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07





How-To Guide Principles

Learn to Discern training principles

This curriculum is about changing how we consume media, not what we consume

Find common ground

Create a brave space

Choose wisely

It's about skill building, not prescribing a list of "good" or "bad" information sources to participants, or to criticize their choice of news outlets. Instead, we are equipping them with the skills and tools to judge the veracity of the content they read and to independently draw accurate conclusions about outlets' reliability. People have different views acknowledge it, and leave your own political views outside the room. Politics may come up from time to time, and one of your jobs is to keep the participants' minds focused on the task at hand namely, improving their ability to discern good information and good sources. Keep them on task, and don't try to convince others of your own point of view. You are creating a team of watchdogs who will be leading the fight against misinformation and manipulation.

Value everyone's ideas and inputs without judgements. All of us have biases and stereotypes. We all need to reflect individually on these and try to better understand how our biases and preferences may create blind spots. We are here today to learn how to recognize them. People need to feel ready to learn - and they can't learn in Fight or Flight mode. There's a lot of material here - we don't expect anyone to teach it from beginning to end! Instead, choose the modules that will work best for your audience and the time you have. To think about what works best for your audience, read the rest of this "Principles" section. To consider what will work best for your time frame, see the "Choosing lessons" section below.

——— General training principles ———

IREX strives to meet the following principles in all its trainings - please keep them in mind throughout the course.

THE TRAINING SHOULD BE:



Learner-Centered. A learner-centered training is an environment that pays careful attention to the knowledge, skills, attitudes, and beliefs that participants individually bring to the space. (National Research Council. 2000). This means that no two trainings will ever be identical.



Inclusion Sensitive. Our training audiences represent different geographic regions and ethnic groups, speak different languages, belong to different faiths, and are different genders and sexual orientations. The immense diversity among participants requires us to ensure that every participant is able and empowered to equally participate and contribute. Inclusion sensitive trainings acknowledge that diverse participants bring different experiences and perspectives to a training that can enrich the training experience for all. Trust and safety are essential.¹



Actionable. Actionable trainings focus on knowledge, skills, and attitudes that have a practical utility and will help participants make an impact.



Experiential. Experiential learning is "learning by doing." Experiential Learning Theory (ELT) is a holistic, cyclical process that emphasizes that effective learning occurs when direct experience is tied to personal reflection, opportunities to make relevant connections to the experience, and the ability to demonstrate the appropriate use of the knowledge or skill.



Active. A form of experiential learning, active training enables a participant to engage with training content in an interactive manner. What distinguishes active training is that it extends beyond "learning by doing" and uses formal training components to shape and support a participant's learning processes. Activities are designed so that the participants acquire knowledge, skills, and attitudes rather than simply receiving them.



Measurable. Measurable trainings use learning objectives to develop appropriate evaluation plans and techniques that help extract learning which can be applied to training design and delivery.

¹ We encourage you to expand your understanding of inclusion by taking this short course: <u>https://www.tolerance.org/professional-development/critical-practices-for-antibias-education-classroom-culture</u>



Adult learner principles

And these are particular principles for teaching adults - again, please keep these in mind:

Adults need to be involved in their own learning.

Encourage participants to selfevaluate and assess their own learning and performance. Where possible, provide opportunities for participants to design their individual learning experience (i.e. through projects they choose and design).

Experience (including mistakes) provides the basis for the learning activities.

Provide opportunities for learners to reflect upon and share their existing knowledge and experience. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

Make a connection between the learning content and each participant's long-term professional or personal goals.

Adult learning is problemcentered rather than contentoriented.

Share examples and stories that relate the learning content to participant's current challenges or ask participants to share their own examples².

² Adapted from Knowles, M. S. (1984). Andragogy in action: applying principles of adult learning. San Francisco: Jossey-Bass.

Choosing lessons

We recommend you **always** include lesson 1A1, Introduction.

You are the designer of your training! You likely know and understand your participants pretty well. The suggested itineraries below are just that, suggestions. Feel free to pick and choose what you think will interest your participants.

Here are suggested "itineraries" for other lessons you may wish to include, depending on how many classroom hours you have. Also consider your audience's needs and media consumption habits when choosing lessons. For example, if they are mostly not social media users, skip lessons on photos in favor of lessons on text. If participants have expressed that they want help finding trustworthy reference websites, consider lessons 3A4 (Verifying evidence) and 3C3 (Good and bad sources of science information). Feel free to mix it up as you see fit.







Preparation

Gather supplies and create handouts

Go through the lessons you've chosen to include and make a list of all the handouts that you want to print out.

Next, use a template to make a syllabus of the lessons you will cover. You can find the template under Preparation, Syllabus Template.

Next, gather basic supplies (these are all summarized in the "Materials" section at the start of each lesson):

- Sticky notes, assorted colors (also called "stickies" or "Post-it" notes)³
- ► Black Sharpie markers or any black marker that will write legibly on sticky notes. Fat tips encourage brevity, while fine point allows for nuance choose appropriately! (Ballpoint pens don't work the lines they make are too fine so they cannot be read at a distance.)⁴
- Flip chart markers in various colors
- > Dry-erase markers and an eraser, if you have a venue with whiteboards
- Flip chart paper
- Tape: scotch and masking
- Blu Tack, or similar, to post items on the wall
- A roll of butcher or similar paper, especially if there are no surfaces to post items on the wall
- Stickers of various shapes (1/4 -inch dots; hearts, stars, animals) to vote or indicate groups
- Scissors
- Projector with screen or blank wall
- Printer with copying capability, stocked with paper
- Laptops, if participants don't have their own computer's or the venue doesn't have them

³ https://www.amazon.com/Sticky-Inches-Assorted-Sheets-3321-SSAN/dp/B0000E3QJW/ref=sr_1_1?s=office-products&ie=UTF8&qid=1406429124

^{4 &}lt;u>https://www.amazon.com/Sharpie-Permanent-Markers-Point-30001/dp/B00006IFHD/ref=sr_1_1?s=office-products&ie=UTF8&qid=1406429025</u>

Finding local examples

Throughout the curriculum, we have tried to provide a variety of examples drawn from both national and local media. You may wish, however, to find additional examples drawn from the local media in your own town or state. Here are some tips to help you do that:

- 1. Identify the type of content you're looking for. Is it something fabricated, a piece of user-generated content, or a real (if flawed) news story?
- 2. For real news stories, you have a few options. You can search directly on the websites of local news organizations. You can search their sites using Google, by Googling your keyword plus "site:outletaddress.com," where "outletaddress.com" is the web address of the media outlet in question. You could also just try Googling your search term plus your location, but be aware that not all results will be from reputable outlets.
- 3. Try searching for keywords and your location to find user-generated photos, comments and videos on Facebook or Twitter.
- 4. Fabricated content tends not to be produced locally, but there may be fake content related to events in your town. Try searching a fact-checker like Snopes for the name of your town.
- 5. Remember that if you're sharing fake content, you want to avoid revealing at first that the content is faked. You can use a fact checking organization like Snopes to locate the content, but share either a screenshot or an archived version (using archive.org/web) of the original hoax material.



Unit 1

Unit 1: Understanding Media > Part A: Med	dia Landscape > Lesso	on 1: Introduction	
Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will be able to:	 Slideshow 	1 hr. 25 min.	
 Identify their own media consumption habits 	 Paper and pens 		
 Recognize how media evokes emotional reactions from the consumers 	TapeHighlighters		
 Recognize that they have a responsibility when sharing media content 	 Markers 		
 Acknowledge the intent or agenda behind media outlet stories and headlines 			
 Be able to better understand and examine their own media consumption habits 			
 Learn strategies to help them better recognize and un- derstand the emotional reactions they might have to news and media 			
Definitions			
Media: All types of mass communication (internet, broadcast,	publishing), regarded collectiv	vely ¹	
Media literacy: A skill set that promotes critical engagement		•	
Misinformation: Incorrect or misleading information ³			
Disinformation: Information that is false and deliberately crea	ated to harm a person, social g	roup, organization or country ⁴	•••••
Mal-information: Genuine information that is shared to cause into the public sphere⁵	e harm, often by moving inform	ation designed to stay private	
Media. (n.d.). In OxfordDictionaries.com. Retrieved from https://en.oxfor			
2 Bulger, M., & Davison, P. (2018). The promises, challenges, and futures of r challenges-and-futures-of-media-literacy/	nedia literacy. Retrieved from <u>https://d</u>	latasociety.net/output/the-promises-	
3 Misinformation. (n.d). In Merriam Webster Online. Retrieved from https://			
4 Wardle, C., & Derakhshan, H. (2017). <i>Information disorder: Toward an in</i> https://rm.coe.int/information-disorder-toward-an-interdisciplinary-frame-		h and policy making. Retrieved from	
5 Ibid.			•••••••••••••••••••••••••••••••••••••••

Why it matters

Misinformation is all around us and it affects how we vote, the medical treatment we seek, and the opinions we form. Towards the end of the 2016 U.S. presidential campaign, the most popular misinformation about the election got more engagement on Facebook than the top factual election stories by news organizations like the New York Times and Washington Post.⁶ Online misinformation is also a factor that increases the risk of epidemics from diseases preventable by vaccine.⁷ For these reasons, alongside a host of other commonly held misperceptions and misunderstandings, it is imperative that we equip news consumers with the skills to discern true from false information in the daily onslaught of content. This is a big part of what's commonly referred to as media literacy. Leading thinkers on misinformation have suggested that media literacy is a key plank of the solution to misinformation, and must be pursued in earnest.

Trainer preparation

Print out enough handouts for all participants.

Set up computer and screen/projector so all participants can see the slideshow.

Procedure

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Warm-up 10 min.

Arrange chairs in a circle, if possible. Ask each participant to introduce themselves, giving:

- a) Their name.
- b) A bit about themselves whatever they'd like to share of their hometown, profession, children, hobbies, etc.
- c) Why they joined the course

d) Something that no one else in the room knows about them. The last question should be fun; it will inevitably produce answers that people remember (e.g., "I went skydiving last week" or "I speak Esperanto").

Give an example by introducing yourself and answering these four questions.

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Introduction 10 min.

Load the powerpoint in Unit 1, Part A, Lesson 1. Show powerpoint up through slide 10, then start discussion using Process questions.

6	Silverman, Craig. (2016). A BuzzFeed News analysis found that top fake election news stories generated more total engagement on Facebook than top
	election stories from 19 major news outlets combined. Retrieved from https://www.buzzfeednews.com/article/craigsilverman/viral-fake-election-
	news-outperformed-real-news-on-facebook

7 Poland, G. A., & Jacobson, R. M. (2012). The clinician's guide to the anti-vaccinationists' galaxy. *Human Immunology*, 73(8), 859–66. Retrieved from http://doi.org/10.1016/j.humimm.2012.03.014

TRAINER NOTES



How hard is it to correct wrong or false information?

What does this suggest to you about your own responsibilities when it comes to sharing information?



It's very hard to correct misinformation. We saw that misinformation often gets more traction than the corrective information that comes after. This means it's all the more important for us to carefully judge what we read and view, and avoid sharing something if it might be misinformation. It's important to realize that **all of us** are working against our natural instincts when we try to disengage from sensational information. Sensationalism works because human beings are drawn to it. That is why false stories travel faster than true ones. False, sensational stories work because they touch upon something we value and at the same time, create fear. Fear turns off our ability to think critically. This is why it is important to coach yourself to recognize these emotions when they are triggered.



Give everyone the My information consumption log, sheets of paper, and pens or pencils.

Have people complete the log, filling in what media they consume regularly (email, twitter, radio, tv shows, etc.), and what content they consume on each platform. For example, they might watch the Today Show in the morning, listen to a podcast on the way to work on the bus, and check Facebook at lunch on a work computer. Tell everyone to list as much as possible and whatever comes to mind. Remember to include **all** media here — it doesn't just have to be the news.

My information consumption log:

Please see Unit I, Part A, Lesson 1, Activity 1: My information consumption.

Ask people to jot down any trends they notice in their habits, or whether anything surprised them.

Then, on a blank piece of paper, have everyone list the tech devices they use regularly (phones, computers, tablets, tv).

Now have everyone place the two sheets of paper side by side, tape them together, and draw lines from devices (such as phones, computers) to the types of media they consume (such as podcasts, news articles) to create a web. This can help people illustrate that they consume news on tv, they listen to podcasts on their phone, etc.

Finally, have everyone highlight in a color devices that they use simultaneously — texting while watching TV, etc.

Tell people their lists probably look like a mess now!

Share something about your own information use that you learned when you first did this exercise that surprised you. (Be brave! Share something slightly embarrassing — this will encourage others to open up).



Have volunteers share their daily habits.	
Process questions	
How do you feel seeing this list? How do you feel about the media and tech you use?	
Does this seem like a lot of information coming at you? How does that affect your ability to discern the quality of information?	
→ Talking points 1: Media overload 5 min.	
Media overload is a documented phenomenon and a lot of us feel overwhelmed by how much media we consume, how much media we are expected to keep up with, how many devices we have, etc. It can be hard to unplug. However, there are documented negative effects, especially related to social media. For example, a recent nationally representative study found that the more time young adults use social media, the more likely they are to be depressed, according to new research from the University of Pittsburgh School of Medicine. ⁸	
Being aware of certain habits and learning additional media literacy skills can help you navigate media more efficiently and find ways to help you avoid feeling totally overwhelmed. We must all take responsibility for the information we consume.	
Talking points 2: Name It to Tame It 5 min.	
News and media can make us feel a certain way. For example, we can be surprised, angry, confused, or sad. Taking a minute to identify your emotional reaction, and to take a pause (and a bit of distance) from it can help you better understand the news and media you are seeing, better understand you own views towards a topic, and help you avoid falling for content that might not be true.	
We call this principle "Name It to Tame It" (borrowing a phrase from Dr. Dan Siegel, researcher on interpersonal neurobiology). ⁹ The act of finding words to describe your emotions turns on the part of your brain that gives you mental control and the ability to regulate yourself (the "executive brain"). This gives you the ability to choose how you respond to the thing that provoked the reaction. Pausing, taming your reaction, and activating the executive brain will help you determine the truth of the information, or at least help stop you from sharing something that you are not sure is true.	
8 Social media use associated with depression among U.S. young adults. (2016). University of Pittsburgh Medical Center (UPMC). Retrieved from https://www.upmc.com/media/news/lin-primack-sm-depression	
9 Dan Siegel: Name It to Tame It. Video posted by Dalai Lama Center for Peace and Education. Retrieved from <u>https://www.youtube.com/watch?v=ZcDLzppD4Jc</u> . Siegel said of the use of Name It to Tame It in this curriculum: "Name it to tame it is a phrase inspired by the research on how linguistically assigning a word to an emotion experienced or perceived in photograph seems to enable the brain to be more balanced in its functioning. Such reflective states combined with linguistic naming may indeed be a part of stopping automatic, reflexive ways of behaving. So in the sume many indeed be a part of stopping automatic, reflexive ways of behaving. So in the sume many indeed be a part of stopping automatic, reflexive ways of behaving. So in the sume many indeed behaving automatic and the sume many indeed behaving.	
these ways it seems appropriate to apply to your media literacy project."	•••••••••••••••••••••••••••••



In this activity, participants will examine their feelings about cars, self-driving cars, and Uber.

Hand out the Wheel of Emotions handout. (See Unit 1, Part 1, Lesson 1, Activity 2, Wheel of Emotions.)

Ask if people are familiar with self-driving cars. If not, explain that these are cars that drive themselves without any help from a human.

Make sure participants have a clean sheet of paper. Display example headlines, and mention that these are all real headlines. ADVANCE TO SLIDE 11.

Give participants a chance to read and absorb each headline.

ADVANCE TO SLIDE 12, the Name It To Tame It steps.

Read these aloud:

- 1. Pause: Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.



Now, ask them to write down the feelings they experienced. Acknowledge that it may be hard to put a label on an emotion,
and it may feel uncomfortable.

If participants are having trouble naming the feeling, suggest they look at the Wheel of Emotions handout for ideas. Give them time to digest and process.

Ask: which of the headlines make you want to share the news with others? Why?

Repeat the exercise with slides 13-16.

Ask: has anyone ever seen an example of content that someone you know shared that provoked a strong reaction in you? What was it? How did you react? What did you think? How might sharing something that provokes others be risky? [Come prepared with your own example to share, and offer it first or early on in the conversation, to warm things up.]

Optional: Discuss the exercise afterwards as a group and see how people are feeling. Did their feelings change depending on the headlines they were seeing? Did they get stronger in a certain direction (e.g., anger, confusion, annoyance)?

Alternative for this entire exercise: Use a Think-Pair-Share approach. Divide the participants into pairs (you may want to pair men with women and vice versa). For each slide, have the participants first go through the Name It To Tame It steps on their own, then share their feelings with their partners.



In this activity we're going to get a little more practice with Name It to Tame It.

Show participants slides 17-22.

Again, this can be run individually, followed by an optional group share; or you can run the activity using the Think-Pair-Share approach outlined above.

With the more extreme examples, ask: Who would want you to react to these headlines with strong emotions? Who is benefitting?



We hope these exercises gave you a little insight into how headlines and other content play upon your emotions. This is

going to be an important theme in this course. Acknowledging the emotions that content generates is the first step towards deciding how to act on that content — or not.

Throughout the course, you'll see the "Name It to Tame It" logo appear as a reminder to always check in with your emotions as a first step towards judging any information.



· 崎 - Tra	iner tips
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It's OK if people aren't able to talk openly in the group about feelings yet — it's only the first lesson. The important thing is they acknowledge their feelings to themselves.

Depending on your audience, you can feel free to adapt the example topic to better suit your needs. If you are selecting your own example topic, try to pick something that generates some debate. However, try to avoid highly politicized or hotly contested topics that might either shut down or derail discussion.

For other examples and slide show materials, see: IREX L2D Unit 1 Example Articles.



The rest of this course is geared to help you learn how to Name It to Tame It and generally become discerning information consumers. The information ecosystem is complex, so there's a lot of material to cover! Here's what we'll be looking at (*note:* only mention the topics that you'll be covering):



Types of content: Is this content meant to inform or persuade? Is it news, opinion or analysis? This is the first step to judging content.	
The First Amendment — This law supports media freedom in the U.S., so understanding it helps us comprehend why we see such a broad variety of information around us.	
Why we need journalism — Journalism supports our democracy and helps us live our lives. If we value it, we'll be better placed to avoid information that doesn't serve us.	
Journalism standards — These help us tell good journalism from bad.	
New forms of media — The changing media makes it harder to tell what's real, but this lesson will help.	
Trust in media — Why do we trust the media we do? This lesson will challenge you to think differently.	
News selection — Why do journalists choose the stories they do? This lesson will help you understand.	
Objectivity versus balance — It's important to know the difference, so we can better judge the content we read.	
Media ownership — The entities that own media outlets can (but often don't) shape what we see and read.	
Types of misinformation — What to watch for when you're reading content.	
Checking your emotions — How to combat fear, anger, and surprise so you can better judge information.	
Headlines — Why you have to go beyond the first line to see what's really being reported.	
Stereotypes and bias — How we are all susceptible to untruths about certain groups, and how to combat bias.	
Checking sources, citations, and evidence — Checking out the key signals of trustworthiness in written content.	
Checking photos, videos, and social media — How we can see if an image is re-used or faked, and how to be on the lookout for other types of social media fakery.	
Science and health news — How should we evaluate these kinds of stories? Where can we go for solid health information?	
The future — What's next for misinformation, and why you shouldn't be scared.	
Consumption and sharing habits — Change your habits to prevent information overload and decrease your vulnerability to misinformation.	
Producing verifiable news — Your chance to produce solid, reliable information of your own!	
- Onclusions	
We are bombarded with information and it can be difficult to tell truth from fiction. To be more critical consumers of	
news and media, it can be helpful to recognize and understand your own emotional reactions to various topics covered in the news. Using Name It to Tame It — observing and setting aside your strong emotional reactions — can help you be a	
more critical and self-aware consumer of news and media. After that, it's critical to be careful about whether we share the	
information we come across. Keep in mind that you are the information gatekeepers, and false information travels faster and further than corrections. Therefore, take steps to think critically before you share information.	



Unit 1 > Part A > Lesson 2: Types of Content

			•••••
Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will be able to:	 Printouts or slides of the examples 	50 min.	
 recognize different types of media content and different ways of conveying information, such as informing, pro- paganda, social advertising, public relations, and com- 	 Handouts 		
mercial advertising	Sticky notesPens		
	 Markers 		
Trainer preparation			
Prepare computer and screen if using slides.			
Procedure			
Introduction 5 min.			
Today we're going to learn how to identify different ways of co advertising, public relations, and commercial advertising. Th			
information creator has before we can judge the credibility of			
Activity 1 15 min.			
Form 2-3 groups. Give each group different examples of inform each group sticky notes to record their thoughts and a copy of			
Groups have 5 minutes to view the examples and categorize th			
After working in groups, they should present their work and s			
final 10 minutes of this activity.			



Depending on your situation, you can run this exercise by dropping examples you like into a PowerPoint slide show, where participants can view the different examples and record their thoughts; or you can run this exercise using handouts (making printouts of the examples), where participants can record their thoughts using sticky notes and can label their posters handouts.

For examples, see IREX L2D Unit 1 Example Articles.



Talking points 5 min.

The instructor should congratulate participants on answers they got right, and ask the participants to further consider (individually for now) "How did you reach that conclusion?" The answer is that we all have certain clues we look for, but we often don't get very explicit about what those clues are. Learning to identify practical markers of different types of information is a good way to become more conscious information consumers who can make these distinctions more readily in the future.



Form 2-3 groups to perform the task. Give each group the handout "Practical markers 1: Six content types."

Please see Unit I, Part A, Lesson 2, Activity 2, Practical Markers 1: Six Types of Content.

The trainer will divide the students into groups and give each group a different type of communication content: "reporting," "opinion," "advertising," "social advertising," "PR," or "propaganda." Each group will choose one example from their category to analyze. (The examples were categorized in the previous activity.) They should decide whether their content type counts as "information" or "persuasion," and write the content type in the relevant box.

Participants should then answer the questions, using the example(s) that pertain to their content type (in 5 minutes) and write them in the handouts. The trainer may want to give an example and go through one type together as a large group.



While the groups complete the handout, divide your flipchart into two vertical sections, one for Information and one for Persuasion. You will use this to record and share participants' answers. Note that a common theme will emerge for all types of Persuasion (that their purpose is to influence, and they tend to appeal to emotions more than information does), though they may provoke slightly different answers depending on the exact content type.



The following chart provides guidance **for trainers** on the type of answers they should expect to see. Note that there will be some variation, especially given the different examples available to participants. This chart is also available in *Unit I*, *Part A*, *Lesson 2*, *Activity 2*, *Practical markers 1: Guidance for trainers*.

Information versus Persuasion Practical markers 1: Six Content Types REFERENCE FOR TRAINERS

Content type	Reporting	Opinion	Advertising	Social advertising	PR	Propaganda	
This is a form of:	Information	Persuasion	Persuasion	Persuasion	Persuasion	Persuasion	
Does it use fact or opinion?	Should be mostly facts. The opinions are attributed to other speakers — they are not the opinion of the author.	The author expresses his or her opinion. Better opinion pieces are supported by facts.	Opinion, that you should buy the product or service.	Opinion, about how you should behave.	Opinion, about the company in question.	Opinion, usually about politics.	
For what purpose?	To inform.	To influence (what you believe).	To influence (what you buy).	To influence (how you behave, for the good of yourself or society).	To influence (how you think about a company).	To influence or compel (your political views, your political choices, etc.).	
What emotions, impressions, or effects does it elicit?	Curiosity, interest, learning.	Fear, anger, concern.	Desire, joy, concern.	Altruism, fear, concern.	Positive feelings towards company.	Pride, feeling of being a part of something, anger, desire to act, hatred, fear, horror.	
How does it work (through what mechanisms)?	Description, depiction, comparison.	Argument, description, comparison, appeal to emotion.	Appeal to desires, appealing or arresting imagery or music.	Appeal to morality, sympathy, sense of responsibility, desire for self- improvement. May borrow techniques from commercial advertising.	Appeal to positive emotions, association.	Insult, insinuation, exaggeration, distraction, views of authority figures, juggling with facts, manipulating with symbols and stereotypes, constant repetition.	
What is its attitude towards its subject?	Neutral.	Positive or negative.	Positive.	Positive (as in prevention, action to address a problem) and/or negative (about the problem).	Positive.	Positive or negative.	



