Smart eDemocracy Against Fake News

METHODICAL MATERIAL FOR LOCAL WORKSHOPS ON DISINFORMATION

SMARTeD WORKSHOP MODULE DESCRIPTION

Workshop overview

The rising amount of fake news has become a very significant challenge in our world. Jean-Claude Juncker marked this as a significant challenge also for EU. The negative impact it causes, has no borders and it impacts all topics related to EU. How does it affect EU citizens' active citizenship in reality, what kind of support, tools, advice etc. EU citizens need to tackle fake news?

The methodological approach of this workshop is developed by organisation "ManaBalss" (Latvia) in cooperation with project "Smart eDemocracy Against Fake News" (SMARTeD) partners and involvement of a trainer working in a field of non-formal education and experiential learning. The module implementation is flexible in terms of selecting learning objectives and corresponding activities, enabling event organizers and facilitators to adjust to specific situations in their countries and to the capacities of particular participants.

This module description relates to the two one-day local workshops - (a) workshop for young people and (b) workshop for NGO and other activists. One workshop is organised specifically targeting young people in rural areas aged 18 – 25. The other workshop aims at involving NGO sector representatives and local citizens interested in the topic. Each workshop is foreseen for 30 participants. Both activities have to be organised in cooperation with local organisations. The workshop venue needs to be chosen in a rural area or a small city close to the rural area. It's important to achieve the mentioned audience from rural areas both for young people and NGOs. The involvement of trainers working in the field of non-formal education, having expertise in the field of media literacy, and knowing approaches working with young people and NGOs is mandatory. It is advisable to cooperate with fake news fighters in your country, while developing local content for the workshop.

Participants of the workshop will discover the phenomenon of fake news and its consequences in a global EU context. The following themes need to be raised in educational workshop programme:
- What is fake news?
- What are the consequences of fake news on local, national, regional and European level?
- How can European citizens deal with fake news?
- Developing participants' critical thinking by providing participants tools for analysing content (E.S.C.A.P.E. method).
- National and European initiatives (including European citizen initiative) to address the issue of fake news.
- E-platforms.
- Participants have to develop recommendations on citizen's needs and ideas how to tackle fake news for more active and wise e-participation. At the end of the workshop participants' evaluation should take place with both formal evaluation (questionnaire) and non-formal one.

- Contests results and award ceremony "The first time I realised the media lied to me"

Attracting participants:
- Engage a local NGO or an active community group, use their network to get support in communication for attracting participants.
- To reach the desired number of participants, the following one-day program can be divided and organised as a two-day event (for example, in evenings).
- Organise this workshop as a part of another event, that has a wider audience reach and a greater visibility.
- Use social channels effectively, for example, build-up the intrigue behind the upcoming workshop by sharing interesting pictures, engaging topical news, videos and even contests.

In order to make more attention to the workshops and issue of fake news and its consequences, it is suggested to announce a contest of audio visual works on a topic "The first time I realised the media lied to me". The contest participants involve young people aged 16 to 25 years old. The following forms of materials are accepted for the contest – video material, podcasts, poems or songs. The contest shall be evaluated by hosting organisation in cooperation with other invited members of the contest committee on following criteria: Creativity, content, message passed, relevance of the message addressed at European level, importance of the message for European citizens. The award for the winner is to be decided by the hosting organisation.

The training room:
The training room for the workshop should be spacious enough to accommodate 30 participants + 2 facilitators. The training room should have enough space for organising working in 5-6 working groups. It is recommended to organise youth workshop in a youth friendly settings. The workshop for NGO should be organised in a cosy informal place comfortable for participants and with enough space for working groups and non-formal talks.
The sound isolation is important feature – to be considered/ checked thinking about working space.

When planning a workshop, it is important to have a plan B for each part of the programme making group assessment during the preparation of activity.

Event will be led, monitored and analyzed by hosting organisation and local non-formal trainer (if needed). Participants should evaluate the event afterwards.
Minimum Indicators/results:

Total number of people reached (directly)	At least 30 per event

Ideas/suggestions/needs collected	At least 10 well developed ideas/suggestions/needs
Profile of participants	For youth workshop – young people aged 16-25 from rural areas For NGOs workshop - At least 30% from all participants represent different fields (students, policy makers, journalists, Euro sceptics etc.)

