

Media literacy program and material for adult educators

THEME 4: MISINFORMATION & DISINFORMATION



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Month/ Year: November 2021

Chapter 5: Theme 4: Misinformation & Disinformation

The aim of this theme is to provide teachers with a greater understanding of Misinformation and Disinformation (what it is, why and how it is generated) and to suggest a range of approaches that can deepen critical thinking capabilities as a way of tackling it.

The module will examine and discuss the nature of Misinformation and Disinformation on the internet and in social media by defining and categorising the different forms and focusing on the critical digital skills needed for spotting and tackling Disinformation. The intention is, thereby, to provide teachers with the knowledge, understanding and adaptable tools that they can use to confidently cascade their learning to parents/grandparents/carers.

AEs will learn:

- how to recognise different kinds of Misinformation and Disinformation in the digital media;
- how to recognise and differentiate the intentions behind its generation;
- how to plan and implement hands-on, learner-oriented tasks in order to teach parents and grandparents to be more critically literate when using digital media;
- to facilitate discussion with parents and grandparents that will engage them in the importance of working together in order to support the critical digital literacy of the children in their care;
- to use methodological framework for teaching target groups in practice;
- to help adult learners reflect upon the concepts learnt as well as the learning process.

How it works

The approach adopted encourages teachers to bring their own experiences to the process. It is not prescriptive; rather teachers can and should adapt the methods to suit national and cultural contexts for teaching and learning. Participants are strongly encouraged to infuse the activities, examples and sources provided with those reflecting experiences in their own regions and languages.

The goal is to provide teachers with a range of useful skills and action-oriented methods for engaging parents and grandparents in the importance of sharing the responsibility for supporting children in developing the skills they need to become critically literate and to be able to identify fake news, misinformation and disinformation.

The learning is based on the CEA approach and ERR framework (evocation, realisation and reflection)

The learning design for the theme includes the provision of self-paced learning experiences with integrated learning tasks, activities, opportunities for self-assessment and project based learning.

Duration: The duration of this theme is 6 hours including group work and self-study time.

Table 7. Overview of the theme: Misinformation and Disinformation in Digital Technology

Learning Objectives The purpose of this theme is to....:	Indicative Content It will include the following topics:	Activities/ Methods	Time	Learning Outcomes By the end of the theme participants will be able to:
1. To provide Educators/ Teachers with an understanding of the current context, intentions and key issues relating to different types of Misinformation and Disinformation on the Internet and in social media so that they can engage parents and grandparents in supporting the development of the critical digital literacy skills of the children in their care. 2. To enable teachers to cascade their learning to about misinformation and disinformation to parents and grandparents	Introduction to the Theme: ‘Fake News’: Why should we care? <ul style="list-style-type: none"> • The phenomenon of fake news • Impact on society/citizenship • The importance of a combined effort by teachers & parents to protect children from Misinformation and Disinformation through critical digital literacy 	<ul style="list-style-type: none"> • Introductory presentation • Group discussion 	0.5 hrs	<ul style="list-style-type: none"> • Raised awareness of Fake News and its impact on citizens
	Sub-Theme 1: ‘Fake News’, Misinformation and Disinformation – Types and Tactics For Misinformation & Disinformation: <ul style="list-style-type: none"> • Definitions • The 10 different types • How it is created and spread • Manipulative Intentions • Examples 	<ul style="list-style-type: none"> • Presentation • Group activities matching examples with the different types of Misinformation and Disinformation • Group and individual internet research • The News Game – Fact or Fiction 	2.5 hrs	<ul style="list-style-type: none"> • Cite and explain the definitions and types of Misinformation & Disinformation • Identify potential examples of Misinformation & Disinformation • Understand the main intentions behind for the creation of Disinformation • Understand how Disinformation is created and spread

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<p>1. To provide Educators/ Teachers with an understanding of the current context,</p>	<p>Sub-theme 3: Using Fact Checking and reporting Tools</p> <ul style="list-style-type: none"> • Becoming a 'Fake News Detective' 	<ul style="list-style-type: none"> • Introductory workshop • Group activities 	<p>1 hour</p>	<ul style="list-style-type: none"> • Use practical tools to detect and report disinformation online;

