



LET'S FIGHT
THROUGH
AWARENESS
KNOWLEDGE
AND EDUCATION



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RESOURCE PACK FOR TRAINERS

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F.A.K.E – Let's Fight Through Awareness Knowledge and Education

The F.A.K.E. project started on **01 June 2021 and will continue until 31 May 2023**. It is designed to fight against **fake news, manipulation and disinformation on social media** by **creating digital tools** adapted to NEETs (Not in Education, Employment or Training) and VET (Vocational Education and training) trainers.

The project involves 6 expert organisations with diverse complementary competences in fields such as non-formal education, social and professional inclusion, transnational exchanges and workshops, and coding. These organisations are the following: Eurocircle Association (France), C.I.O.F.S. Formazione Professionale (Italy), Rinova Limited (UK), Lietuvos Svietimo Ir Mokslo Profesine Sajunga (Lithuania), Metropolisnet (Germany) and Codemotion srl. Codemotion integrates in the project a whole part on coding.

The pandemic has contributed to a significant increase in the amount of information circulating on social media and digital platforms. This “infodemic” also entails the rise of false information that propagates and stimulates, among other things, coronaracism, conspiracy theories, doubts about European and national institutions. Fake news on the Internet is spreading even faster today than ever before, as today’s technological developments make it increasingly easy to manipulate the relevant target audience, especially when it comes to crucial events such as the Ukraine war or antivax protests. To face this kind of misinformation, the F.A.K.E. project aims at creating innovative tools and training for youths and trainers, providing them with the necessary skills to tackle fake news and to stand against manipulation.

This resource pack includes the most up to date learning material on digital practice and media literacy, equipping trainers with fundamental information to promote critical awareness of fake news among youths without education, employment or training. They will also be provided with a set of resources on digital practices and tools to fight against the risks of manipulation and marginalization on digital platforms and social media.

This resource pack endows the trainers with the ability to detect fake news and manipulation and comprises a methodology that will enable them to teach participants the skills they have acquired in an effective way, using games and informal language adapted to their audience.

A Learning Teaching Training Activity (LTTA) was held in May 2022 to test run some of the various activities proposed in this resource pack. Feedback from participants was used afterwards to make those activities as useful and efficient as possible.

The Fake Approach

Advisory Groups experience

In order to address real youth participation, the FAKE project methodology invites the implementation of advisory groups.

The advisory group, as a pilot group, co-participates in the implementation of the activities and plays a key role in the exploitation and dissemination among peers, taking into account that horizontal sharing among peers is more effective and fruitful than top-down and vertical sharing.

In order to ensure a youth-based and bottom-up approach, an advisory group (AG) composed of **approximately 10 to 15 participants aged 14 to 25** can be established throughout the training course.

In the framework of the project, all countries in the partnership had the opportunity to do so and to conduct peer learning.

About Youth and participative approach

The AG have been involved in all the phases of the project through Youth work and participative approach, especially in the development of the digital tools.

Youth Work is based on a set of beliefs which include a commitment to equal opportunity, to young people as partners in learning and decision-making and to helping young people to develop their own set of values.

A Youth Work Approach is one that is underpinned by a clear set of shared values, which can include:

- Young people choosing to actively take part
- Utilizing young people's view and perception of the (social)world
- Treating young people with respect avoiding agism and mansplaining
- Working with young people to help them make informed choices about their personal responsibilities within their communities
- Helping young people develop stronger relationships and collective/inclusive identities
- Respecting every kind of differences including non-binary logic and thoughts
- Promoting the voice of young people
- Starting from Youth needs and expectations

To enable creative and supportive process to happen it was recommended that those planning the arrangement for and timing of the Advisory Groups showed the flexibility needed to ensure maximum engagement and retention.

