cyber-security-kids-introduction https://youtu.be/6BJLmfscrgo https://www.youtube.com/c/eSafetyOffice/videos</p>
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Cyberbullying

Type of Activity:	<p>“Rewrite Your Story” Case Studies on Cyberbullying</p> 
Learning Objectives:	<ul style="list-style-type: none"> ★ To raise awareness about the different types of cyberbullying; ★ To make participants understand the impact of cyberbullying and think about different solutions to cases of cyberbullying; ★ To tackle the topic of ethical online behaviour and promote it among the participants.
Duration	90 min
Number of Participants	10-30
Needed Material	<ul style="list-style-type: none"> ★ Printed case studies (in the annex) ★ Papers ★ Pens
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Ensure space and tables for the participants to work in small groups; ★ Print the case studies in the annex below – 1 case per small group; ★ Set the tables according to the groups and leave on each of the tables the printed case study, together with the questions related to it, pens and papers for the group to write; ★ Divide the participants into groups of 4-5 people; ★ Introduce the activity following the steps below.

<p>Description step-by-step (content elements, methods...)</p>	<ul style="list-style-type: none"> ★ Before delivering the session, go through the theoretical background of cyberbullying provided in the resources below, and go through the 5 case studies by yourself. ★ You can start the session with a quick brainstorming on what cyberbullying is and what types of cyberbullying exist, so the participants get familiar with the topic, share some insights, etc.. ★ After the brainstorming, divide the participants in 4 or 5 small groups, so that you have 4-5 people in each group. Give the participants around 30 minutes to go through the case studies and the questions for each case study, and ask them to write down the key points of their discussion, following the guiding questions provided, and adding any relevant insights. ★ After 30 minutes, ask the groups to come together and present one by one the results of the discussion. ★ As a facilitator, your role will be to give the floor to each small group to present what they discussed and what they think about the concrete case. You will also organise the discussion after the cases are presented and you can give some input from your side, using the information you have about the types of cyberbullying, its impact, the ways in which we can tackle cyberbullying situations, etc. ★ For the debriefing at the end of the activity, you can refer to the questions below.
<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Divide in 4 (or 5, depending on the number of people) groups. ★ For dividing the groups you can ask the participants to count from 1 to 4 or 5, or just to choose their team members and form the groups themselves. ★ You will have 30 minutes to read and discuss a case study related to the topic of cyberbullying. You have some guiding questions that you can use for discussing the case, and feel free also to add any other relevant input. After the 30 minutes, we will get back to plenary and we will hear the outcomes of all discussions. ★ Please share with us how the discussion went, what did you think about your case study? <p>Groups will present one by one and then after all groups are done, finish with a group debriefing on the process and the topic of cyberbullying.</p>
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ How was the process for you, the discussion of the case study? ★ Was the topic something familiar to you? Was it a realistic situation? ★ What do you think about cyberbullying as an issue, does it have an important social impact, especially on youth? ★ If yes, how do you think we can minimise this impact? How can we prevent it?

	★ What could we do in case of cyberbullying against a person we know? What if we are the victims, how could we react to cyberbullying?
Additional Resources (materials/links)	https://www.esafety.gov.au/young-people/cyberbullying https://socialmediavictims.org/cyberbullying/types/ https://www.stopbullying.gov/cyberbullying/what-is-it https://www.unicef.org/end-violence/how-to-stop-cyberbullying
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Online Hate Speech

A New Mosque in Sleepyville



Type of Activity:	Simulation of an Online Consultation/Debate
Learning Objectives:	<ul style="list-style-type: none"> ★ Explore the rights of religious minorities and how they relate to hate speech online; ★ Develop skills of online debate and analysis; ★ Consider the use of democratic discussion/participation in increasing tolerance towards other people or other beliefs.
Duration	120 min
Number of Participants	15-30
Needed Material	<ul style="list-style-type: none"> ★ Access to the Internet – a minimum of 5 computers ★ Space for groups to meet ★ 2 facilitators ★ Ballot papers for Council members (optional)
Preparation	<p>To deliver this activity you will need to:</p> <ul style="list-style-type: none"> ★ Make a copy of the handouts for all participants (in the annex) ★ Create a closed space on the Internet. See facilitators' tips for suggestions. ★ Create a login for each participant – or check beforehand that everyone is able to login using an existing account (see facilitators' tips).

Description
step-by-step
(content elements,
methods...)

- ★ Read out the description of the problem on [hand out 1 below](#). Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict Council land.
- ★ Give each participant a copy of the handouts and invite them to select roles. Talk through the Consultation Procedure and make sure everyone understands.
- ★ Indicate the spaces where people and groups can meet up beforehand and the computers available for the activity. Check that everyone has a login and password.
- ★ Remind those who are able to submit an initial statement that this should be done before the Consultation opens to the public. Encourage everyone to make use of the 30-minute Pre-Consultation phase to:
 - agree positions within the groups and allocate roles or arguments (if necessary)
 - meet with representatives of other groups
 - check they are able to login to the site.

If computer access or time is limited, remind participants that they will need to be succinct in their arguments as they may only get one chance to make their points!

- ★ Announce the beginning of the Pre-Consultation phase, and explain that the Consultation will open to the public in 30 minutes.
- ★ After 30 minutes, announce the start of the public Consultation and invite members of the public to read the initial statements from groups – and submit their comments.
- ★ At the end of the Consultation, the Mayor declares the Consultation closed. Members of the Town Council then meet and take a vote. If there is no majority opinion, the Mayor has a casting vote.
- ★ The Mayor announces the decision. Invite participants to bring their chairs into a circle for the debriefing.


Tips for Facilitators:

- ★ You will need to set up a secure site before the activity starts. This could be a Facebook page, or an account on another social network.
- ★ You will need to make sure that everyone has an account which is able to access this site.
- ★ You will need a second facilitator to help run the activity.
- ★ Although the groups should be allowed to work independently, they may need support or guidance while preparing – or during the consultation. For example, during the preparation phase, it may be useful to check that people are using the time to meet others or to plan what they are going to say during the meeting.
- ★ If computers are limited, you may need to impose a time limit (or word limit) so that everyone gets a chance to post a contribution.

	<ul style="list-style-type: none"> ★ During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. ★ You should help them to look back on the simulation with their normal 'hats' rather than in their assumed roles.
Debriefing Questions	<p>Start the feedback round by greeting everybody by their real names. This is important to allow the participants to give up the roles they had assumed during the simulation. Ask the participants what they feel about the process they have just been through:</p> <ul style="list-style-type: none"> ★ Were you surprised by the result of the vote? Would it have suited the person whose role you were playing? ★ Do you think an online consultation is a good way of deciding issues like this? What are the advantages and disadvantages? <p>Questions about the ideas reflected in the debate:</p> <ul style="list-style-type: none"> ★ Did interaction with other people or groups make you alter your approach or change your attitude towards any of the issues raised? ★ How easy was it to identify with your role? ★ Do you think that this situation could arise in real life? Can you think of any similar cases? ★ How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all? <p>Making the link with hate speech online:</p> <ul style="list-style-type: none"> ★ What did you think about the rule to delete comments which were racist or abusive? ★ Did the presence of this rule make you think differently about the comments you posted? ★ How easy was it to decide whether or not to delete a comment? (question for the Site Administrators) ★ Did you agree with decisions made by the moderators? (question for all participants)
Additional Resources (materials/links)	<p>This activity has been adopted from 'A Mosque in Sleepyville' in Compass, the Manual for Human Rights Education with Young People www.coe.int/compass</p>
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Mindfulness