Learning Objectives The purpose of this theme is to...:	Indicative Content It will include the following topics:	Activities/ Methods	Time	Learning Outcomes By the end of the theme participants will be able to:
intentions and key issues relating to different types of Misinformation and Disinformation on the Internet and in social media so that they can engage parents and grandparents in supporting the development of the critical digital literacy skills of the children in their care. 2. To enable teachers to cascade their learning about misinformation and disinformation to parents and grandparents	<ul style="list-style-type: none"> ● Tools for detecting and reporting disinformation online ● (Digital footprints) 	<ul style="list-style-type: none"> ● Testing the tools ● Self-assessments for checking understanding 		

5.1 Introduction into the theme

The internet has revolutionised how we communicate and access news, entertainment and other media.

Innovation in online services has delivered major benefits to individuals and society. But there is an intensifying, global debate over how to address the various problems that both children and adults experience online. Issues include:

- exposure to harmful content and conduct;
- privacy and use of personal data;
- the growth in cyber-crime;

- concerns with the ways in which online businesses compete, and the impact of this on innovation, investment and consumer choice.

Issues related to harmful content and conduct – including illegal and age-inappropriate content, misleading political advertising, ‘fake news’ and bullying – are particular areas of focus.

‘Fake News’ and Disinformation is a serious issue. In a survey in 2018, the European Commission found that half of children and young people are worried that they won’t be able to tell whether or not a news story is true, which has subsequently diminished their trust in the news and confidence in their own ability³. This issue also has the potential to increase children’s anxieties and fears, and skew their world views. Furthermore, it is not simply an issue for children and young people on a personal level but it also has an impact on society as a whole. We therefore have a shared responsibility to support children and young people in developing the skills they need to become critically literate and be able to identify fake news.

While schools are well placed to help children become critically literate, they cannot do it alone. Families, public libraries, commercial, non-commercial and media organisations, as well as children and young people themselves, must work together. Anything that happens in school occurs within the wider context of voluntary and potential regulatory actions in the spheres of industry and policymaking, but alongside this, there is a need for good-quality, expert-led resources to help schools and families support children’s critical literacy in the digital age.

While media literacy is an umbrella term that applies to both traditional and digital media, digital literacy refers specifically to the latter. A functional approach looks at practical skills to access, navigate and use the Internet.

Critical digital literacy, on the other hand, aims to empower users to consume content critically, as a prerequisite for online engagement, by identifying issues of bias, prejudice, misrepresentation and, indeed, trustworthiness. Critical digital literacy, however, should also be about understanding the position of digital media technologies in society.

Aims:

- To encourage participants to think critically about social media
- To help participants to think critically about the impact of ‘information disorder’ on society.

Part I. Presentation of Model Activity

Introduction

³ ‘Fake News and Disinformation online’: Flash Eurobarometer 464 (April 2018) <https://ec.europa.eu/digital-single-market/en/node/90115>

In introducing this theme we will start by asking participant to undertake a quick quiz – real or fake: <https://www.bbc.com/ownit/the-basics/real-or-fake-news-quiz>

OR

<https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021>

Group Activity: An open discussion based on the questions:

- A. „What do we mean by ‘Fake News’?”
 - a. Define what you think it is, and
 - b. Provide an example or illustration of what you have defined
- B. Discussion with illustrations of impact on a) parents and b) children

Impact on Parents: The Blue Whale Challenge⁴



There have been many reports about a social media game known as the **Blue Whale Challenge** that is said to encourage young people to self-harm. The game has made the headlines and prompted the police to issue warnings.

Impact on Children 1: Case Study

Fake news and misinformation can fool all of us, but young people can be especially vulnerable to dishonest content.

Discussing with your child what is real and what is fake

Parent Ann Hickman confesses that even she is occasionally caught out by fake news. “It’s especially hard if it’s a breaking news story when I’m not sure what it should be,” says Ann. “For the children then, we make a point of talking about how people post what might look like news, to try and get you to visit particular websites.”

As children get older, the amount of information they find online increases, and Ann says that her 11-year-old now gets most of his information from his phone, and social media. Thanks to family conversations and school lessons, Ann’s son is fairly private online and doesn’t use his real name, to avoid issues like cyberbullying.