After 5 minutes are up, ask the Information group to present their work on the flipchart. Then ask one of the Persuasion groups to present their work on the flipchart. Ask other participants for their feedback — they may add additional elements to the table.

Once the chart is completed, the trainer should look at the completed table. Compare the answers in this filled-in chart with



the participants' answers. Did they identify markers for information and persuasion correctly? If the answers coincide, praise the participants. If they do not or match only partially, take time to review these concepts and discuss why discrepancies occurred.	
Process questions	
What commonalities did you see among the different types of persuasion?	
Does persuasion ever have negative effects? Positive effects? Is it useful? Why?	
Talking points 5 min.	
Information presents facts that are intended to educate people on a topic or topics. It may include some opinions about the facts, but the opinions are clearly labeled, and are not the main focus of the informative piece.	
For all types of persuasion, the purpose is to influence. Persuasive content also tends to appeal to emotions more than Informing content does.	
Persuasion is a problem when its true nature is hidden. For example, if you notice a "paid advertisement" label on an article authored by Toyota or GE, you'll probably keep in mind the company's motives when judging the piece. If it's not labeled as such, you might not be as skeptical as you should be.	
Also keep in mind that even the highest-quality opinion pieces don't give you the whole truth. The individual facts provided may be accurate, but the author will leave out most facts that disprove his main idea. That's why it's important to read a variety of opinions, and to seek out purely factual pieces. Keep in mind that low-quality opinion pieces may contain information that is false!	
- Č-Č Conclusions 5 min.	
In this session, participants learned the differences between information and persuasion. While reporting is a form of	
information, many other types of content in our environment — PR, advertising, propaganda, and so on — are intended to persuade. Participants should feel some familiarity with the markers of particular types of persuasion, as well as persuasive content in general.	



See Unit I, Part A, Lesson 2, Activity 2, Practical Markers 1: Six Types of Content.

Practical markers 1: Six content types

Write in your observations about the example below.

My example:

To whom is it directed (audience)?	
For what purpose?	
What emotions, impressions, or effects does it elicit?	
How does it work (through what mechanisms)?	
What is its attitude towards its subject?	
What type of information does it present?	
What is its impact on the media consumer?	
My content type is:	
This is a form of:	
 Persuasion 	

Unit 1 > Part A > Lesson 3: Information vs. persuasion

Lesson Overview



Learning Objectives

Participants will:

- Understand the difference between information and persuasion
- Improve their understanding of major principles of media, namely intent, methods, and audience
- Be better able to analyze media in their own environment
- Further develop critical thinking and analytical skills for assessing media



Set up video and screen.

Procedure



Introduction 5 min.

Now we're going to take the skills you learned in the last session and put them into practice. You know how to recognize information and persuasion when you see them, but do you know how the different types of content are put together?

Materials

Handouts: Empty "Practical

markers 2" chart, "Fact

sheet: The flu vaccine"

Computer and screen for

showing video examples



Activity 1 30 min.

Divide participants into two groups: one for the "reporters," one for the "commentators."

- The "reporters'" job is to inform and not persuade. The "commentators" job is to try and persuade the others of a position of their choosing.
- Give both groups the same fact sheet on the flu vaccine (see below).
- Each group will have ten minutes to read their facts and decide how they will use the facts while fulfilling their role.

TRAINER NOTES

Time

50 min. - 1 hr.

Needed

Each group selects one presenter. The group helps the presenter prepare a two minute presentation. It can be read, memorized, prompted by notes, or improvised.	
Give the group questions of presentation to consider: Will you use all the facts? Will you say anything else? What kind of language will you use?	
Recommend that presenters practice before other members of the group; the group should give feedback.	
Use questions and answers from the last lesson if presenters get stuck, e.g., "What is your attitude towards your subject? What emotions are you trying to elicit?"	
After ten minutes are up, each group will have two minutes to present.	
Then come back together as one large group and discuss.	
Process questions	
What elements made one presentation informative, and the other persuasive? Is there anything you would have done differently if you were on the other team?	
Talking points	
The informative piece should have stuck to facts, and not offered any opinion. The persuasive piece could have used facts from the fact sheet — the best arguments are supported by facts — but its main point should have been to offer an opinion.	
A training might include two rounds: the first reporting versus news commentary (opinion), the second reporting vs. social advertising or propaganda. Teams could be encouraged to really get creative in the second round.	
Handout	
Please see Unit 1, Part A, Lesson 3, Activity 1.	
Fact sheet: The flu vaccine	
 Every year, hundreds of thousands of people are hospitalized because of the flu, and thousands die. 	
An annual flu vaccine is the best way to protect yourself against flu and reduce the risk of spreading it to others.	
 Flu season can begin as early as October and last as late as May. 	
The Centers for Disease Control says that everyone six months or older should get a flu shot every flu season.	
 Vaccination is especially important for those who are at risk of developing complications from the flu. These include young children, pregnant women, adults age 65 or older, and people with certain chronic medical conditions. 	

Lesson 3: Information vs. persuasion

- Even if you don't fall into one of these vulnerable categories, getting the flu vaccine helps you to protect people around you who do fall in these categories.
- Certain people should not get flu shots, but these exceptions are rare. Such people include those with life-threatening allergies to the flu vaccine or to its ingredients, which might include gelatin or antibiotics.
- After you get vaccinated, it takes about two weeks for your body to develop the antibodies that will protect it against flu.
- It is possible you could still get the flu after being vaccinated. But getting the flu shot reduces your risk. In many years, it has reduced the risk of getting the flu by 40 to 60%. In the 2017-18 flu season, the vaccine reduced the risk of getting the flu by about a third.



Activity 2 10 min



Watch two short videos: one informative, one persuasive. See IREX L2D Unit 1 Example Articles.



How do you know if this is informative or persuasive? What tools or techniques did they use that you yourself used? Did they blur the lines between information and persuasion? What do you do when you see information versus persuasion? Knowing this now, does this make you think differently about the information you consume?



Possible answers: The aim of the persuasive pieces is to convince the audience of something, while the informative pieces aim simply to inform. Persuasive pieces often try to make their subject look good (in the case of an advertiser or politician) or bad (in the case of a health danger). Informative pieces tell you "what happened." Informative pieces try to give both sides, if there is a debate. Persuasive pieces rely heavily on emotion and imagery. Persuasive pieces can contain facts and references, but the use of facts is selective.



Now that we have had some practice with the key questions used to discern information from persuasion, let's look at some trickier examples. Watch two of the following short videos.

Examples:

See IREX L2D Unit 1 Example Articles.

TRAINER NOTES

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Practical markers 2: Six content types

My content type is:		
This is a form of: (Use the column under the box you check)	Information	Persuasion
For what purpose?		
Is it intended to inform or to appeal to emotions?		
What emotions, impressions, or effects does it elicit?		
How does it work (through what mechanisms)?		
What is its attitude towards its subject?		
What type of information does it present?		
What is its potential impact on the media consumer?		



Unit 1 > Part A > Lesson 4: The First Amendment

Lesson Overview			
Learning Objectives	Materials	Time Needed	
 Participants will: Understand the content, role and implications of the First Amendment to the U.S. Constitution Understand how the First Amendment allows both information and persuasion of all types 	 Handouts: Copy of First Amendment, Reporters Without Borders index (as a backup to PowerPoint), paper, pens Computer and screen for playing videos Topic and restriction cards — you can create these on simple index cards 	1 hr. 30 min., or 1 hr. 10 min. if only excerpts of the Annenberg video are shown.	
Set up computer and screen. Procedure			
Introduction 5 min.			
Censorship is control by the state, organization thoughts, or creativity. It is usually seen in the su			
The First Amendment is this country's strongest variety of ways. Let's learn more about the First A		nip, and benefits us in a	
Discussion of the First Amendment could trigger would like to see, such as prohibition of hate spee that the point of today's lesson is to learn what potential changes to the law; and to talk specifica	ch, restrictions on flag burning or disrespect for of the current law around the First Amendment ac	ficials. Try to emphasize ctually is, not to debate	

Warm-up 5 min.	👕 TRAINER NOTES
Play the Annenberg video on freedom of the press. <i>See IREX L2D Unit 1 Example Articles.</i>	
If time is limited, show 1:59-6:02 only, and skip the later installments of the video.	
For the full exercise: Start at the beginning and play until 6:14 (you'll play other parts of the video later).	
Talking points 5 min.	
The First Amendment offers extensive protection for almost anything you could think to say or write. It also protects freedom of religion and the rights of people to assemble and protest. Here it is in its entirety. <i>Please see Unit 1, Part A, Lesson 4, Activity 1, The First Amendment.</i>	
HandoutThe First Amendment	
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging	
the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.	
Process questions	
What <i>doesn't</i> the First Amendment let you say or publish?	
(The next activity will provide answers.)	
Activity 1 35 min.	
Now play the video from 6:14-14:18. See IREX L2D Unit 1 Example Articles.	
Read each of the following examples. Have participants number the rows on their paper 1-12, and ask participants to write down on their paper: "protected" (for those items that are definitely protected speech under the First Amendment), "not protected" (for those items that are definitely not protected speech under the First Amendment), and "some restrictions"	
(if there are some restrictions on the speech under the First Amendment).	
After they write all their answers down, go through the items one by one. This time ask participants to volunteer their answers, and discuss: Why do you think this speech is or is not protected under the First Amendment?	
Remember, the idea is not to debate if these speech acts should be protected, although that is a worthy debate. In this lesson we just want people to understand what the First Amendment covers in its current interpretation.	

Handout	
Please see Unit 1, Part A, Lesson 4, Activity 1, Public Free Speech: Protected or Not.	
Answers: Please see Unit 1, Part A, Lesson 4, Activity 1, ANSWERS: Public Free Speech: Protected or Not.	
Examples (and answers):	
1. An editorial calling a politician "incompetent" (protected)	
2. A restaurant review saying the food is awful (protected)	•••••
3. An article calling a celebrity "ugly" and "overrated" (protected)	
4. Your teenage child insulting her public school teacher with vulgar words (not protected; schools can adopt policies against vulgarities and disruption of the school environment)	
5. A high school protest against government policies (protected) ¹⁰	
6. An article accusing a politician of embezzling funds (some restrictions; there's no prior restriction on printing this; however, the politician could sue the paper and if the accusations are found to be false and to have been published with reckless disregard for the truth, he could win.)	
7. Reporting a leak from within the White House (some restrictions; usually protected, but reporter and paper could run into legal trouble if they reveal secret information related to national security)	
8. Hate speech calling a racial group stupid and lazy (protected)	•••••
9. A Neo-Nazi march through an ethnic minority neighborhood (protected)	
10. The leader of an extreme group says, "We're going to take the streets in violent revolution." (protected; only incitement to imminent violence is prohibited, and that is narrowly defined)	
11. The leader of an extreme group calls on his followers to go on a killing spree tonight (not protected; Supreme Court has made a narrow exception to First Amendment protection for speech that incites to imminent lawless action) ¹¹	
12. A rally walking down Main Street with protest songs, drums, and a brass band (some restrictions; it could be required to obtain a permit, and be subject to "time, place, and manner" restrictions, such as being told not to rally at 2 a m ^{1/2}	
rally at 2 a.m.) ¹²	•••••
 Chmara, Teresa. (2015). Do minors have First Amendment rights in schools? Knowledge Quest, 44(1), 8-13. Retrieved from <u>http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/Do%20Minors%20Have%20First%20Amendment%20Rights%20in%20Schools.pdf</u> Speech from campus. (n.d.). ACLU. Retrieved from <u>https://www.aclu.org/other/speech-campus</u> 	
 Speech from Campus. (n.d.). ACLU. Retrieved from <u>https://www.aclu.org/otner/speech-campus</u> Many thanks to First Amendment scholar Wendy Seltzer of the Berkman Klein Center for Internet & Society for her review of this exercise. 	





People often get confused about what it means for something to be protected under the First Amendment. It doesn't mean that no one can ever tell you what not to say, or exclude you from a private group or establishment on the basis of your words. If I run a stamp collectors' club, and you spend all the meetings berating me, I have a right to tell you you're banned from the club. The First Amendment does pertain, however, to public institutions. That's why there's a number of rulings relating to public schools. Most of the First Amendment rights that we adults enjoy in public squares, students also enjoy in school — but there are some exceptions to prevent disruptions to learning. That's why your high schooler can't cuss out her teacher.

While hate speech is abhorrent, most hate speech is permitted under the First Amendment. Indeed, some argue that the whole idea of the First Amendment is to protect speech some might find offensive. After all, if everyone felt a particular statement was OK, no one would try to supress the speaker, and he or she wouldn't need a First Amendment to protect him or her. If we start carving away types of speech we think no one should be allowed to say, where would we stop? Who would get to decide?



Now play the video from 14:18 to the end. See IREX L2D Unit 1 Example Articles.

Or, play the alternative video. See IREX L2D Unit 1 Example Articles.





What is censorship? Where is it practiced?



The need for stability in a given society is often used as justification for censorship. Many countries around the world don't have the type of protections we enjoy under the 1st Amendment. 2017 was the worst year on record for journalist imprisonment, with 262 journalists in jail worldwide, according to the Committee to Protect Journalists. 51% of them are imprisoned in just three countries: Turkey, China, and Egypt. But even here in the U.S., journalists' freedoms continue to be tested.



Chart from Reporters Without Borders:

Where are journalists protected?



1A4 Unit 1: Understanding Media > Part A: Media Landscape > Lesson 4: The First Amendment



Provide each pair with two sets	s of cards: one is a t	topic, one is a type	of restriction
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Individuals take turns within the pairs. A participant should take one of each card type. The participant then has to say at least three sentences about the topic, while observing the restriction listed on the restriction card. For example, the participant might have to talk about a movie she hated while still talking about the actors, director, etc., with reverence.	
The pair should then discuss how difficult it was (or not) to address the given topic while the restrictions muzzled their speech. Then they switch, and the other participant takes one of each type of card and repeats the exercise.	
<u>Topics</u> :	
A movie you hated	
A politician who makes you angry	
A concern you have about a political or social issue	
Handout	
Please see Unit 1, Part A, Lesson 4, Activity 3, Topics.	
Restrictions:	
 Don't insult 	
 Speak of the person or subject with reverence 	
 Don't say anything that might turn out to be untrue 	
 Don't say anything the government didn't tell you directly 	
Handout	
Please see Unit 1, Part A, Lesson 4, Activity 3, Restrictions.	
Then bring the group back together.	
Process questions	
How hard was that? When should or shouldn't these restrictions apply?	
← Talking points	
Censorship makes it difficult to talk about many of the topics we care about. The aim of censorship is usually to protect people in power, such as the government. If we want to see changes to government policies or leadership, we need to be	

able to talk frankly to each other, and the press needs to publish freely. You might think we should restrict untrue speech, but this puts the government in the position of getting to decide "what's true" — and they might not be honest about it!





The First Amendment is crucial because it protects the ability of people — everyone, including reporters and opinion writers but also you and me — to say what they like about the issues that concern them. It's especially important that we are able to say what we like and don't like about the government. This enables us to protest, pressure the government for change and make decisions at the ballot box. Some speech is objectionable or even offensive, but protections under the First Amendment need to be wide so that we can speak our criticisms, and say things that other people don't want to hear. The First Amendment is the bedrock of how the news media operates in the United States. We'll be learning more about the importance of the news media in the next lesson.
Unit 1 > Part A > Lesson 5: Journalism: Who needs it?

Les	son Overview					
E	P Learning Objectives		Materials		Time Needed	
Partici	pants will:		Journalist "baseball" type	45 min.		
	Inderstand why journalists do much of what they lo, and what their ultimate aims are	•	cards Issues signs (write up each			
	Better understand the role of journalism in their own nedia environment, and its importance for a func-		issue on separate flip charts ahead of time)			
	ioning democracy		Таре			
	Inderstand the methods of journalism and how it an foster social good, including empowering citi-	•	Place signs with different issues (listed below) around			
	ens to make the best possible decisions		the room, flipped over with the blank sides up.			
	Trainer preparation					
	video and screen.					
Pro	cedure					
	Introduction 10 min.					
	rticipants: What issues do you care about? Does jour	nalici	m cover these?			
				·		
city pl	potential answers (to both questions): health, politics anning/development, equality, discrimination, polic nment, water quality, air quality, parks.					
For pretty much anything you care about, there are journalists who write about that subject. Some subjects are more						
	aining. For example, you might use journalism to kee					
	ot of journalism has a serious impact on our lives. Th ant to make a positive difference, improving their t					

1A5 Lesson 5: Journalism: Who needs it?

very good!) They expose wrongdoing, highlight the plight of those less fortunate, and even give us information we can use to make decisions about our lives, like where are the best schools, or how we can keep in shape. They do this in the face of enormous pressure to keep churning out stories in a limited amount of time, and are sometimes faced with pressure from politicians or advertisers who don't want to see these stories published.



In this day and age, we get our information from all kinds of sources, not just journalists, and there is a lot of public criticism of journalists and the media. But journalists have played — and still play — a very important role in improving the lives of people. In looking at the range of information creators, we wouldn't want to leave out the journalists. In this lesson, we'll look at some journalists who have made a powerful difference in the U.S. and around the world.



Please see Unit 1, Part A, Lesson 5, Baseball cards

After the initial discussion, flip the issue signs over. You'll have a sign for each one of these issues:

- Environment
- Health and safety
- Human rights
- Children
- Government and corporate corruption



Please see Unit 1, Part A, Lesson 5, Activity 1, Issues

Hand out to each participant a Journalist "Baseball Card."	
The Journalist Baseball cards include: name of a journalist, a picture, a snippet from the newspaper article that exposed the issue, and evidence of how journalism changed things (changed law, lives saved, etc.).	
Ask them to match the card to the issue that each journalist worked on and stand next to the sign with the issue that relates to their journalist.	
<u>Answers</u> : Issues, with the journalists that best fit under each:	
 Environment (Carson) 	
 Health and safety (Sinclair, Adams, Werner) 	
 Human rights (Morel, Skinner, Wells, Shah, Liu) 	
 Children (Chicago Tribune; Boston Globe [could also go under human rights]) 	
 Government and corporate corruption (Tarbell) 	
	•••••••••••••••••••••••••••••••••••••••

Handout	
Please see Unit 1, Part A, Lesson 5, Activity 1, Answers for Issues	
Debrief : Did the issue resonate with you? Why?	
Next, pick 3-4 participants to role play. These participants will assume the identity of the journalist on their card, presenting themselves to the group as their chosen journalist: for example "Hi, I'm Rachel Carson, and I wrote about the dangers of the pesticide DDT…"	
Ask each of the presenters to share with the group, in the role of their chosen journalist:	
What issues are you concerned about today? (Pretend all the journalists are still alive.)	
What makes your job difficult today?	
- Trainer tips	
Possible answers to the question, "What issues are you concerned about today?":	
 Environmental journalists: Climate change, air pollution, water pollution, loss of habitat, endangered species 	
 Health journalists: Poor insurance coverage, conflicts of interest in industry-funded research, need for more research (e.g., on possible carcinogens) 	
 Human rights journalists: Religious freedom, poor working conditions in many industries, restrictions on women's rights 	
 Children's rights/safety journalists: Child labor, trafficking, migrants 	
 Government/corporate corruption journalists: Voting inference, enrichment at public expense, monopolies and in- dustry consolidations 	
Process questions	
Can you name three journalists working today whom you trust? Why do you value them?	
If you can't name three journalists whom you trust: Why do you think this is?	
←→ Talking points	
A lot of times we don't notice the names of journalists — we're more focused on the name of the publication, or the content of the story. We might be better able to recall names of TV correspondents as compared to newspaper reporters, because we hear TV correspondents' names out loud, and we see their faces for a few seconds. We probably remember anchors	
we near it correspondents names out toud, and we see their faces for a few seconds, we probably remember anchors	•••••••••••••••••••••••••••••••••••••••

better than correspondents, because we see more of them. But some of the people we see the most of aren't delivering news at all — they're giving opinion, or hosting others who give their opinion. That's OK, as long as we can identify when we're hearing news and when we're hearing opinion.





Today we looked at some of the extraordinary contributions journalists have made towards improving our society. It's because of journalists that we've uncovered child abuse in the Catholic Church, exposed modern-day slavery, banned certain dangerous chemicals, instituted food safety standards, and more. With all the problems in our country and around the world affecting our health, education, the safety of our children, the health of the planet and our basic human rights, it's crucial that journalists be allowed to keep investigating and reporting on our behalf. They arm us with the information to make decisions in our daily lives and at the ballot box.

Unit 1 > Part A > Lesson 6: News and opinion

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Copies of opinion and informative pieces to share 	1 hours 10 min.	
 Understand major principles of media, including the division between reporting and opinion, and the markers for detecting each in their own me- dia environment 	 Handouts "Telling fact from opin- 		
Understand how and why the media transmits	news piece and an example opinion		
news and opinion as it does, and the role that both news and opinion play in a well functioning	► Highlighters — yellow, orange, and		
democracy	green — one set per participant		
Trainer preparation			
Set up video and screen.			
Procedure			
Introduction 5 min.			
Ask participants: what is journalism?			
The American Press Institute says "Journalism is the information. It is also the product of these activities."	activity of gathering, assessing, creating, ar	າd presenting news and	
This doesn't mean that some journalists don't also g opinion should be kept separate from news, and shou			
Today we'll talk about how to tell news from opinion. of fact. Then we'll talk about how journalists use the			
news or opinion. Then we'll talk about the role that e be clearly labeled and understood.			
			•••••••••••••••••••••••••••••••••••••••



Before we talk in particular about types of journalism, let's just talk about the two types of statements. What is an opinion, and what is a statement of fact?



Try to bring participants around to these fundamental distinctions:

An opinion is a belief or point of view. It might be based on facts, but you cannot demonstrate that an opinion itself is true or false. For example, it is my *opinion* that California is the best state for a vacation.

A statement of fact is something you can show to be true or false. You can check whether it's true, and demonstrate its truth or falsehood to someone with evidence. Factual statements about California include the number of beaches and the average temperature. I can support my opinion about California with these factual statements.

Note that statements of fact can be false. "The population of the United States is one billion" is a false statement of fact, because it makes a claim, which we can check and discover is false. It's presented as being a fact and is not an opinion.

When presenting a fact, it's always best for journalists to tell readers the source of that fact. However, we'll see that this isn't always done in practice.



Give participants the Handout Telling Fact from Opinion.

Please see Unit 1, Part A, Lesson 6, Activity 1, Telling Fact from Opinion

Ask participants to read the articles, and highlight them as follows:

- ▶ Opinions yellow
- ▶ Fact presented without a source orange
- ► Fact presented with a source green

Then give them the handout, Answers: Telling Fact from Opinion, and review the answers together.

Please see Unit 1, Part A, Lesson 6, Activity 1, ANSWERS: Telling Fact from Opinion

Process questions 5 min.