Workshop with young people

Learning objectives:
To raise participants' awareness and understanding on online disinformation and consequences caused by this phenomenon on European and local level
To develop participant practical skills on media literacy and how to deal and counter fake news
To develop participants critical thinking skills
To explore different eDemocracy tools to address the phenomenon of fake news
To foster and develop a sense of European citizenship based on a truly informed debate on real European issues

Knowledge, Skills and Attitudes addressed

Knowledge	Skills (media literacy skills)	Attitudes
- Sources of information - Different e-democracy tools existing at European and local level - Understanding of fake news phenomenon and its consequences	- Ability to identify different types of media /access the media - Ability to access information - Ability to analyse information and communication messages - Ability to understand and to critically approach different aspects of media contents - Ability to evaluate information and communication messages in a wide variety of forms	- Curiosity about current European issues - Sense of responsibility as European active citizen - Ownership of European values and a shared vision on the future of Europe

Profile and number of participants
For workshop with young people - 30 young participants aged 16-25 living in or close to rural areas who are interested in a topic of media literacy
For workshop with NGOs representatives - At least 30% from all participants represent different fields (students, policy makers, journalists, Euro sceptics etc.) In total – 30 participants aged 16+ living or working in or close to rural areas who are interested in a topic of media literacy
Interested in / wish to learn ways to address and counter fake news

Foreseen learning outcomes
Participants improve understanding of fake news phenomenon and its consequences

Participants improve ability to identify different types of media channels / outlets
Participants improve ability to access and use different sources of information
Participants get basic skills on how to analyse information and communication messages provided
Participants become aware of the importance of a critical approach to information
Participants develop their ability to evaluate information and communication messages in a wide variety of forms
Participants develop a sense of responsibility to act as active European citizens

Call for participants and deadlines
Call for participants will be launched online at local partners website at least 1.5 month before the workshop. Selected participants will be informed on the venue of the workshop no later than 2 weeks before event.

Workshop facilitators
Two facilitators competent in a field of non-formal education and issue of the workshop

Methodology
Workshop is based on non-formal education and experiential learning approach. A variety of working methods – case studies, group work, theoretical inputs on combating fake news, discovering and trying electronic platforms for data checking - will serve as a basis for participants learning. The following workshop programme can be freely adjusted to the workshop needs, as it contains more than one option of activities for some of the sections. To reach the desired number of participants, the following one-day program can be divided and organised as a two-day event (for example, in evenings).

Workshop programme and methodology (workshop with young people)

Time	Title of the activity	Learning goals of participants to be achieved	Short description of the method
Before the seminar	**Preparation of the space**		*Decorate the working space.* You can use newspaper articles, black and white and coloured photos, posters, TV corner with sofa with recorded news stories, digital corner – computer with downloaded articles and clips which represent the issue of fake news and its consequences. All content represented in different media should be relevant to participants, recognizable by them. Please consider to select content on topics of European importance/interest: refugees, Brexit, employability issue e.t.c.

			Prepare participants registration list, nicely designed name tags, pens, markers, projector, at least 6 notebooks for group work. Make the circle with chairs. Make sure you have enough space to have a circle with participants and space around to be decorated.
9:30 – 9:40	**Welcome and opening speech**		Welcome speech by the local project coordinator. The following topics can be covered: Greeting participants Aims and objectives of local regional workshops
9:40-10.30	**Getting to know each other and the topic of the workshop**	To get to know each other; To facilitate interaction in the group, cooperation and group building; To start to know the group as a whole and its energy/dynamic; To let participants improve their feeling of trust among themselves as well as some more information about each other; To provide participants space for their thoughts on a topic of workshop.	● *Welcome and DIXIT card activity (or cards with random words)* Participants sitting in a circle. Welcoming participants shortly. Table with Dixit cards – participants select one card which associates with the topic of the workshop. Participants present their name and explain to the rest of the group why particular card has been selected. Key words should be fixed by the facilitator and summed up at the end of participants introduction. ● *Sociogramme on the topic of the workshop* Ask participants to place themselves in one of the following positions (prepare 5 visual spaces with following topics to explore - I have a recipe against fake news, I know how to deal with fake news, I never heard about fake news till today, I know how to check the credibility of information, I find myself active user of social media, I know how to act if the fake news will be about me). Give participants sometime to place themselves accordingly. Ask 2-3 participants from each group why they have placed themselves into the particular group. ● *Presentation of the programme of the day and methodological approach* Participants will be introduced with a programme of the day and methodological approach (How we are going to do this). Principles: Non-formal education & Experiential learning, Group is a resource, Every opinion is important, Active participation.
10:30 – 11:30	**Discovering the phenomenon of fake news**	To understand fake news phenomenon and its consequences	● *Fake News: What's the Big Deal?* Participants watch a video in which people reflect on the concept of fake news, and then discuss their own experiences with it. **TIME:** 30 minutes **MATERIALS:** "Fake News: What's the Big Deal?" video on newseumED.org

PREPARE:

Cue up the "Fake News: What's the Big Deal?" video on newseumED.org to show to participants.