Activity 1

Type of Activity:	Meditation Participants will follow a step-by-step meditation process and start exploring mindfulness techniques.	
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about mindfulness; ★ Learn about the different techniques and methods of practising mindfulness; ★ Learn about meditation and its importance; ★ Know how to meditate and control their thoughts; ★ Be able to show to other people the steps for meditating. 	
Duration	110 min	
Number of Participants	10-30 (divided into groups of max. 2 people)	
Needed Material	<ul style="list-style-type: none"> ★ Enough space for a group of up to 30 people ★ Pillows or comfortable chairs ★ Relaxing (meditation) music playing in the background 	
Preparation	To deliver this activity you will need to: <ul style="list-style-type: none"> ★ Prepare the space and create a relaxing atmosphere; ★ Play relaxing music in the background; ★ Invite the participants and divide them into pairs; ★ Instruct each member of each pair to sit in front of each other; ★ Introduce the theoretical part on mindfulness; ★ Review the steps that participants need to undertake in order to meditate; ★ Start the meditation. 	

Description

step-by-step
(content elements,
methods...)

Step 1: Preparation

The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for realising the activity.

Step 2: Introduction & Theoretical Overview (30 min)

After you have prepared the space, and divided the pairs you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness. Then review the different steps of meditation.

Step 3: Implementation of the activity (60 min)

Participants will follow the steps below to start meditating:

1. **Focus on your breathing.**

The most important step of this activity is to relax through your breathing. The most effective technique is the one known as the 4-7-8 breathing technique. Breathe in for 4 seconds, hold your breath for 7 seconds, and breathe out for 8 seconds. Repeat 3 times.

2. **Focus on something specific around you.**

Think of something that surrounds you or something you touch. It can be a flower, the sun, or a warm cup of coffee on your hands. Feel the energy and think of the feelings that this sensation generates, thank your body for being able to feel it.

3. **Reflect on the person you have contacted online.**

Focus on the person you last contacted online, try to recall the moments you have shared with this person, try to recall how you were feeling when talking online to this person.

4. **Reflect on a specific online moment.**

Think of a specific situation that happened online that made you feel uncomfortable. Reflect on how you managed to get over it and thank yourself for being strong.

5. **Think of someone or something who helped you overcome this situation.**

Reflect on a situation, a person, etc. that made you feel good and overcome the bad experience online. Focus on that moment and appreciate accepting this help.

6. **How to be mindful online.**

In groups of 3-4 persons discuss and write down ways and behaviours that help us to be mindful while using social media. Discuss it with the group.

Step 4: Debriefing session (20 min)


Following the debriefing questions, discuss with the participants and answer any doubts or questions that may arise.

<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and the theoretical overview; ★ Pay attention to the steps of meditation; ★ Focus on your breathing; ★ Focus on the instructions of the trainer during the meditation process; ★ Focus on your partner during the meditation process; ★ Share your feelings of the experience with the group after the meditation is completed.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ Did you manage to concentrate on your breathing and relax? ★ Was it easy to focus on specific things and feelings? ★ What kind of feelings did you have during the meditation process? ★ How did you feel after the meditation was completed? ★ Do you think that meditation can help us control and understand our thoughts? Please, explain your answer.
<p>Additional Resources (materials/links)</p>	<p>https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer-thoughts-with-mindfulness-meditation/ https://www.medicalnewstoday.com/articles/324417 https://www.happierhuman.com/mindfulness-exercises-groups/ https://mindfulnessexercises.com/8-mindfulness-exercises-for-beginners/ https://www.youtube.com/watch?v=7-1461bAxdM https://www.youtube.com/watch?v=4Ma0oMofy8U</p>
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Mindful Listening

Activity 2

Type of Activity:	Mindful Listening An activity implemented in pairs, which will help participants to learn how to actively listen to other people.	
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about mindfulness; ★ Learn about mindful listening; ★ Know how to be an active and mindful listener; ★ Know how to be focused on the speaker; ★ Be able to show other people how to be mindful listeners. 	
Duration	95 min	
Number of Participants	10-30 (divided into pairs)	
Needed Material	<ul style="list-style-type: none"> ★ Enough space for a group of up to 30 people ★ Pillows or comfortable chairs ★ Relaxing (meditation) music playing in the background ★ Cards with the questions for the discussion (in the annex). 	
Preparation	To deliver this activity you will need to: <ul style="list-style-type: none"> ★ Prepare the space and create a relaxing atmosphere; ★ Play relaxing music in the background; ★ Invite the participants and divide them into pairs; ★ Instruct each member of each pair to sit on in front of each other; ★ Introduce the theoretical part on mindfulness; ★ Provide each pair with the question cards; ★ Start the activity. 	


<p>Description step-by-step (content elements, methods...)</p>	<p>Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for implementing the activity.</p> <p>Step 2: Introduction & Theoretical Overview (30 min) After you have prepared the space, distributed the required materials, and divided the group into pairs, you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness.</p> <p>Step 3: Implementation of the activity (45 min) Each pair will be equipped with 10 cards with different questions related to feelings and personal experiences, which will be placed in front of them, with the questions facing downwards, so that they cannot be seen. One member of each pair will take the role of the speaker and the other will take the role of the listener. The listener should pick a card at random and ask the question printed on it. The speaker should answer, whilst trying to focus on expressing all her/his feelings. and the listener should listen carefully and try to understand the feelings of the speaker. Once the first 5 questions have been asked, the participants should change roles and the pairs should swap roles for the remaining 5 questions.</p> <p>Step 4: Debriefing session (20 min) Following the debriefing questions use the last 20 minutes of the activity to discuss with the participants and answer any doubts or questions that may occur.</p>
<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and the theoretical overview; ★ Focus on your feelings; ★ Focus on the speaker; ★ Focus on the questions asked; ★ Try to express your feelings while answering the questions; ★ Share your feelings of the experience with the group after the activity is completed.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ Did you manage to concentrate on your feelings? ★ Was it easy to express yourself in front of a stranger? ★ What kind of feelings did you have during the activity implementation? ★ Did you manage to focus on the speaker and her/his feelings? ★ How did you feel after the activity was completed? ★ Do you think that mindful listening can improve human relations and make us feel better? Please, explain your answer.

Additional Resources (materials/links)	https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer-thoughts-with-mindfulness-meditation/ https://www.medicalnewstoday.com/articles/324417 https://www.happierhuman.com/mindfulness-exercises-groups/ https://mindfulness-exercises.com/8-mindfulness-exercises-for-beginners/ https://www.youtube.com/watch?v=7-1461bAxdM https://www.youtube.com/watch?v=4MaOoMofu8U
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Mindful Conversation Game

Activity 3

Type of Activity:	Mindful Conversation Game An activity implemented in groups, which will help participants to communicate better and more deeply with others, creating connections with people they don't know very well.	
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about mindfulness; ★ Know how to be an active and mindful member of society; ★ Know how to be focused on the speaker; ★ Be able to show to other people how to communicate mindfully. 	
Duration	110 min	
Number of Participants	10-30 (divided into groups of 4-5 people)	
Needed Material	<ul style="list-style-type: none"> ★ Enough space for a group of up to 24 people ★ Pillows or comfortable chairs ★ Relaxing (meditation) music playing in the background 	
Preparation	To deliver this activity you will need to: <ul style="list-style-type: none"> ★ Prepare the space and create a relaxing atmosphere; ★ Play relaxing music in the background; ★ Invite the participants and divide them into groups; ★ Instruct each group to sit together into circle; ★ Introduce the theoretical part on mindfulness; ★ Start the activity. 	