How did you determine what was fact? How did you determine what was opinion? What was difficult about this exercise? What does it tell you that sometimes fact and opinion are both in an article?

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Talking points 5 min.	
Facts can be shown to be true or untrue using evidence. Evidence can support an opinion, but you can never prove that an opinion is true or false.	
News articles should be made up entirely of facts. Their main point is to inform you. One caveat is that news articles might report the opinions of people other than the author. For example, a reporter might write, "'This is a terrible policy,' John Smith said." John Smith is expressing an opinion, but it's a fact that he made that statement. So a news article reporting Smith's statement is still just reporting the facts.	
Opinion pieces include opinion statements made directly by the author, but often contain facts as well. These facts aren't there just to inform you, however — they're there to support the opinion. The main point of an opinion piece is to persuade you.	
Activity 2 15 min.	
Now let's see if we can tell the difference between a news piece and an opinion piece.	
Present participants with two pieces: one opinion piece, and one news piece from the same publication. Do not tell them explicitly which is which (even though it will soon be obvious from some of the labels). Ask them, as they read, to think about the following: Is this news, or opinion?	
Handout	
Please see Unit 1, Part A, Lesson 6, Activity 2:	
 Hartford Courant — Republican Questions Hartford Courant — Too Many Judges Roll Call — Big Test for Business 	
 Roll Call — Tax Bill 	
 WP — Conversations about broken system WP — Opioids 	
Process questions 5 min.	
How could you tell what was news versus opinion? Is labeling "opinion" a good thing? Why or why not? How could you tell besides the labels? What kind of language is used?	
Once participants have given their answers, give them the handout "News and Opinion Markers" and continue the discussion until all appear clear on the distinction.	



(Refer to handout.) Although we have developed skills to tell opinion from news, it is not always obvious. Labels can help people know how to think about a piece from the very beginning.



Today we talked about the difference between statements of fact, which can be checked for accuracy, and statements of opinion, which cannot. News reporting should be free of the author's opinion. Their purpose is to inform. Opinion pieces, on the other hand, are the author's attempt to persuade you. Opinion pieces may contain facts, but the facts are there to support the argument.



Handout

Please see Unit 1, Part A, Lesson 6, Activity 2, News and Opinion Markers.

News and Opinion Markers

Content type	Reporting/News	Opinion
This is a form of:	Information	Persuasion
Does it use fact or opinion?	Should be mostly facts. The opinions are attributed to other speakers — they are not the opinion of the author.	The author expresses his or her opinion. Better opinion pieces are supported by facts.
For what purpose?	To inform.	To influence (what you believe).
What emotions, impressions, or effects does it elicit?	Curiosity, interest, learning.	Fear, anger, concern.
How does it work (through what mechanisms)?	Description, depiction, comparison.	Argument, description, comparison, appeal to emotion.
What is its attitude towards its subject?	Neutral.	Positive or negative.
What type of information does it present?	Accurate, complete, transparent.	Selective, incomplete. Accurate if high- quality.
What is potential impact on the media consumer?	Informed.	Views changed, might be encouraged to act, might be informed.

TRAINER NOTES

Unit 1 > Part A > Lesson 7: News, opinion and analysis

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 "News and Opinion Markers" hand- 	50 min.	
 Strengthen their understanding of the markers for detecting reporting and opinion 	out from previous lesson		
 Be able to reflect critically on the media's some- time failure to properly label news and analysis 			
 Understand the importance of identifying these distinctions 			
Trainer preparation			
Set up video and screen.			
Procedure			
Introduction 5 min.			
Journalists' biggest role is reporting on the news — present opinion pieces, which are designed to persuad give context for the more basic facts provided by repo	le. In the middle you have "analysis," which is	designed to explain and	
about what's happening, place that information in the and against different points of view.			
However, it's sometimes difficult to tell the difference. be about this distinction. In this segment we'll learn l			
being a smart news consumer.			

Activity 1 15 min.	TRAINER NOTES
Show the first segment, and ask whether this is news or opinion. How can you tell?	
Video:	
Please see Unit 1, Part A, Lesson 7, Activity 1, 1A7 CNN 1 ¹³	
Watch 0:22-1:20	
Show the next segment, and ask whether this is news or opinion. How can you tell?	
Watch 5:37-8:02	
Process questions 5 min.	
Who is speaking in each segment? What is their role? What kind of language do they use? Are they just telling us "what happened," or something more?	
- Trainer tips	
For answers/explanation, refer back to the handout from the previous lesson " News and Opinion Markers."	
Please see Unit 1, Part A, Lesson 7, Activity 1, Copy of news and opinion markers.	
Activity 2 10 min.	
Video:	
Please see Unit 1, Part A, Lesson 7, Activity 2, 1A7 CNN 2 ¹⁴	
Watch 21:13-23:23	
13 CNN Newsroom with Poppy Harlow. (2015). CNN Newsroom. Retrieved from https://archive.org/details/CNNW_20150404_190000_CNN_Newsroom_ 13 CNN Newsroom with Poppy Harlow/start/0/end/60	
14 CNN Newsroom with Brooke Baldwin. (2018). CNN Newsroom. Retrieved from <u>https://archive.org/details/CNNW_20180101_180000_CNN_Newsroom_With_Brooke_Baldwin/start/1278/end/1338?q=cnn+analyst</u>	



Was this news or opinion, or something else? What were the titles given to the three panelists by CNN? What are their jobs when they're not on CNN?



Journalism includes news, opinion, and analysis. All are essential for our democracy and none are inherently bad. The problem comes when opinion and analysis are not properly labeled as such, and here they are not. The title "CNN analyst" is confusing — you might think the person works for CNN. In fact, these are outside commentators that CNN brings in to analyze a story. Sometimes they are journalists (such as the Daily Beast reporter) and sometimes they are former political staffers or even former military or intelligence officers. In any case, when these "analysts" appear, they are analyzing the news rather than reporting it.



Direct participants to take the quiz at this website (under Before You Do This Task, You Might..., no. 3): <u>https://learning.blogs.nytimes.com/2013/12/13/skills-practice-distinguishing-between-fact-and-opinion.</u>

You can also find the link at:

IREX L2D Unit 1 Example Articles.

On the whole the examples are straightforward, but students may have trouble with example 1. This is mostly factual, but they would be correct to point out that "remarkable personal odyssey" is opinion.



Some outlets don't do a very good job of distinguishing news from opinion, and the savvy news consumer needs to understand which he or she is reading in order to evaluate the content. However, opinion and analysis are not inherently "bad." They can help us test our own point of view and think about the different ways of looking at an issue. The important thing is that we learn to distinguish between opinion and news.

Unit 1 > Part A > Lesson 8: Journalism standards

Les	Son Overview			
(Ø	Learning Objectives	Materials	Time Needed	
Partici	pants will:	Pens and paper	50 min.	
a	Inderstand the basic journalism sta re followed by most professional oday			
	Inderstand how those standards			
V	etter journalism that is a) accura vorthy, c) accountable, and d) hol hat-be to account			
D				
Pro	cedure			
	Introduction 5 min.			
		andards that most journalists follow. These sta ther content you might come across.	andards make for better journalism	l,
	Activity 1 5 min.			
	rticipants to think about what cons out their responses.	stitutes quality journalism and write down th	eir criteria. Have some participant	s
		ions such as lawyers and doctors, have profe	ssional standards.	
Explain that there are various organizations that provide standards for professional journalists in the United States. Professional journalists are expected to uphold these standards and ensure that their work is accurate, trustworthy,				
	itable and transparent.			
https:/		sional Journalists Code of Ethics with partici <u>cs.pdf</u> , but the handout "SPJ Journalism Stan	•	

Handout	•••••
Please see Unit 1, Part A, Lesson 8, Activity 1, SPJ Journalism Standards.	
Process questions 10 min.	
What do you think about the list? Would following these principles make for good news reporting? Is there anything you would add to the list?	
Activity 2 20 min.	
Divide participants into small groups and give groups different examples of news reporting. Give them the following handouts.	
News stories:	
Please see Unit 1, Part A, Lesson 8, Activity 2, Article A	
and	•••••
Please see Unit 1, Part A, Lesson 8, Activity 2, Article B	
Tell groups that they will use the SPJ Standards to help them evaluate their examples and determine whether or not the example meets the standards for quality journalism.	
Give groups worksheets where they can record their results.	
Have groups take notes and then share their thoughts.	
Worksheets	
Hand out the two blank worksheets (per person) from	
Unit 1, Part A, Lesson 8, Activity 2, Journalism Standards Worksheet	
Process questions 10 min.	
Overall: Which standards tended to be followed? Which were not followed?	•••••
How did Piece A and Piece B differ in what standards the followed?	
What can you infer about the relative quality of Piece A and Piece B?	

←→ Talking points	TRAINER NOTES
Discuss the answers from the filled-in worksheets, from:	
Unit 1, Part A, Lesson 8, Activity 2, Journalism Standards Worksheet	
(Handing out the filled-in worksheets is optional.)	
Conclusions 5 min.	
Like other professions, journalists have professional standards that guide them and help to ensure that journalists produce quality work that is accurate, trustworthy, accountable, and transparent. Understanding the standards of professional journalism can help us better evaluate the news we consume for quality and adherence to professional standards. Today we gained a better understanding of professional journalism standards and looked at examples of both high quality and	
poor quality journalism. In future lessons we will look more closely at how and why journalists and media outlets make certain decisions about their work, and how that can affect quality.	

Unit 1 > Part B: The Changing Media > Lesson 1: New forms of media & changes in

traditional media

1B1

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	Sticky notes	1 hr.	
 Learn to think critically about the changes that have tal the information ecosystem in the past 20 years or so 	2		
 Think critically about how this complex new ecosystem judgments they must make as audience members 	affects the		
 Learn that while the question of "who is a journalist" harder to answer, real journalism follows journalistic p 			
 Learn about the damaging economic conditions for jo the past 20 years, and how these conditions affect w 	urnalism in		
available for participants to read	nat news is		
Set-up:			
Post the Dates in History printout on the wall as one long line	of six pages. Make sure you keep the p	pages in the correct order.	
Please see Unit 1, Part B, Lesson 1, Set Up, Dates in History ¹⁵ Write the following on sticky notes. Mix the order of the note accessible for participants:	es up and place them on a table or w	all where they'll be easily	
Writing on clay tablets Radio	YouTube		
Papyrus Amateur (Ha Hand-written books TV	Smartphone	25	
Printing press Cable Postal service Internet Newspapers Email	Whatsapp Electronic ta Instagram	blets	
Telegraph Google Telephone Facebook	Snapchat	ty Journalism	
Film			

Procedure





Introduction 5 min.

Today we'll look at how the media has changed over time. This has important implications for our ability to discern truth from falsehood, because so much has changed — not just how much news we get and how it's delivered, but even the distinction between journalist and audience.



Teaching tips

During the lesson, there should be time for general feedback, such as "What do you think of all these forms of news/media?," because this can help determine emphasis of discussion in subsequent sessions.



Warm-up 5 min.

Give participants sticky notes with the various technologies written on them (writing on clay tablets, papyrus, etc.).

Their job is to place the innovations along the timeline. This will show the great pace of acceleration of communications technology. They can add other information-related innovations that may occur to them.

Answers:16

Writing on clay tablets	3000 BC	Radio	1900s	YouTube	2005	
Papyrus	2400 BC	Amateur (Ham)		Twitter	2006	
Hand-written books	1st century AD	Radio	Early 20th century	Smartphones	2007	
Printing press	1430s	TV	1920s	Whatsapp	2009	
Postal service	6th century BC	Cable	1940s	Electronic tablets	2010	
Newspapers	1600s	Internet	1960s	Instagram	2010	
Telegraph	1830s	Email	1970s	Snapchat	2011	
Telephone	1870s	Google	1998	Virtual Reality	circa 2015	•••••
Film	1880s	Facebook	2004	Journalism		



Process questions 5 min.

Did anything about the history of these communications technologies surprise you? Where are the technologies clustered? What do you think the effect of this rapid innovation has been?

16 Sources: Wikipedia; The invention of cable TV. (n.d.). Travel Channel. Retrieved from <u>https://www.travelchannel.com/videos/the-invention-of-cable-tv-0243886</u>



Technology innovation has accelerated greatly in the past few decades, and communication technology has been central to that revolution. Today we get our journalism from a wide variety of sources, not just print (and print has far fewer readers than before).

Previously, we talked about the standards that good journalism follows. But do we get all our information today from "journalism"? Who follows journalism standards? Who even is a journalist? Let's talk about that now.



Display a variety of information that may or may not be considered journalism.

Please see Unit 1 Example Articles.

The screenshots can be found in the *slideshow Unit 1, Part B, Lesson 1*.



Process questions (after looking at all examples)

Which among these is journalism? What makes it journalism? Is it the medium, content, training, language, tone, attribution, or something else?



Today, anyone can publish. In some ways, we can all be journalists. You can record something happening near you and publish it for your friends and neighbors. It might even go viral, nationwide or worldwide. But the quality of information published online varies tremendously. Most of us don't have the time to verify information and report on context the way that journalists do and most people who share information online have not committed to follow the journalistic standards we discussed above.



This activity is a discussion that helps participants draw links between the collapse in traditional media revenue to declining news coverage (especially local news)

Share this chart showing the decline in newsroom employees.¹⁷

Please see slideshow: Unit 1, Part B, Lesson 1.

17 Source: Newspapers fact sheet. (2018). Pew Research Center. Retrieved from http://www.journalism.org/fact-sheet/newspapers/



1B1 Lesson 1: New forms of media & changes in traditional media





The news industry has suffered declining revenues for decades now, with big drops starting as the internet began to take off. The 2008 recession dragged revenues down further. With print subscriptions falling sharply, fewer people are seeing print ads, meaning newspapers have lost a lot of money. Online ads just don't bring in enough money to make up the shortfall, especially because news organizations compete with social media and other platforms for advertising. News outlets are left doing whatever they can to try to maximize their online content, getting as many people as possible to click through to their stories. That's why "clickbait" — manipulative headlines that trade on your curiosity to get your clicks — became so widely used. The drop in revenue means newspapers have had to shed a lot of jobs, and many have had to close. It becomes harder and harder for journalists to do their job and report on everything that ought to be covered.

Now have a look at the maps in the slideshow:

Please see slideshow: Unit 1, Part B, Lesson 1.

If a computer is available, click on the link on Slide 11 and let participants explore the map on the website.

Then have participants click to the website from Slide 12 and explore the data for where they live.



What do you notice? How do you think the number of newspapers in a hometown affects what journalism is produced and is available to readers?



Talking points 4

Dozens of local daily papers closed, merged or were reduced to weeklies in just a dozen years. Some might be near you. Local newspapers faced the same economic pressures we outlined above, but they have been disproportionately affected by these pressures. The impact is fewer journalists to cover what's happening in your city hall or state legislature, or to investigate the local issues that matter to you like crime, schools, transportation, and the environment. Because of the lack of employment opportunities in smaller towns and the nation's interior, most U.S. journalists end up in big cities on the coasts.



Conclusions 5 min.

Our ways of communicating have changed dramatically over the past couple of decades, and the news has changed along with it. Journalists are under tremendous pressure to report and write quickly and to get "clicks" for their articles. This is one of the reasons that headlines, even from credible sources, can provoke strong emotions. At the same time, it gets harder to tell who is and who isn't a journalist. Anyone has the capacity to publish online, but not everyone follows journalistic principles, which take time to learn and put into practice.

Unit 1 > Part B > Lesson 2: Trust in media

Les	son Overview					
E	Learning Objectives	A. I	Materials		Time Needed	
Partici	pants will:	►	Paper and markers	1 hr. 5 m	iin.	
t	earn to reflect on their own feelings of rust or distrust towards the media in general, and towards particular media		Computer and screen for showing video and PowerPoint			
0	outlets		Handouts:			
d	earn about why people tend to trust or listrust media, and the way this both af- ects and is affected by misinformation		 Fox headlines under NY Times banner (don't give this away when you show them the handout!) 			
iı ► E	n our media environment Be able to better understand current		 NYT headlines under Fox banner (don't give this away when you show them the handout!) 			
	iews and opinions that Americans have bout the media, and how that creates		 NY Times: real headlines 			
а	n environment ripe for misinformation		 Fox: real headlines 			
	Trainer preparation					
Use markers and paper to write four signs: strongly agree, somewhat agree, strongly disagree, somewhat disagree. Post these in the four corners of the room.						
Set up	the computer and screen for showing the	ne vid	eo at the end of the lesson.			
Pro	cedure					
	Introduction 5 min.					
Senato	or Daniel Patrick Moynihan once said, "E	veryc	ne is entitled to his own opinion, but not to his	s own facts	5."	
Do yoι	agree? Why is it important that we all a	gree	on the facts?			

TRAINER NOTES







The following studies can be used to pull more questions for the Four Corners exercise. Trainers should feel free to find additional studies and statements to suit their needs.	
Studies to use:	
https://poyntercdn.blob.core.windows.net/files/PoynterMediaTrustSurvey2017.pdf	
https://news.gallup.com/poll/219824/democrats-confidence-mass-media-rises-sharply-2016.aspx_	
http://assets.pewresearch.org/wp-content/uploads/sites/13/2017/05/09144304/PJ_2017.05.10_Media-Attitudes_FINAL.pdf_	
https://medium.com/trust-media-and-democracy/10-reasons-why-americans-dont-trust-the-media-d0630c125b9e_	
https://www.americanpressinstitute.org/publications/reports/survey-research/my-media-more-trusted-than-the-media/	
Process questions (for each statement)	
Why did you choose the corner you did?	
Were you thinking of particular media you do or don't use?	
How do you think most Americans feel about this question?	
Process questions (after the activity is complete)	
Did you notice any patterns in how the group answered?	
Did anything surprise you about people's answers?	
Did sharing your responses make you answer these questions differently?	
←→ Talking points	
As we've seen in some recent studies, many people have concerns and varying degrees of trust in the media in the U.S. We are currently in a situation where consumers and media are reflecting on the state of the media. Media literacy can empower people to better understand media and make better decisions about what they are viewing and why.	
Independent polling and research organizations have carried out several surveys of Americans, asking the same or similar	
questions to what you answered today. Here's what they found:	

Show slides of the survey results:

1B2

Plea	ase see the slideshow Unit 1, Part B, Lesson 2.	
	I trust the media to report fully, accurately and fairly: 41% agree ¹⁸	
	There is a lot of political bias in the news: 45% agree ¹⁹	
	News media is important for our democracy: 84% agree ²⁰	
	The media is important to make sure people are informed: 95% agree ²¹	
	The media keeps political leaders from doing their job: 31% agree ²²	
	If a news story casts a politician in a negative light, then it's fake news: 28% say this is always the case ²³	
•	The mainstream media makes up stories more than once in a while: 44% agree, specifically re: stories about President Donald Trump ²⁴	
•	The government should be able to stop a news outlet from publishing a story government officials think is biased or inaccurate: 25% agree ²⁵	
•	The media I rely on most is better than what most people use: 48% say the media they use most often is fair, compared to 30% for media in general ²⁶	
	Process questions	
	s anything surprise you about these figures? Does having a lot of people agree on something necessarily make it true? / do you think your fellow participants have the perspectives they do?	
പ്		
Pos	Activity 2 20 min. e these questions to participants. Get their ideas for five minutes and write on the board or paper.	
19	https://news.gallup.com/poll/219824/democrats-confidence-mass-media-rises-sharply-2016.aspx https://knightfoundation.org/reports/american-views-trust-media-and-democracy https://knightfoundation.org/reports/american-views-trust-media-and-democracy	
21	https://knightloundation.org/reports/american-views-trust-media-and-democracy https://knightfoundation.org/reports/american-views-trust-media-and-democracy https://poyntercdn.blob.core.windows.net/files/PoynterMediaTrustSurvey2017.pdf	
24	https://knightfoundation.org/reports/american-views-trust-media-and-democracy https://poyntercdn.blob.core.windows.net/files/PoynterMediaTrustSurvey2017.pdf https://poyntercdn.blob.core.windows.net/files/PoynterMediaTrustSurvey2017.pdf	
	https://www.americanpressinstitute.org/publications/reports/survey-research/my-media-more-trusted-than-the-media/	





Introduction	
There are a few reasons why people don't trust or like the media. A lot of it has to do with human psychology.	
One such reason is called "motivated reasoning." This means that, as we saw with the above activity, we tend to agree or believe a source if we think it's on our side. This means that we are not inclined to trust a lot of the media out there that we don't think is on our side. And it's not just your political enemies who do it. We all do it!	
Wrap up with a video or audio clip explaining how motivated reasoning and/or confirmation bias works:	
See slideshow, Unit 1, Part B, Lesson 2.	
Process questions	
Why do people do this? Is it conscious?	
What are the consequences if you disagree with your peer group?	
What are the consequences for you personally if you're wrong on a policy issue?	
If your judgment about a news source is colored by your ideology, how do you know who to trust?	
Talking points	
A lot of the time, motivated reasoning is unconscious. Our brain unconsciously directs us to find or believe the information that will allow us to stay in agreement with our peer group, which could be political, religious, or even sports-related. (It's	
been shown that your judgment of which side played dirtier in a game depends a lot on which side you're on!) ²⁷ We figure out what news to trust by looking for adherence to standards, and through verification or debunking tools.	
Conclusions 5 min	
Today we looked at the unconscious factors that shape our trust in media outlets. Trust isn't always rational, but we have	
to try to think rationally about our news consumption and evaluation. The first step is to acknowledge these unconscious forces, and then to try to counteract them by thinking about standards and verification. We will revisit the issue of journalistic standards in the next session, and later on we'll talk about hands-on tools to help you determine what to trust.	
27 Hastorf, A. H., & Cantril, H. (1954). They saw a game; a case study. Journal of Abnormal and Social Psychology, 49(1), 129–134. Retrieved from http://doi.org/10.1037/h0057880	

Unit 1 > Part C: Agenda setting/gatekeeping > Lesson 1: News selection

TRAINER NOTES

Lesson Overview	
Learning Objectives Materials Time Needed	
Participants will: Pens and paper, poster paper 1 hour 	
 Learn the basic process editors use to decide what stories to cover, and the pressures that inform that decision-making, including questions of time, business performance and audience preference What Gets Covered" worksheet 	
 Learn and reflect on how this process, along with Learn and reflect on how this process, along with 	
platform algorithms and their own consumption choices, affects what news they see	
 Learn about the "firewalls" between ownership/ad- vertising and editorial 	
Trainer preparation	
Use markers and paper to write four signs: strongly agree, somewhat agree, strongly disagree, somewhat disagree. Post	
these in the four corners of the room. Set up the computer and screen for showing the video at the end of the lesson.	
Procedure	
Today we're going to talk about the factors that influence what stories get covered and what stories you see, which are not necessarily the same thing. We'll talk about decisions reporters and editors make in the newsroom, as well as the influence of social media and the importance of the choices <i>you</i> make.	



Please see Unit 1, Part C, Lesson 1 for the "What Gets Covered" worksheet.

Give participants the "What Gets Covered" worksheet. Have participants jot down news they have heard recently in the first column of the worksheet. Ignore the second column for now. Tell everyone to list as many examples as possible.

Ask participants what trends they are noticing. Are these stories mostly about one topic? Are they about "good" news or "bad" news?



There are a lot of complex factors that contribute to the type of news we see and what we recall seeing. You might want to draw this funnel diagram on the board or poster paper.

The story funnel: How stories get to us





Think about journalists shown in TV and movies. Show the slide montage of Hollywood depictions of journalists found in the presentation in *Unit 1, Part C, Lesson 1, under Activity 1.*

Pop culture can sometimes give us a skewed view of how newsrooms actually work, what journalists actually do every day, and who is a journalist.

