



# GET YOUR FACTS STRAIGHT!

RESOURCES ON DINSINFORMATION  
AND FAKE NEWS



# **PRESENTATION OF SELECTED EXISTING RESOURCES**

**By**



**Open Group is a multisectoral social cooperative, that combines culture and inclusion, social fragility and empowerment, innovation, communication and development of digital technologies.**

**Our roots are in Bologna and in Emilia Romagna region, but our perspective is open to a European dimension.**



# INFOSFERA REPORT 2018

By UNISOB + CENTRO DEMOCRAZIE DIGITALI

SAMPLE OF 1520 PEOPLE (ITALY); M-F; 11-85 YEARS OLD

65,46 %

cannot distinguish a fake news

78,75 %

is unable to identify a fake news' website

82,83 %

cannot identify the Facebook page of a fake news website

## TRAINING OBJECTIVE

THE ULTIMATE OBJECTIVE IS TO RAISE AWARENESS  
ABOUT DISINFORMATION ON SOCIAL MEDIA AND TEACH  
WHICH STEPS ARE NECESSARY TO RESPOND RESPONSIBLY







# **SILENCE HATE** **A PRACTICAL HANDBOOK TO FIGHT** **HATE SPEECHES** **BY ZAFFIRIA + COSPE ONLUS**

This is a handbook for teachers, educators, activists and researchers, with recommendations and practical exercises to develop the critical sense and the conscious use of media languages.

The handbook consists of 22 teaching units:  
we have selected one in particular  
dedicated to Fake News



# TEACHING UNIT #5: "BREAKING NEWS"

## OVERVIEW

This activity offers ideas for thinking about how fake news, and their diffusion method, may change the perception that we have of reality. It aims to raise awareness about why disinformation is published online and how we can fight it.

## TIMING

- 2 meetings
- 2 hours each

## TARGET

Young people

## METHODOLOGY

- Learning by doing
- Learning by playing, role playing
- Peer Learning
- Cooperative Learning





## ACTIVITY 1: QUIZ GAME

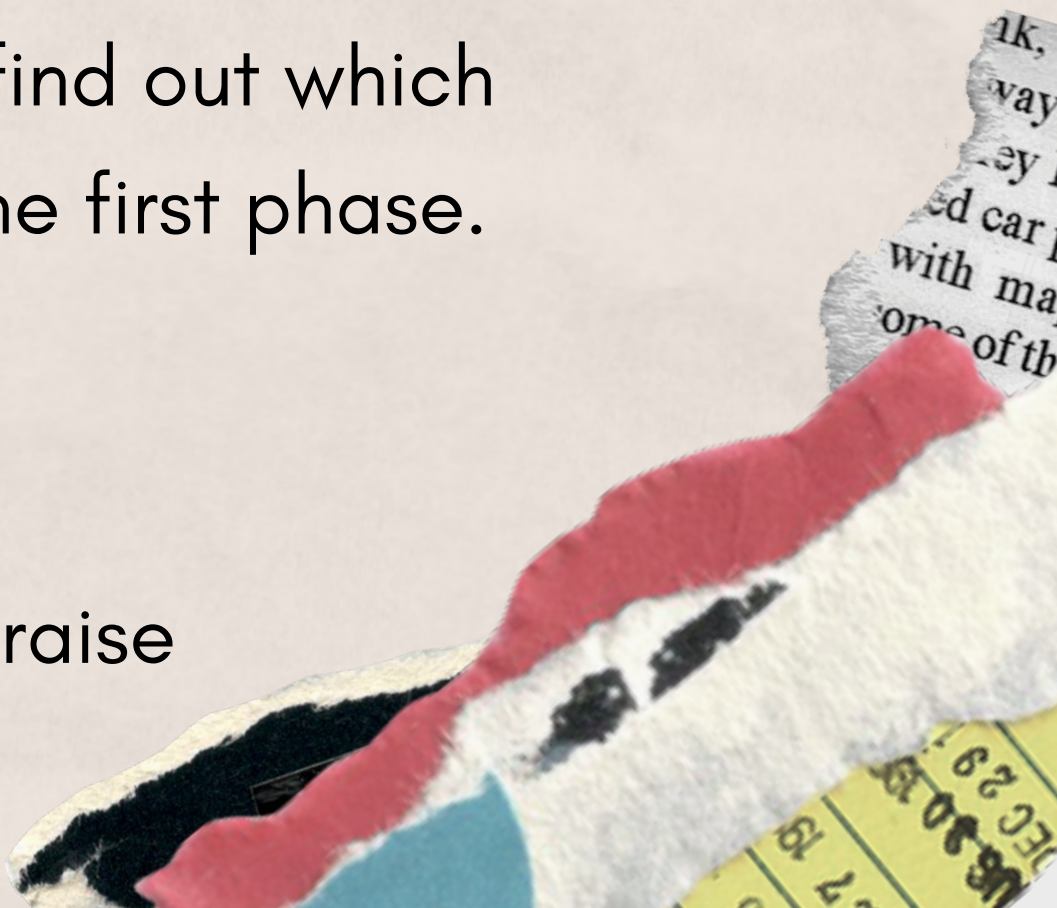
Trainers create a quiz game using Kahoot, where students have to discriminate in a very short time the true or false news. Then they verify together the news, through tools and strategies.