⁴ <https://www.saferinternet.org.uk/blog/advice-those-concerned-about-blue-whale-story>

The impact of Fake News

Perhaps the first main experience of fake news was when Ann’s 11-year-old son stumbled across a news story about the end of the world, which quoted various texts and “evidence” to prove the world would end in 2018. “Initially, he was genuinely very scared and upset, because it didn’t look obviously fake,” says Ann. “We talked about how a story can be supported by photos or quotes, but that doesn’t mean they are real. We dealt with it in a very factual way.”

Help children develop critical and digital literacy

Ann’s advice to other parents is to help children build the critical thinking skills they need to spot fake content online. This might mean building up a mental database of ‘fake’ content so they can spot similar ideas.

Impact on Children 2: Commercialism

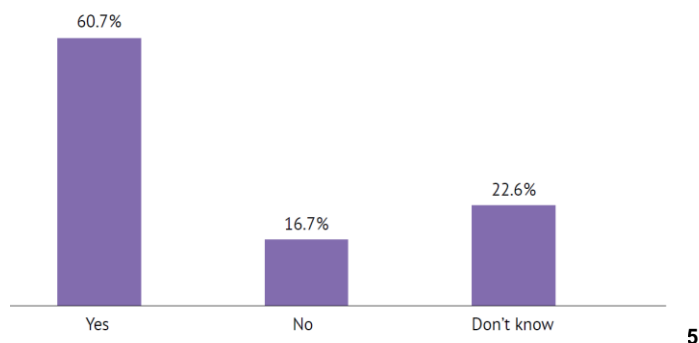
Young people can be unaware of hidden costs and advertising in apps, games and websites. Their privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Children should be encouraged to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Group Activity: Reflection and Discussion:

- a. Do you think you have ever been fooled by Fake News about COVID-19?
- b. Reflection from own experience: If you can be fooled.....what does this tell you?
- c. Are you concerned about the impact of Fake News on your pupils’ well-being?

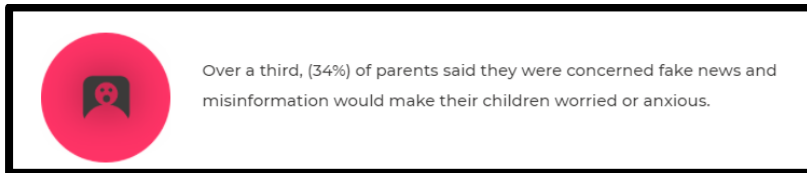


Teacher survey: are you concerned about the impact of fake news on pupils' well-being?



⁵ National Literacy Trust: Fake News and Critical Literacy Report 2018

Research by the UK National Literacy Trust:



Part II. Analysis of a process

1. The topic will be introduced through a structured framework in which participants will be encouraged to identify the challenges and gather information – an experiential learning approach drawing on personal experiences and reflection.
2. Using, for example, the Coronavirus pandemic as the situation, recalling real examples of Misinformation and Disinformation.
 - i. Participants will be encouraged to reflect on their own experience of identifying some information that was misleading or untrue and to discuss how they knew it to be untrue
 - ii. To consider the implications for society and individuals by suggesting examples of 'Fake News' that have circulated during the Coronavirus pandemic
 - iii. To consider the negative impact Disinformation can have on society
3. Analysis of the issue and it's imperatives from a teachers' perspective. Suggestions for the teacher's role in raising awareness of the issues amongst parents and grandparents.

Part III. Planning for implementation

1. Discussion about why it is important to understand why Disinformation in digital/social media is a problem for individuals, society and citizenship.
2. Children and young people learn through socialisation and family have been identified as the main socialisation agent during childhood. Therefore, the role of parents and carers cannot be underestimated in supporting children to develop the critical digital literacy skills that will protect them from Misinformation and Disinformation. Review research evidence ⁶.
3. Agree on the need for raising awareness of the issue and potential tactics to achieve this.

5.2 Fake News, Misinformation and Disinformation

Types and Tactics

⁶ National Literacy Trust: Fake News and Critical Literacy Report 2018

There have been many uses of the term 'fake news'. A Google Trends map shows that people began searching for the term extensively in 2016 with a peak in May 2020⁷. In this sub-theme participants will learn a) why this term is inadequate for explaining the scale of information pollution, b) why the term has become so problematic that we should avoid using it and c) which terms we should be using and what they represent.