DO:

1. Ask participants how they would define fake news. Ask participants either to give a definition of the concept or to highlight one or more elements (words) that would define it.
2. Tell participants that they are going to watch a video in which other people reflect on the concept of fake news, and their role in it. Then show the video to the participants. / another variation can be – street exercise – making short video, express street survey, express interview between participants/

DISCUSS:

1. The idea of deliberately made-up news isn't totally new; in the video you might have noticed the newspaper front page about a fake 1930s radio broadcast of aliens invading Earth. Why is fake news a hot topic today? How might today's fake news be different from that of the past?
2. Have you ever encountered a fake news story online? If so, could you tell the story was fake? Do you worry about being fooled by fake news?
3. Have you ever shared fake news, whether accidentally or on purpose? Describe the circumstances.
4. What are some of the consequences of fake news? Can you think of any specific examples of how sharing fake news could affect you, other people or events? Do you agree with these students' guidelines for sharing fake news, such as being clear that you're sharing it because you think it's interesting or creative and not because you think it's real? What additional guidelines would you suggest to decide when to share a story?

- *Fake news – theoretical input*

Provide participants theoretical input on fake news terminology, facts, history, consequences. Important! Mention examples from your country and EU. Involve participants in presentation/discussion - let participants give their examples and be actively involved in a process. Be sure to define fake news clearly as false/invented/made-up news <u>– NOT simply news that contains a mistake</u>, news that is biased or news that someone doesn't like. Explain that fake news is getting a lot of attention now, but it is not new.

Possible structure of presentation:
What is fake news?
Definition/terminology
Difference between fake news and opinion journalism
History (historical overview)
Fake news and consequences at different levels – personal, local, regional, national EU

			How EU combating fake news – as a measure for protecting democracy in Europe
11.30 – 12.00	**Coffee break**		*During coffee break you can invite participants discover the space with articles, photos, etc*

12:00 – 13:30	**Analyzing sources of information and media content**	To provide a space to participants to analyse different media content; To analyse information and communication messages; To develop participants critical approach to different aspects of media content; To develop participants basic skills on evaluating information and communication messages in a wide variety of forms.	● *Fake News in different media: Analysing sources and information* In this activity participants use the E.S.C.A.P.E strategy to closely analyse a source of information and content.
			
			Divide participants into groups of 5 (maximum). Provide to each group different media forms and content to work with. All the content provided must be known to participants and related to current European issues. For example, group 1 can work on article about important issue on European level - article about migration in Europe, group 2 – video from news programme about Brexit, group 3 – Facebook publication, group 4 – news internet portal with material about fake news, group 5 – article published on website of influential blogger about EU parliament elections and level of participation of EU citizens in election. 6 – youtube video. Provide participants with E.S.C.A.P.E questionnaire, explain the E.S.C.A.P.E concept and tell participants that the questionnaire can help to find out whenever the facts mentioned in article/video/Facebook post etc. are real or not. Ask participants to make their verdict filling the E.S.C.A.P.E form.For each piece of news ask them: What is the feeling it creates (fear / anger…) and if they think this would be widely shared on not in the social media. Advice participants to make notes, especially if there are some unclear or misleading information or some mentioned data need more fact check or it was difficult to find any data on that. Provide participants enough time for making this activity.
			
			Provide 2 real artefacts and 4 fake ones.
			