## ACTIVITY 2: HOW TO CREATE A BREAKING NEWS

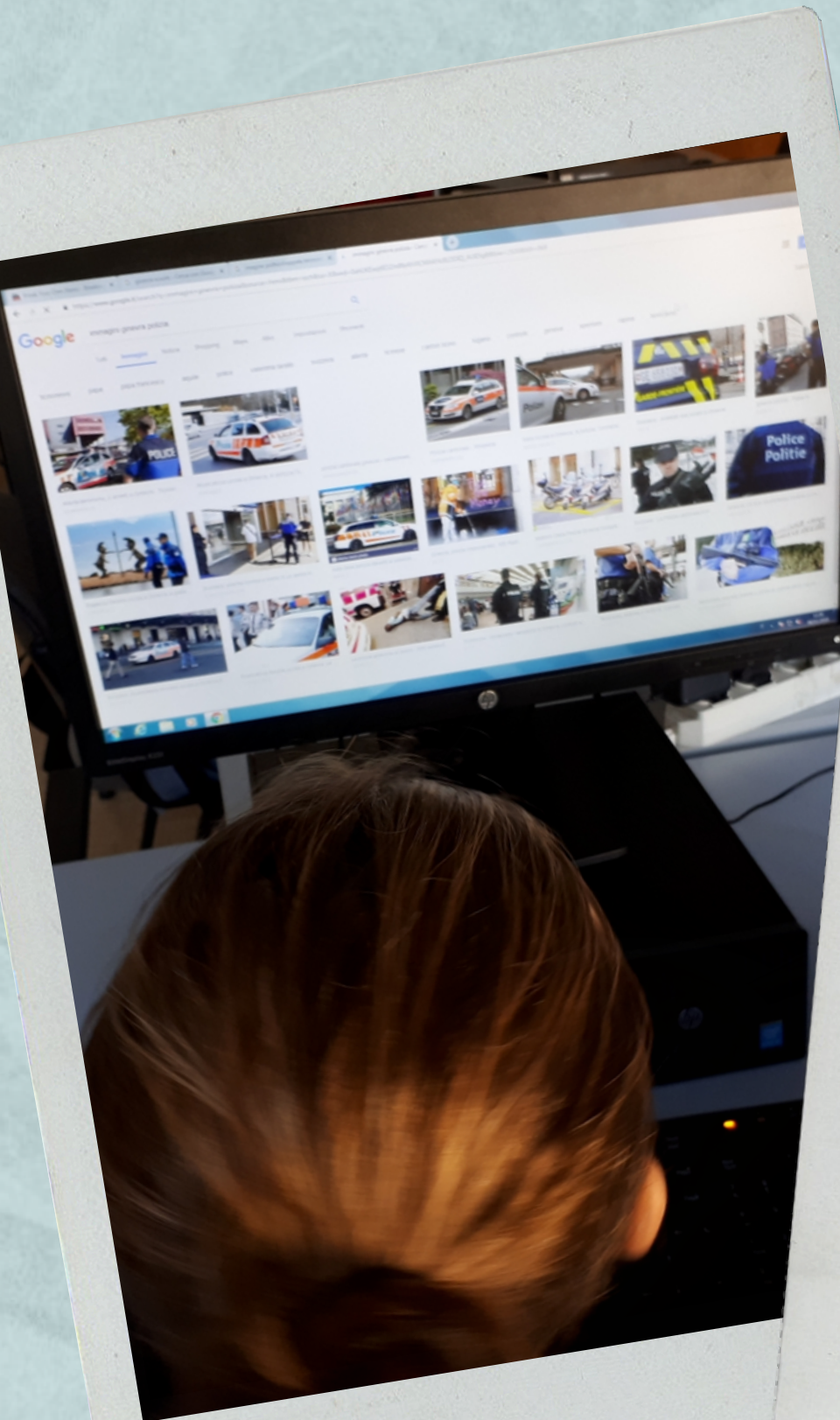
Participants divided in pairs, have to invent two breaking news (one true and one false), using internet, through researches and helpful tools such [breakyourownnews.com](https://breakyourownnews.com). The news are then printed and shown to the other students, who have to find out which one is true and which is false, with the tools and strategies discussed in the first phase.