Skills & qualities of a good facilitator

The person appointed as facilitator of the Advisory Groups should have the following skills:

- Communication Skills
- Active Listening Skills
- Ability to Build Rapport
- Capable of implementing Structure and recording Facts and Feelings
- Capable of developing Synergy
- Ability to use Effective Questioning Techniques

Facilitation has **three basic principles**:

- A facilitator is a guide to help people move through a process together, not the referent of wisdom and knowledge. That means a facilitator isn't there to give opinions, but to draw out opinions and ideas of the group members.
- Facilitation focuses on how people participate in the process of learning or planning, not just on what gets achieved
- A facilitator is neutral and never takes sides.

It is important to ensure that the AG meetings are held in a safeguarded environment. It is important that the participants feel safe and secure during the project activities as this will enable them to concentrate on the activities and benefit from the experience and gain skills and experiences. The participants should be able to feel safe in the environment to take risk and step outside their comfort zones to enable them to explore, innovate and be constructive. To create a safe environment the partner ask to the participants to create a code of conduct on for the meetings (e.g. no personal or derogatory comments, respect the speaker, do not interrupt each other, etc.).

So...

- Allow the participants to be openly expressive and encouraging to others
- Celebrate the work achieved during the meetings
- Turn mistakes into learning activities
- Create connections and interact with the participants.
- Find out the group's expectations. Make sure that you uncover at the start what participants think they are meeting for. When you find out, be clear about what will and won't be covered in this meeting. Make plans for how to cover issues that won't be dealt with: Write them down on a paperboard and agree to deal with them at the end of the meeting, or have the group agree on a follow-up meeting to cover unfinished issues.
- Get agreement on the agenda, ground rules and outcomes. In other words, agree on the process. These process agreements create a sense of shared accountability and ownership of the meeting, joint responsibility for how the meeting is run, and group investment in whether the outcomes and goals are achieved.
- Stay in your facilitator role. You cannot be an effective facilitator and a participant at the same time. Lack of clarity in your posture can create resentment and misunderstanding among participants. Offer strategies, resources, and ideas for the group to work with. Avoid opinions.

Some tips

Meeting facilitation has the dual benefit of structuring meetings, as well as opening up the floor. The agenda is followed, important issues are discussed, decisions are made and actions are taken. The people in charge of the meeting, having a facilitator's posture, do not have the answers to everything and do not talk all the time. They invite others to do so and ensure that everyone can participate.

In this regards, some tips should be kept in mind:

- Making sure everyone feels comfortable participating
- Developing a structure that allows for everyone's ideas to be heard
- Making members feel good about their contribution to the meeting
- Making sure the group feels that the ideas and decisions are theirs, not just the leader's. Supporting everyone's ideas and not criticizing anyone for what they've said.
- Understanding/experience of the need to ensure the well-being of all participants
- Experiences and skills in participatory and peer-to-peer facilitation methods
- Ability to practice openness
- Demonstrating flexibility
- Metacognitive competences (e.g. attention and consciousness on logical, mental and thinking processes).
- Stay open-minded and aware of participants' reactions in order to maintain a good atmosphere

Some tips

Be careful you are not offending anyone in the group. In this regard, please take into account the complex, cumulative way in which the effects of multiple forms of discrimination combine, overlap, or intersect especially in the experiences of marginalized individuals or groups, in order to avoid reproducing and/or feeding, even unknowingly, dynamics of power and oppression.