Unfortunately, the phrase 'Fake News' is often politicised and deployed as a weapon against the news industry as a way of undermining reporting that people in power do not like. Instead, it is recommended to use the terms Misinformation and Disinformation. This sub-theme examines the different types that exist and where these types sit on the spectrum of 'information disorder'.

This examines the 10 main categories of Misinformation and Disinformation from satire and parody to manipulated and fabricated content. In examining these categories it can be seen that this crisis is far more complex than the term 'fake news' suggests.

If we want to think about solutions to the different types of information polluting our social media streams and misinforming both children and adults, we need to understand the nature of the problem in more detail. We also need to think about the people who are creating this type of content and what is motivating them to do this. What types of content are they producing and how are they being received by audiences; and what motivates people to re-share information?

By the end of this sub-theme, teachers should feel able to use terminology and definitions that are appropriate for discussing the problems associated with 'information disorder' and have considered the vital role of parents/grandparents in supporting children to develop critical literacy skills

This sub-theme aims to help participants:

- To be a more discerning consumer of information found online, by thinking about the broad spectrum of disinformation and misinformation.
- To think critically about the people who create these types of information, what formats it takes, how it may be interpreted and how it spreads.
- To understand the complexities of what we tend to call 'Fake News' (Misinformation and Disinformation), particularly the need to differentiate between those who create these types of information, the formats they use and the way that audiences may share those messages.
- To be able to consider the difficulties we have in terms of addressing the challenges of disinformation and misinformation.
- To underline the issue of how Misinformation and Disinformation affects individuals, democracies and open societies.

⁷ <https://trends.google.com/trends/explore?date=today%205-y&q=fake%20news>

Part I. Presentation of a model activity

1. *Introductory presentation* with discussion (See Annex 2 point 1 + Powerpoint Presentation_ Misinformation and Disinformation) to examine the different terms used: Fake News, Disinformation, Misinformation and Malinformation, the difference between the terms and how they are defined.

This is followed by a more detailed examination of the 3 main categories of Misinformation, Disinformation and Malinformation including the 10 main types and how they present.

Group work 1: In the Presentation slides participants are presented with 15 examples of Misinformation and Disinformation. They are asked to decide which of the 10 different types each example represents + reflect on potential impact and degree of harm that could be applied to children.

2. Participants view a video presentation (embedded in the Annex 2 presentation slides) demonstrating the use of 'Deepfake' techniques. This is followed by a discussion on the use, implications and perils of 'Deepfake'
3. The topic of the Intentions and Motivations behind Misinformation and Disinformation will be introduced through a group exercise aimed at getting participants to think about why it is created and for what purpose.

Group Work 2: Task: List what you consider to be the main intentions and motivations for Misinformation and Disinformation with examples. Feedback to the plenary group with discussion followed by a short theoretical input ((See Annex 2 point 3 + Powerpoint Presentation_ Misinformation and Disinformation slide 11) and explanation to fill in any gaps. And a discussion about why we should care! What the implications are for parents and children?

4. *Short presentation* (See Annex 2 point 4 + Powerpoint Presentation_ Misinformation and Disinformation slide 19) on how disinformation is generated and spread online including explanations about Trolls and Bots etc.

Group Reflection – To discuss the influence and impact of Misinformation and Disinformation on children, politics, democracy, safety, communities, trust, prosperity, emotions, well-being etc. + the vital role of parents in counteracting negative impacts.

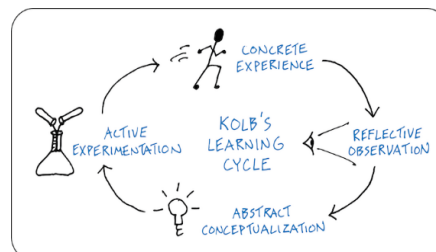
Final Review: News Game – fact or fiction! Participants are asked to view three news articles and 'guess' whether the story is True or Fake. This acts as an introduction to Sub-theme 2 and the importance of using critical thinking skills to determine what is true or false.