Description

step-by-step
(content elements,
methods...)

Step 1: Preparation

The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for implementing the activity.

Step 2: Introduction & Theoretical Overview (30 min)

After you have prepared the space, and divided the participants into groups you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness.

Step 3: Implementation of the activity (60 min)

The game is separated into three rounds – the first round is focused on the past, the second round on the present and the third round on the future.

Participants should be separated into groups and each group sited in a circle. Next participants are asked to choose a group leader, who will have the responsibility to lead the conversation and give the floor to the different group members. Once the group leader is chosen, the activity starts and each participant will have a maximum of 2 minutes at their disposal to answer the question related to each round.

★ **First round – “Share an experience from the past, which you will never forget.”**

Starting from the person sitting on the right of the group leader, each group member will have 2 minutes to share a personal past experience, whilst trying to express their feelings to the group. The leader should be noting the time, using the timer provided. The leader should be the last one to share her/his experience.

★ **Second round – “Share something which happened to you this week and generate strong feelings.”**

Starting from the person sitting on the right of the group leader, each group member will have 2 minutes to share something that happened to them during the current week, whilst trying to express their feelings to the group. The leader should be noting the time, using the timer provided. The leader should be the last one to share her/his experience.

★ **Third round – “Share a dream you have, and which you wish to come true in the future.”**


Starting from the person sitting on the right of the group leader, each group member will have 2 minutes to share a dream they would like to come true, whilst trying to express their feelings to the group. The leader should be noting the time, using the timer provided. The leader should be the last one to share her/his experience.

	<p>Step 4: Debriefing session (20 min)</p> <p>Following the debriefing questions use the last 20 minutes of the activity to discuss with the participants and answer any doubts or questions that may arise.</p>
<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and the theoretical overview; ★ Listen carefully to the group leader; ★ Focus on your feelings; ★ Try to express your feelings while answering the questions; ★ Share your feelings of the experience with the group after the activity is completed.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ Did you manage to concentrate on your feelings? ★ Was it easy to express yourself in front of a stranger? ★ What kind of feelings did you have during the activity implementation? ★ Was it easy to follow the leader's instructions? ★ How did you feel after the activity was completed? ★ Do you think it's easy to open up in front of a group of strangers? Please, explain your answer.
<p>Additional Resources (materials/links)</p>	<p>https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer-thoughts-with-mindfulness-meditation/</p> <p>https://www.medicalnewstoday.com/articles/324417</p> <p>https://www.happierhuman.com/mindfulness-exercises-groups/</p> <p>https://mindfulnessexercises.com/8-mindfulness-exercises-for-beginners/</p> <p>https://www.youtube.com/watch?v=7-1461bAxdM</p> <p>https://www.youtube.com/watch?v=4MaOoMofy8U</p>
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Bonus Exercise - Attention Game

Activity 4

Type of Activity:	Attention Game An activity implemented by all participants together, which will help them train their minds and their memory. 
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn about mindfulness; ★ Know how to be an active and mindful member of society; ★ Know how to respect when others are speaking; ★ Be able to show to other people how to communicate mindfully.
Duration	110 min
Number of Participants	10-24
Needed Material	<ul style="list-style-type: none"> ★ Enough space for a group of up to 24 people ★ Pillows or comfortable chairs
Preparation	To deliver this activity you will need to: <ul style="list-style-type: none"> ★ Prepare the space and create a relaxing atmosphere; ★ Invite the participants to sit in a circle; ★ Introduce the theoretical part on mindfulness; ★ Start the activity.

<p>Description step-by-step (content elements, methods...)</p>	<p>Step 1: Preparation The first step towards the implementation of this activity is to follow the preparation instructions, read all the available materials, and get ready for implementing the activity.</p> <p>Step 2: Introduction & Theoretical Overview (30 min) After you have prepared the space, you will need to proceed with a brief introduction to the activity. Using the additional resources attached to this activity, make a brief theoretical overview of the concept of mindfulness.</p> <p>Step 3: Implementation of the activity (30 min) Participants should be sited in a circle. The facilitator should pick a person to start the activity. This person will need to think of either a person, an animal or an object starting from the letter “A”, once he/she has a word, the person sitting on his/her right continues, by saying the name of a person, animal or object beginning with the last letter of the word that the previous person gave, for example: the first person says ‘Apple,’ the next person says ‘elephant’ and the next person says ‘table’ and so on: until a word cannot be found.</p> <p>Step 4: Debriefing session (20 min) Following the debriefing questions use the last 20 minutes of the activity to discuss with the participants and answer any doubts or questions that may arise.</p>
<p>Instructions provided to participants</p>	<ul style="list-style-type: none"> ★ Listen carefully to the instructions of the training and the theoretical overview; ★ Listen carefully to the group facilitator: try to think fast; ★ Share your feelings of the experience with the group after the activity is completed.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ Did you manage to concentrate during the activity? ★ Was it easy to think fast? ★ What kind of feelings did you have during the activity implementation?
<p>Additional Resources (materials/links)</p>	<p>https://news.harvard.edu/gazette/story/2018/04/less-stress-clearer-thoughts-with-mindfulness-meditation/ https://www.medicalnewstoday.com/articles/324417 https://www.happierhuman.com/mindfulness-exercises-groups/ https://mindfulness-exercises.com/8-mindfulness-exercises-for-beginners/ https://www.youtube.com/watch?v=7-1461bAxdM https://www.youtube.com/watch?v=4MaOoMofy8U</p>
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Is it News?

Activity 1

Type of Activity:	Is it News? Activity in Small Groups
Learning Objectives:	<ul style="list-style-type: none"> ★ Learn how to differentiate news from other types of information; ★ Put the participants' news-spotting abilities to the test.
Duration	30-60 min
Number of Participants	Any
Needed Material	<ul style="list-style-type: none"> ★ Handouts: Primary sources - it can be any articles you find that can be classified either as "news" or as "not news" according to the poster "Is It News". ★ Poster: Is It News?
Preparation	★ Print and hand out materials: 1 set per team

Description
step-by-step
(content elements,
methods...)

- ★ Ask the participants: Why do we need news? (Prompts include: What would happen if you couldn't access news of any kind? What if you: Were going to buy the latest phone and missed the news that the popular model was badly made? Got dressed for the day and didn't know about the upcoming blizzard? Wanted to join a community rally and didn't know that the location had changed?) Explain that getting an accurate, clear and timely explanation of the world around us helps us understand communities (ours and beyond). It also helps us make better decisions about how we spend our time and money, what we value, and what we support.
- ★ Discuss some examples of what's in the news now. Encourage them to think of issues or events using prompts about the latest in politics, current events, technology, music, sports, etc.
- ★ Tell participants you're going to test if they can tell the difference between news and the other types of content in the information universe. Distribute the handouts that you have prepared and ask them to discuss and determine what is news and what isn't.
- ★ Acknowledge that it can be tricky to figure out how to identify quality, credible news. It becomes especially hard when it's published online alongside rumours, opinions, ads and more. It boils down to five key characteristics. To learn about these five things to look for, watch the ["Is It News?" explainer video](#) and review the accompanying flowchart poster.
- ★ Discuss the tips from the video. Which did you already know? Which were new? How do they apply to the examples from the start of the session? Did you change your opinion about the handouts you analysed?
- ★ Ask the participants to share the outcomes of their discussion - what is news and what isn't? Why?
- ★ Make a debriefing using the questions below.