8 Top Tips for developing a Youth Advisory Group

- 1 Use a range of ice-breakers to help the AG have fun and develop relationships.
- 2 Create the right atmosphere. Ensure that meetings are friendly. Ask everyone to introduce themselves so new members feel welcome.
- 3 Set an agenda for each meeting. Have one staff member for facilitating inclusion in agenda creation, planning and running the meeting. Involve everyone early so that actions from previous meetings can be reported on, and important things don't get forgotten about. It is essential that the board members feel included.
- 4 Listen to everyone's opinion so that they know that their voice is being heard. Ensure that sufficient guidance and training has been provided so that everyone feels confident and able to contribute at the level they feel capable of.
- 5 Balance fun with getting things done. A social aspect of meetings must be effectively and efficiently planned into the agenda, but not at the expense of getting things done, so the group must be facilitated to agree outcomes and achievements.
- 6 Explore and use ideas put forward in a creative way and encourage everyone to work on them as a team - using participatory assessment or mind-mapping tools for example, so that everyone can share ideas and explore options, to be opened to the "unexpected".
- 7 Give unique opportunities for participants to gain new skills and experiences by inviting them to employer networking events and or visiting employer premises or meeting people who implement employability strategy or programmes.
- 8 Make sure that at the end of every AG meeting there is time allocated for a "Check-out" from each of the Board members.

Advisory groups are a valuable tool for peer learning. In the FAKE project methodology, digital tools can also be used.

The Fake digital tools

Today, we are all subjected to the use of digital tools, applications on the phone -Whatsapp, Facebook, Instagram, TikTok, etc-. Through digital use and learning, it is possible to approach a new learning environment, which is based on the habits and practices of our daily lives. Non-formal education, if it does not address the issue of digitalization, has its limits and may face a lack of interaction, dynamism and recognition of each in the tools used. This is why the methodology of the Fake project has aimed at using digital tools to allow an efficient peer learning. Indeed, the digitalization of tools, resources, skills and knowledge allows new forms of learning. It allows the visualization of information, data and ideas, as well as interactivity.

The 3 digital tools of FAKE methodology:

- Learn coding (beginner to advanced level)
- Using a digital playground
- Organizing an online hackathon.



Digital tips

In order to understand these three tools, this resource pack has decided to make a quick summary, understandable by all, and usable for the good development of your training.

Learning coding

Digital tools are everywhere - smart TVs, online games, etc.- and are constantly changing. We use tools every day that have been programmed and coded - a computer, a cell phone, and-. So coding is an inherent part of the way we live, even if we don't necessarily know how to use it.



What is coding? Coding is simply translating human language into a language that the computer will understand. The computer knows many different languages, made up of numbers and symbols that it can interpret. Once the language is learned and a computer is given a list of instructions, it is called a program.

For example, coding allows:

- **Web page design**
- **Application creation** - all the applications on our phones, tablets, computers.
- **Modern industrial production** - almost everything that is mass produced is made in a factory full of computers that have been programmed to build the things we need.
- **Video games.** Teams of developers design video games - all the animations, layouts, and objectives are implemented by a series of code languages.

Why is learning to code important?

Because it helps in the job market. Coding jobs are in high demand and are on the rise in all companies, even on hybrid jobs. It develops flexibility and the ability to move around in different jobs.

Develops problem-solving skills. Coding is about problem solving, perseverance, and understanding complex problems. It develops patience, perseverance and the desire to understand and learn.

Improve communication and collaboration skills.

Understand the dynamics of social medias and their algorithms.

Digital storytelling

The contribution of coding to understanding the dynamics of social media, particularly related to young people's news media competences and their ability to collaborate and communicate about it is a key aspect of FAKE's methodology. As part of the FAKE methodology, a digital platform has been created to code and create digital stories. But what is digital storytelling?

Digital storytelling is the use of digital tools and media to tell stories. It allows to combine several different formats such as text, images, audio, video, interactive elements. The structure of digital storytelling is almost the same as a paper story: there is an audience, a narrator and an argument.

Digital storytelling allows interactivity, active and participative experiences. It allows to develop attention and commitment. By transmitting a story -or an idea- online, on different distribution medias, it succeeds in capturing the audience's attention and making them passionate.

By encouraging young people to create their own content on a digital platform, they become the protagonists of their story. This allows them to gain confidence, learn to communicate, and of course, develop and acquire skills in the use of digital tools.

In the context of fake news, it also allows them to better recognize, analyze, understand and therefore dismantle them. They become actors on digital platforms and develop their critical thinking.

This tool of the FAKE project is an essential element in the development of training.