5. Suggested Self-study: Try creating your own Fake News! Play this game (developed by the University of Cambridge and available in a number of languages : <https://www.getbadnews.com/#intro>)
<https://getbadnews.delfi.lt/>

Part II. Analysis of a process

The processes applied in this sub-theme are based on Kolb's Experiential Learning model in which, after a brief introductory presentation the participants will reflect on their concrete experiences to match these against a range of concepts presented and then active experimentation in seeking out and categorising real examples of Misinformation and Disinformation.

A mixture of 'inquiry-based learning' activity and knowledge input presentations will be used to facilitate this process. (Inquiry-based learning is a form of active learning that starts by posing questions, problems or a scenario).



Part III. Planning for implementation

Emphasis and examples will need to be adapted for different audiences of Teachers and parents/grandparents to ensure relevance, however, in principle the aims, inquiry-based learning approach/ process and the content are fully transferable for different target groups.

5.3 Fake News – How to spot it!

The process and ability to be able to evaluate and separate fake news/disinformation from real news/true information requires a combination of critical thinking skills and media/digital literacy skills. In other words it is important to develop the skills of *Critical Digital Literacy*.

The concept of Critical Digital Literacy, a combination of critical thinking skills and digital literacy, stresses the inter-relatedness of competencies regarding information and the digital media, including understanding how communications interact with individual identity and social developments.

Critical Digital Literacy is increasingly an essential life skill – needed to know what is contributing to one's identity and how one can navigate the information presented on the internet and in social media platforms. It informs our consumption, production, discovery, evaluation and sharing of information, and our understanding of ourselves and others in the information society. Fundamentally Critical Digital Literacy (CDL) (more on CDL: chapter 1, part. 2.4) skills are essential in helping us spot Misinformation and Disinformation, in both obvious or subliminal forms, and their potential negative impact.

This module aims to help participants recognise Misinformation and Disinformation through the application of critical thinking skills in order to be able to recognise and resist when they are being manipulated in relation to disinformation masquerading as news/information.

The participants will learn how to develop and use the critical thinking skills framework of “Purposeful Reflective Judgment”⁸ which involves using analysis, interpretation, evaluation, self-regulation, inference and explanation.

They will analyse information in online and social media, deconstructing messages into their component parts, as well as learning about sources and their credibility (or the lack thereof).

This sub-theme examines how to spot false news and offers some useful tips and tricks on how to filter out fact from fiction. It examines a number of news stories and articles and asks participants to apply critical thinking skills to choose if certain elements can be trusted or not.

Part I. Presentation of a model activity

1. In order to introduce this topic participants will be asked to undertake a ‘Factfulness Quiz’⁹. This quiz is based on the book ‘Factfulness’ written by Hans Rosling. The ‘Factfulness Quiz’ is an introductory exercise that will raise awareness about how disinformation affects us. <https://factfulnessquiz.com/> (or Powerpoint Presentation_ Misinformation and Disinformation slides 22-27)
2. *Presentation* (See Annex 3A + Powerpoint Presentation_ Misinformation and Disinformation slides 28-47) : Towards Critical Digital Literacy - an explanation of why critical thinking combined with digital literacy is an important competence for tackling disinformation.
 - a. What is meant by Critical Digital Literacy and its purpose in the context of Misinformation and Disinformation
 - b. Roles in the creation and distribution of Disinformation (Agent, Message and Interpreter)

Group Activity and Discussion: based on analysis of a case study (see slide 35).

Presentation on 3 approaches to applying critical thinking in the context of disinformation:

1. Analyse
 - 1.1. Disinformation elements (agent; message; interpreter)

Group Activity; Task: Find an online example of Disinformation (e.g. Facebook, media websites, Forums, etc.). Analyse and compare the Agents, Messages and Interpreters in the 3 different sources you have chosen by using the guiding questions discussed in the presentation (see slides 32-34).
 - 1.2. Introduction to the Traffic light fact-checker (see Annex 3 part 1b and slides 36-39)

Group Activity; Task: Apply the Traffic light fact-checker by extracting a fragment of a recent article or speech by a public figure. After you have researched the

⁸ Facione, P. (2010, updated). *Critical Thinking: What It Is and Why It Counts*. <https://www.insightassessment.com>

⁹ <https://factfulnessquiz.com/>

statements communicated – mark them in green, yellow or red according to the system described in the presentation. (eg. Speech from President Macron: <https://www.ft.com/content/7e7e1bb8-0223-11ea-be59-e49b2a136b8d>). Compare and discuss your findings with a colleague.