How newsrooms are structured. Newsrooms and media outlets have different departments and some of those departments have "firewalls" between them. For example, the owners of an outlet and the editorial board of an outlet are separated so that the editorial board can express their opinions freely.

Some departments at a media outlet include reporters who can have different "beats" or topics they cover such as crime, sports, national politics, weather; editorial writers who help to dictate the tone and content of a publication; social media departments; advertising; and owners of the outlet. Editors are responsible for what news is covered.



What factors go into editors' choices of what stories to cover?

Write their answers on the poster paper or whiteboard. If they get stuck, refer to the list below of nine factors to prompt them. ("What about where the event took place?", "Do newspapers have a duty to cover certain stories, even if they're not popular?")



These are the major factors that feed into editorial decision making.

Nine Factors of Editorial Decision-Making

- 1. **Reader preference and expectation**: Media outlets want to ensure that people consume and engage with their content. When that content is online, media outlets strive to have people click on and share their stories. Each publication has a certain audience in mind, and that audience expects certain things from the publication, so each outlet tries to fulfill its niche. People magazine might dedicate an entire issue to Paris Fashion Week while the Wall Street Journal might not even mention it.
- 2. **Civic duty**: Journalists who cover important local, national, and world events often feel that they have a civic duty to inform readers. For this reason, major newspapers write about natural disasters, wars, famine, and other topics that qualify as "bad news," even though they might not get as many clicks as some more lighthearted stories.
- **3. Geography**: Local papers emphasize what's happening in their city or area. They might have a small section devoted to national or global events, or they might not cover these at all, figuring that people will get that news from other sources. U.S. papers like USA Today, the Wall Street Journal, and the New York Times cover events around the world, but devote by far the greatest part of their coverage to what's happening in the U.S.



4. Rarity : Unusual events get more coverage that ordinary events. The old saying goes that "Man bites dog" will get more coverage than "Dog bites man."	
5. Impact/severity: An earthquake that kills 10,000 will get greater coverage than one that kills 100.	
6. Celebrity/power : If a well-known politician or a famous actor does something, that's more likely to be covered than if your neighbor does the same thing.	
7. Competition : Oftentimes, if one outlet covers a story that promises to engage readers, others will follow suit. Sometimes outlets try to distinguish themselves with an original "angle" or approach to the story, but sometimes they just want to be seen covering what everyone is talking about, and to get their share of the clicks.	
8. Exclusivity : On the other hand, if an outlet knows it has a story no one else has, it has a big incentive to run that story.	
9. Timeliness : Events that happened recently are prioritized over things that happened days or weeks ago. The 24 hour news cycle moves quickly and this can influence what journalists cover and how long they spend on a certain story. ²⁸	
Have participants return to their "What Gets Covered" worksheet and fill in the second column, considering the factors we discussed above.	
Activity 3 15 min.	
Please see Unit 1, Part C, Lesson 1, Activity 3 for the "List of Potential Stories" handout.	
Divide participants into groups of 3 or 4, and give each group the "List of Potential Stories" handout. Tell them they are editors at a large national newspaper. Ask each group to try to come to a consensus on five stories to cover on their homepage. Participants should discuss and debate, by presenting rationale based on the nine factors above.	
After 10 minutes, each group should share out which stories they prioritized, and the large group can discuss different factors leading to the choices.	
Talking points 5 min.	
There are no right and wrong answers to this exercise. Different editors would probably come to different conclusions. The important thing is to recognize that there are always more potential stories than outlets have the resources to cover or than audiences have the time to consume. So editors have to make hard choices.	
- Conclusions 5 min.	
There are lots of complex and intersecting factors that contribute to the decisions that journalists and news outlets make regarding what types of news to cover and how to cover it. These factors also contribute to what we see and how we see it. Understanding how the factors intersect and influence news coverage can help us be more aware of what we are seeing and why.	
28 Some of these items are based on McQuail, D. (2010). McQuail's Mass Communication Theory, 6th ed. Sage Publications, pp. 308-318.	



What Gets Covered Worksheet

News story I heard recently	Why did an editor choose to run that story?

List of Potential Stories

An earthquake in China kills 352	
The Speaker of the House of Representatives announces he won't seek reelection	
Unemployment rises by 0.5%	
The U.S. fails to qualify for the World Cup	
A study finds that 30% of mammograms are unnecessary	
A new president is elected in Peru	
Tom Cruise announces he's getting married again	
About 1,000 protesters protest a decision outside the Supreme Court	
A U.N. report documents war crimes in Syria	
People observe Memorial Day with cemetery visits, sales	



Unit 1 > Part C > Lesson 2: Objectivity vs. balance

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Poster paper 	1 hour 10 min.	
 Understand the concepts of objection balance, and the similarities and different these 			
 Learn how these concepts guide story cesses in newsrooms 	selection pro-		
Procedure			
Introduction 5 min.			
Today we're going to talk about the concept but they don't all mean the same thing.	s of objectivity, bias, and balance. Sometimes the	ese are used interchangeably,	
Activity 1 15 min.			
Ask participants: How would they define ob participants want from the news media? Wh	ectivity? What does an objective news piece look ay or why not?	k like? Is objectivity something	
Write responses on the poster paper. Divide want objectivity?"	e it into three sections: "Definition," "Features of	objective news," and "Do we	
∠			
People can mean many different things whe	en they talk about objectivity.		
Originally, in journalism, "objectivity" mear try and keep their biases from creeping into	t journalists should develop a consistent method their work. ²⁹	d of evaluating information to	
29 The lost meaning of 'objectivity'. (n.d.) American P objectivity/lost-meaning-objectivity/	ress Institute. Retrieved from <u>https://www.americanpressinst</u>	titute.org/journalism-essentials/bias-	



1C2	Lesson 2: Objectivity vs. balance	
	This is a good way to think about biases. Sometimes people say journalists should have no biases, but as we saw in the Trust in Media lesson, all humans have biases. The question is how we manage those biases.	TRAINER NOTES
	Objectivity is important so that journalists don't let their biases interfere with their reporting. It helps editors choose the best stories to cover, and helps journalists decide who to interview, what to ask, and how to write their stories.	
	Activity 1 10 min	
	Please see Unit 1, IREX L2D Unit 1 Example Articles for the following articles.	
	Have participants read the first article and discuss as a group.	
	If time allows, repeat the process with this second article.	
	Process questions	
	Is this report balanced? Why or why not?	
	\leftarrow	
	Talking points	
	The reports are balanced because they feature the voices and arguments of people on both sides of an issue. The daylight savings article first quotes a state senator against Proposition 7, then the lawmakers who proposed the measure, and repeats this structure. The Illinois tollway article first raises the possibility of conflict of interest, then allows the accused to defend themselves. It then quotes critics of the deals, and goes back and forth several more times between critics and defenders.	
	Note that there are many news stories where the idea of having "balance" or "points of view" doesn't make much sense and where the important thing is just to communicate information. Examples include reports on crimes, road closures, human interest stories, entertainment stories, and many more.	
	Activity 2 15 min.	
	Ask participants: Does objectivity mean "balance," i.e., covering all sides of an issue? Why or why not?	
	Write responses on the poster paper. Divide into two columns "Yes" and "No."	
	\leftarrow	
	Talking points	
	There are lots of issues where people disagree and we want to show the variety of opinions, and give equal weight to each. But there are other times that doing so would demonstrate "false balance," and actually distort the truth of an issue.	

For example, if you were writing about flat earthers, you wouldn't want to say "Some believe the earth is flat; others say it's round." You would want to point out the overwhelming scientific evidence that supports the idea of a round earth.	
Optional: Show the video found under <i>Unit 1, IREX L2D Unit 1 Example Articles.</i> Be warned: 1) It contains foul language; 2) Those already disbelieving of climate change (i.e., some conservatives) will probably not be swayed by this, and there's a danger that participants could want to debate climate change instead of the subject at hand.	
Activity 3 15 min.	
Please see Unit 1, Part C, Lesson 2, Activity 3 for the two stories mentioned in this activity.	
Have participants read two stories. Discuss: Which stories' approach did they prefer? Why? What was the role of balance in each?	
Talking points 5 min.	
The first piece was more "balanced" between widely different points of view on gravity, but it's what we call a "false balance." On certain matters, we don't want to present all opinions as equal.	
Balance is still an important concept, and seeking balance can help reporters manage and address a variety of biases. These can include biases towards:	
Official voices: To a certain extent, government officials' voices should form a big part of reporting, because they influence legislation and regulation. But political opponents and the general public must also get their say.	
Sources: Journalists must listen to what and consider sources feel is important, but remember their ultimate obligation is to the public.	
The unusual: Always choosing the "man bites dog" story can paint a distorted picture of current events.	
Subject: Some subjects get routinely covered or ignored by the reporter's own publication, or the media in general. Editors have to think about what's really important and choose coverage accordingly. ³⁰	
- Or Conclusions 5 min.	
Objectivity and balance can be loaded terms and can often be misunderstood. Objectivity helps reporters and editors	
manage their bias so they can choose a good selection of stories and write stories fairly. Writing an accurate and objective news piece doesn't always mean creating a perfect balance of all opinions on a subject. Journalists are humans, and like all of us, have to acknowledge and manage their biases in order to report well.	
or us, have to acknowledge and manage their blases in order to report well.	
30 Understanding bias. (n.d.) American Press Institute. Retrieved from <u>https://www.americanpressinstitute.org/journalism-essentials/bias-objectivity/</u> <u>understanding-bias/</u>	



Unit 1 > Part C > Lesson 3^{\cdot} Who owns the media?

TRAINER NOTES **Lesson Overview** Time Learning Objectives Materials Needed Participants will: Poster paper 1 hour Learn to reflect on ownership of to-Markers day's media, from the corporations Posters (create on flip chart paper in advance): that own many of the papers, web-Highest rated news: Broadcast sites and stations, down to the in-▶ Highest rated news: Cable dependent bloggers Large U.S. papers ▶ Reflect on how ownership might (or Local TV stations might not) affect content Local radio Learn about the role that tech giants play in helping to determine Local papers what we access Stickies Understand the role of algorithms Computers or participants' smartphones (A in social media computer with projector or large screen is preferable if you plan to watch the optional videos)

Procedure



Introduction 5 min.

In the last session, we talked about how information comes at you from a huge variety of platforms, technologies and brands. Some providers, like bloggers, can be very small. But who really does control what information gets to you and how? Why does it matter?



Please see Unit 1, Part C, Lesson 3, Activity 1 for the posters mentioned below.

Please see Unit 1, L2D IREX Unit 1 Examples Articles; and Unit 1, Part C, Lesson 3, Activity 1 for the FCC websites.

Ask participants: Who owns the media? Who are the people or companies who own:

	National TV networks (broadcast)	
	National TV networks (cable)	
	National newspapers	
	Local TV stations	
	Local radio stations	
	Local newspapers	
	Internet providers	
	Cell phone companies	
	Facebook	
	Instagram	
	Snapchat	
	Google	
	YouTube	
Write	e their responses on a big sheet of paper or whiteboard.	
-	Trainer tips	
	e's a small potential for stereotyped or bigoted responses to the opening question. If people name a particular ethnic	
grou		
grou we'l	e's a small potential for stereotyped or bigoted responses to the opening question. If people name a particular ethnic p as in control of the media, gently suggest that's not a specific person or organization, and also mention it's an idea	
grou we'l Ther	re's a small potential for stereotyped or bigoted responses to the opening question. If people name a particular ethnic p as in control of the media, gently suggest that's not a specific person or organization, and also mention it's an idea l come back to. (Then make sure you DO come back to it in the Stereotypes section.)	
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Divide participants into pairs or threes. Give participants a stack of stickies.

Ask each group to select one or two stations and newspapers that interest them. (Don't have any groups research the same papers and stations.)

Ask each group to do online research to try and determine who owns the papers and stations in question, as much as they can in 15 minutes.

For local radio, they should start with a search on the FCC website.

(For TV, the FCC search is less helpful.)

When they have answers, participants should write them on the stickies and place them on the posters.

Then hang up the answers (posters with ownership info) and discuss.



Process questions

What did you find? Who are the large national companies? Which properties are owned locally or regionally?

Did anything surprise you? Why does it matter who owns these companies?



On the national level, some companies own several outlets. The companies include News Corp., Tribune Publishing (Tronc) and Comcast. Then there are national companies that own many local TV stations and newspapers. These include Scripps, Tegna, Univision, and Gannett. You may find that multiple local radio stations are owned by the same companies or organizations. Universities (or their board of regents) often run public radio stations. Social media is more consolidated than you may realize: Facebook owns Instagram and Whatsapp, and Google owns YouTube.

Why does it matter? Less variety of ownership generally means less variety of content and viewpoints. Local outlets generally tailor their content for their audience, but there's evidence that they do also get direction from the top. We'll talk more about the role of ownership on these content choices in the next lesson.



Please see the PowerPoint under Unit 1, Part C, Lesson 3, Activity 2 for the image below.

Ask participants: Why did we ask about social media in the last activity? How does social media influence what news you read?




lking points

Talking points	
Share with participants: Increasingly, people get their news online: 43% of U.S. adults now get news online frequently. So how much of <i>that</i> is through social media? ³¹	
On a piece of flip chart paper, draw a big circle divided into eight pie pieces. Make a legend: One color is Google, one color is Facebook.	
Ask a volunteer to guess how much of news website traffic she thinks comes from these two sources.	
Then reveal the answer by coloring in the circle: Facebook is a full quarter (two slices), Google is 44% (almost half the pie). ³²	
Process questions	
Does this surprise you? Is this how you get your news? Why does it matter that this is how people get to the news? Most importantly, how does using social media influence what news you see?	
Activity 3 15 min.	
Please see Unit 1, L2D IREX Unit 1 Example Articles, Unit 1, Part C, Lesson 3, Activity 3 for the link to the website and optional videos below.	
Split participants into groups of five people or fewer. Each group should have a computer or smartphone.	
Have the groups navigate to the website and explore for five minutes.	
Process questions	
Why do you think people's feeds look so different? How does social media accomplish this polarization?	
← Talking points	
If you're like most people, your connections on social media are too numerous for you to read everything everyone posts. Social media uses algorithms — pieces of computer code — to analyze what you like and what you're likely to read or	
engage with in the future. Then, they show you what they think will interest you most. Some of the signals that feed into algorithms include how old a story is, who the sharer is, and how you've interacted with them in the past. Search sites like	
31 Gottfried, J. & Shearer, E. (2017) Americans' online news use is closing in on TV news use. Pew Research Center. Retrieved from <u>http://www.pewresearch.org/fact-tank/2017/09/07/americans-online-news-use-vs-tv-news-use/</u>	
 32 Molla, R. (2017). Google is sending more traffic than Facebook to publishers — again. Recode.net. Retrieved from https://www.recode.net/2017/12/11/16748026/google-facebook-publisher-traffic-2017-increase 	

1C3 Lesson 3: Who owns the media?

Google similarly tailor results based on your past activity — so your Google results will look very different from your friends or relatives'.

This tailoring phenomenon is called "filter bubbles,"³³ because the effect is we then live in our own little bubbles where we tend to encounter our own viewpoint.

Or do we? More recently, some researchers have suggested that because our friend circles on social media are actually wider than that of our day-to-day encounters, maybe filter bubbles are worse in real life!



Ask people to imagine that they are meeting a friend for lunch at a restaurant and that their friend is late. She texts that she is in traffic and asks you to order something for her. Have a group discussion in which you ask people to think though the decision making process: how would you decide what to order for a friend? What information would you use?

Example of an answer:

- 1. I would remember her past preferences that I observed she often orders pizza.
- 2. What were her stated opinions about liking or disliking certain things? I would avoid what she dislikes and pick something I know she likes.
- 3. I would pick something that's a known quantity; I wouldn't order something that sounds strange or experimental.

Algorithms, when no one messes with them on purpose, use a similar decision making path. They use information from past behavior and expressed preferences to decide what to show you. This comparison is limited, but it demonstrates the overall point that algorithms feed off what you know and like and shelter you from information that they estimate that you won't like.



Optional: Watch Eli Pariser describe how filter bubbles work.

Optional: Watch this video, in which Facebook describes its news feed algorithm.



Depending on where you're conducting your training and what outlets you focused on, you may have found a relatively high or low concentration of ownership. But this concentration is something to be concerned about, because it can determine what stories you see. What may have the biggest impact is the percentage of online traffic that comes from media behemoths Google and Facebook, because their algorithms determine what you see, without you being aware of what's left out. We'll talk more about ownership and news content in the following lesson.

33 The Filter Bubble: How the New Personalized Web Is Changing What We Read and How We Think. (n.d.) Amazon.com. Retrieved from <u>https://www.amazon.com/Filter-Bubble-Personalized-Changing-Think/dp/0143121235</u>

TRAINER NOTES

Unit 1 > Part C > Lesson 4: Ownership and agenda setting

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Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Handouts 	1 hour 15 min.	
 Become familiar with the concept of firewalls, in many cases keep a publication's business int from interfering with its editorial decisions 			
 Recognize how firewalls can fail, and how own can affect the choice of stories and how stories ar ered 			
 Reflect critically on whether this potential for infl 	uanca		
from above is reason not to trust mainstream n when compared to the outlets that don't follow p sional standards	nedia,		
sional standards			
Procedure			
Introduction 5 min.			
This lesson will look at how the ownership of news advertising on coverage choices. Both relationships are		also look at the effects of	
Warm-up 5 min.			
Ask participants: Does the ownership of a news outlet ads in a newspaper or on a station — does that affect r it does not?			
<u> </u>			
Talking points			
If students can't think of examples, that's OK. We'll loo	k at examples of each in the following exe	ercises.	



Please see Unit 1, IREX L2D Unit 1 Example Articles for the article for the following activity, and Unit 1, Part C, Lesson 4, Ownership and agenda setting, Activity 1 for the list of examples.

Share the following examples with participants. Ask what they should do if they were an editor in each of the example situations.

- 1. You run a magazine about bicycles, and you manage to uncover the details of a new product that is being kept secret but will be launched soon. The manufacturer is a major advertiser, and says if you run the article, it will cancel its advertising contract. What do you do?³⁴
- 2. You work at BuzzFeed, and the online labor marketplace TaskRabbit wants to pay you to run this story. What do you do?
- 3. You work at NPR, and one of your sponsoring companies is about to debut on the stock market. Should you run a story about it? Should you mention your relationship with the company in your story?
- 4. You work at Newsweek. The American Petroleum Industry wants to pay you to hold a series of energy forums, featuring panels with politicians and the association's president. Should you do it?³⁵



We've talked about the difficulty that news outlets have staying afloat. Increasingly, they earn revenue in untraditional ways, such as with "sponsored" articles written wholly or in part by advertisers, or with events featuring advertisers. It's important that these arrangements be clear to readers and viewers. There can also be a more subtle issue with emphasizing particular points of view over others.

Remind participants of the relevant principles from the SPJ Code of Ethics. Two of the most relevant principles are:

- > Avoid conflicts of interest, real or perceived. Disclose unavoidable conflicts.
- Deny favored treatment to advertisers, donors or any other special interests, and resist internal and external pressure to influence coverage.

In practice, what this has meant for many news organizations is they try to maintain a "firewall" or "church-state" separation between their news coverage and their commercial interests.

"The idea that editorial decisions would be made independent of the wishes of advertisers has long been considered to be one of journalism's most fundamental principles."³⁶

- Journalist and Professor Ira Basen

34	Herman, M. (2016). For enthusiast media, ethics can be costly. Columbia Journalism Review. Retrieved from https://www.cjr.org/business_of
	news/for_enthusiast_media_ethics_can_be_costly.php

35	Newsweek, API, and Ethics: What guidelines should govern advertiser-sponsored events? (2009). Columbia Journalism Review. Retrieved from
	https://archives.cjr.org/news_meeting/newsweek_api_and_ethics.php

36 Basen, I. (2012). Breaking down the wall. Center for Journalism Ethics. Retrieved from https://ethics.journalism.wisc.edu/2012/12/19/breaking-down-the-wall/

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What about the role of ownership? How does that affect what gets covered and how? We'll look at that in the following activities.







Unit 2

Unit 2: Misinformation and Manipulation > Part A: What is misinformation? >

Lesson 1: Types of misinformation

Lesson Overview					
Learning Objectives	Mater	rials		Time Needed	
Participants will:	Pens and	d paper	1 hr. 10 r	min.	
 Become familiar with different types of manipulative content and misinformation 	e 🕨 Posters d	or slides			
 content and misinformation Understand why they play a key role in stopping mi information, and the importance of "Caring Befor You Share" 	- (enough	f Bingo sheets 1-3 so each participant of the three bingo			
 Learn strategies to help them identify these types of content 	,	izes to give away for inners			
Procedure					
Introduction 5 min.					
In this lesson we're going to talk about the different kinds ways that people try to distort the truth or even spread w there can help you to detect misinformation and keep fro	nolesale falsehoo	•			
This content can come in a variety of forms: There's dis that's not — it is most often the result of editorial mistake			ceive, and mi	isinformation,	
Process questions 5 min.					
Ask participants: Do they have an important role to play i	n stopping dis- aı	nd mis-information?	Why or why n	ot?	
← Talking points					
It's important that we think about how we share information footprint on this visualization (see link on page 2 of the sl					

required for this rumor to get started. Automated Twitter accounts known as bots played a role, but the rumor would not have gained this much traction without individuals passing it on.

Dis- and mis-information spread if individual people pass it on. This is important because misinformation can have realworld (even dangerous) ramifications, as we'll see in the following activity.



Break the participants into four groups. Have each group read or skim one of the four stories and discuss their reactions. Then have one participant from each group summarize their story for the entire group.

The four stories can be found in Unit 2, Part A, Lesson 1, Activity 1, Example stories.

Show the slides, *Unit 2, Part A, Lesson 1. Show slide 4: Care Before You Share*. Ask participants to volunteer and explain why they think each step is necessary. If participants get stuck, return to the two main points of this activity:

- 1. Dis- and Mis-information is spread by everyday people like you and me.
- 2. Dis- and Mis-information hurts people and ruins lives.



You can find the slides under *Unit 2, Part A, Lesson 1.* You can find the links to the articles explaining the debunked examples in *Unit 2, Unit 2 Examples under Unit 2, Part A, Lesson 1, Activity 1.*

Display different examples of misinformation.



Discuss the above examples. Why do you think people create dis- and mis-information and distort the truth? What do they have to gain?



Sometimes people create disinformation to support their political candidate or cause. Sometimes people believe what they're writing is true. In a huge proportion of cases, it boils down to money. The creators of disinformation make money from "pay per click" advertising every time you click links from Facebook that go to the hoaxsters' sites. Similarly, the authors of misleading headlines are trying to lure you so they can make money from a click. It's important to know there's a cost to your click — you are providing the incentive for the hoaxster to keep perpetrating the hoaxes. So if the article seems shady from the outset, better not to even click on it! You play a key role in stopping dis- and mis-information.