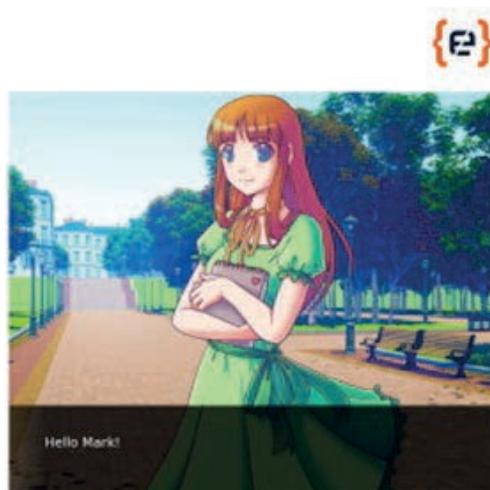
CODING PLAYGROUND

CREATIVE DEVELOPMENT NEVIRONMENT FOCUSED ON STORYTELLING

Our objective is to realiaise a tool that will enable trainers and trainees to **create interactive visual** novels about the subjects covered by the projects.

ACTIVE CREATORS OF TECHNOLOGY INSTEAD OF PASSIVE USERS

Becoming **authors of stories** and **content creators** about cyberbullying, hate speech, body shaming and the other concepts they learned during the learning path they will **deeply understand what they have studied**.



Organizing a hackathon

A hackathon is an event during which participants from various backgrounds work intensively on a given theme. They participate in the reflection on common projects with the objective to produce an innovative solution or a prototype in record time. This hackathon will take place during 8 weeks in the project FAKE.

Hackathons first appeared in communities of hacker software developers in the United States in the late 1990s. The word is a contraction of “hacker” and “marathon”.

For the FAKE project, the theme of the hackathon revolves around the construction of fake news, danger and manipulation on social media. By using this interactive and participative format, participants can develop their critical thinking, with a limited time and transporting real life problems to fantastic scenario in a virtual universe - encouraging creativity and collective intelligence mechanisms.

In line with the FAKE program approach, the goal is to allow participants to be actors and to encourage active participation. The hackathon encourages invention, participation, innovation and fun.

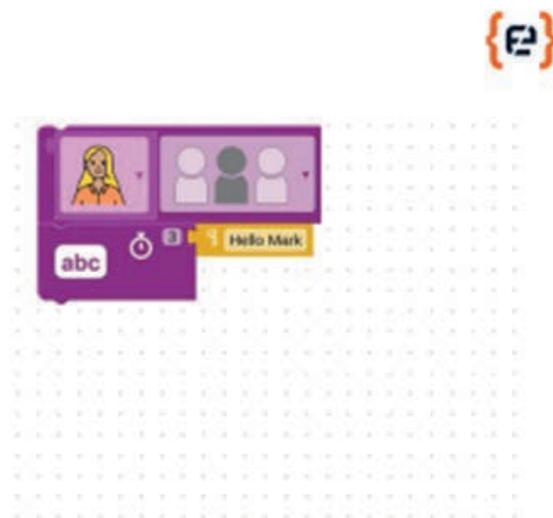
EDUCATION FEATURES

PROJECT BASED LEARNING

Our work will be based on two main principles *learning by doing* and *project based learning* and it will follow **Creative Learning** methodology as defined by MIT Medialab Lifelong Kindergarten group.

DON'T LEARN TO CODE BUT CODE TO LEARN!

We strongly believe that **technology is a medium** to achieve knowledge and empower people becoming critical thinkers! For this reason our tool will be **accessible and easy to use** and will be based on **visual coding** paradigm as famous projects like **Scratch** or **APP Inventor**.



Theoretical approach: Aim of the FAKE learning program

The following unit is designed to give the trainer a general overview of fake news, how it spreads and how it can be recognised. Various definitions of important terms related to this topic are given, which serve to deepen the trainer's knowledge so that he/she can convey it as accurately as possible during the training.