- 1.3. Introduction to the CRAPP test as methodology including using CRAPP analysis (see Annex3 part 1C + slides 40-47) with Mindmapping on Miro (<https://miro.com>).

Group Activity; Task: Using the following article:

<https://www.peta.org/issues/animal-companion-issues/animal-companion-factsheets/animal-abuse-human-abuse-partners-crime/>, create a Mindmap on Miro to examine the article through the lenses of a CRAAP test. Can you trust it or not? If you can, are there elements you nevertheless doubt? If you cannot, is there anything true about the article at all?

2. Decode: Introduction to word stressing.(see Annex3 part 2.1 + slide 48-50)

Group Activity: The Stress Matters exercise (slide 49) for decoding the message; connecting changes in emphasis with changes in meaning.(see Annex3 part 2.1 +

3. Take action (see Sub-theme 3)

Part II. Analysis of a process

A mixture of ‘inquiry-based learning’ activity, learning by doing and knowledge input presentations will be used to facilitate this process. (Inquiry-based learning is a form of active learning that starts by posing questions, problems or a scenario).

The critical thinking skills framework of “Purposeful Reflective Judgment”¹⁰ which involves using analysis, interpretation, evaluation, self-regulation, inference and explanation will also be applied.

The process will concentrate on the development of Critical Digital Literacy Skills through presentation, group discussion, illustrative exercises and experiential learning.

Part III. Planning for implementation

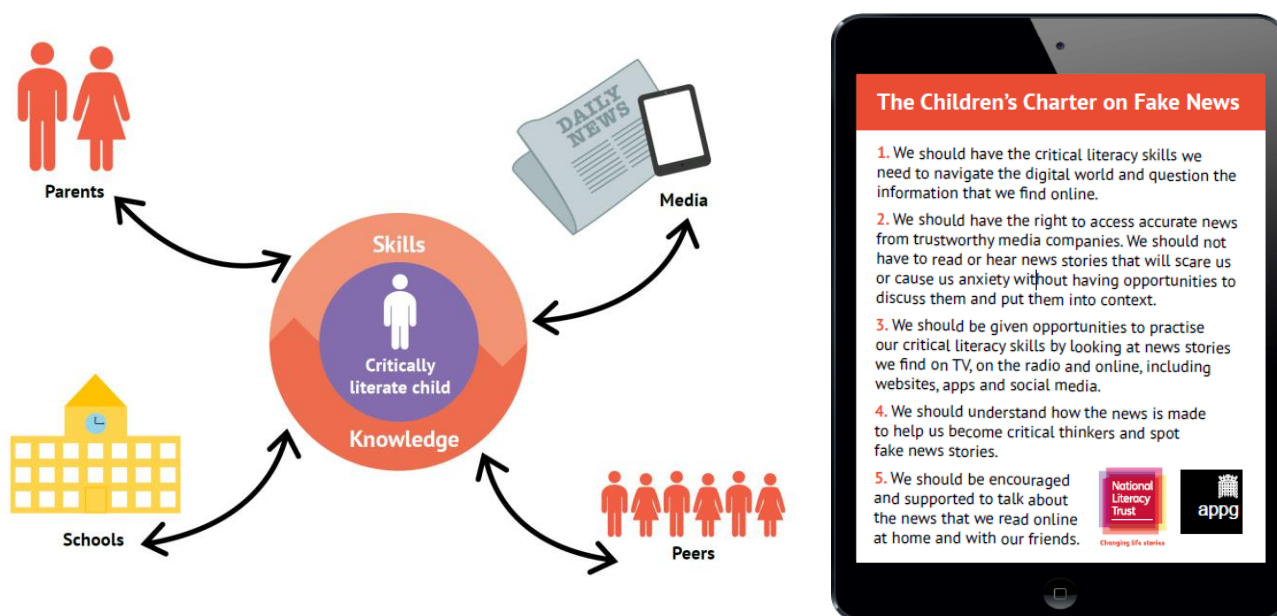
Discussion on how to adapt this intervention to meet the experience of parents/grandparents and children.

As discussed earlier, children and young people learn through socialisation and family has been identified as the main socialisation agent during childhood. Therefore, the role of parents and carers cannot be underestimated in supporting children to develop critical literacy skills.