TRAINER NOTES



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Activity 3 30 min.	
You can find the bingo sheets under Unit 2, Part A, Lesson 1, Activity 2 titled "Bingo."	
You can find the examples under Unit 2, Part A, Lesson 1, Activity 2, Activity 2 Examples, and the answer key to the examples under Unit 2, Part A, Lesson 1, Activity 2, Answer Key to Activity 2.	
Review and discuss the seven types of information disorder from First Draft News (please see Unit 2 on your thumb drive, Unit 2 Examples in Unit 2, Part A, Lesson 1, Types of Misinformation, Activity 2, Example 1 for the link to the article). Explain that we'll use these categories in our next activity.	
Hand each participant one of the Bingo sheets. Try to distribute Bingo Card 1, Bingo Card 2 and Bingo Card 3 evenly.	
Then go through the following examples one by one (this document also gives answers, it's for your eyes only).	
Ask participants to discuss and collaboratively determine what category each example falls under. If they can't agree or reach the wrong conclusion, try to prompt them towards the right answer. Once the right answer is determined or revealed, participants should cross that square off. The first person or people to get three in a row get to shout Bingo! and get a prize.	
As a reminder, the categories are:	
Misleading content: Misleading use of information to frame an issue or individual	
Imposter content: When genuine sources are impersonated	
 Fabricated content: New content that is 100% false, designed to deceive and do harm 	
 False connection: When headlines, visuals, or captions don't support the rest of the content 	
 False context: When genuine content is shared with false contextual information 	
Manipulated content: When genuine information or imagery is manipulated to deceive	
Satire or parody: No intention to harm but has potential to fool	
Conclusions 5 min.	
Non-credible news and information can take many forms, including misinformation and disinformation. These types of non-credible information often differ in terms of intent, or whether or not the creator is trying to deceive, manipulate, or	
otherwise cause harm with their content. Being able to recognize information that might be false or manipulative in some way is a vital media literacy skill and can help you avoid falling prey to a scheme or someone's bad actions and bad intent. Remember to Care Before You Share — you are the most important line of defense against misinformation!	



TRAINER NOTES

Depending on your technology situation and needs you can display examples of media manipulation via a slideshow using ... PowerPoint or a tool like Google Slides, or you can display examples as print posters.

Feel free to find and add additional examples for your participants.



Unit 2 > Part B. Checking Your Emotions > Lesson 1: Checking your emotions

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	Pens and paper	35 min.	
 Better understand their reactions to manipulativ content designed to elicit a strong emotional re sponse 			
 Learn strategies for managing their emotions whe looking at news and other content 	n		
Trainer preparation			
Trainers should ensure the example content is appropria adjust accordingly.	ate for their audience, as some image	s might be disturbing, and	
Procedure			
Introduction 5 min.			
Review some of the types of emotionally manipulative me			
Explain that images are often used to manipulate people often be more memorable than print text or audio.	e or spread false content because im	ages are powerful and can	
We often glance at images very quickly on social media, so is credible.	it is important to slow down a bit and	be sure what we are seeing	
Modern technology also makes it difficult to distinguish manipulate or doctor a photo, video, or audio.	credible and non-credible images sin	ce it is increasingly easy to	



Please see Unit 2, Part B, Unit 2 Examples; and Unit 2, Part B, Lesson 1, Checking Your Emotions, Activity 1 for the links to the examples. Select examples that you have not used for other exercises. Please see Unit 2, Part B, Lesson 1, Activity 1, Answers to Activity 1 Examples for the answers to the exercise below.

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Show participants examples of different images and video content that is emotionally manipulative and/or noncredible. Use no more than half the examples, reserving the rest for Activity 2.

Ask participants to go through the following steps (as individuals) after each image or video:

The Name It to Tame It steps:

- 1. Pause: Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

When you are preparing this lesson, be sure to preview all videos and pictures. Some of them come from debunking websites. Make sure that when you show the participants the photographs the first time, the debunking language and graphics are not visible. You may have to cover up a part of the image so that participants can't see that it's a fake before they react to it.



You can refer to the "Answers to Activity 1 Examples" to explain each image. Discuss with participants how the images were selected or manipulated to provoke a response. Ask: who might benefit if you have a strong emotional response to this image?

Note that in a future lesson, we will learn to fact-check these kinds of images using Google Reverse Image search.



Please see Unit 3, Part B, Lesson 1, Activity 2, "Emotion Pictures" for the Emotion Pictures; Unit 2, Part B, Unit 2 Examples; and Unit 2, Part B, Lesson 1, Checking Your Emotions, Activity 1 for the links to the examples referenced below.

Now we're going to have some fun together as a group. After each image, ask participants to take a moment to think about what they're feeling. Then ask the group to shout out their feelings. To aid them, hold up one of the Emotion Pictures.

Next, each time a new emotion comes up, ask one participant in the audience to create a movement or gesture that





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expresses their emotion. For example, "scared" could involve repeatedly curling up into a ball. Or the movement could be inspired by the Emotion Picture. But don't let us dictate. Encourage them to get creative! When the emotion comes up a second time, everyone has to do the movement or gesture that the participant made up. **Conclusions** 5 min. Images and video can be powerful and can often be used to manipulate people emotionally or to spread non-credible information. Being aware of trends in media and image manipulation and being cautious when seeing images and videos can help you be a savvier consumer of media and less likely to fall victim to a scam or some otherwise false or manipulative news or information. Trainer tips Depending on your situation you can run this activity using electronic slides or a print poster.

Unit 2 > Part B > Lesson 2: Understanding headlines

Lesson Overview Time Learning Objectives Materials Needed Participants will: Pens and paper 30 min ▶ Gain a better awareness of how headlines can be Posters or slides with used to manipulate or mislead examples Procedure Introduction 5 min. In this lesson we will explore different types of headlines, including non-credible and manipulative ones, from different media sources, including social media, television, and newspapers. Ask participants if they are familiar with clickbait (manipulative headlines that try to get people to click), and ask them to share some examples they might have seen. Examples might include clickbait online or tabloid headlines at the grocery store checkout. Ask participants how often they only read the headlines of an article. Note that most of us often skim headlines when we're on social media, for example. It is important to be aware of ways in which headlines can be misleading or manipulative in order to be savvier consumers of news and not fall victim to something like a prank, a scam, emotionally-colored or simply non-credible information. Even credible news organizations sometimes use clickbait headlines to get your attention and monetize their content. Activity 1 15 min. Show participants examples of different types of headlines (from all types of media) and have everyone share out whether or not they think the headlines seem credible. Please see Unit 2, Part B, Unit 2 Examples; and "Unit 2, Part B, Lesson 2, Understanding Headlines, Activity 1 for the links to the examples. Ask participants to note any trends they are seeing in the headlines and if techniques differ across media platforms.

TRAINER NOTES

Highlight some trends from the examples. Trends include:

1. Clickbait. Language that encourages you to read or share something online, often by leaving questions unanswered

2.	False connection, part 1: News articles, in print and online, might feature a headline that doesn't completely
	represent the actual article content

- 3. False connection, part. 2: TV headlines might be misleading or only highlight part of a more complex issue
- 4. Fabricated content: Both the headline and the article content are manufactured and false.

Discuss: why do you think these kinds of headlines attract our attention? What might we do so as to not get caught by these kinds of hooks?



Suggestions:

Name It to Tame It.

- 1. Pause: Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

Care Before You Share:

- 1. Name It to Tame It!
- 2. Take **responsibility**. Know that YOU are the information gatekeeper. Don't spread misinformation!
- 3. Acknowledge what you may not know.
- 4. If you have time, **check** it out! Do what you can to verify information.
- 5. If you're still not sure it's true, *don't share it*.



Conclusions 5 min.

In a world where most of us get news, at least in part, from social media, headlines are increasingly important. But headlines across media platforms can often be misleading, manipulative, or simply inaccurate. Being aware of different types of headlines, more wary when reading headlines, and taking time to name any emotion you have in reaction to a headline, or simply pause for a moment, can help you become a savvier consumer of news more generally.









Feel free to add additional examples to this lesson to suit your needs or mention some examples you observed recently that may help participants relate.

You can run this activity online, depending on your situation, and give participants slides or an electronic handout to review if people have access to computers and internet.

Unit 2 > Part B > Lesson 3: Check Your Phone

2B3

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	Pens and paper	25 min.	
 Consider whether they are likely seeing maniputing information and misinformation on a regular b 			
 Learn to apply prior lessons to help them bett ognize manipulative content and misinformat everyday media consumption 			
Procedure			
Introduction 5 min.			
In this lesson, we're going to apply some of what information is popping up where you typically consu			
Activity 1 15 min.			
Have everyone get out their phones and/or compute	ers.		
Tell them to spend some time going to social media	sites they typically visit, or news or med	ia sites they visit online.	
Have everyone write down some of the headlines the	ey see.		
Are they noting things like clickbait, manipulative ac	ls, etc. that we discussed in the previous	lessons?	
Ask a few volunteers to share out any trends they no forms of manipulative media and misinformation.	pticed or things they are newly aware of	thanks to the prior lessons on	
- Conclusions 5 min.			
Being more aware of the different types of media w consumers of media. We need to keep the types of more easily detect when we're being manipulated.			
,			••••••

Unit 2 > Part C. Stereotypes > Lesson 1: Stereotypes

Lesson Overview Time Learning Objectives Materials Needed Participants will: Computer and projector for 40 min. showing videos Learn what a stereotype is Learn how stereotypes hurt people and how they distort the truth Trainer preparation Suggested: do the Classroom Culture Training. Please see Unit 2, Unit 2 Examples; and Unit 2, Part C, Lesson 1, Stereotypes, Trainer Preparation for the link to the training. Procedure Introduction 5 min. We all have stereotypes about different groups of people. Some can be quite innocuous. The problem with stereotypes comes when they dehumanize people: where instead of seeing a person, we see just one example of a type. This blinds us to what the person is really like. Frequent stereotyping can lead to discrimination or even violence. We all have hidden biases — it's actually part of how the human brain works. We form stereotypes because in many cases, it's useful. We see an apple and know it's probably not poisonous, because past experience tells us that apples are not usually poisonous. Or, as psychologist Paul Bloom says, you would never ask a toddler for directions.¹ The important thing is to recognize harmful stereotypes, and then work to counteract them.

1 Why Do We Create Stereotypes? (2014). NPR.org. Retrieved from https://www.npr.org/templates/transcript/transcript.php?storyId=362373052

TRAINER NOTES



Option B:

Tell participants that as they watch the following video, they should ask themselves: What is this video about?

	TRAINER NOTES
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[fini	Show v	ideo, "Strangers."	
Pause	the video	at 1 min. 30 sec.	
	ASK:	What is the story?	
		Who are the characters?	
		What are the relationships between them?	
		How will the story develop further?	
	Continu	ue the video, and then pause again at 4 min. 4 sec.	
	ASK:	Are there any new characters?	
		How has it affected the story?	
		Has the relationship between the first two characters changed?	
		If so, how?	
		How do you think the story will develop further?	
[fmj	Watch t	to the end of the film.	
	ASK:	What did you think of the film overall? What points was it trying to make?	
, → ()			
Talking points			
	ne would	are the conflicting sides in this example. These groups often oppose each other; therefore, it is conceivable assume that any two members of these groups will be antagonistic. However, the film characters behaved	
Most o	ften, we	create stereotypes about those who are least like us:	
► W	/e often ι	ise social stereotypes as a means to identify a person.	
► W	le rely or	fixed signs of identity instead of the behavior of the individual.	



Break participants into groups of 2-3. Ask each group to brainstorm on sticky notes: What are some signs of stereotyping? How can you tell if something is stereotyping? You can give them a couple of examples from the Talking Points if they seem uncertain how to answer the question.

After five minutes, have all participants put their sticky notes onto the wall. Have them try to group the sticky notes thematically. (If several sticky notes say the same thing or close to the same thing, *don't* discard. This repetition may show it's a particularly strong idea.)



Possible answers include:

- ► Generalities ("All Indians are...;" "All women are..." etc.). Some generalities frequently used: dumb, smart, lazy, hard-working, cheap, greedy, criminal, drug- or alcohol-abusing, hypersexualized, timid.
- Belittling (Calling a grown person "little" or "boy").
- Mocking, making the butt of jokes.
- Exaggeration, caricature (Big noses in cartoons of Jews).
- Exoticizing (Saying an Asian woman looks "exotic," depicting Native Americans as always engaged in spiritual rituals).
- Exclusionary language (Assuming that people are not part of your group, e.g. when whites assume non-whites are not Americans).

People create stereotypes partly on their own, in addition to the influence of society and media. Stereotypes "save thinking " by allowing one to describe a person with two or three words. But stereotypical thinking cannot cover all different situations in life. Stereotypes often lead to prejudice, and reinforce unequal power relations.



Stereotypes permeate our daily lives so much so that we are often blind to them. But if you know what to look for, you can start to detect the influence of stereotypes on your own thinking, as well as others. It's important to remember that stereotyping other people has negative effects. Next, we'll look at how stereotypes and biases play out in the media.



Unit 2 > Part C > Lesson 2: Stereotypes and biased reporting in the media

Lesson Overview	
Learning Objectives Materials Time Needed	
Participants will: Identity worksheets printed out 1 hr.	
 Be able to identify and critically assess examples of stereotypes in media Pens Several pairs of scissors 	
Several rolls of tapeRed pens	
Trainer preparation	
Optional: review classroom culture training, if not already completed.	
Please see Unit 2, Unit 2 Examples, Unit 2, Part C, Lesson 1, Stereotypes, Trainer Preparation for the link to the training. Procedure	
Introduction 5 min. In this lesson we'll talk about how stereotypes and biases play out in the media. Often the influence of stereotype	25
is very subtle, and can only be detected by looking at patterns over time. First, we'll look at how we describe and identi ourselves.	
Warm-up 15 min.	
لے محصل Please see Unit 2, Lesson 2, Warm Up for the image and worksheet for this exercise.	
Identity circles exercise:	
Give each participant a blank worksheet and ask them to write "Human" in the center. In the outside, they should write groups with which they identify. These can can be anything from gender and sexual orientation to race, ethnicity, indigenou	
group, religion, displacement/immigration status, nationality, age, disability, to terms like "athlete," "teacher," "student	

"musician," "activist" — any group with which they identify. They should avoid personally descriptive adjectives like "hard- working." Ask them to respond as thoroughly as possible, though it's OK if they don't fill in every slice of the wheel.	
SOCIAL IDENTITY WHEEL	
QUAKER HUMAN	
MOBILITY AND SENSORY DRABATIY	
OLDER AMERICAN	
PRE-FILLED	
Wree "hanase" is the contrevende. IDENTITY WHEEL Process questions	
Which identities do you want to play up and which do you want to play down, and why? Which make you feel more vulnerable or excluded? Which brings you advantage and power?	
Talking points 5 min.	
We all have multiple identities that we use to describe ourselves. A lot of times we might jump to conclusions about how to categorize someone, ignoring the many ways they themselves would describe their identity. It's also important to keep in mind that certain identities give us power in our society, while others can exclude us.	
We hold a lot of stereotypes without realizing it. We internalize stereotypes when they get repeated over and over, even in subtle ways. In some ways, this is our brain doing what it should be doing. When our ancestors stereotyped bears as dangerous creatures, they were right! But applying the same logic to humans often isn't based on reality.	
Together we'll look at examples of how the media uses words and images that spread stereotypes and negative attitudes towards different groups, and amplify divisive issues within and between groups of people. Each of us can be considered "the other" by members of a different group. So:	
 Media often uses stereotypes to communicate with its audience. 	
Prejudice is a negative attitude formed on the basis of stereotypes.	
Prejudice forms the basis for discrimination against a group or individual.	
Hate speech is when one group of people begins to say that another group is flawed or otherwise imperfect.	



Please see Unit 2, Part C, Lesson 2, Activity 1 for the two articles referenced below.

Please see Unit 2, Unit 2 Examples, Unit 2, Part C, Lesson 2, Stereotypes and biases in the media, Activity 1 for the link to the video below.

Give participants one of the following articles. Ask them to think about what the words, images, and juxtaposition might be subtly communicating about race. What would they change about the article, if they could? Give them scissors, tape and red pens, and allow them to make whatever changes they think are necessary.

For article 1, specifically, direct participants to the article, "Two Lives at Crossroads in Ferguson."

For article 2, specifically, direct participants to the article "White Nationalist Protest Leads to Deadly Violence."



TRAINER NOTES



2C2

Activity 2 15 min.	
Trainer tips	
If time, another activity that can be brought in is the implicit bias test. <i>Please see Unit 2, Unit 2 Examples, Unit 2, Part C, Lesson 2, Stereotypes and biases in the media, Activity 2</i> for the link to the test.	
Note that Mahzarin Banaji, the social psychologist who created these tests from her research, has said that she was surprised to discover her own race biases when taking the test. These are biases that we all have, in one way or another. But we can become aware of them so that we can choose how we want to think about and treat other people.	
-alle aware of them so that we can choose now we want to think about and treat other people.	
Conclusions 5 min.	
A lot of the time we form our perceptions of other people based on preconceived biases. Where do those biases come from? A lot of it comes from the people around us, but some also come and are perpetuated or reinforced by the media. Examining the media we consume is a good chance to challenge biases and stereotypes we might hold.	

Unit 3

Unit 3: Fighting Misinformation > Part A: Evaluating written content: Checking

sources, citations, and evidence > Lesson 1: Overview: your trust gauge

Lesson Overview Time Learning Objectives Materials Needed Brainstorming, whiteboard or poster Participants will: 10 min. paper Be better able to determine the credibility of different types of media they may encounter Projector for trust gauge pictures Learn strategies they can employ to determine the credibility of written media Procedure **Introduction** 5 min. How do you figure out whether you can trust a piece of written media? Trust shouldn't be like a light switch, either off or on. Think of it more like a gauge or a speedometer, going from 0 to 100. There's a lot of signals that can clue us into how credible a piece of information is, and as we take in those signals, we move the arrow on our gauge up and down. Are we 80% confident the information is correct? 50% confident? 30%? We never have the complete picture on any topic, so it is unlikely we can ever truly be 0% or 100% confident. Today we're going to talk about key pieces of information that should help you determine your confidence level. Your trust gauge: Not like this.... Like this!42

Picture sources: https://commons.wikimedia.org/wiki/File:Double_Light_Switch.jpg 1 https://www.maxpixel.net/Design-Dashboard-Gauge-Display-Dial-Measure-1853619



Unit 3: Fighting Misinformation > Part A: Evaluating written content: Checking sources, citations, and evidence > Lesson 1: Overview: your trust gauge

Talking points	🚰 TRAINER NOTES
Here are the key steps we will take to determine the credibility of a piece of written content.	
Write these on the board or poster paper (you can keep the list on the wall throughout the training):	
1. Check the date	
2. Go to the source	
3. Evaluate journalistic standards	
4. Verify sources and citations	
5. Verify evidence	
6. Check with the fact-checkers	
- <mark>`_ @</mark>	
Conclusions 5 min. There are a number of signals we can use to determine how much we should trust a piece of written content. Our first step	
should always be Name It to Tame It. There are a variety of other steps we can take, which we'll review in future lessons. Throughout, think of your internal belief meter as a gauge. You can always change how much or little you trust information	
and not have to commit to saying something definitely is or isn't true.	

Unit 3 > Part A > Lesson 2: Go to the source

			•••••••••••••••••••••••••••••••••••••••
Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Computer and projector to show articles, or copies of the articles to 	30 min.	
 Be able to explain the importance of "going to the source," or clicking on and reading the orig- inal reporting on a topic 	distributo		
 Demonstrate the inclination to go to the source as one of their first ports of call when judging written material 			
Procedure			
Introduction 5 min.			
Today we're going to talk about the importance of "go we're reading content online. This should be one of yo given piece of information. Let's dive in so you can see	our first steps when you're weighing up how		
Activity 1 20 min.			
Show participants the following article.		llia	
Please see Unit 3, Part A, Lesson 2, Activity 1, Article 1.	ANG .		
		NUS	
	CHRIS BROWN ARRESTED IN FLORIDA SINGER ARRESTED FOR FELONY BATTERY AFTER CONCERT	CBSN	
	Chris Brown arrested of felony battery charge at		
	Florida concert		
	f Share / 🦉 Tweet / 🕾 Reddit / 🕅 Flipboard / 🕲 Email		



Is Pitchfork the best source of this information? Who would be a better source, and one that's very easy for us to check?



When one news source cites another, it usually links to the original source. That means it's relying on that other source for this information, and hasn't independently verified the information. It's always a good idea to read the most original reporting, because going to the original report means you can see what steps that journalist took to corroborate the information.

In this case, Pitchfork cites CBS and TMZ, among others. *Please see Unit 3, Part A, Lesson 2, Activity 1, Articles referenced in Article 1.*

Let's look at another example. Please see Unit 3, Part A, Lesson 2, Activity 1, Article 2.

Pope Francis Says Christians Should Visit Mosques and Praise Allah

Ø July 6, 2018 ▲ Baxter Dmitry ▷ News, World Ø 3



Sthare 2.1K G+ Share Iweet - 2 point

Christians around the world should visit mosques and praise Allah, according to Pope Francis who led by example on his visit to Istanbul by entering the Blue Mosque, taking off his shoes, facing Mecca, and praising the Muslim god.

According to Reuters:





What would you do here? Why is this important?



Unit 3 > Part A > Lesson 3: Verifying Sources and Citations

TRAINER NOTES Lesson Overview Time Learning Objectives Materials Needed Participants will: Pens and paper 50 min Learn skills to help them determine the credibil-Verifying Sources worksheet ity of sources and citations that they encounter in the media, which in turn will help them determine the credibility of the media itself Procedure Introduction 5 min. In this lesson we'll talk about the sources and citations that journalists use for their information. Journalists can't be everywhere at all times, and they can't be experts in everything. So journalists rely on both people and documents to tell them what happened and why events are significant. The important thing is to choose sources and citations that are reliable and can speak to the information in question. In this lesson, we'll talk about how you can judge sources and citations for yourself and by extension, judge the quality of the news item you're reading or viewing. Activity 1 10 min. In this activity we're going to talk about key ways to judge an article based both on its sources: people the journalist talked to for the article; and the citations of documents, such as reports, legislation, emails, video, and audio. As you work through the following worksheet, think about when an article needs sources and when it needs citations. Give everyone a copy of the Verifying Citations Worksheet. Please see Unit 3, Part A, Lesson 3, Activity 1, Verifying Sources Worksheet. Look at the following article. Please see Unit 3, Part A, Lesson 3, Activity 1, Article 1. Have everyone work together in small groups to judge the quality of the sources and citations. Have volunteers share some of their findings.