Unit 1: Why are fake news so fascinating?

“If you're not paying the product, you are the product.”

Former Google design ethicist and co-founder of the Center for Humane Technology, Tristan Harry

We can come across fake news everywhere online: on WhatsApp, Instagram, Twitter or TikTok. While there has always been disinformation and poor-quality journalism, things do seem to have gotten much worse in the age of [social media](#).¹ It can be assumed that the phenomenon could become even stronger in the coming years - especially in times of crisis such as covid-19 or the Ukraine war and election campaigns.

But why is fake news such a big issue? What makes it so fascinating and why does it spread so much more easily than true information? In a media-saturated world filled with both high-quality and low-quality information, how do we judge the credibility of news?

Contextualisation

Fake news (also called false news or hoax) is often intentionally circulated on the internet. It ranges from harmless joke messages and chain letters to less funny horror stories, inflammatory articles or fake photos (e.g. of severely abused animals or children). The goal behind it: to fool, scare or unsettle as many people as possible or to stir up opinion against a certain cause or population group.

Fake news is not an invention of the internet age, but they have recently become an increasing problem. Especially in social networks, fake news is often shared unchecked and spread to very many people with just a few clicks. This dynamic has a great influence on social life - be it economic developments or the political system - but can also, under certain circumstances, massively influence the life of an individual. Being able to distinguish between true and false on the internet is therefore becoming increasingly important for users.

Unlike real news, fake news is a form of misinformation. It may be completely untrue, or it may be heavily biased propaganda that leaves out key facts or tells only one side of a complex story. Fake news may include digitally altered or out-of-context images or video. Sometimes it may be a joke or satire, but some readers believe it is true and share it with thousands of other people, many of whom may also believe and share it. Misinformation can have a

¹ <https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/>

corrosive effect on democratic society, as we rely on accurate information to make good choices about public policy, healthcare, the economy, and other issues.

What types of false news circulate on the internet?²

Joking or malicious news: These range from society rumours to false technology news. False reports in this category resemble the good old newspaper hoax.