¹⁰ Facione, P. (2010, updated). *Critical Thinking: What It Is and Why It Counts*. <https://www.insightassessment.com>

Parents and Grandparents should receive information on critical literacy and Disinformation. They should be encouraged to read and evaluate sources with their children.

There is strong evidence to show that there is a role for parents and carers to help children to develop their critical literacy skills¹¹. Thoughts need to be given about what support for parents might look like, including advice for parents who are not confident themselves about how to spot Fake News, Misinformation and Disinformation. Strategies to help parents facilitate conversations about the news with their child at home, for example while watching or listening to news together, and guidance on how to talk to children about upsetting news items to help them process and rationalise the news are important. The key is for parents to understand their children’s online behaviours as well as personally experience the sites and apps their children are using and the games that they are playing.



5.4 Fact Checking and anti-misinformation actions

From viral memes to so-called "fake news", the web is overflowing with information - true, false, and everything in between. For many children, this makes the web a challenging place to find credible and reliable sources. So what's the best way to help children use the web effectively as a fact-checking tool? Sub-theme 3 provides tips, resources, and practical advice for teachers to use when helping parents, grandparents and through them, children to find credible information online.

However, it is still a skill to put these tools to use and find the truth. This final sub-theme combines Critical Digital Literacy skills with the use of Tools and Apps that can be used to detect Fake News, Misinformation and Disinformation. In other words – how to become a

¹¹ National Literacy Trust: Fake News and Critical Literacy, 2018.

Fake News Detective and importantly introduces a range of tools and methods for reporting Fake News, Misinformation and Disinformation.

Sub-theme 3 addresses the 3rd stage of applying critical thinking in the context of disinformation by Fact Checking and taking action personally against Disinformation through reporting and blocking techniques. (See Annex 3 part 2 and PowerPoint Presentation Slides 51-68)

Part I. Presentation of a model activity

1. Fact Checking

Presentation: Discovering what is real/true and what is false using the wide range of tools and resources that have developed over the last 3 years. The presentation with supporting activities will examine:

- a. How to test whether an image is real or has been modified (see Annex 3 part 2.2);

Activity: Study the image presented and using the tools and techniques presented decide whether the image is real or has been modified (see: https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic)

- b. How to determine the authenticity of a website:

Group Activity: List eight ways to spot a fake, fraudulent or scam website and feedback to a plenary session.

2. Taking action against Disinformation

- a. *Presentation:* Becoming a 'Fake News Detective' (slide 52) including the identification of tools for:

- a. Detecting manipulated images
- b. Fact Checking websites
- c. Fact Checking organisations

- b. Reporting 'Fake News' and Disinformation – tools and methods for reporting and blocking harmful disinformation .

- c. *Presentation:* Websites and approaches from around the world for use when tackling and reporting disinformation <https://www.poynter.org/ifcn/anti-misinformation-actions>

Part II. Analysis of a process

A very practical session where participants can test out a wide range of tools (include a multilingual toolbox of sites and Apps).

Again this sub-theme will use a combination of learning by doing and inquiry based learning.

Part III. Planning for implementation

Discussions on how to adapt this intervention to meet the experience of parents/grandparents and children:

Fundamentally it is about giving Parents/Grandparents support that will enable them to help children develop their digital literacy and critical thinking and to spot the difference between fact and fiction online.

This intervention demonstrates a wide range of tactics and strategies that Parents/Grandparents can use to help children develop critical and digital literacy. In essence however, based on an understanding of the above strategies and tactics, Parents/Grandparents should simply follow the following guidance with the children in their care:

Talk to them: Children rely more on their family than social media for their news so talk to them about what is going on. It's also helpful to talk about how the information they see online is created so they have a better understanding of the intentions behind it.

Read: Many people share stories they don't actually read. Encourage children to read beyond the headline and if they do spot something, not to share it but to help set the record straight.

Check: Share quick and easy ways to check the reliability of information. This could be doing a search to double check who the author is and how credible they are, seeing if the information is available on reputable sites and using good fact-checking websites to get more information. It's also worth talking to them about spam, and the possibility that some of the adverts that they come across might also be fake.

Get Involved: Digital literacy is about participation. Teach children to be honest, vigilant and creative digital citizens.