Verifying Sources and Citations Worksheet

		••••••
Questions	Notes	
Name of the article		
Does the article refer to people who served as sources? Is this needed on this article?		
Are the sources and citations multiple, or is only one source or document used throughout?		
Does the article accurately describe the sources and citations it is using?		
Can the sources used be trusted to be independent, and not distort the truth to serve their self-interest?		
Are the sources named, or are anonymous sources used? If the latter, is there a good reason provided for		
the anonymity?		
Does the person quoted have good evidence for what they're saying? Would we expect them to be an authority on that topic?		
Talking points 5 min.		
The article uses a number of sources and citations. The the Cooper's Ferry Partnership, and a Camden city spok	hare	
programs, a previous NJ.com article, and a Rutgers University announcement, and most of these are linked. The article accurately describes its sources and citations and all could be expected to be authoritative on the topics they're speaking to. There are no anonymous sources. Some of the sources might be expected to have their own interests at heart, but these do not overwhelm the story. For example, the company official is no doubt trying to put a positive spin on the situation, but his is far from the only voice in the piece.		king
	ad thing if an article lacks citations. Sometimes, all the information that can be linked to. However, where a story does rel	
written or recorded evidence, you can have more confid		-





Optional — Repeat the exercise with this article. <i>Please see Unit 3, Part A, Lesson 3, Activity 2, Article 1.</i>	
Talking points 5 min.	
This article uses sources and citations poorly. The main point is based on the words of the anonymous "CDC doctor" quoted at the beginning. We are not told why this source must remain anonymous. Then the article refers generally to "scientists"	
and "many health officials." Citing information to the CDC directly is better, but there is no link for us to verify. This wouldn't by itself be a huge problem, but we should already be doubting this story highly because of its reliance on an unjustified anonymous source. As the story goes on, it finds some better sources for a couple of points, such as the 10% effectiveness	
claim, but then makes many claims with no support at all, for example, "It is now a known fact that flu vaccines contain mercury." Another huge problem with this article is that much of it is opinion, and a reason to doubt the writer's motives and thus the truth of the piece overall.	
Activity 3 5 min.	
One way to judge citations, or any website, is to do a "who is" lookup. This allows you to see who a website is registered to, and when it was registered.	
Have students look at the following website for a couple of minutes. Can they tell if this is the legitimate website of the American Medical Association? <i>Please see Unit 3, Part A, Lesson 2, Activity 2, Link 1.</i>	
Now have them look up the website using the who is site <i>Please see Unit 3, Part A, Lesson 2, Activity 2, Link 2</i> . Enter the AMA web address minus the https, www and slashes, and click "Lookup."	
Talking points 5 min.	
Yes, this site really is registered to the American Medical Association. Note, too, the "created" date — this can be very handy	
in discovering that supposed news or company sites are actually recently enacted hoaxes	
Note: The correct URL for a whois lookup is <u>https://whois.icann.org/en</u> : this is run by ICANN, an international non-profit	
that determines the internet's system of domain names. Don't use one of the copycat sites like whois.net.	
- <mark>`` - 😳</mark>	
Conclusions 5 min.	
Fact checking sources and citations, and not taking sources and citations at face value, are key components of media literacy and can be an important way to determine the overall credibility of an article or another type of media.	
While we understand that you won't read every article with a scoresheet next to it, we do hope that you are more aware a alert to manipulation of sources and will "care before you share" and check the information that you do spread.	
--	-----
- Trainer tips	
Feel free to select whatever previously used articles you like for this activity. As an alternative, you can also have participa select articles from their social media feeds to use for this activity.	nts

Unit 3 > Part A > Lesson 4: Verifying Evidence

TRAINER NOTES Lesson Overview Time Learning Objectives Materials Needed Participants will: Pens and paper for brainstorming 45 min. ▶ Learn skills to help them verify evidence such as Computers with Internet access statistics in the news and media they consume Verifying Evidence handout Gain an appreciation for fact checkers' valu-Reference sources handout able verification work, and how referring to fact Easy Fact Checking Tools handout checkers can save participants' time and effort Procedure Introduction 5 min. Another way you can evaluate the information you read is by verifying some or all of the evidence presented. This involves looking up information using resources you know to be credible. One type of evidence that often gets abused, but is among the easiest to look up, is data and statistics. Ask if anyone has an example to share of a dubious statistic that they've heard repeated. Talking points 5 min. Some examples of untrue and dubious statistics include statistics about donkey-related deaths, the common misconception that we only use 10 percent of our brains, and some crime statistics. Please see Unit 3, Part A, Lesson 4, Talking Points. Activity 1 15 min. Review the following tactics you can use to verify evidence (you can use one or more): 1. Think about the numbers involved. Do they make sense? 2. If a link or name of a source document or organization is given in the article, click the link or Google to try and find the document in question.

3. Ask whether the document actually says what the article claims it says.

Lesson 4: Verifying Evidence

4	4. Ask if the document or source organization really is well placed to provide the information.	
!	5. If you have your doubts, try to identify a reputable source for checking the information yourself.	
(6. Google or search the organization's website for the information you need.	
Verify	ring Evidence handout found at Unit 3, Part A, Lesson 4, Activity 1, Steps to Verifying Evidence.	
Here	are some reputable reference sources for various types of information:	
	Iseek : A specialized search engine that allows you to look across thousands of pre-approved sources, including universities, governments, and nonprofits, on a wide variety of academic topics	
	Science Reference Services, Library of Congress: A list of reference guides on a wide variety of scientific topics	
	CIA World Factbook : Facts about countries, including their people, history, government, and economy, plus maps	
	and flags of the world	
	National Security Archive: A depository for over 30 years of declassified U.S. government documents	
	American FactFinder : U.S. Census data, including everything from age, income, housing and industries to race, country of origin, poverty and education	
	U.S. Bureau of Labor Statistics: Data on employment and unemployment, pay and inflation	
	Sourcebook of Criminal Justice Statistics : Information on crimes, arrests, prosecutions, and prisons, including some long-term trends	
	FBI: Crime in the United States: More recent data on crime rates in the U.S.	
	Congress.gov, Senate.gov, House.gov: Good historical government data	
	World Bank Data: Free access to vast amounts of data on global development	•••••
For lii	nks, please see Unit 3, Part A, Lesson 4, Activity 1	

Have participants break into small groups and look at the following examples. For each, they should determine which steps, if any to perform from the Verifying Evidence handout. Then they should pick from the list of six tactics to verifying evidence listed above.



1.
Powerball 1.3 Billion ÷ U.S. Pop 300 Million
Everyone receives 4.33 mil @Livesosa
Poverty Solved!!
- Philipe Andolini

- 2. "Indonesia is the fourth biggest country by population."
- 3. "The murder rate in the U.S. rose significantly from 2000 to 2010."

Please see Unit 3, Part A, Lesson 4, Activity 1, Activity 1 Examples.



Here's what participants should have found for the above examples:

- False: The math doesn't add up. Using a calculator on your phone or computer (you can also Google "1.3 billion / 300 million"), you'll see that each person only gets about \$4. You can stop checking before you have to look up any statistics.
- 2. True: Use the CIA World Factbook, and you'll find the information

3. False: Use the Sourcebook of Criminal Justice statistics, and you'll find the information	
For links, please see Unit 3, Part A, Lesson 4, Activity 1, Talking points	
Activity 2 10 min.	
As you can see, verifying evidence for yourself can be rewarding, but it can also be time consuming. That's what makes fact checkers so invaluable: They investigate claims so you can quickly find the answers.	
A lot of people associate fact checkers with politics, but they verify and debunk a lot more information than that. For example, in the list below we have fact checkers who investigate items about celebrities (Gossip Cop), science (SciCheck), and all manner of hoaxes and wild claims (Snopes). Fact checkers come from across the political spectrum, for example the former Tea Party activist who encourages conservatives to debunk fakes (Unfakery).	
Have everyone look at the following websites of leading fact-checkers in small groups. They should choose a fact-check that interests them, and discuss how they would themselves seek to verify the claim. Then they should look at the methods the fact-checker used, and see where these differ.	
Organizations to explore:	
► FactCheck.org	
 SciCheck 	
► Snopes	
► PolitiFact	
 Washington Post Fact Checker 	
► Gossip Cop	
 Unfakery 	
For links, please see Unit 3, Part A, Lesson 4, Activity 2.	
- <mark>``</mark>	
Conclusions 5 min	
We can go a step beyond previous lessons, checking not only the content itself but cross-checking the evidence presented. This process involves several steps: thinking critically about what's in front of us, for example thinking about the numbers and math involved; seeing if the source material says what is claimed; questioning the authority of the source material; and finally doing our own search for the information on a reputable site.	
This kind of verification can be rewarding, but to do it in full does take some time. Fact checkers are an invaluable resource because for whatever claim you're reading, there's a good chance fact checkers have already investigated it using many of the same techniques. You can also use some of the sources in the Easy Fact Checking Tools handout.	

Unit 3 > Part A > Lesson 5: Publication dates & Examining story changes

Lesson Overview				
Learning Objectives		Materials	Time Needed	
Participants will:	•	Pens and paper	30 min.	
 Check the original dates of news sha 	red on social media 🛛 🕨	Projector		
 Learn skills to help them determine cation by using archival tools like the 		Computers with Internet		
 Learn how to use archival tools to changed over time 	see if an article has			
Procedure				
Talking points				
We tend to assume that what we see on so ago, this places the event in a very different social media, so your first step should be t	nt context and can change	e how we feel about it. Old s		
رتص				
In this lesson, we'll practice Name It to Ta	ma It to bala us pausa ba	fore reacting to a piece of p	owe Wo will check orig	
publication dates, and learn how to use of been made over time.				
Activity 1 10 min.				
Have participants look at the following e	xamples, and discuss one	e at a time. For each examp	le. ask them to Name I	t to
Tame It.			-,	
2 For more information on how old stories go vira https://archives.cjr.org/news_literacy/old_stories_g		lia, see:		

The Name It to Tame It steps:

- **1. Pause:** Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

Then reveal the date of publication on each, and ask: How does it change your feelings when you find out that this is an old story, recycled? How does it change the meaning of the news item?







Answer for no. 1:









Answer for no. 2: If your friend shares this local news story on social media, it will appear at first glance to be new. You need to click on the story to determine the actual date, December 6, 2017. Please see Unit 3, Part A, Lesson 5, Activity 1, Article 2. Activity 2 10 min. Explain that we will be using online archival tools to help us explore media. Explain that resources like the Internet Archive work to preserve and archive the web and to ensure that people can go back and find content that might have been changed or even deleted and see when something was published. (We have been using it to archive stories highlighted in this course.) Explain that people can use the Wayback Machine to find old content and to save websites or articles themselves. Sites like archive.is also let people find old content and save current content. For links, please see Unit 3, Part A, Lesson 5, Activity 2. Provide a quick demo of searching on the Wayback Machine and on archive is with a URL. You can use this following article, which features a later correction by the New York Times. Please see Example sheet: Unit 3, Part A, Lesson 5, Activity 2, This article is interesting to explore since it features two corrections as well as different publication dates for print and online editions. Let everyone explore the Wayback Machine and archive.is on their own and check out different links to articles or topics of interest. **Conclusions** 5 min. Check the publication date as a first step. If the story actually doesn't report on new events, how does that change our interpretation of it? Using archival tools like archive.is or the Wayback Machine can help you explore not only internet history but also the history of a particular article, helping you determine when it was published or when, or if, it ever changed due to a correction. Fact checkers also check this kind of information, and you can look at fact checking or debunking websites to save time. **Trainer tips** Feel free to use other examples or to have a set topic for everyone to explore on these tools.

Unit 3: Fighting Misinformation > Part A: Evaluating written content: Checking sources, citations, and evidence > Lesson 5: Publication dates & Examining story changes

Unit 3 > Part B: Photos, Videos and Social Media > Lesson 1: Reused photos and videos



Less	on Overview					
E.	Learning Objectives	<u>A</u>	Materials		Time	
					Needed	
	pants will:		Computers	45 min.		
	earn to be on the lookout for rep deos	urposed photos and				
	e comfortable using reverse image an individual photo has been rep					
	Trainer preparation age participants who have iPhone	s to install Chrome. (Android	l users should already h	ave it.)		
Due						
Proc	cedure					
	Introduction 5 min.		forma of a botton and wide		II start tall in a	
Some of the most insidious misinformation on the internet is in the form of photos and videos. Today we'll start talking about how these are manipulated, and how you can detect this manipulation. In particular, we're going to start by looking at photos that show something different from what they purport to show. Reverse image searches, while not always conclusive, are one of the quickest and most powerful tools to catch this misinformation and prevent its spread.						
	Process Question 5 min.					
Why do	you think photos and videos are p	particularly dangerous sourc	es of misinformation?			
, , , , , , , ,						
<u> </u>	Talking points10 min.					
	per of studies have found that vis h to dis- and mis-information as					
	otz, W. (2002). Towards an integrated view http://www.csuchico.edu/~nschwartz/sch		lisplays. Educational Psycholo	ogy Review, 14(1), 1	01-120. Retrieved	

disinformation when we're looking at images or video.

There are many ways photos and videos can be manipulated to distort the truth. Some of the most common are:	
1. A real picture of a person, place, or situation re-used to represent a different person, place, or situation.	
2. A forgery, i.e., a photo edited with design software (such as Photoshop) to add or delete certain components.	
3. A photo used selectively to paint a distorted picture. This can include photos in which crucial elements are cropped out, changing or even reversing the meaning of the image; and photos that while themselves real, show only a small piece of reality and therefore distort the truth.	
In the next few lessons, we're going to learn about these different types of misinformation and how you can detect each.	
In this lesson, we'll concentrate on the first type of photo misinformation: re-purposed photos.	
Breaking news situations are particularly susceptible to this kind of hoax. For example, after every major shooting, trolls circulate photos of comedian Sam Hyde, claiming he's a suspect.	
Please see Unit 3, Part B, Lesson 1, Introduction, Vegas Shooting.	
This man has been accused several times. Please see Unit 3, Part B, Lesson 1, Introduction, Nice Attack Hoax.	
Process questions	
Why is this especially problematic? How does stereotyping play a strong role in some of these examples?	
→ Talking points	
The man in the picture, Veerender Jubal, received a death threat that included his home address and phone number. <i>Please see Unit 3, Part B, Lesson 1, Introduction, Man Falsely Accused.</i>	
After the Baltimore protests and riots in 2015, a lot of false images of looting showed up. <i>Please see Unit 3, Part B, Lesson 1,</i>	••••••
Introduction, Baltimore Protests and Riots.	
Process questions	
What is especially harmful about the falsehoods in this example?	
Activity 1 15 min.	
As always with information online, there's two key tips to keep in mind:	

Name It to Tame It: The Name It to Tame It steps:

- 1. Pause: Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

CARE BEFORE YOU SHARE:

- 1. Name It to Tame It!
- 2. Take responsibility. Know that YOU are the information gatekeeper.
- 3. Acknowledge what you may not know.
- 4. If you have time, **check** it out! Do what you can to verify information.
- 5. If you're still not sure it's true, *don't share it.*

Then, how do we find out whether a photo has been repurposed? We use a tool called "reverse image search."

Ask participants to use one of the following methods to find the earliest possible version of a photo (using one of the two examples, below) and figure out what it depicts.

Ask them if possible to use whatever method they would normally have available to them. For example, if they own a smartphone but no computer, have them do the exercise on their phone. (This is why we asked in the preparation notes for iPhone users to install Chrome.) Alternatively, if the class has a projector, the whole class can work the exercises together.



Be sure to test all of the images you want your participants to search during your preparation for the training to make sure you are able to find other versions and understand the process.

One thing that makes this process difficult to demonstrate is that all of the above pictures have already been debunked. Therefore, the debunk will turn up as a result on the reverse image search. Ask participants to pretend they don't see the debunk, and carry on looking for the earliest version as they would in real life.

STEPS TO REVERSE IMAGE SEARCH

Method A: Google Chrome

Reverse image searches are easiest if you're using Google Chrome as your browser. For this reason, you may want to consider installing Chrome on your phone or computer. However, this method doesn't list results by date of publication, so





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sometimes using TinEye is more helpful (see below).

Steps:			
1.	Right-click the image. (O	n your phone, tap the image to open it as a full-screen view.)	
2.	Click "Search Google for this image.")	image." (On Mobile, press your finger to the screen, hold, and choose "Search Google for	
3.	Scroll down to where you	u see "Pages that include matching images."	
4.	Look for the earliest date outlets.	e you can find (results will not be in this order, however) and also look for reputable news	
М	ethod B: TinEye		
This is a image.	method you can use reg	ardless of what web browser you're using. It will also show you the earliest usages of an	
1.	Save the picture you wa option to save it.)	nt to verify. (On your phone, press the picture on your screen and hold until you see an	
2.	In your browser, go to tir	neye.com.	
3.		nd choose the image you want to verify. Then, if you click on one of the images returned ggle to compare it to the picture you submitted.	
4.	In the drop-down menu,	choose "Oldest."	
Allison CAlisonP	Pohle Ø Foliow >>	Examples:	
group my	in the neighborhood Facebook mom belongs to washed a coyote hey thought it was a dog	This photo is being represented as a case of someone mistaking a coyote for a dog.	
Lost dog collar, a Also dog	g found on Chamberlin rd, no nd seems to be a bit aggressive. asn't like baths but she was irty. Took most of the night, but	Please see Unit 3, Part B, Lesson 1, Activity 1.	
	sting comfy now on the bed.	A reverse image search will reveal it's actually from a 2014 Daily Mail story about a	
TERM		family who adopted a coyote as a baby and keep it as a pet (intentionally).	
	NY WAY	This photo supposedly shows a child's close encounter with a bird. Notice "photo by unknown."	
9:46 AM - 17 Det 2	22816 Linn - 😵 😊 🕸 🗟 🋪 🕲 🍄 🗣 💱		
0.160 (3.1	* Q () *** D		



face to face with bird Photo by unknown



000000000000







Process questions 5 min.

What did you learn from this process? What can you conclude if you turn up an earlier user of a picture? What can you conclude if you don't?



Remember: Reverse image search is not always going to reveal a straightforward answer. If you can find an earlier use from a different situation, then you know you're dealing with misinformation. If your search doesn't turn up any prior uses of that picture, it's probably original, but not necessarily. You might also mention that a lot of "harmless" fakes on social media tend to be of animals and the "surprising" natural world. The natural world can indeed surprise... but there are limits!



The internet is full of repurposed photos, which the unscrupulous claim represent one thing when they really represent something else. They may say the photo is of a certain place, time, or event. Reverse image search is not foolproof, but in these cases it often lets us determine that a picture has been used before, or has been altered. We'll talk more about alteration in the next lesson.



Adrian Murray. Please see Unit 3, Part B, Lesson 1, Activity 1.

Unit 3 > Part B > Lesson 2: Photo alteration

Lesson Overview			
Lesson Overview		-	
Learning Objectives		Time Needed	
Participants will:		55 min. — 1 hr. 5 min.	
 Learn to be wary of photo alteration 			
 Learn to search for the textual element 	nts of memes to determine their veracity		
Procedure			
Introduction 5 min.			
	net is photos that have been altered to distort the tr ion. We're going to look at how you can determine i		
ar			
Activity 1 15 min.			
Choose one or both of the following examp	ples to discuss as a class.		
1. Show participants the following p	victure and discuss:		
+			
Nation & will be concerted there and 29 concests Very and any and 20 Name & Name Name &			
Sector Green 11000' Aperture 72.0			



Do you have reason to doubt this picture? Why or why not? It won a prize in a 2016 Nikon Singapore contest.



Closer examination (a second look, really), even without technology, reveals the fakery. Yet Nikon originally awarded the photo a prize. Nikon's Facebook followers pointed out that it was a fake before Nikon caught the error.⁴

just by changing the levels you can imme di ately see it is photoshopped	Shaun Ho Follow - 2 hrs - Edited -	
	Nikon, Here is the definite proof that it is a fake, just change the adjustment levels and you can see clearly.	9.E
	de Like 🐻 Comment 🛛 🖗	•
	23 people like this.	
	PP Write a comment. Q (0
Output Lawshill 215	100 C	
	Starson of Starson	

4 https://www.digitaltrends.com/photography/nikon-photo-contest-fail/?utm_source=dlvr.it&utm_medium=twitter

TRAINER NOTES

2. Another popular topic for photo alterations is current events and political controversies.



Linda NRA Supporter @LindaCo03364065 · 5h #EmmaGonzalez

Proudly shredding The Constitution.

Horrifying to every educated American





Do you have reason to doubt this picture? Why or why not?





Participants should cite Name It to Tame It responses, that something with such shock value should be approached with skepticism. The Name It to Tame It steps:

- **1. Pause:** Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

You might also mention that a lot of fakes tend to emerge out of current events and breaking news situations.



Optional: Have participants reverse-image search the second image to find the original. TinEye will help here.

Please see Unit 3, Part B, Lesson 2, Activity 2 for links.

Now break participants up into groups of 3-4. Give them the false picture together with the original:







How can you tell when a photo has been altered?

- Start with a gut check Name It to Tame It! Does the photo make you feel angry? Does it seem believable? The Name It to Tame It steps:
 - a. Pause: Turn your head away from the screen or paper.
 - b. Ask: What am I feeling?
 - c. **Say:** The name of the feeling to yourself.



3. Reverse-image search it! You will often find the original, unaltered image.



One type of photo alteration to be particularly careful of is the text-based meme. Just about anyone can take an image and pair it with text that they've made up, or at least with words that the pictured individual never spoke.



"Don't believe everything you read on the Internet just because there's a picture with a quote next to it."

–Abraham Lincoln

Please see Unit 3, Part B, Lesson 2, Activity 3 for more examples.

How do you investigate these?

Method A: For historical quotes	
Try Quote Investigator, the website of an independent researcher who's put countless hours into investigating the origins of quotations. Look at for search tips. <i>Please see Unit 3, Part B, Lesson 2, Activity 3 for link to Quote Investigator.</i>	
Method B: For current events	
Any noteworthy or surprising quote by a public figure will have been reported by news organizations that follow journalistic principles.	
Ask participants to use their phones or laptops. Show several quotes on the slide or on a flipchart and ask them to quickly research and determine whether it is true or not.	
 Try searching for the quote on Google and see who's reported on it. Use the journalism standards from Part A, Lesson 8 to judge the reliability of the news source. 	
2. Or, in Google, type in the quote and follow this with "site:[domain]", where [domain] is the domain of a reputable news organization. For example: "don't believe everything you read on the internet" site:wsj.com. If the outlet has used the quote, you should get a result.	
Activity 4 10 min.	
(Optional)	
We can go a step further, by seeing when videos have been altered.	
Here's a video that supposedly shows an eagle snatching a baby. How is this video designed to make you feel?	
Please see Unit 3, Part B, Lesson 2, Activity 4, Video.	
To investigate it, we're going to install a plug-in called InVid.	
Please see Unit 3, Part B, Lesson 2, Activity 4, Plug in.	
Now with the YouTube video open in your browser, click on the plug-in icon, and then click "Open InVid."	
This gives us all sorts of information about the video, including when it was uploaded, and some notable comments on it. The plugin also breaks the video down frame-by-frame. This is useful for two reasons: 1) You can use the buttons provided to do a reverse-image search, and see if these stills have appeared elsewhere; and 2) You can look at frames individually, to see if anything suggests the video is fake.	

TRAINER NOTES

Doing that, we see a glitch where part of the eagle's wing disappears. This indicates a problem with the CGI rendering of the eagle. There's also several frames where a shadow appears out of nowhere, and in the wrong place.	
- <mark>``</mark> - ©	
- Oreclusions 5 min.	
It's surprisingly easy to alter photos and even video in a way that completely changes the content's meaning. As always, Name It to Tame It is your first line of defense. Reverse image searching can help establish if the picture has been altered. And don't forget to Care Before You Share. You are the ultimate gatekeepers who prevent the spread of misinformation!	
And don't forget to care before for onare, for are the attimute gateheepels who prevent the spread of mismornation.	

Unit 3 > Part B > Lesson 3: Photo selection effect

TRAINER NOTES Lesson Overview PIL A Time Learning Objectives **Materials** Needed Participants will: Photos to share with class, either 25 min. printouts or on screen Learn to question what has been left out of a picture or video, and how that might change their interpretation of the photo or video meaning Learn to think critically about how the choice of photo can depict a situation in a negative or positive light Procedure **Introduction** 5 min. Today we'll talk about a different kind of photo and video manipulation: cropping and selection. Photos can be selectively cropped, and videos can be selectively edited, to leave a false impression. Choosing only to use certain photos and not others can also misrepresent a situation. Warm-up 5 min. Ask participants: Look at this picture of President Donald Trump and Canadian Prime Minister Justin Trudeau. What do they think is happening in this picture? What are the alternative explanations?



made an assumption: Trudeau was hesitating to shake Trump's hand. But the problem with photographing people in action is that a photo catches a split second which actually may be very unrepresentative. You may have noticed the same phenomenon when you pause a movie you're watching: people in mid-speech suddenly have funny facial expressions that you never would have noticed without pausing. And in this case, the situation looks very different when you see the full video. *Please see Unit 3, Part B, Lesson 3, Talking Points.*



Not only can we jump to the wrong conclusion about isolated photos, headlines and captions can also drastically color the way we interpret those pictures.