Debriefing Questions

- ★ Which artefacts were easiest to categorise as news or not? Hardest? Why?
- ★ Which artefacts did you struggle with or change your mind about? What qualities made it hard to tell if those artefacts were news or not?
- ★ For artefacts that you struggled to label: What more would you need to see, know or do to categorise it?
- ★ Which characteristics of news were you able to spot quickly? Which ones required more time?
- ★ How can you use this method in your daily life? Why is it important to be able to tell the difference between news and all the other types of content?

Extra**A Closer Look at News and Opinion**

As a group, create a list of current events, with a focus on events or issues that have generated some controversy and diverging opinions. Individually or in small groups, participants select a topic to focus on. They should create a collection of at least three news stories and three opinion pieces about the topic (using the Is It News? poster to help them identify the correct content). After reviewing their collections, they write a short essay comparing and contrasting the news and opinion content, and explaining the role of each in becoming fully informed about the topic.

Authors and Contact

Organisation: My Madeira Island
Based on the Media Literacy course of [Newseum](#)





Media Literacy

ESCAPE Junk News

Activity 2


Type of Activity:	E.S.C.A.P.E. Junk News Practical activity on media literacy with real world examples
Learning Objectives:	★ Learn a handy acronym to help participants remember six key concepts for evaluating information, then test the concepts in teams.
Duration	30-60 min
Number of Participants	Any
Needed Material	<ul style="list-style-type: none"> ★ E.S.C.A.P.E. Junk News poster ★ E.S.C.A.P.E.: Six Key Concepts worksheets ★ A news story for participants to evaluate ★ Internet access
Preparation	<ul style="list-style-type: none"> ★ Make copies of the E.S.C.A.P.E. Junk News poster (one per group of students) and the E.S.C.A.P.E.: Six Key Concepts worksheets. (The number of copies will vary, depending on whether you'd prefer students work in small groups or individually.) ★ Select a news story for students to apply to the E.S.C.A.P.E. concepts in their group activity. (Depending on your angle for this topic, you may want to choose a real news story, a fake/questionable story, or both.) ★ Review the E.S.C.A.P.E. poster so you are prepared to discuss the six key concepts.

<p>Description step-by-step (content elements, methods...)</p>	<ul style="list-style-type: none"> ★ Ask students how they determine whether information they find online is trustworthy. ★ Introducing the E.S.C.A.P.E. acronym by writing the six key concepts on the board or projecting the poster. Explain that considering even one of these six concepts can help determine whether information is reliable. ★ Go through the six concepts and ask students to help you define each. Then reveal/distribute the poster, including the questions to ask and steps to take to investigate each concept. ★ Divide students into groups, one or two per key concept and distribute the Six Key Concepts worksheets and copies of/link to your selected news story. (Note: The concepts of audience, purpose and execution take less time to investigate, so you may want to consider pairing these with the first three concepts.) Have each group take 10-15 minutes to analyze the news story through the lens of their specific concept. This is a tight timeline, but push groups to work quickly and broadly rather than getting bogged down. (Alternatively: Have the students complete one or two concept worksheet(s) each as homework.) ★ Have groups/students share their findings. As a class, decide if the story is trustworthy or not.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ From one E.S.C.A.P.E. concept alone, could you make a determination about the reliability of this story? Why or why not? ★ Which of these concepts do you think is the most helpful in figuring out whether information is reliable? Why? ★ Which of these concepts do you think is the most difficult to understand or apply? Why? ★ Did you feel you had enough time to apply your concept to this story? In real life, how could you speed up the process of evaluating information that crosses your path?
<p>Authors and Contact</p>	<p>Organisation: My Madeira Island Based on the Media Literacy course of Newseum</p>



How Our Brain Tricks Us

Activity 3

Type of Activity:	Presentation “How Our Brain Tricks Us” Handouts & Discussion	
Learning Objectives:	★ Learn about critical thinking: logical fallacies and biases	
Duration	60 min	
Number of Participants	Any	
Needed Material	★ Presentation shared through multimedia ★ Printed handouts with examples of biases and logical fallacies (in the annex)	
Preparation	Review the presentation and the handouts in the annex , as well as the links provided below in the additional resources, in order to be aware of the topic and the exercises. You can also find a lot of information online about the different types of biases and logical fallacies.	

<p>Description step-by-step (content elements, methods...)</p>	<ul style="list-style-type: none"> ★ When you start the activity, introduce the topic of critical thinking – it could be through a short brainstorming ★ Divide the participants in small groups of 4-5 people and give each group the printed handout with the examples of biases (provided in the annex) ★ Give the participants around 10-15 min. to go through the document and ask them to determine what is wrong with the stories and cases presented there ★ Have a short discussion on the biases based on what is shown in the presentation and connect each case with the respective type of bias ★ Move on to logical fallacies with a short brainstorming on what these could be, then give a brief definition of logical fallacies, e.g. “Fallacies are common errors in reasoning that will undermine the logic of your argument. Fallacies can be either illegitimate arguments or irrelevant points, and are often identified because they lack evidence that supports their claim. Avoid these common fallacies in your own arguments and watch for them in the arguments of others.” https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html. ★ Go through each of the logical fallacies in the presentation and give some examples. You can find a lot of them online, check the links provided below in the additional resources. ★ At the end of the activity, go through the annex with the examples of logical fallacies and ask the participants about each one of them – what kind of logical fallacies is illustrated? ★ Have a short debriefing drawing on the importance of critical thinking and being aware of biases and fallacies.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ How was the activity for you? Was it easy or difficult for you to recognize the biases and the logical fallacies? Why? ★ Do you think these concepts apply in real life? Do you have any examples? ★ How does critical thinking relate to our daily life, what is its role in it?
<p>Additional Resources (materials/links)</p>	<p>Logical Fallacies https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html 15 logical fallacies https://www.grammarly.com/blog/logical-fallacies/</p>
<p>Authors and Contact</p>	<p>Organisation: My Madeira Island</p>



Can't Dupe Me Tips

Activity 4

Type of Activity:	"Can't dupe me" tips on critical thinking and media literacy - pictures on propaganda, misinformation, manipulation in media and fake news to inspire discussion among the participants
Learning Objectives:	★ Learn about manipulation mechanisms in media, fake news, misinformation and propaganda - how to recognize them
Duration	60 min
Number of Participants	25-30
Needed Material	★ Multimedia projector to show the pictures (in the annex)
Preparation	Prepare the projector in order to be able to show the pictures one by one.