			E.S.C.A.P.E
			Evidence
			How do the facts hold up?
			        Names
			        Numbers
			        Places
			        Documents
			Source
			Who made this and can I trust them? (Trace who has touched the story)
			        Authors
			        Publishers
			        Funders

			Aggregators
			Social media users

<u>Context</u>

What's the big picture? (Consider if this is the whole story and weight other forces surrounding it
> Current events
> Cultural trends
> Political goals
> Financial pressures

<u>Audience</u>

Who is the intended audience? Look for attempts to appeal to specific groups or types of people.
> Image choices
> Presentation techniques
> Language
> Content

<u>Purpose</u>

Why was this made? Look for clues to the motivation
> The publishers mission
> Persuasive language
> Moneymaking tactics
> Stated or unstated agendas
> Calls to action

<u>Execution</u>

How is this information presented? <u>t.</u>
> Style
> Grammar
> Tone
> Image choices
> Placement and layout

TIME: 90 minutes

MATERIALS: Articles and videos, posts with fake News, worksheet questionnaire, computers with access to the internet or participants can use their mobile devices, even though it is not so convenient for a group work. Maximum amount of people recommended in a group is 5.

Before the group work starts, please define once again clearly that fake news/disinformation is false/invented/made-up stories – NOT simply news containing a mistake, news biased or news that

someone doesn't like. Hand out the materials /articles, video/ Facebook post, etc. and assign participants to analyse the artefact. When participants have completed the worksheet, ask each group to present the outcomes. The questions below can help to lead the discussion.

DISCUSS
1. Was it easy or difficult to work on artefac? Why?
2. What are your findings?
3. What is the message this particular article/video provide to the audience (broad public)? What are the methods used?
4. Did any of the fake news stories you reviewed cause real problems? Explain. Which problems do you think were the most serious?
5. Compare and contrast the purpose behind each of these fake news stories. Why were they created?
6. Do you see any similarities between the methods used in this artefact and in other articles/ videos /posts you see on an everyday basis?
7. Why do you think people believe these fake news stories?
8. What would be your "solution" to tackle fake news?

Handout: E.S.C.A.P.E

Use the E.S.C.A.P.E. strategy to closely analyse your artefact. Use the information within the source and its captions to answer the questions below.

Name of artefact:

Date of artefact:

E → Evidence What information does this source present?	

				Does it seem to be presenting facts (things that can be proved) or opinions (ideas or beliefs)?	
				S → Source Who created this source? Who published/distributed it? Does the source seem reliable? Explain.	
				C → Context What can you tell about what else was happening at the time this source was created? What questions do you have about the "big picture" surrounding the information in this source?	
				A → Audience	

				Who was the intended audience for this source?	
				How did the intended audience affect the format and/or content of this source?	
				P → Purpose	
				Why was this source created?	
				How did the purpose affect the format and/or content of this source?	
				E → Execution	
				What do you think is notable about how this information is presented? Consider the **word** and **image** choices and how the information is laid out.	
				How do these execution choices affect the impact of this source?	

13.30 – 14.30	**Lunch**		
14.30 – 15.10	**How to counter fake news**	To provide participants information on possible ways how they personally can combat fake news phenomenon; To present existing facts check tools and EU initiatives.	*Theoretical input with practical examples and explanation on existing fact checking platforms, tools at national and international level .* *Wall of ideas for combating fake news* Involve participants in creating a wall of ideas/actions for combating fake news. What can I do in order to combat fake news? How? - Ask participants to write individually 1 proposal that might work out and 1 – that would not (2 different colour paper) - Give some time to participants to reflect on ideas and to write it on A4 paper. - Invite participants to share loudly their ideas and stick it to the wall - Provide each participant with green and red Voting stickers. - 'invite participants to vote with their stickers – green one for the idea that might work out, red – which is not. - Make the wall of the most popular ideas on combating fake news and read them loudly - Ask participants opinion, whenever they feel empowered now to combat fake news? - Do they feel the ideas realistic ones to be implemented? - Ask participants how they feel where their role in combating fake news at local, national and European level? - Have enough time for participants discussion on most popular/unpopular, controversial ideas
15:10 – 16.00	**Developing recommendations**	To develop recommendations to stake holders at European Commission on tackling the fake news phenomenon.	Invite participants to develop recommendations to the European Commission on measures to be taken to combat fake news. Introduce forum cafee as a method for developing recommendations. (Room settings 5 tables with 6 chairs around). Explain the rules of forum caffee in details. Ask for a volunteer who is ready to be a rapporteur. Explain the role of reporter. Provide rapporters with a laptop in order to fix all the recommendations digitally. GROUP 1 What measures should be taken at EU level in order to combat fake news? GROUP 2 My message to young people in other EU countries about fake news? GROUP 3 My future actions in regard to fake news? GROUP 4 What measures should be taken at EU level in order to combat fake news? GROUP 5 My message to young people in other EU countries about fake news? GROUP 6 My future actions in regard to fake news?