Ask participants: Look at this picture of President Donald Trump and Japanese Prime Minister Shinzo Abe above a koi pond. What conclusion do they reach based on the picture and headlines?





Trump dump: president throws entire box of fish food into precious koi carp pond



Fishy business: Trump and Abe dump fish food into precious koi pond US president and Japanese host give fish a large feast on second day of former's five-nation tour of Asia

theguardian.com



Big Stupid Baby Dumps Load Of Fish Food On Japanese Koi Pond [Update]



Lauren Evans 11/06/17 2:15am + Filed to: BABIES ~

S.	Q	\$	000
181.9K	193	26	



Source: https://theslot.jezebel.com/big-stupid-baby-dumps-load-of-fish-food-on-japanese-koi-1820170735



When many people first saw this picture, they made assumptions about Trump and what he was doing. These assumptions fell along partisan lines. People inclined to think of Trump as foolish or insensitive thought it was inappropriate for him to dump all his fish food in at once, and they thought Abe was looking on in disbelief. Even some otherwise reputable outlets like The Guardian fell for this narrative — showing how important it is for all of us, including journalists, to manage our biases. The headlines exacerbated and solidified the public's assumptions, giving people a narrative to fit the picture into.



Unit 3 > Part B > Lesson 4: Tracing photos

Lesson Overview				
Learning Objectives	Materials Time Needed			
Participants will:	 Badges for the competition 30-40 min. winners 			
 Solidify their knowledge about repurposed images, tered images and selective images 	 Computers accessible (can be used in teams), 			
 Solidify their photo research skills 	pre-loaded with images to be checked			
Procedure				
Introduction 5 min.				
You've learned a lot in the past few lessons about what k you've learned to the test!				
Activity 1 20-30 min.				
Break the participants up into groups of 2 or 3. Give all grou who can come up with an answer the quickest. Pictures car				
Repeat with the next example, and so on.				
Add together the rankings for each group (1st, 2nd, 3rd, etc and members receive badges.	.) The one with the overall lowest ranking is the overall winner,			
→ Talking points				
If participants need reminding, here are the steps for reverse image search:				
Method A: Google Chrome				
Reverse image searches are easiest if you're using Google	e Chrome as your browser. For this reason, you may want to			

3B4 Lesson 4: Tracing photos	
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consider installing Chrome on your phone or computer. However, this method doesn't list results by date of publication, so sometimes using TinEye is more helpful (see below).

Steps:		
1.	Right-click the image. (On your phone, tap the image to open it as a full-screen view.)	
2.	Click "Search Google for image." (On Mobile, press your finger to the screen, hold, and choose "Search Google for this image.")	
3.	Scroll down to where you see "Pages that include matching images."	
4.	Look for the earliest date you can find (results will not be in this order, however) and also look for reputable news outlets.	
М	ethod B: TinEye	
This is a image.	method you can use regardless of what web browser you're using. It will also show you the earliest usages of an	
1.	Save the picture you want to verify. (On your phone, press the picture on your screen and hold until you see an option to save it.)	
2.	In your browser, go to tineye.com.	
3.	Select "upload image" and choose the image you want to verify. Then, if you click on one of the images returned in the search, you can toggle to compare it to the picture you submitted.	
4.	In the drop-down menu, choose "Oldest."	
- <mark>``.</mark>		
	Conclusions 5 min.	
Pictures	the photos you see on social media have been re-used, and sometimes in a way that changes the picture's meaning. The also get purposefully altered to spread false information. In many cases, you can use your reverse image search determine if such appropriation or manipulation has taken place. Even when you don't have time to do so, or a	
search yields inconclusive results, however, you'll know to be wary, and that seeing is not necessarily believing!		

Examples:

1

#ThePersistence @ScottPresler Follow

Speaks Volumes: Republicans have denounced racists & democrats refuse to denounce Antifa.

The Hate He Dares Not Speak #MondayMotivation



6:33 AM - 14 Aug 2017

Answer:

This one turns out to be re-used AND doctored. Please see Unit 3, Part B, Lesson 4, Activity 1.

3B4 Lesson 4: Tracing photos



Twitter

Is this a	victim c	of the	Manchester	Arena	homhing?
is tills a	vicuiti	n uie	Manchester	лепа	bombing:

Zero @GamerGateAntifa - 9h My son was in the Manchester Arena today

He's not picking up my call!

Please help me



4 621 13 14K V 5.9K 🏳





To make it easier, here's just the photo to reverse-image search:



Answer: There are serious reasons to doubt. Start with the Twitter username, which references GamerGate and Antifa, both favorite topics of internet trolls. Then when you search for the image, you'll find that he's a YouTube personality. That's another tip-off that this could be a hoax.

Debunk the below. Please see Unit 3, Part B, Lesson 4, Activity 1, Debunk.





Answer: Doctored photo, repurposed, and created for a contest. This is a hard one. If you don't want to rely on Snopes' evaluation, then run the pic through TinEye and note that the earliest result has the text stamp "FreakingNews.com." If you then search again on TinEye but filtering for the domain "freakingnews.com," you will find the contest page. *Please see Unit 3, Part B, Lesson 4, Activity 1.*





Unit 3 > Part B > Lesson 5: Fake social media accounts

Lesson Overview	
Learning Objectives Materials Time Needed	
 Participants will: Learn to question the authenticity of social media Examples as handouts or projected with a computer 35 min. 	
accountsLearn the common signs of fake accounts	
Procedure	
Introduction 5 min.	
Much of the misinformation on the internet gets spread by fake social media accounts, which aren't what they appear to be. Sometimes a real person is behind the account, and sometimes it is run by a bot, a piece of computer code that masquerades as a human.	
Process questions	
Why is social media a fertile environment for disinformation? Why would someone want to create a fake social media account?	
Talking points 5 min.	
Social media is an all too convenient tool for spreading disinformation because it is easy to access and use — almost anyone can publish anything. In addition, they are relatively anonymous, and let messages spread quickly. The logic and	
standards that apply to journalists do not apply to most users of social media. Disinformation on social media spreads further and faster than corrective information. That's why it's important to stop the spread of disinformation as early as possible, and it's up to all of us to do this.	
So how do you know if you're looking at a real social media account, representing a real person? There are a number of checks you can do. Here are some of the most effective. But keep in mind, you might not get a definitive answer. Weigh up the evidence as you go.	





Example:

Please see Unit 3, Part B, Lesson 5, Activity 1.



Have the participants break up into small groups. Within each group, they should discuss each step in turn. Then they should try to come to a consensus: is the account real, or fake?

Steps.

- 1. Name It to Tame It. This is still the most important step. If you really want the post to be true, be extra skeptical as you carry out the following tests. The Name It to Tame It steps:
 - a. Pause: Turn your head away from the screen or paper.
 - b. Ask: What am I feeling?
 - c. Say: The name of the feeling to yourself.



2. Look at the profile. Did the user just join recently? Do their photo, handle, and screen name match, for example, a woman's picture and a man's name? Also, more anonymous users are more likely to be bots, according to Ben

Nimmo at the Digital Forensic Research Lab at the Atlantic Council.⁵

3.	Look at the name really carefully. Can you tell the difference between @RealDonaldTrump and @RealDonaldTrump? The second one uses capital "i"s where the lowercase "L"s should be. Type the user name as it should appear into Twitter or Google and see if the post you're looking for is still there.	
4.	Reverse-image search the photo. Lots of fake profiles steal photos from real people, which means that when we share their posts, we're not just sharing misinformation, but we might be hurting that real person too. Be suspicious if your search turns up lots of different names.	
5.	Does the account follow thousands of users, or have thousands of shares, but only has a handful of followers or friends? That's a sign of a bot.	
6.	And remember CARE BEFORE YOU SHARE. If you're not sure, don't share it.	
, → ()	Talking points 5 min.	
respons	e idea of some kind of fantastic pill about to hit the market in 24 hours is definitely designed to trigger a "Wow!" se, so there's reason to be skeptical from the beginning. "Limitless" also refers to a movie and TV show featuring cter that took a pill that gave him special powers, which is an extreme reference for a mainstream news outlet.	
follower really ha	ount didn't start recently, and reverse image searching the NBC News logo won't tell us anything. But 1,500-odd rs for a major network seems like a pretty small following. And the name of the account is a bit suspicious: Does NBC ave an account just for stories about the mind? If we Google "NBC mind", we don't find any unit by that name. On	
balance	, these add up to several reasons to doubt the authenticity of this account.	
-) - - - - - -	Conclusions 5 min.	
	g fake accounts is a fairly easy way of telling whether you should lower your trust in a particular piece of information.	
The answer you get might not always be definitive. But just being aware that accounts can be fake, and often created to push a certain agenda, can get you thinking more critically about content you see on social media, and that's always a good thing.		
	o, B. (2017). #BotSpot: Twelve ways to spot a bot. Medium.com. Retrieved from <u>https://medium.com/dfrlab/botspot-twelve-ways-to-spot-a-bot-</u> 7d9c110c	

Unit 3 > Part B > Lesson 6: Fake chat messages

Lesson Overview				
Learning Objectives			Time Needed	
Participants will:		20 min.		
 Recognize that screenshots of text cha 	ats can be faked			
 Learn to apply common-sense skepti come across 				
Procedure				
Introduction 2 min.				
Fake chat messages are another type of screenshots that purported to be text conv				
How would you know whether these conver				
Activity 1 10 min.				
Have participants search for "fake iPhone c share.	hat" on their phone	es. If they don't all have sma	rtphones, let them pair up an	d
Their results should look something like this:	s:	fake iphone chat All Shopping Videos images News Mid	e Settings Toole	
		About 6,010,000 results (0.41 seconds) Fake iPhone Text Messages iphonefaketext.com/ +		
		phonerakex.com is the most advance online fake text comp messaging screens and animating images to prank your Fake Text Message Make Fake Text Convers		
		https://ifaketextmessage.com/ Fake Text Message is a tool to create a Fake Text Conversation affiliated with Apple, IPhone, IMessage, or IPhone Text		
		TextingStory Chat Story Maker on the App Sto https://tunes.apple.com/us/app/textingiotory-chat+story-m ★★★★ # Intig4.74,401 reviews -Free - IOS - Entertainmen Write a text conversation in TextingStory Like making storie Story Maker - Record Texts Videos.	aker/id1083676922?mt=8 * nt	
		WhatsFake - Create Fake Chats on the App St https://itunes.apple.com/us/app/whatsfake-create-fake-ch	ore - iTunes - Apple lats/id880276767?mt=8 +	
The list goes on. So these are very easy to create. What can participants do?



Process questions

When are these chats true, and when are they fake? Is there a difference between a chat you see reported or shared on social media, and one that you yourself have on your phone? What questions can you ask to protect yourself?



Participants can best protect themselves by remembering:

- 1. Name It to Tame It. If it provokes a strong reaction, that's reason to be suspicious. The Name It to Tame It steps:
 - a. **Pause:** Turn your head away from the screen or paper.
 - b. Ask: What am I feeling?
 - c. Say: The name of the feeling to yourself.



- 2. Don't be too concerned about chats on your own phone. If you have the right number for someone, it's probably them. When you see chats replicated online, especially if they're supposed to be from famous people, be more suspicious.
- 3. Ask: How would someone have gotten a hold of this chat?
- 4. Are these really things these people would likely say?
- 5. Remember how easy it is to fake a chat.



Trainer tips

Participants may make comments like "Can I believe anything I read?" Remind them they are learning the skills to make such determinations in this course. Perhaps you can never be 100% sure of the veracity of an iPhone screenshot, but other sources, such as quality news outlets, are still reliable, and participants have learned how to determine quality. At the same time, it's probably good to be in the habit of cultivating a little doubt at all times, and never being more than 99% certain.



Fake screenshots of text conversations is just one of the new ways that hoaxers are trying to fool you. But a series of simple reality check questions can help, along with the ever-useful advice of Name It to Tame It.

Unit 3 > Part B > Lesson 7[•] Fake Reviews



E	Learning Objectives	
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Lesson Overview

Participants will:

- Learn that product reviews can be faked
- Learn ways to test the veracity of product reviews

Procedure



Helpful

Not Helpful

We often read product reviews to decide whether or not to make a purchase online. However, reviews on sites may be faked, either as a prank by people who were paid for their reviews, or by someone who works for the company trying to promote the product. We can become more savvy consumers by understanding how these fakes work.



Time Needed

20 min.



Please see	Unit 3, Part B	Lesson 7,	Fake Reviews.
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What signals did participants look for?



The next section will supply answers, highlighting what consumers should be on the lookout for.



There are a few signs that tend to point to fake reviews, and we should be aware of these. We compiled these tips based on an episode of NPR's Planet Money⁶, and an interview with a computer scientist who specializes in fake review detection (the computer scientist spoke to us anonymously because his company didn't want to be on the record on this sensitive topic).

1.	First, be aware that most reviews aren't fake. The big online retailer and review forums all have teams dedicated
	to ferreting out fake reviews. But they're in an arms race with the fraudsters, so it's a constant battle and they can't
	keep all fake reviews at bay.

2. Ask yourself: Does the language sound unnatural, like it was taken from marketing material?

- 3. Are there non-obvious terms used in multiple reviews, as if reviewers are following a script?
- 4. Did the positive reviews all cluster around a small stretch of time, like just a few days?
- 5. Are there a lot of reviews from new accounts?
- 6. Are the reviews clustered mostly around 5 stars and 1 stars, with very few in the middle?

7.	Play the numbers game: trust a product with lots of reviews, and only 4 out of 5 stars, over one that got 5 stars
	but only had a handful of reviewers. Keep in mind that people do tend to complain more than they praise, so take
	those negative reviews with a grain of salt.

8. And finally, be wary of using reviews to make decisions that really require better evidence. Do you want to risk taking a supplement that may have side effects because 70 people you don't know say it worked for them?

Finally, you might want to try pasting the product or service URL into a tool. Please see Unit 3, Part B, Lesson 7, Warm Up.

They're not foolproof, but can help you to detect whether the reviews you're looking at are reliable.

⁶ Schellmann, H. (2018). Episode 850: The fake review hunter. NPR's Planet Money. Retrieved from https://www.npr.org/sections/money/2018/06/27/623990036/episode-850-the-fake-review-hunter?utm term=nprnews&utm content=bufferef794&utm medium=social&utm_source=twitter.com&utm_campaign=buffer





Break participants into groups of 2 or 3. Have them look at the first set of reviews and fill in the Product Review Worksheet. If time, go on to the second set of reviews. After they complete the worksheet for each set of reviews, ask them to discuss their findings as a group, and try to come to a consensus about whether the reviews were real or fake.



7 Text comes from actual reviews from an Amazon lawsuit, reported here: <u>https://thewirecutter.com/blog/lets-talk-about-amazon-reviews/</u>. We made up additional data for this exercise.

8 Neuro sleep drink customer reviews. (n.d.) Amazon.com. Retrieved from <a href="https://www.amazon.com/Neuro-Sleep-Drink-Tangerine-Dream/product-reviews/B00H1QG6FE/ref=cm_cr_arp_d_viewopt_srt?ie=UTF8&filterByStar=five_star&reviewerType=all_reviews&sortBy=helpful&pageNumber=1# reviews-filter-bar



Given its role in a lawsuit, it seems likely that the first set of reviews is fake. Participants should have found that the reviews appeared within days of each other, and repeated the exact phrase "how bright the lights on the cable are." There aren't many reviews overall, and they are weighted towards 5s and 1s.

As far as we can tell, the second set of reviews is genuine. None of the language is particularly unnatural or repetitive, and the reviews are spread out over time. There is a good number of reviews and a decent spread among ratings. However, participants should question whether a powerful sedative is something they should buy based on reviews alone.



Fraudulent reviews can make life difficult for consumers, but major retailers do often remove these. Still, you're likely to come across fake reviews in your shopping life, so play the numbers game: Use the criteria we discussed to judge the probability that a set of reviews suffer from a significant number of fakes.

Product review worksheet

Please see Unit 3, Part B, Lesson 7.

Criterion: Is this present?	Yes	Unsure	No
Unnatural language (like marketing material)?			
Non-obvious terms used in multiple reviews (looks like a script)?			
Positive reviews cluster around small timespan?			
Lots of reviews from new accounts?			
Reviews clustered mostly around 5 and 1?			
Only a few reviews overall?			
Does this kind of product really need better evidence than just reviews for me to buy it? (For example, health products)			

Unit 3 > Part C: Science and Health News > Lesson 1: The nature of science

Lesson Overvie	w				
Learning Obje	octives	Materials		Time Needed	
Participants will:		 Paper 	40 min		
 Learn to become n uncertainty 	nore comfortable with scientific	Pencil or penComputer and p	roiector		
 Learn to judge scier of evidence 	ntific claims based on the weight				
Procedure					
Introduction					
	bout how science builds a body ing to be scientists ourselves, an				
something.				omedge ubout	
Warm-up 10 mi	n.				
Play a short video.					
Please see Examp	oles document: Unit 3, Part C, Less	son 1, Warmup (6 minutes	:).		
Process question	ns				
Do you recognize the ph headlines?	enomenon Goldacre is describi	ng? How does it make y	you feel when you see t	hese kinds of	
$^{\leftarrow}$ Talking points	5 min.				
Sometimes it feels like ev	very day, news outlets say somet like this is the very nature of scie				

the same time, when there's a lot of evidence for something, it's very likely to be true. Of course, news outlets don't always do a great job of explaining how the science is changing, or what the current scientific consensus is, but before we can pick apart science news we first have to understand the nature of science itself.	
Activity 1 20 min.	
When scientists want to explain something about the world, they write a "theory." The word "theory" doesn't itself mean the idea is uncertain, however. The "theory" of gravity predicts that when an apple is dislodged from a tree, it will fall to the ground.	
Now you are going to act as scientists yourselves, and engage in the process of testing ideas and trying to reduce uncertainty. You are going to develop your own scientific model.	
Break the class up into small groups.	
Instructor will use the videos on this webpage throughout. <i>Please show the video on Examples document Unit 3, Part C, Lesson 1, Activity 1, Video 2.</i>	
We're going to develop a model of something called a mystery tube. A mystery tube has four strings that emerge from four numbered holes. We are going to develop a model of what's going on inside the tube, based only on what we can observe, and we can only observe the outside of the tube.	
Here is our initial evidence. (Show Movie 1.)	
Based on this observation, how do you think the strings are connected inside the tube?	
Draw your model.	
What do you think will happen when pull the string at the bottom left?	
Now watch what happens when we pull the string at bottom left. (Show Movie 2.)	
Was your first model accurate? Did it correctly predict what ended up happening?	
If not, redraw your model.	
Now, what do you think will happen when we pull the string at bottom right?	
(Show Movie 3.)	
Was your second model accurate?	

If not, redraw your model.

Finally, let's see what happens when several strings are pulled.



We may need an entirely new model! To speed this up a bit, we'll let you in on the secret of the Mystery Tube .





Scientists have to observe or test a given phenomenon many, many times before they can come to a good understanding. We often hear about the latest stages in this process, especially in sciences like medicine that are not as well developed (compared to, say, physics). Inevitably, along the way, scientists will get some things wrong. But it's all a part of the process of finding scientific truth.

Unit 3 > Part C > Lesson 2: Science news checklist

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Computer and projector for video 	1 hr.	
 Familiarize themselves with the key indi- cators that differentiate informative from misleading science reporting 	 Health News tip sheet handout Health Anecdote handout Science News checklist 		
	 Health News Evaluation Chart 		
Procedure			
Introduction 5 min.			
There's a lot of science news out there, and ev scaremongering, or failing to put new studies in th good, informative science reporting, and when we	eir proper context. But some key indicators car	n tell us when we're reading	
Warm-up 5 min.			
Please see Example document, Unit 3, Part C, Lesso	on 2, Warm Up for video.		
Process questions			
What lessons stood out to you from this video?			





Here are 10 items to consider when reading a science or health news story. Most of these items summarize tips from Health News Review, a health journalism watchdog, and from Africa Check, a fact-checking organization. *Please see Unit 3, Part C, Lesson 2, Sources of Tip Sheet.*

Hand out the Health News tip sheet and use the following text to elaborate.

Health News Tip sheet:

Please see Unit 3, Part C, Lesson 2, Top 10 Tips.

1.	Does the story use hyperbolic language? Rarely do scientific studies yield true "breakthrough," "revolutionary"
	or "game-changer" treatments, and certainly not "miracles"! As we discussed previously, science tends to gain
	knowledge in small steps.

2. What other studies have been done?

As we discussed in the previous lesson, science doesn't exist in a vacuum. No single study is good enough to make us conclude something. A good science news story will place the new study in the context of past research. A good science reporter will also ask other scientists not involved in the new study what they think of its findings and significance.

This is especially important to keep in mind with surprising study findings. If a study finds that broccoli is bad for you, or that smoking doesn't cause cancer, ask yourself if that really matters, given what most scientists think.

3. What was the sample size?

If this was a health study, what was the sample size (the number of people participating)? Hundreds or thousands of people is better than 15. These smaller studies are often pilots whose only real point is to justify doing a larger study.

If the story relies on anecdotes, that's a sample size far smaller than you'd find in any study. For this reason and others that we'll discuss, anecdotes yield terrible data.

4. Of mice or men?

Lots of medical studies get conducted on rodents first. This lays the groundwork for human studies, but just because you see a certain effect in mice, doesn't mean you can expect the same result in people.

5. Does it show causation or correlation?

Two things can be "correlated," or systematically associated, without one causing the other. For example, it's been observed that as ice cream sales increase, so do drowning deaths. Does this mean that ice cream causes drowning? No, this correlation happens because both ice cream sales and drowning deaths occur during summer months.⁹

9 Correlation does not apply causation. (n.d.) Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Correlation_does_not_imply_causation



Sometimes, things appear to be correlated even when there's no real relationship there. Take the following:

		Pe			correlates	s with	<mark>ine</mark> marga	rine				
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009		
4.95 per 1,000 Φ	~										8lbs	
uie W4.62 per 1,000	101	a contraction of the second se	-								5	
rate in				+	-						6lbs	
04.29 per 1,000					-	-	-	•	-		4lbs	
□ 3.96 per 1.000						-				-	2lbs	
5.50 per 1,000	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2105	
				 Margarine 	consumed	- Divorce rat	e in Maine					
Is it really pos sets in the wo A lot of scier That does no caution.	orld that if y ntific storie it mean tha	you look at s will say t t any corre	t enough, y two thing elated phe	you can fin s are "corr nomena a	nd funny p related" or re automa	airings tha r"linked,"	t will appe but this de	ar to be re oes not m	lated, but ean one c	are not. auses the	e other.	
	s the story			2								
Lots of newly most people public. Does	to use, it w	on't matte	r. Also, sto	ries often l	hype up ne	ew treatme	ents long b	efore they	're actually	/ availabl		
7. Doe	s the story	talk about	benefits a	and harms?	?							
First, benefits these? If they							eatments a	re without	their side	effects. W	/hat are	
8. Is th	is disease-i	mongering	<u>;</u> ?									
Sometimes a	story will e	exaggerate	the sever	ity of a con	ndition, or	medicalize	e what's ac	tually a no	ormal state	of health	٦.	

9. Is this a real journal?

If you want to dig deeper, look at the study that the story is based on. Is the journal legitimate? Real journals — and there are thousands of them — have a rigorous review process to try and make sure studies were carried out well and results are accurate. However, just as there are fake news publishers, there are fake journals. You can search for these at Beall's List. *Please see Unit 3, Part C, Lesson 2, Tip Sheet Link.*

10. Who funded the research?

Be careful of conflicts of interest. Was this study of the effects of sugar funded by a soft drink company? Remember that research costs money, and someone has to pay for it. Oftentimes this is a government. Even industry-funded studies can often be good science. Just think about whether the finding benefits the industry or not.