<p>Description step-by-step (content elements, methods...)</p>	<ul style="list-style-type: none"> ★ You can have a brief introduction about the topic of fake news, propaganda, and misleading information we find in the media and online. ★ After the brief introductory discussion, you can divide the participants in two circles (they can be sitting or standing) who face each other - one inner circle and one outer circle. ★ Tell the participants that they will have about 2-3 minutes to briefly discuss each of the following images that you will show them, which are connected to the topic of propaganda and misinformation. Keep the time while the participants are discussing and stop them when time is up (give 2-3 minutes per image but keep an eye on the group and see how the discussion is going, you could give some more or some less time depending on that. After each short discussion, ask the group for some highlights - what did the couples talk about? Give the floor to a few people to share. ★ After each discussion ends, ask the participants to move clockwise - only the outer circle moves - in this way each image is discussed with a different person and the activity is more dynamic. ★ At the end, after the participants have discussed all images, ask them to get back in a big circle in order to be able to see and hear each other well, and do the debriefing of the activity using the following debriefing questions.
<p>Debriefing Questions</p>	<ul style="list-style-type: none"> ★ How was the activity for you? What were the most interesting topics you discussed? ★ Were you surprised by any of the images/messages? Why? ★ How do you think propaganda and misinformation affect our lives? ★ What do you think we can do to minimise the negative impact they have? What are your “anti-propaganda tips”?
<p>Additional Resources (materials/links)</p>	<p>https://newseumed.org/search/?type=debate,debate_comparison,artifact,historical_event,lesson,map_page,poll,quiz,theme,timeline,video_page,classes_training,collection,news&</p>
<p>Authors and Contact</p>	<p>Organisation: My Madeira Island Based on the Media Literacy course of Newseum</p>

Annexes

- ★ [Annex to Digital Citizenship: Activity 1](#)
- ★ Annex to Card Game on Digital Citizenship: Activity 2

Card Game on Digital Citizenship

DIGITAL ACCESS	The ability to communicate with others or obtain information via Technology.
DIGITAL ETIQUETTE	Treating fellow Internet users with respect and avoiding inappropriate behaviour.
DIGITAL COMMERCE	Buying and selling gadgets safely online.
DIGITAL RIGHTS & RESPONSIBILITIES	The privileges that everyone has while using the Internet, such as freedom of speech. It also includes someone's responsibility to ensure that all users are treated equally and protect their privacy.
DIGITAL LITERACY	The capacity to learn how to use technology and obtain information online.
DIGITAL LAW	The rules or norms established within an organisation for accessing the Internet.
DIGITAL COMMUNICATION	Digitally encoded information that is transmitted electronically.
DIGITAL HEALTH & WELLNESS	This aspect of digital citizenship entails instructing users on how to safeguard their mental and physical health while using the Internet.
DIGITAL SECURITY	The technique of protecting computers, servers, mobile devices, electronic systems, networks, data, and users from hostile intrusions and behaviours.

- ★ [Annex to Digital Identity](#)
- ★ [Annex to Digital Footprint](#)
- ★ [Annex to Cybersecurity and Privacy Online](#)

★ Annex to Cyberbullying

Case Studies on Cyberbullying

CASE 1

Michael is a gentle, artistic and creative young boy aged 16. His friends are mostly girls and he does not fit in with the guys at school. He is into photography and doesn't like playing sports, but he likes taking pictures of people doing sports. After he creates an art project with photos of people playing sports, a few of his classmates create a fake profile on social media and start spreading lies about the photos he's taken, making mean comments about him. It makes Michael feel like he does not want to exist anymore.

Questions related to case 1:

1. What type of cyberbullying behaviour does Michael experience?
2. What is the impact of cyberbullying on Michael?
3. If you were a friend of Michael, how could you help him?
4. What steps could Michael take to have the fake profile removed?
5. What could Michael have done differently, to 'rewrite' his story?

CASE 2

Emma is a very good student at school and she does not want to let others cheat on exams with her help, so she is not sharing the right answers to the tests teachers give with others. This makes some of her classmates angry at her and they decide to hack her profile on social media. After they manage to do that, they start sending messages to Emma's contacts that contain false information, mean or sexual comments. Emma doesn't know about that but when she finds out, she doesn't know what to do and she feels horrible.

Questions related to case 2:

1. What type of cyberbullying behaviour does Emma experience?
2. What is the impact of cyberbullying on Emma?
3. If you were a friend of Emma, how could you help her?
4. What steps could Emma take to solve the situation with her hacked account?
5. What could Emma have done differently, to 'rewrite' her story?

CASE 3

Ivan likes playing online games. When he plays, he is also chatting with the other gamers. He plays well, so several other players team up against him and start sending him threats through the chat, saying that they will find him in real life and will have their revenge. Ivan feels scared and frustrated, he doesn't know how to react.

	<p>Questions related to case 3:</p> <ol style="list-style-type: none"> 1. What type of cyberbullying behaviour does Ivan experience? 2. What is the impact of cyberbullying on Ivan? 3. If you were a friend of Ivan, how could you help him? 4. What steps could Ivan take to overcome this situation? 5. What could Ivan have done differently, to 'rewrite' his story?
<p>CASE 4</p>	<p>Andrey, 16 years old, was contacted by someone claiming to be Samantha, 18 years old, on Instagram. She asked him to go to Snapchat so they could exchange sexual pictures of themselves. Andrey sent some nude photos and then was told they'd be sent to all of his contacts unless he paid Samantha 200 EUR. Andrey was shocked by this blackmailing and was not sure what he could do, in order not to have his pictures sent out or posted somewhere online.</p> <p>Questions related to case 4:</p> <ol style="list-style-type: none"> 1. What type of cyberbullying behaviour does Andrey experience? 2. What is the impact of cyberbullying on Andrey? 3. If you were a friend of Andrey, how could you help him? 4. What steps could Andrey take to overcome this situation? 5. What could Andrey have done differently, to 'rewrite' his story?
<p>CASE 5</p>	<p>Mary has a birthday and her friends are asking if she is going to celebrate it. She is fine not to make a party but they insist, she asks her parents and they say she can only invite 10 friends, not more. In the end she invites only 10 people and the rest of her friends and classmates are jealous, since they see posts on social media about the event. Two of her classmates then decide to create memes using her pictures and post offensive comments. Mary doesn't know what to do, gets frustrated, doesn't want to go to school or outside and blames her parents for their decision to invite only a few people.</p> <p>Questions related to case 5:</p> <ol style="list-style-type: none"> 1. What type of cyberbullying behaviour does Mary experience? 2. What is the impact of cyberbullying on Mary? 3. If you were a friend of Mary, how could you help her? 4. What steps could Mary take to solve the situation? 5. What could Mary have done differently, to 'rewrite' her story?

★ Annex to Online Hate Speech

Handouts:

For all participants: these can also be posted on the consultation site.

Hand Out 1 - Case Study

A Mosque in Sleepyville You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities to look for work, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for several generations, but they are still treated with suspicion as 'newcomers' by many people in the town. They now make up almost 15% of the total population. The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a mosque built on a piece of derelict land belonging to the Council. This land has been undeveloped and has been a source of complaints to the Council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem. So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community. Building was meant to start this week... but the quiet town of Sleepyville has been anything but quiet ever since the decision was taken. A week ago, the Council's Twitter account was hacked by an anti-Muslim group and several abusive and racist tweets were sent out - some encouraging people to take to the streets and "hunt out the foreigners". An increase in racist attacks against Muslims followed, some resulting in violence. On one occasion, someone was critically injured. A few Muslim groups have responded, and violence between different gangs appears to be on the increase. The Mayor of Sleepyville has called for calm and has announced that the decision to build the mosque will be reviewed after a public consultation has taken place. They have decided to hold an online consultation forum to allow as many people as possible to participate.