16:00 – 16:30	Coffee break		
16.30– 16.50	**Evaluation and workshop closure**	To evaluate the workshop outcomes and participants learning achievements.	Room settings: participants in a circle. Introduce participants a flipchart with 6 statements: 1 My role in addressing fake news 2 I will think differently about.. 3 I will take from this workshop … 4 The group of participants… 5 I want to tell somebody.. 6 This day… Provide participants with a big dice. Each participant through the dice and reflects on one of issues accordingly the number on it. Provide participants with formal questionnaires for evaluating workshop and learning outcomes of participants. Issue participants certificate of attendance.

List of materials

Materials	Quantity	Comments
Laptop + projector	1	
6 Laptops	6	For participants group work on E.S.C.A.P.E
Speakers	1	
Flipchart board	1	
Flipcharts	25 psc.	
Markers for flipcharts	32 pieces	4 different colours /green, black, blue and red/
Pens	35	
Dixit cards	1	
Paper folders or cardboard folders for each participant	30	
Name tags	33	
Handout of E.S.C.A.P.E questionnaire	35	

Evaluation questionnaire	30	
Big dice	1	
Coloured A 4 paper	36	6 colours X6 s. Of each
Materials and equipment for space decoration		To be decided by local trainer in cooperation with partner organisation
Certificate of attendance	30	
White A4 paper	300	
Paper tape or blue tag	1	
Stable internet connection		

Workshop evaluation form

Please indicate how far the following objectives of the workshop were achieved:

Objective	Completely achieved	Partially achieved	Not achieved
To raise participants awareness and understanding on online disinformation and fake news and consequences caused by this phenomenon on European and local level			
To develop participant practical skills on media literacy and how to deal and counter fake news			
To develop participants critical thinking skills			
To explore different eDemocracy tools to address the phenomenon of fake news			
To foster and develop a sense of European citizenship based on a truly informed debate on real European issues			

Please name three most useful elements of workshop programme

Please name least useful parts of the programme

What have you learned during the workshop?

Please evaluate how far have you developed following competences:

Knowledge	Difficult to say	Not developed	Somewhat developed	Well developed
Knowledge about e-democracy tools existing at European and local level				
Understanding of fake news phenomenon and its consequences				
Skills				
Ability to identify different types of media /access the media				
Ability to access information				
Ability to analyse information and communication messages				
Ability to understand and to critically approach different aspects of media contents				

Ability to evaluate information and communication messages in a wide variety of form				
Attitudes				
Curiosity about current European issues				
Sense of responsibility as European active citizen				
Ownership of European values and a shared vision on the future of Europe				

How would you use this experience in future?

Any other comments

Thank you!

Workshop for NGOs and local citizens interested in a topic

Learning objectives:
To raise participants' awareness and understanding on online disinformation and consequences caused by this phenomenon on European and local level
To develop participants' practical skills on media literacy and how to deal and counter fake news
To develop participants' critical thinking skills
To explore different eDemocracy tools to address the phenomenon of fake news
To foster and develop a sense of European citizenship based on a truly informed debate on real European issues

Knowledge, Skills and Attitudes addressed

Knowledge	Skills (media literacy skills)	Attitudes
- Sources of information - Different e-democracy tools existing at European and local level - Understanding of fake news phenomenon and its consequences	- Ability to identify different types of media /access the media - Ability to access information - Ability to analyse information and communication messages - Ability to understand and to critically approach different aspects of media contents - Ability to evaluate information and communication messages in a wide variety of forms	- Curiosity about current European issues - Sense of responsibility as European active citizen - Ownership of European values and a shared vision on the future of Europe

Profile and number of participants
30 participants aged 18+ living in or working close to rural areas.
At least 30% from all participants represent different fields (students, policy makers, journalists, Euro sceptics etc.)
Interested in / wish to learn ways to address and counter fake news

Foreseen learning outcomes
Participants improve understanding of fake news phenomenon and its consequences
Participants improve ability to identify different types of media channels / outlets

Participants improve ability to access and use different sources of information
Participants get basic skills on how to analyse information and communication messages provided
Participants become aware of the importance of a critical approach to information
Participants are able to evaluate information and communication messages in a wide variety of forms
Participants develop a sense of responsibility to act as active European citizens

Call for participants and deadlines
Call for participants will be launched online at local partners website at least 1.5 month before the workshop. Selected participants will be informed on the venue of the workshop no later than 2 weeks before event.