Have participants form four groups. (If you have 10 students or fewer, form three groups; 5 students or fewer, form two groups.) Have each group look at one of the following health news stories. They should use the Health News Tip Sheet to assess the story on the 10 criteria, filling in the Health News Evaluation Chart (see below).

Then, each group should present their findings to the class.



What really stood out to you about this article, as either good or bad? What's your assessment of it overall? Why?

Please see Unit 3, Part C, Lesson 2, Activity 1, Examples for articles.



Health News Review gave the CBS story 1 out of 5, saying, "While sleep apnea is a common problem in the United States, the story does little to place the work in context. Instead, the story cites a medical professional who calls it 'revolutionary' and a 'game-changer' without telling readers that the doctor is a consultant for Inspire. There is also no objective medical assessment of the device's effectiveness, as the medical professional quoted is also the treating physician. It's also not clear why the story came out now, given that Inspire has been on the market for a few years and that the evidence cited is from 2014."¹⁰

HNR gave the NPR story 5 out of 5, saying, "Not only does this story use clear language in discussing the relevance of both false positives and false negatives in screening, it also thoughtfully includes independent sources that provide important



¹⁰ Doctor with industry ties call sleep apnea device 'revolutionary' and 'a game changer' in CBS News story review. (2018). HealthNewsReview.org. Retrieved from <u>https://www.healthnewsreview.org/review/doctor-with-industry-ties-call-sleep-apnea-device-revolutionary-and-a-game-changer-in-cbs-news-story/</u>

clinical context for	readers interested	l in understandi	ng the limitations	of cancer screening."11

HNR gave the HealthDay story 1 out of 5, saying, "The story addresses a key caveat — that the study has not been published in a journal and therefore hasn't been rigorously scrutinized. However, it doesn't give a clear description of what the comparison therapies (aka "usual care") were. Nor does it provide cost data for the combination pill, which seems to be a key drawback since the study aims to explore whether it can be used to improve blood pressure treatment worldwide. Most significantly, it lacks independent sources who could weigh in on the significance of the findings." ¹²	
HNR gave the CNN story 5 out of 5, saying, "The story is strong and scores well because it discusses critical data from the study, offers comments from independent sources and provides information on limitations. It didn't delve into either costs or harms, but in this case, there seems to be minimal need for either, due to the nature of the research. One minor	
point we think the story could have made: It remains to be seen if this style of intervention ultimately leads to a reduced risk of stroke, serious heart disease, and/or heart attacks, especially if there is not a long-term barbershop program in place." ¹³	
Don't jump to conclusions about what outlets tend to produce good or bad health news stories! Performance in this area can be quite variable.	
Activity 2 15 min.	
Ask the participants: What about health information they get from friends, or on social media? Is that usually good or bad information?	
Have volunteers read out the following anecdotes. ¹⁴ After each anecdote, discuss: Is this good information that can support your health decision-making? Why or why not?	
 Your best friend Juan was suffering from a bad flu. He tried ibuprofen, but he just felt worse and worse. So he did two sessions with a certified reiki master, and he began feeling better. After three sessions, his flu was gone. He concluded that reiki works. 	
2. On Facebook, your old school friend Tatyana announced that she was diagnosed with breast cancer. She found that green tea extract helped relieve her nausea from chemotherapy, and she says it eventually killed off the tumor. She's now cancer-free, so she says the green tea extract works.	
3. Your aunt Florence has suffered from chronic pain for over 20 years. She heard about vitamin B6 on the news. She started taking super-high doses six weeks ago. She feels better now on most days, so she concludes that B6 works.	
11 Cautious, independent voices help round out NPR's look at experimental blood test for cancer review. (2018). HealthNewsReview.org. Retrieved from https://www.healthnewsreview.org/review/cautious-independent-voices-help-round-out-nprs-look-at-experimental-test-for-cancer/	
12 Blood pressure pill shows promise compared to 'usual care,' HealthDay says, never explaining what that is review. (2018). HealthNewsReview.org. Retrieved from <u>https://www.healthnewsreview.org/review/three-in-one-blood-pressure-pill-shows-promise-compared-to-usual-care-healthday-says-never-explaining-what-that-is/</u>	
13 A pat on the back to CNN for its well-written story on barbershops and blood pressure review. (2018). HealthNewsReview.org. Retrieved from https://www.healthnewsreview.org/review/a-pat-on-the-back-to-cnn-for-its-well-written-story-on-barbershops-and-blood-pressure/	
14 Much of the examples, and the list of problems with anecdote, come from this video: https://www.youtube.com/watch?v=QDIPoSSVPuA	

Please see Unit 3, Part C, Lesson 2, Activity 2, Heath Anecdotes for hand out.

Ple	ase see Unit 3, Part C, Lesson 2, Activity 2, Heath Anecdotes for hand out.	👕 TRAINER NOTES
Ĺ	Talking points 5 min.	
ln s	ummary, some of the reasons to be wary of anecdotal health information include:	
•	Regression to the mean: People who are at the worst point of an illness will tend to get better.	
•	Self-limiting illnesses: Some illnesses go away with or without treatment.	
	Multiple treatments: If you use several at once, how can you tell what made you feel better?	
•	Confirmation bias: We tend to see the results we want to see, especially if we're paying a lot of money for the treatment.	
•	Poor recall: We all have a hard time remembering the fluctuations in how we feel from day to day, and when we try and reconstruct those memories, we're prey to confirmation bias.	
•	Placebo response: Getting treatment makes us subjectively feel better, even if the treatment isn't actually doing anything to our body.	
•	Side effects: It's important to ascertain not only if the treatment works, but if it's likely to cause serious side effects. High doses of B6, for example, can damage the nerves. ¹⁵	
•	Dead men tell no tales: Those for whom green tea extract didn't work are unlikely to give testimonials, and people who die can never tell us what they thought of their treatment.	
-ö	- @	
Ţ	Conclusions 5 min.	
unr	an be hard to discern when science news is reliable, but these tips can help. Remember that anecdotes are often eliable, for a number of reasons. And scientific studies have to be placed in the context of what science has already ared out on a topic.	
	Handout: Science news checklist	
	1. Over-the-top language?	
	2. What other studies have been done?	
	3. What was the sample size?	
	4. Of mice or men?	
	5. Correlation or causation?	
	Griffin, M. (n.d.). Alternative treatments for chronic pain. WebMD.com. Retrieved from <u>https://www.webmd.com/pain-management/features/</u> alternative-treatments#1	

- 6. Cost and availability?
- 7. Benefits and harms?
- 8. Is this disease-mongering?
- 9. Is this a real journal?
- **10.** Who funded the study?

Please see Unit 3, Part C, Lesson 2, Activity 2 for handout.



Handout: Health news evaluation chart

Place a checkmark in the "bad," "so-so," or "good" space to evaluate each aspect of the story.

	Bad	So-so	Good
Other studies mentioned?			
Sample size?			
Mice or men?			
Correlation or causation?			
Cost and availability?			
Benefits and harms?			
Is it new, and is that good?			
Disease-mongering?			
Real journal?			
Who funded?			

Unit 3 > Part C > Lesson 3: Good and bad sources of health information

TRAINER NOTES

Lesson Overview			
Learning Objectives	Materials	Time Needed	
Participants will:	 Computer and projector 	55 min.	
 Learn to refer to several go-to refer sites for health information 	rences Flip chart paper and sticky notes		
 Understand why supplement manuf ers get away with false claims 	actur-		
Procedure			
Introduction 5 min.			
	ms — from the news, social media, and our fri	ionds and family we often want	
to check information out for ourselves to se	ee what's true. Unfortunately, if you don't use k about where to go for quality health informa	a quality reference site, you could	
Warm-up 5 min			
Ask participants: Where do you find health a symptom or a certain condition, where wou	and science information? If you or someone yo uld you go for accurate information?	u loved was suffering from certain	
Participants will write their responses on s	sticky notes — as many sticky notes as they	need to list out all their answers.	
Participants should write only one respons each person places a sticky, have him or he	e per sticky note. Have participants place the r read out what is written on it. Any others with similar ideas together. Go through all of the an	ir stickies on a flip chart paper. As h a similar answer should all come	
	5 5		
Process questions			
Which of these would you think are reliable	or not reliable?		
Is Googling always the best approach for fir	nding this information?		

Talking Points 10 min.	
There is a lot of misinformation about health on the internet, for some of the same reasons there's misinformation generally. There are other factors too: People are eager to share "what worked for me," despite all the dangers in that approach, as	
we discussed in Lesson 2. There's also a lot of people who are profiting off of health misinformation; for example, by selling supplements without much evidence that these drugs actually work.	
Unfortunately, these bad sources far outnumber good sources on the web. But there's some highly reliable and easy-to-use resources that we can recommend to you.	
Please see Examples document, Unit 3, Part C, Lesson 3, Warm Up for presentation of the following examples.	
Cochrane Library: Reviews thousands of studies to provide overviews of current scientific findings on health topics, presented in layman's terms.	
Webmd and Mayo Clinic: Reliable sources of information on disease and injury, including symptoms, prevention and treatments.	
World Health Organization: Tracks the spread of infectious diseases around the world.	••••••
Centers for Disease Control: Tracks the spread of infectious disease in the U.S., and provides information on a variety of health topics.	
FDA: U.S. agency that regulates drug approvals and many food products, and regulates nutritional labeling.	
USDA: U.S. agency that regulates safety of meat and egg products.	
Process questions	
How can we tell that these are reliable sources?	
Activity 1 15 min.	
Split participants up into groups of 3-4. Give each one of the following case studies. (It's OK if some groups have the same case study.)	
Then ask them to find the answers to the case study questions. First, try to find the answer using the original instincts about how to find medical information, discussed at the start of the lesson. Second, choose the most appropriate reliable source of information described above, and see how this information different.	
of information described above, and see how this information differs.	•••••
When they are done, they will share their findings with the group: what information source did they use at first, what did	

this reveal, what did they change their strategy to, and what did they find that was different.

Case study #1

Your friend Karen is feeling depressed. Her cousin recommended that she take St. John's Wort. Karen has turned to you for your advice. What would you advise her?

	••••••••••••••••••••••••
Good sample answer: Use Cochrane Library. <i>Please see Unit 3, Part C, Lesson 2, Case Study 1</i> . Scroll down to "Plain language summary." This will tell you that trials found St. John's wort was similarly effective as standard antidepressants, but it seemed less effective in non-German speaking countries, and flaws in the studies could not be ruled out. Plus, the St. John's products on the market vary a lot, and it might interact with other drugs to cause side effects. Cochrane advises that	
patients wanting to use St. John's Wort should see a health professional.	
Case study #2	
The bottle of milk in your fridge smells funny, but the expiration date says it should still be good. Should you drink it?	
Good sample answer: The FDA and USDA are the agency that regulate food safety. Googling "expiration dates FDA" we find this site. <i>Please see Unit 3, Part C, Lesson 3, Case Study 2.</i>	
Click "Are dates for food safety or quality?" and you'll find that dates are an indication of quality only. If you think the milk smells funny, don't drink it!	
Case study #3	
Your Facebook friend says Zika virus is now in the U.S., putting pregnant women at risk. Is this true?	
Good sample answer: Your best sources on current and potential epidemics are the World Health Organization (global) and Centers for Disease Control (U.S. only). Google "Zika WHO" to find the organization's Zika page. (Make sure to check the result is actually a WHO website. Another way to do this is first find the WHO website so you know its URL, "who.int", and then use that to do a site-specific search on Google: "zika site:who.int").	
We find this site: <i>please see Unit 3, Part C, Lesson 3, Case Study 3.</i>	
Click on Information for travellers visiting Zika affected countries	
You'll see pregnant women are advised to avoid Category 1 and 2 countries — but the U.S. is category 3.	
OR, do a similar search for the CDC: <i>please see Unit 3, Part C, Lesson 3, Case Study 3</i> .	
You'll find that there's no mosquito-borne Zika transmission in the U.S., but the disease can spread through sex, so condoms	
should be used if one partner has been to a Zika-infected country.	

TRAINER NOTES

Case study	/ #4							
Your friend Man emergency.	uel wants to knov	v what symptoms m	ight indicate he	e's having a hear	rt attack, so he k	nows how to act in ar	۱ 	
Good sample ar org."	iswer: Search "he	eart attack" togethe	r with "WebMD"	, "site:webmd.co	om", "Mayo Clini	c", or "site:mayoclinic	•	
Please see Unit 3	, Part C, Lesson 3,	, Case Study 4.						
Please see Unit 3	, Part C, Lesson 3,	, Activity 1 for Case S	tudy Handout a	nd Answers.			•••••	
		on for etary \$				on		
f SHARE	TWEET	in LINKEDIN	Ø PIN IT	EMAIL				
suppleme Because of Center for the agence and Educa Drug, and safety and review dia	hts can als dietary sup Food Safe y's oversig ation Act (D Cosmetic I labeling o	s can be bend o involve hea plements are ety and Applic ht of these p OSHEA) of 19 Act, created of dietary sup clement proc rketed.	alth risks. e under the ed Nutritic roducts. T 94, which a new reg plements.	e "umbrella on (CFSAN The Dietary amended gulatory fra	a" of foods I) is respon y Supplem I the Feder amework for ot authori	s, FDA's nsible for lent Health ral Food, or the zed to		

Activity 2 15 min.	TRAINER NOTES
Show the following video (warning, some crude language):	
Please see Unit 3, Part C, Lesson 3, Activity 2 for video.	
Process questions	
Do you think you can trust the supplements that Dr. Oz touts? What about supplements you see advertised in general? What kind of guarantee do you have that they're effective and don't have serious side effects?	
Video — 4:58 — 6:45	
∠→ Talking points	
Supplements are only lightly regulated by the FTC and FDA. Unlike with prescription medication, the manufacturers don't	
have to show that supplements do what they claim to do, or document the side effects that users may encounter. Here is advice from the FDA on how it regulates supplements, and what steps it advises consumers to take.	
Please see Unit 3, Part C, Lesson 2, Activity 2, FDA 1 for link.	
Are there any risks in taking supplements?	
Yes. Many supplements contain active ingredients that have strong biological effects in the body. This could make them unsafe in some situations and hurt or complicate your health. For example, the following actions could lead to harmful – even life-threatening – consequences.	
Combining supplements	•••••
 Using supplements with medicines (whether prescription or over-the-counter) 	
Substituting supplements for prescription medicines	
 Taking too much of some supplements, such as vitamin A, vitamin D, or iron Some supplements can also have unwanted effects before, during, and after surgery. So, be sure to inform your healthcare provider, including your pharmacist about any supplements you are taking. 	

Please see Unit 3, Part C, Lesson 2, Activity 2, FDA 2 for link.	
Please see Unit 3, Part C Lesson 2, Activity 2 for handout.	
Ask: Now what do you think? Can you trust what a supplement ad says?	
- 🔆 - 🏟 Conclusions 5 min.	
In this lesson we learned about some useful reference sites that you can visit for accurate health information. Fee	
use these sites to check out claims you read in the news, see on social media, or hear from your friends. We also why you can't trust a lot of what you read and hear about supplements. Make sure to stay skeptical when you see publicity for supplements, since such information is only lightly regulated.	

Unit 3 > Part D: Wrapping Up > Lesson 1: The future: You're leading the way

Lesson Overview Time Learning Objectives Needed Participants will: 35 min. > Learn that those who purvey misinformation change their methods to take advantage of new technologies ▶ Feel confident that in this course, they have learned the habits of mind that will protect them from the vast majority of misinformation already out there, and will help them adapt as the information ecosystem does Procedure **Introduction** 5 min. The lesson will touch on some new ways that people are spreading misinformation. New types of misinformation can feel overwhelming, but in this course you've learned skills that will apply in new and challenging situations. You have worked hard at improving your skills, and should feel optimistic about your ability to protect yourselves and people you care about against misinformation. Let's get a preview of what's on the horizon. Warm-up 5 min. Watch this video, but stop at 0:30. WARNING: Strong language. Please see Examples document, Unit 3, Part D, Lesson 1, Warm Up for video. Alternative, without strong language: Please see Examples document, Unit 3, Part D, Lesson 1, Warm Up for video. **Process questions** Does anything seem off about the video? What, and why? (If some participants have seen the video before and know the answer, ask them not to give it away.)

TRAINER NOTES



3. You're playing an augmented reality history game on your phone. As you look through your phone's camera at a school near your house, a plaque flashes up on the screen, claiming that this was the site of a Civil War battle. Is this true?





The most important point — both for the examples above, and for new forms of misinformation we haven't even imagined yet — is to use the critical thinking skills you learned in this class. Most importantly:

Name It to Tame It

- 1. Pause: Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

And:

Care Before You Share

- 1. Name It to Tame It!
- 2. Take **responsibility**. Know that YOU are the information gatekeeper. Don't spread misinformation!
- 3. Acknowledge what you may not know.
- 4. If you have time, **check** it out! Do what you can to verify information.
- 5. If you're still not sure it's true, *don't share it*.

Some tips on the specific examples.

- 1. Audio file on WhatsApp remember these are easy to fake. Check with a fact-checking organization like Gossip Cop, or see if the story's been covered by a news organization that follows good journalistic standards.
- 2. Again, you can start with a fact-checking organization or news outlet that follows good journalistic standards. Police shootings are usually widely covered. Also, try getting a screenshot of the video, and then reverse-image searching the image to see if the video is of a previous event. Finally, try installing a plug-in called InVid. (*Please see Unit 3, Part D, Lesson 1, Activity 1*), which reveals when YouTube videos were uploaded. See further instructions in lesson 3B2.
- 3. You need a reputable reference on history. Try typing "Civil War" into iSeek (*Please see Unit 3, Part D, Lesson 1, Activity 1*), and then using one of the resources you find. Or, look up the battle on Wikipedia, then click on the







references so you can view the original source.



Unit 3 > Part D > Lesson 2: Consumption and Sharing Habits

TRAINER NOTES Lesson Overview Time Learning Objectives Materials Needed Pens and paper for brainstorming Participants will: 50 min. Apply what they have learned about media Computer and screen for showing to consider their own media consumption examples and sharing habits > Set goals for their future media consumption and sharing habits **D D Trainer preparation** Set up computer and screen, Care before you Share worksheet, pens. Procedure Introduction 5 min. In this lesson, we're going to wrap up everything we've learned. You know so much more now about how to evaluate content, and then how to act on your evaluations. Let's recap those skills with some real-world examples, and talk about how you'll put into practice what you've learned. Activity 1 20 min. Look at the following pieces of content as a group, one at a time. For each, ask participants what steps they would take to evaluate the content and decide what to do next. Please see Unit 3, Part D, Lesson 2 for links. Please see Unit 3, Part D, Lesson 2, Activity 1 for slideshow of images.



Participants should hopefully bring up the following points.

Name It to Tame It:

- 1. **Pause:** Turn your head away from the screen or paper.
- 2. Ask: What am I feeling?
- 3. Say: The name of the feeling to yourself.

What type of content is this — information or persuasion?

Challenging stereotypes and biases: Is this content trading on biases people have, perhaps subtly?

Ways to judge written content:

- 1. Check the date
- 2. Go to the source
- Evaluate journalistic standards 3.
- Verify sources and citations 4.
- Verify evidence 5.
- 6. Check with the fact-checkers

Checking photos: Might use reverse image search. Be aware of photo re-use, alteration, and selection effects.

Care Before You Share:

- 1. Name It to Tame It!
- 2. Take **responsibility**. Know that YOU are the information gatekeeper. Don't spread misinformation!
- 3. Acknowledge what you may not know.
- 4. If you have time, **check** it out! do what you can to verify information.
- 5. If you're still not sure it's true, *don't share it*.

Pass out the Care Before You Share worksheet, and walk people through it. Ask: what would you do for each step? Let people brainstorm some ideas.







Activity 2 20 min.	TRAINER NOTES
Now ask participants to write a few sentences or bullet points in answer to the following prompts:	
"One thing I realized about my past information consumption and sharing is"	
And	
"In the future, I will share and act on information differently, because I will"	
Then ask participants to volunteer how they answered the questions.	
Process questions	
Will you adopt any of the ideas proposed by your fellow participants? What is easy to do, and what's hard? What could make the hard steps easier?	
After this discussion, can you commit to one thing you'll do differently?	
Brainstorm as a group some practical ways to put your new action happen. For example:	
Put a pop-up reminder in your calendar if you committed to share the information. With whom? When and where?	
Participants can buddy up to check in with each other on sharing habits or any questions they may have.	
Put a sticky note with Name It to Tame It steps written out on your computer.	
Conclusions 5 min.	
Each of us has the power to determine what media we consume and what media we share. Making thoughtful and informed decisions about our consumption and sharing habits can help us become more media literate in our daily lives and can help us formed a sharing habits and can help us become more media literate in our daily lives and can help us formed a sharing habits and can help us become more media literate in our daily lives and can help us become more media literate in our daily lives and can help us help us become more media literate in our daily lives and can help us become more media literate in our daily liv	
us Care Before we Share and ensure that we are consuming, supporting, and sharing quality, credible media.	
It can be easy to get stuck in a bubble with media consumption habits or take certain things for granted, so having new awareness and trying some new things can help take control of your media consumption, and help you reduce feelings of being overwhelmed by information.	

Unit 3 > Part D > Lesson 3: Creating and Sharing Credible Information

Lesson Overview			
Learning Objectives Materials	Time Needed		
Participants will: Pens and paper for brainst 	corming 40 min.		
 Further solidify what they have learned about the media in previous lessons, using skills including research, teamwork, evalu- ation, communication, and synthesis Computers with Internet Producing News workshee 	.t		
Procedure			
Introduction 5 min.			
In this lesson, we're going to pull together what you've learned about the mea ourselves!	lia, and apply it to create some media		
Activity 1 30 min.			
Ask participants to think about an issue or topic they care about. Do they want promote someone running for their local council? Is there an amazing new food	, , ,		
something that the participant doesn't have all the answers to already (e.g., it s friends). Ask participants to tell the group what their topic is, in a few words.	,		
Then ask participants, individually or in pairs, to create a social media post tha about. (Individual work may be better if people feel strongly about the topics and			
work will help if not everybody uses or has access to social media, however.) If needed, the "post" can be written out on paper instead of created with a social media app, or it could be the text of an email that a participant might send to a group			
of friends. Ask participants, while creating, to think about the veracity of informati fact-check anything in the post as they create. They can also write an opinion piec			
Then bring the individuals and/or pairs together in groups of 3-4. Each individua post with the group. The other participants should reflect and feed back to the			
post with the group. The other participants should reflect and feed back to the post? Where did the information come from, and where was it fact-checked? doesn't? Participants can offer constructive advice to their fellow participants on	What requires fact-checking, and what		

Participants should **not** debate the issues written about, especially political issues.

Then reassemble as a class, and ask the groups to share what lessons they learned or reinforced regarding fact-checking their own content.



In this lesson we practiced creating our own media, using what we have learned in prior lessons. This task gives us some insight into how media is created and how we have the power, as both potential authors and creators of media and as consumers of media, to fact check and evaluate media for credibility. Being careful media creators is just another way we must "care before we share."

Now you are equipped with the skills and knowledge to more accurately judge the information you come across every day. Not only can you protect yourselves, but you can spread these lessons and help others protect themselves.

Yes, this is a big effort. It will take a village. But in this class we have found our village: the village of the information literate. And we are ready to grow and grow that village into a movement that makes a difference.



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