Hand Out 2 - Consultation Procedure

The consultation is open to residents of Sleepyville over the age of 18. The following registered groups/individuals are invited to submit an initial statement outlining their position on the proposed mosque. Initial statements must be received before the consultation opens to the public.

- ★ The Mayor and Deputy Mayor of Sleepyville (joint statement)
- ★ Town Council Members representing the Traditionalist Party, Populist Party and Diversity Party (1 statement from each party)
- ★ Non-governmental organisations: Youth Action Group "Young Sleepies for Human Rights!", "Past and Present Association", "Muslim Association of Sleepyville" (one submission from each organisation)

Initial statements will be posted on the Council's website and will then be open to comments from all other residents over the age of 18. Any comment judged to be threatening, racist or abusive will be deleted from the Council website.

The consultation will close after 30 minutes. Council members will then vote on the proposal with the Mayor having a deciding vote if there is no majority opinion. The decision of the Council will be final.

Hand Out 3 - Role Cards

The Mayor of Sleepyville

You are the town's figurehead and are very conscious of the need to re-establish calm and good relations in the town. You think it is important that you are seen to be impartial throughout the proceedings and you value your reputation as a fair mediator between different sectors of society. You would like to find a solution which is acceptable to the largest number of people possible. Before the consultation opens to the public, you need to draft an initial statement setting out your position. You should discuss this with the Deputy Mayor. If you have time, you should also try to meet with groups or residents to gauge opinion and see if you can reduce the risk of violence. You will not vote unless the vote results in a tie. If that is the case, your vote will decide the outcome.

Deputy Mayor

You work beside the Mayor and should help him / her to draft an initial statement. You may also be asked to meet with some of the more extreme groups before the Consultation opens to see if you can convince them of the importance of finding a mutually acceptable solution. Once the Consultation opens, it will be your task to assist the Mayor with meeting groups or residents in order to gauge opinion and see if you can reduce the risk of violence. You do not vote in the debate.

Site Administrators (2 persons)

Your role is to try to follow the discussion and make sure that comments are not racist or likely to be hurtful. Any such comments should immediately be deleted from the Council website. Spend the time before the Consultation opens thinking about how you will decide whether comments are unacceptable. You may want to draw up a brief set of guidelines. You can also post comments warning people that their language is unacceptable, or encouraging participants to be polite and considerate to others involved in the debate. You do not vote in the debate.

Town Council members: Traditionalist Party (2 or 3 persons)

You represent the Traditionalist Party on the Town Council, and you are very strongly opposed to the mosque. You do not think it is right that Council land and Council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. Some of your members are strongly anti-Muslim, believing that the current violence was only to be expected from a community which believes in such a violent religion. You would really like to reduce the number of Muslims in the town because you think they have corrupted the traditional values of Sleepyville. You are also certain that the mosque will become a meeting area for recruiting terrorists. You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief! Each of your members has a vote in the final decision.

Town Council member(s): Populist Party (1 or 2 persons)

You represent the Populist Party on the Town Council. You supported the original decision to have the mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. However, you have been very worried by complaints from residents and the recent violence. You are also concerned about your seat in the next Council elections, so you will probably support whichever option appears to be least controversial. You need to prepare an initial statement on your position which should be posted to the website before the Consultation opens to the public. Keep it brief! Each of your members has a vote in the final decision.

Town Council member(s): Diversity Party (1 or 2 persons)

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You would like to see more dialogue between the different communities in Sleepyville and you have been engaged in trying to calm the violence and bringing the opposing sides together to talk. You can see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves. You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief! Each of your members has a vote in the final decision.

Members of the “Past and Present” Association of Sleepyville (2-4 persons)

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the mosque is very central and it would be visible from most places in the town centre. In particular, the mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here. Your members have become increasingly radical over the past few years and your organisation has been accused of being openly racist and responsible for some of the violence on the streets. You have close connections with the Traditionalist Party which is represented on the Council. You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

Members of the Youth Action Group “Young Sleepies for Human Rights!” (2-4 persons)

Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the mosque as a solution both to the Muslim community’s need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town. You need to prepare an initial statement of your position (not exceeding 250 words) which should be posted to the website before the Consultation opens to the public.

Members of the “Muslim Association of Sleepyville” (2-4 persons)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this mosque, the council is denying members of your community their fundamental right to religious worship. You are aware that some of your members hold more extreme views than the official views of the Association and you are concerned that some Muslims have responded violently to attacks on their community. You worry that a reversal of the decision will further alienate Muslim residents and may lead to a further increase in inter-community violence. You need to prepare an initial statement of your position which should be posted to the website before the Consultation opens to the public. Keep it brief!

Citizens of Sleepyville

You are worried about the conflict that seems to have taken over the town of Sleepyville. You do not know which position you support yet: you want to gain a better understanding of the positions of the non-governmental organisations and the Parties represented on the Council; then you plan to make up your mind. You may not post comments until the Consultation opens to the public (30 minutes after the start) but you can read initial statements as they are posted and should try to meet with other residents and representatives of Associations or Town Council members to hear their arguments. Think about what you would like to say when the Consultation goes public – and be aware that each comment must not exceed 150 words. After everyone has had a chance to comment, you may make a second comment if time allows.

- ★ [Annex to Mindfulness: Activity 1](#)
- ★ [Annex to Mindful Listening: Activity 2](#)
- ★ [Annex to “Is it News?": Activity 1](#)
- ★ Annex to Media Literacy: Activity 2
 - Annex 1: [E.S.C.A.P.E. Junk News poster](#)
 - Annex 2: [E.S.C.A.P.E.: Six Key Concepts worksheets](#)
 - Annex 3: [E.S.C.A.P.E. Junk News](#)

E.S.C.A.P.E. Junk News

E → Evidence

Do the facts hold up?

Your news story (title):

Choose three important facts from this story. The facts could be the names and roles of key individuals involved, a specific event that took place, a quote, a photograph or any other type of evidence that backs up the story.

Example fact: Fire Station 106 was closed because of a gas leak in the kitchen.

Example fact: Jennifer Smith was the firefighter who first noticed the problem.

Fact 1:

Fact 2:

Fact 3:

Verify these facts. In other words, find another source that independently reports the same fact (not a story that references the story you already have). List the second source that either confirms or contradicts each fact.

Fact 1: Confirmed? YES / NO
Source:

Fact 2: Confirmed? YES / NO
Source:

Fact 3: Confirmed? YES / NO
Source:

Based on this quick investigation, do you think the facts in this story hold up?

YES / NO

Explain:

S → Source

Who made this, and can I trust them?