Workshop facilitators
Two facilitators competent in a field of non-formal education and issue of the workshop.

Methodology
Workshop is based on non-formal education and experiential learning approach. A variety of working methods – case studies, group work, theoretical inputs on combating fake news, discovering and trying electronic platforms for data checking - will serve as a basis for participants learning. The following workshop programme can be freely adjusted to the workshop needs, as it contains more than one option of activities for some of the sections. To reach the desired number of participants, the following one-day program can be divided and organised as a two-day event (for example, in evenings).

Workshop programme and methodology (NGOs and local citizens)

Time	Title of the activity	Learning goals of participants to be achieved	Short description of the method
Before the seminar	**Preparation of the space**		*Decorate the working space.* You can use newspaper articles, black and white and coloured photos, posters, TV corner with sofa with recorded news stories, digital corner – computer with downloaded articles and clips which represent the issue of fake news and its consequences. You can also think about making exhibition of fake news articles. All content represented in different media should be relevant to participants, recognizable by them. Please consider to select content on topics of European importance/interest: refugees, Brexit, employability issue e.t.c.

			Prepare participants registration list, nicely designed name tags, pens, markers, projector, at least 6 notebooks for group work. Make the circle with chairs. Make sure you have enough space to have a circle with participants and space around to be decorated.
9:30 – 9:40	Welcome and opening speech		Welcome speech by the local project coordinator. The following topics can be covered: Greeting participants; Aims and objectives of local regional workshops.
9:40-10.30	**Getting to know each other and the topic of the workshop**	To get to know each other. To facilitate interaction in the group, cooperation and group building. To start to know the group as a whole and its energy/dynamic. To let participants improve their feeling of trust among. themselves as well as some more information about each other To provide participants space for their thoughts on a topic of workshop.	● *Welcome and DIXIT card activity (or cards with random words)* Participants sitting in a circle. Welcoming participants shortly. Table with Dixit cards – participants select one card which associates with the topic of the workshop. Participants present their name and explain to the rest of the group why particular card has been selected. Key words should be fixed by the facilitator and summed up at the end of participants introduction. ● *Sociogramme on the topic of the workshop* Ask participants to place themselves in one of the following positions (prepare 5 visual spaces with following topics to explore - I have a recipe against fake news, I know how to deal with fake news, I never heard about fake news till today, I know how to check the credibility of information, I find myself active user of social media, I know how to act if the fake news will be about me). Give participants sometime to place themselves accordingly. Ask 2-3 participants from each group why they have placed themselves into the particular group. ● *Presentation of the programme of the day and methodological approach* Participants will be introduced with a programme of the day and methodological approach (How we are going to do this). Principles: Non-formal education & Experiential learning; Group is a resource; Every opinion is important; Active participation.
10:30 – 11:30	**Discovering the phenomenon of fake news**	To understand fake news phenomenon and its consequences.	***GUEST SPEAKER*** Involve guest speaker who is not just an expert in fake news issue, but is also able to pass the presentation to participants about fake news with practical examples and sharing interesting stories from his/her work. The content could be as follows: Participants definition of fake news and Local reality; Provide participants theoretical input on fake news terminology, facts, history, consequences. Mentioning examples from your country and EU. Involving participants in presentation/discussion - let participants give their examples and be actively involved in a process.