## ACTIVITY 3: AWARENESS VIDEO

Creation of a storyboard and then of short promotional videos to raise awareness about fake news and disinformation.











## STRENGTHS

- The topic of fake news is included in a wider context, allowing us to reflect on the mechanisms that this phenomenon activates.

- This resource can be used with an adult audience too, or be rethought for activities with a mixed group (parents–students).

- By publishing the final result of this activity on internet, we could create a virtuous circle of media literacy, focusing on peer education.



# FRED FACT DOESN'T FALL FOR FAKE NEWS

By Aos Fatos + International Fact-Checking Network

This comic walks readers through seven simple ways they can use their smartphones, to check information and become a more discerning media consumer.

## KEYWORDS

- Check
- Read
- Ask
- Statistics
- Get out
- Reach out





## STRENGTHS

- The comic is a form of communication that allows us to reach and intrigue a wide target.
  - The use of images allows us to deliver complex messages quickly.
- The simplicity of language allows to memorize keywords easily.
- Call: read and share it on social media using #FactCheckIt and #FactCheckingDay.



## TARGET PARENTS & GRANDPARENTS

- The resources selected highlight a large number of activities on fake news aimed at adults, but **few** of them address a **specific target** such as that of **parents**.
- There are many seminar activities, conferences and festivals with **one shot meetings but not comprehensive training courses**.
- Many theoretical courses with **few practical activities**, giving little chance to learn from the field.





# DECALOGO #BASTABUFALE

By



- **SHARE** ONLY NEWS WHICH YOU HAVE **VERIFIED**

5. REMEMBER THAT INTERNET AND SOCIAL NETWORKS COULD BE **MANIPULATED**

2. USE THE **INTERNET TOOLS** TO CHECK NEWS

6. **RECOGNIZE** THE VARIOUS TYPES AND STYLES OF FAKE NEWS

3. **ASK** FOR SOURCES AND TESTS

7. YOU HAVE A HUGE **POWER**: USE IT WELL

4. ASK FOR HELP FROM AN **EXPERIENCED PERSON** OR A TRULY COMPETENT BODY

8. GIVE THE **GOOD EXAMPLE**: DON'T COMPLAIN ABOUT THE DARK, BUT LIGHT A LIGHT



# SOME OTHER SUGGESTIONS

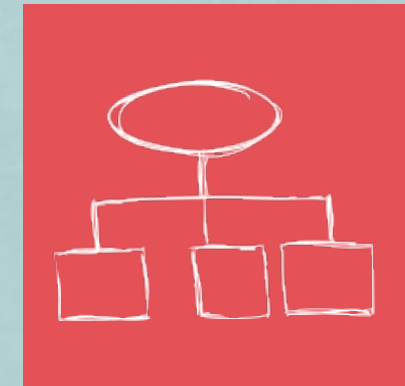
**Bad News: a videogame to understand the dynamics of the creation of fake news that will give us the superpower to foil them**

**<https://getbadnews.com/>**



**A mind map on fake news**

**<https://www.mindomo.com/it/mindmap/bufale-e-fake-news-a-cura-di-patrizia-vayola-17aa448429d24e35a051c3c5934632f6>**



**A guide that explores the use of digital methods to study false viral news, political memes, trolling practices and their social life online**

**<https://fakenews.publicdatalab.org/>**



**A role-playing card game that stimulates critical thinking, fact-based dialogue and analytical skills among students**

**<https://factcheckday.com/lesson-plan>**



AMAZING



# THANK YOU!



CLAUDIA IORMETTI  
JANICE DIAMANTINO C.  
MARINA DE ZAN