Your news story (title):

<p>Track down the following information for your news story:</p>	<p>1. The publisher</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p>1. The publisher (The site or organization that provided a space for this story; for example, <i>The Washington Times</i>)</p>	<p>Explain your rating. (For example: I have never heard of this source and the website looks cheap)</p>
<p>2. The author(s) (The name(s) and profession(s) of the person or people who wrote it; for example, Sally Hawk, technology reporter)</p>	<p>2. The author(s)</p> <p>1 2 3 4 5 6 7 8 9 10</p>
<p>3. One source of information within the story (A person, document or other source for the facts used in the story; for example, Juan Ortiz, a computer science professor, or <i>Tech Times</i> magazine survey on app usage)</p>	<p>Explain your rating.</p> <p>3. The source within the story</p>
<p>For each element identified above, answer the following based on your overall impression. Using a scale of 1-10, where 1 is not at all and 10 is very strong, how much do you trust these sources to provide accurate information about the topic of your news story?</p>	<p>1 2 3 4 5 6 7 8 9 10</p> <p>Explain your rating.</p>
<p>Overall, do you think the story is a reliable source of information?</p>	<p>YES / NO</p> <p>Explain:</p>
<p>C → Context What's the big picture?</p>	
<p>Your news story (title):</p>	
<p>What is the main issue or event in this story?</p>	
<p>Find and read two other stories about the same issue or event.</p>	<p>Story 1 Title: Publication or website:</p> <p>Story 2 Title: Publication or website:</p>
<p>For each additional story, answer the following question: Did this story provide any new or different information about the event/issue?</p>	<p>Story 1 YES / NO Explain:</p> <p>Story 2 YES / NO Explain:</p>

Based on this quick investigation, do you think this story presents the big picture, or just a piece of the story?

BIG PICTURE / ONLY A PIECE
Explain:

A → Audience

Who is the intended audience?

Your news story (title):

Publication/Website:

Look closely at your news story and its publication/website and answer the following questions:

1. What does the publication/website name tell you about the intended audience? (For example, The Washington Post is intended in part for people living or interested in Washington, D.C.)

2. What does the text of the story tell you about the intended audience? (For example, difficult vocabulary or unusual terms might indicate that an article is intended for a well-educated audience.)

3. What does the other content on the publication/website tell you about the intended audience? (For example, is there a theme in the stories they publish? Do they often write about specific groups or interests?)

Based on your answers above, describe the type or types of individuals that make up the audience for this story:

YES / NO

Explain:

Do you think the intended audience shaped the content of this story? In other words, did the writer or publisher change, omit or twist anything in the story to appeal to a certain group?

P → Purpose

Why was this made?

Your news story (title):

Look for the following possible purposes in your news story and explain why you think each one is or is not applicable.

Was this story made to educate or inform people about an event/issue? (Possible clues: detailed facts and clear sources, complete information about the topic)	YES / NO Explain:
Was this story made to earn money for the author or publisher? (Possible clues: ads around the story, appeals for money/support)	YES / NO Explain:
Was this story made to influence how someone feels about this event/issue? (Possible clues: labelled as opinion or perspective, highly emotional language that “tugs the heartstrings,” extreme praise or criticism for key individuals or groups involved in the event or issue)	YES / NO Explain:
Of the three purposes listed above, which do you think is the main purpose of this story, and why? (Or, if you think the purpose is something other than the three listed above, explain.)	
Based on your answers above about this story’s purpose, do you think the story is credible?	YES / NO Explain:

E → Execution

How is this information presented?

Your news story (title):

On a scale of 1 to 10, where a 1 is very sloppy/poorly done and a 10 is very professional/well done, rate each of the following elements of your story:

Clarity (the writer’s ability to clearly present information)	1 2 3 4 5 6 7 8 9 10 Explain your rating. (For example: I found this story very confusing.)
Style (the writer’s tone and ability to engage a reader)	1 2 3 4 5 6 7 8 9 10 Explain your rating. (For example: I found this story very boring.)
Grammar, typos and spelling (the writer’s technical abilities)	1 2 3 4 5 6 7 8 9 10 Explain your rating. (For example: I found lots of incomplete sentences.)

Layout/format (the way the story appears)	1 2 3 4 5 6 7 8 9 10 Explain your rating. (For example: The page is well-organized and easy to read.)
Based on this quick evaluation of the execution, do you think this information is reliable?	YES / NO Explain:

Examples for Evaluating Online News: Teacher Resource

This collection of links includes fake, real (but surprising or hard to believe) and problematic (where truth and error or spin combine) news stories. Since bogus stories often disappear from the internet (and sometimes real stories, too), you'll also find an archived link for each story that will remain usable even if the original link breaks. (If you need or opt to use the archived URLs, be sure to use them for all examples so they don't give away what's real and what's not.)

Use these stories as conversation starters or in conjunction with our information evaluation tools:

- ★ [E.S.C.A.P.E. Junk News](#): A handy acronym to remember six ways to evaluate information
- ★ [Is This Story Share-Worthy? Flowchart](#): An infographic to guide students as they weigh the value of a story and what to do with it
- ★ [Believe It or Not? Putting the Consumer's Questions to Work](#): A set of questions to guide analysis of sources in research and beyond

Important Note:

Fake news sites often feature content that is inappropriate for a classroom environment. We have attempted to locate examples that will work for different ages based on the content in the story and on the surrounding page. However, ad content and other featured headlines may change over time. Don't assume that these examples are classroom-ready. Please carefully review your selected examples in advance to ensure they are appropriate for your students. Or, for increased content control, use screengrabs to crop and adapt the content to meet your student's needs.

Real News

Title	Notes	Archived Link
Looks Like Breitbart Really Digs the New Taylor Swift	AV Club is a nonfiction entertainment news and criticism site tied to The Onion, a satirical site with fake news.	http://archive.is/FVaUk
Duterte: If My Son Is Involved In Illegal Drug Trade, Kill Him		http://archive.is/nOLOq

Coffee Sold in California Could Carry Cancer Warning Labels		http://archive.is/jMWnj
Giant python attacks Indonesian man before being eaten	Don't use it if you intend to do "Cooking Up Clickbait" activity first; this story is featured there.	http://archive.is/Rcuaz
Fake: High school and up (more mature content)		
Title	Notes	Archived Link
House Vandalized With a CVS Receipt	The photograph doesn't look real and the author's name doesn't sound real. The website's title shows it's a humor site.	http://archive.is/8KzqN
UPDATE: Two Clinton Employees Arrested For Destroying Evidence As Uranium Probe Begins	The about section says that the site has "works of pure satirical fiction."	http://archive.is/Vi751 The official site is now offline; only the archived copy can be used.
Carnival Cruise Lines Will Now Offer FREE Cruises	Note the bad grammar and punctuation. Scroll past the main story to find the "create a prank" button.	http://archive.is/f5qFC
Fox Sports Cancels All NFL Broadcasts 'Until Players Respect the Flag'	There is no byline. A quick online search reveals that there is no Holly McGee at Fox Sports.	http://archive.is/Ft6eV The official site is now offline; only the archived copy can be used.
NFL Fines Pittsburgh Steelers \$1M Each for Skipping National Anthem	There is no byline. There is a big emphasis on sharing the story on social media.	http://archive.is/OLH5U The official site is now offline; only the archived copy can be used.
AG Sessions Tells Congress He's Considering Using Guantanamo to House Drug Offenders	The about section shows it's a satirical news site.	http://archive.is/DDpQg

<p>Black Lives Matter THUGS Blocking Emergency Crews From Reaching Hurricane Victims</p>	<p>The photo doesn't have attribution.</p> <p>The byline doesn't sound real.</p> <p>There are typos in the text and a capitalized word in the headline.</p>	<p>http://archive.is/VNWE2</p> <p>The official site is now offline; only the archived copy can be used.</p>
<p>'We Blew Up WTC 7 on 9/11' CIA Agent Confesses on Deathbed</p>	<p>The photo doesn't have a credit.</p> <p>The website's footer includes the disclaimer that "anyone can write on Disclose.tv."</p> <p>The about section reveals the site is "dedicated to alternative topics."</p>	<p>http://archive.is/H9t1c</p>