			<u>Important to agree with guest speaker on content before and knowledge wise it could include:</u> What is fake news? Definition/terminology Difference between fake news and opinion journalism History (historical overview) Fake news and consequences at different levels – personal, local, regional, national EU How EU combating fake news – as a measure for protecting democracy in Europe Questions/Answers / Debates (15-20 minutes)
11.30 – 12.00	**Coffee break**		*During coffee break you can invite participants discover the space with articles, photos, etc*
12:00 – 13:30	**Analyzing sources of information and media content**	To provide a space to participants to analyse different media content; To analyse information and communication messages; To develop participants critical approach to different aspects of media content; To develop participants basic skills on evaluating information and communication messages in a wide variety of forms.	● *Fake News in different media: Analysing sources and information* In this activity participants use the E.S.C.A.P.E strategy to closely analyse a source of information and content. Divide participants into groups of 5 (maximum). Provide to each group different media forms and content to work with. All the content provided must be known to participants and related to current European issues. For example, group 1 can work on article about important issue on European level - article about migration in Europe, group 2 – video from news programme about Brexit, group 3 – Facebook publication, group 4 – news internet portal with material about fake news, group 5 – article published on website of influential blogger about EU parliament elections and level of participation of EU citizens in election. 6 – youtube video. Provide participants with E.S.C.A.P.E questionnaire, explain the E.S.C.A.P.E concept and tell participants that the questionnaire can help to find out whenever the facts mentioned in article/video/Facebook post etc. are real or not. Ask participants to make their verdict filling the E.S.C.A.P.E form. Advice participants to make notes, especially if there are some unclear or misleading information or some mentioned data need more fact check or it was difficult to find any data on that. Provide participants enough time for making this activity. Provide 2 real artefacts and 4 fake ones. E.S.C.A.P.E <u>Evidence</u> How do the facts hold up? Names

			Numbers
			Places
			Documents

Source

Who made this and can I trust them? (Trace who has touched the story)

    Authors

    Publishers

    Funders

    Aggregators

    Social media users

Context

What's the big picture? (Consider if this is the whole story and weight other forces surrounding it

    Current events

    Cultural trends

    Political goals

    Financial pressures

Audience

Who is the intended audience? Look for attempts to appeal to specific groups or types of people.

    Image choices

    Presentation techniques

    Language

    Content

Purpose

Why was this made? Look for clues to the motivation

    The publishers mission

    Persuasive language

    Moneymaking tactics

    Stated or unstated agendas

    Calls to action

Execution

How is this information presented? t.

    Style

    Grammar

    Tone

    Image choices

    Placement and layout

TIME: 90 minutes

MATERIALS: Articles and videos, posts with fake News, worksheet questionnaire, computers with access to the internet or participants can use their mobile devices, even though it is not so convenient for the group work. Maximum amount of people recommended in a group is 5.

Before the group work starts, please define once again clearly that fake news/disinformation is false/invented/made-up stories – NOT simply news containing a mistake, news biased or news that someone doesn't like. Hand out the materials /articles, video/ Facebook post, etc. and assign participants to analyse the artefact. When participants have completed the worksheet, ask each group to present the outcomes. The questions below can help to lead the discussion.

DISCUSS:
9. Was it easy or difficult to work on artefac? Why?
10. What are your findings?
11. What is the message this particular article/video provide to the audience (broad public)? What are the methods used?
12. Did any of the fake news stories you reviewed cause real problems? Explain. Which problems do you think were the most serious?
13. Compare and contrast the purpose behind each of these fake news stories. Why were they created?
14. Do you see any similarities between the methods used in this artefact and in other articles/ videos /posts you see on everyday basis?
15. Why do you think people believed these fake news stories?
16. What would be your "solution" to tackle fake news?

Handout: E.S.C.A.P.E

Use the E.S.C.A.P.E. strategy to closely analyse your artefact. Use the information within the source and its captions to answer the questions below.

Name of artefact:

Date of artefact:

				E → Evidence	
				What information does this source present?	
				Does it seem to be presenting facts (things that can be proved) or opinions (ideas or beliefs)?	
				S → Source	
				Who created this source?	
				Who published/distributed it?	
				Does the source seem reliable? Explain.	
				C → Context	
				What can you tell about what else was happening at the time this source was created?	
				What questions do you have about the "big picture" surrounding the information in this source?	

				A → Audience Who was the intended audience for this source? How did the intended audience affect the format and/or content of this source?	
				P → Purpose Why was this source created? How did the purpose affect the format and/or content of this source?	
				E → Execution What do you think is notable about how this information is presented? Consider the **word** and **image** choices and how the information is laid out.	