Problematic News

Title	Notes	Archived Link
<p>Top Scientist Tells CBS: HAARP Responsible for Recent Hurricanes</p>	<p>The interview clip is real, but it is several years old and manipulated and taken out of context.</p>	<p>http://archive.is/Kq9mV</p>
<p>When BLM Crashed the Trump Party Things Took a Turn No One Expected</p>	<p>This event took place, though as the banner "conservative headlines" suggests, it's news reported to appeal to a specific audience.</p>	<p>http://archive.is/Vybrl</p>
<p>Jared Kushner Registered to Vote as a Woman</p>	<p>Although Jared Kushner was indeed registered as a woman, it turns out this was due to a database error, not what he wrote on his registration form. The headline suggests he made the error, rather than a computer system.</p>	<p>http://archive.is/cIEtD</p>

Hillary Clinton Funding is Responsible for Antifa to the Tune of \$800K	<p>This article contains some verifiable facts about what happened to Hillary Clinton's leftover campaign funds, but falsely characterizes the political groups partnering with Clinton's new organization as Antifa. It also twists what the original <i>Daily Caller</i> article actually said.</p>	http://archive.is/ZMmqj
Trump Warns Flu Shots Are the Greatest 'Scam' In Medical History	<p>Trump did say this, but this interview is old and the article includes multiple claims about vaccinations that are patently false.</p>	http://archive.is/Rzx8o
Braleu Threatened Litigation Over Chickens at Holiday Lake Vacation Home	<p>PolitiFact offers an in-depth explanation of why the claim that this candidate "threatened litigation" does not hold up.</p>	http://archive.is/WKKaU
200 Stranded Marines Needed a Plane Ride Home, Here's How Donald Trump Responded	<p>Snopes has an in-depth explanation of why although these Marines did fly home in a plane that said "Trump," Trump himself could not have sent the plane.</p>	http://archive.is/xNM8y
British Schools 'Ban' Jesus Christ Nationwide	<p>Although schools have decided to stop using B.C. and A.D. with dates in official texts, they have not "banned Jesus Christ." The headline is misleading.</p>	http://archive.is/cVwar

★ Annex to "How Our Brain Tricks Us": Activity 3

- Annex 1 - Presentation on biases and logical fallacies: https://docs.google.com/presentation/d/1ZuLPqEUCAS_ivroCHFZzOCzGd6SnM11N/edit?usp=share_link&ouid=106936590183292218788&rtmpof=true&sd=true
- Annex 2: [How Our Brain Tricks Us Activity](#)

How Our Brain Tricks Us Activity:

A. A finance committee has a meeting with a three-item agenda:

The first is the signing of a £10 million contract to build a reactor, the second a proposal to build a £350 bicycle shed for the clerical staff, and the third proposes £21 a year to supply refreshments (coffee) for the Joint Welfare Committee.

1. The decision of building the £10 million reactor is made in 2.5 minutes after a brief discussion. One committee member proposes a completely different plan, which nobody is willing to accept as planning is advanced, and another who understands the topic has concerns, but does not feel that he can explain his concerns to the others on the committee.
2. The bicycle shed is a subject understood by the board, and the amount within their life experience, so committee member Mr Softleigh says that an aluminium roof is too expensive and they should use asbestos. Mr Holdfast wants galvanised iron. Mr Daring questions the need for the shed at all. Holdfast disagrees. Discussion goes on, therefore, for forty-five minutes, with the possible result of saving some £50. Members at length sit back with a feeling of accomplishment.
3. The discussion on the supplies (coffee) will occupy the members for an hour and a quarter, and they will end by asking the secretary to procure further information, leaving the matter to be decided at the next meeting.

What is wrong about it?

B. Before the Presidential Elections 2019 in Ukraine, I was following the news on Facebook and got the impression that everyone is going to vote for one candidate. The opinion of people I know seemed unanimous. The individuals shared their intentions openly and vigorously.

During the elections, some other candidate won.

I can't believe it happened because all I knew and communicated to were going to vote for the first candidate.

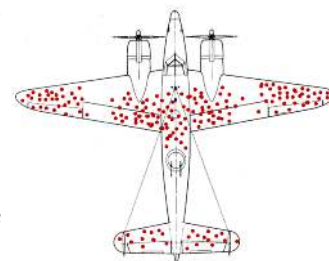
How did it happen?

C. The United States armed forces faced a dilemma during the war, because returning bomber planes were covered with bullet holes and they needed better ways to protect them.

The army knew they needed armour to protect their planes but the question was, "Where should they put it?"

When they plotted out the damage these planes were incurring, it was spread out, but largely concentrated around the tail, body and wings.

They decided to spend their resources reinforcing the armour of wings, tails and bodies.



What's wrong about it?

1. Ever since Eric started working here at Bob's Burgers, we've had fewer customers on Saturday nights. Obviously, Eric is at fault, and we need to get rid of him!
2. Reporter: There have been accusations of corruption made against your campaign office. What do you have to say about that?
 Politician: I'd like to assure the public that my staff and I are always hard at work, and that we are always looking out for people's best interests, as you can see based on the important new law educational reform that I was recently involved in.
3. The only way to have peace is to go to war and fight for it. Otherwise, you will only ever be at the mercy of others.
4. Politician A: Providing free medicines for all citizens would be costly and a danger to the free market.
 Politician B: You don't care if people die from not having healthcare.
5. A state government is debating whether or not they should lower the voting age. A member of parliament says that if they were to allow for a lower voting age to 17, then 16 year olds would start insisting on the right to vote! If we lower it to 17, why not 16? Before long, babies will be voting!
6. Katherine is a bad choice for mayor because she didn't grow up in this town.
7. If you want to be healthy, you need to stop drinking coffee. I read it on a fitness blog.
8. The new Audi is the most popular car right now, everyone says it's the best.

Which are the logical fallacies presented here?

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Annex to “Can’t Dupe Me” Tips: Activity 4

★ Annex 1:

https://drive.google.com/drive/folders/10d1TjuoCBP0i14na_PNz1YpcNI2aXMy?usp=share_link

★ Annex 2: [Can’t Dupe Me Tips](#)

Can’t Dupe Me Tips	
Missing Facts Tip #1	Be wary if you don’t see counter-arguments: the facts may be incomplete.
Setting Up Easy Targets Tip #2	Twisting or simplifying the other side’s ideas can make it easier to argue them away.
Fear-Mongering Tip #3	Media manipulators promise worst-case scenarios to scare you.
Flattery Tip #4	Watch out for media manipulators who say their supporters are smarter, stronger or more attractive.
Deadlines and Peer Pressure Tip #5	Take a breath — manipulators create a false sense of urgency.
Outlandish Outcomes Tip #6	Look for evidence when people or groups make big promises.
Power Plays Tip #7	Media manipulators make their cause seem more popular and powerful than it is. Watch out.
Heroes and Villains Tip #8	Manipulators reduce people to good and evil. Look closer.
Pushing People to Pick a Side Tip #9	Good people can honestly disagree. Watch out when opponents are framed as evil.
Cozying Up Tip #10	Examine issues carefully — don’t be swayed solely by what seems friendly or popular.

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