			How do these execution choices affect the impact of this source?	
13.30 – 14.30	**Lunch**			
14.30 – 15.10	**How to counter fake news**	To provide participants information on possible ways how they personally can combat fake news phenomenon To present existing facts check tools and EU initiatives	*Theoretical input with practical examples and explanation on existing fact checking platforms, tools at national and international level.* *PPT presentation. Fact checking platforms and tools. Examples. Provide opportunity to participants to try some of them.* *Wall of ideas for combating fake news:* Involve participants in creating a wall of ideas/actions for combating fake news. What can I do in order to combat fake news? How? - Ask participants to write individually 1 proposal that might work out and 1 – that would not (2 different colour paper) - Give some time to participants to reflect on ideas and to write it on A4 paper. - Invite participants to share loudly their ideas and stick it to the wall - Provide each participant with green and red Voting stickers. - 'invite participants to vote with their stickers – green one for the idea that might work out, red – which is not. - Make the wall of the most popular ideas on combating fake news and read them loudly - Ask participants opinion, whenever they feel empowered now to combat fake news? - Do they feel the ideas realistic ones to be implemented? - Ask participants how they feel where their role in combating fake news at local, national and European level? - Have enough time for participants discussion on most popular/unpopular, controversial ideas	
15:10 – 16.00	**Developing recommendations**	To develop recommendations to stakeholders at European Commission on tackling the fake news phenomenon	Invite participants to develop recommendations to the European Commission on measures to be taken to combat fake news. Introduce forum cafe as a method for developing recommendations. (Room settings 5 tables with 6 chairs around). Explain the rules of forum cafe in details. Ask for a volunteer	

			who is ready to be a rapporteur. Explain the role of reporter. Provide rapporters with a laptop in order to fix all the recommendations digitally. GROUP 1 What measures should be taken at EU level in order to combat fake news? GROUP 2 My message to EU citizens about fake news? GROUP 3 Actions my organisation is ready to take in regard to fake news? GROUP 4 What measures should be taken at EU level in order to combat fake news? GROUP 5 My message to EU citizens about fake news? GROUP 6 Actions my organisation is ready to take in regard to fake news?
16:00 – 16:30	**Coffee break**		
16.30 – 16.50	**Evaluation and workshop closure**	To evaluate the workshop outcomes and participants learning achievements	Room settings: Prepare the scale from 1 to 100 percent on the floor. Ask participants to assess workshop from 1 (minimum) to 100 (maximum) according to different statements: Content was interesting and sufficient for my learning I learnt something new I am ready to use the knowledge from this workshop in my work (daily life) I feel empowered as European citizen to fight fake news After each statement participants place themselves on the scale according to their opinion. Ask few participants from lower and higher position to comment. Provide participants with formal questionnaires for evaluating workshop and learning outcomes of participants. Issue participants certificate of attendance.

List of materials

Materials	Quantity	Comments
Laptop + projector	1	
6 Laptops	6	For participants group work on E.S.C.A.P.E
Speakers	1	
Flipchart board	1	
Flipcharts	25 psc.	

Markers for flipcharts	32 piecies	4 different coulours /green, black, blue and red/
Pens	35	
Dixit cards	1	
Paper folders or cardboard folders for each participant	30	
Name tags	33	
Handout of E.S.C.A.P.E questionnaire	35	
Evaluation questionnaire	30	
Big dice	1	
Coloured A 4 paper	36	6 colours X6 s. Of each
Materials and equipment for space decoration		To be decided by local trainer in cooperation with partner organisation
Certificate of attendance	30	
White A4 paper	300	
Paper tape or blue tag	1	
Stable internet connection		

Workshop evaluation form

Please indicate how far the following objectives of the workshop were achieved:

Objective	Completely achieved	Partially achieved	Not achieved
To raise participants awareness and understanding on online disinformation and fake news and consequences caused by this phenomenon on European and local level			
To develop participant practical skills on media literacy and how to deal and counter fake news			
To develop participants critical thinking skills			
To explore different eDemocracy tools to address the phenomenon of fake news			
To foster and develop a sense of European citizenship based on a truly informed debate on real European issues			

Please name three most useful elements of workshop programme

Please name least useful parts of the programme

What have you learned during the workshop?

Please evaluate how far have you developed following competences:

Knowledge	Difficult to say	Not developed	Somewhat developed	Well developed
Knowledge about e-democracy tools existing at European and local level				
Understanding of fake news phenomenon and its consequences				
Skills				
Ability to identify different types of media /access the media				
Ability to access information				
Ability to analyse information and communication messages				
Ability to understand and to critically approach different aspects of media contents				
Ability to evaluate				

information and communication messages in a wide variety of form				
Attitudes				
Curiosity about current European issues				
Sense of responsibility as European active citizen				
Ownership of European values and a shared vision on the future of Europe				

 How would you use this experience in future?

Any other comments

Thank you!