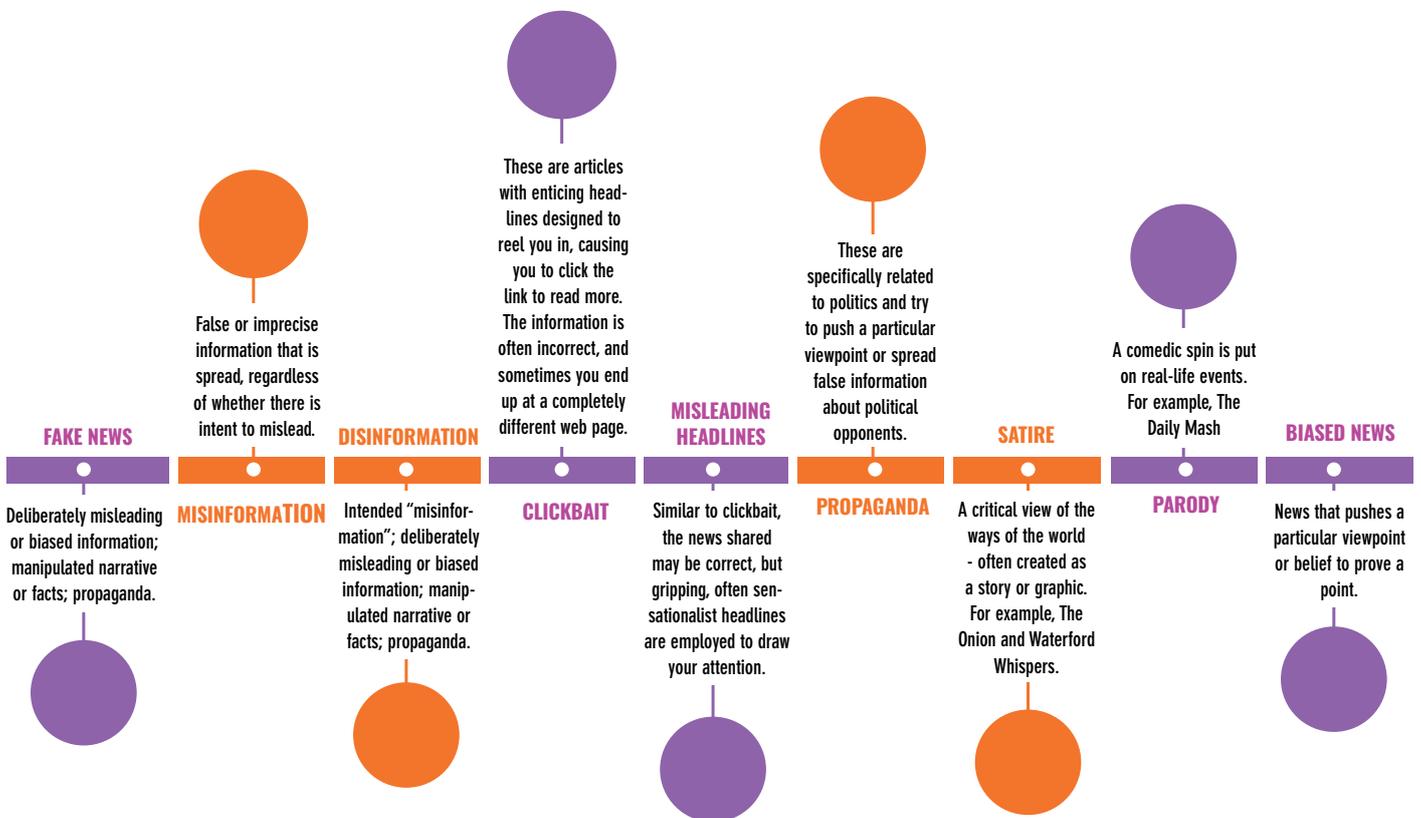
Fraudulent messages: Sensational headlines tempt users to click on a link or disclose personal data. In reality, this is a phishing attempt.

Political false news: These are mainly spread in social networks and are intended to create sentiment for or against a political goal. Some of these hoaxes are based on true events that are twisted or distorted - others are completely fictitious.



Definition of terms - fake news, misinformation, disinformation, etc.³

Fake news, misinformation, disinformation - all these terms might sound similar, and they are indeed interconnected; however, there are slight differences to consider when tackling information. Below you can find a list of terms that can help to gain a better understanding of the broad topic of fake news.



² <https://www.saferinternet.at/faq/informationskompetenz/falschmeldung-fake-news-hoax-was-ist-das/>

³ <https://csirt.uct.ac.za/fake-news-misinformation-and-disinformation-same-same-or-different>

Profiles of fake news creators

Specialist disinformation reporter Marianna Spring, working for the BBC, has investigated lots of misleading stories circulating online during the pandemic, who starts and spreads them. She has divided the result into five different [profiles of fake news creators](#).⁴

1 The joker

Many people have shared funny posts and memes on the internet, and some of them are pretty good, but others go too far, and people actually believe they are true.

2 The deceiver

They try to make money from the pandemic: Some write fake texts to get your account details, others give questionable advice to sell their remedies and cures.

3 The politicians

Those in power can also spread fake news, including officials and state-sponsored media from around the world. This is the case when states spread misleading information abroad to further their own goals. It can be very difficult to trace the interference back to those responsible or find out who is behind the networks of fake accounts spreading misleading information.

4 The conspiracy theorists

These people believe that nothing is as it seems: they falsely link 5-G to the coronavirus, speculate about who created it, or even claim that it doesn't exist at all. None of this is true. These ideas have been circulating on the internet for some time, but they have gained more attention as concerned people look for quick answers to their questions.

5 The insider

Information that appears to come from someone you trust: an unnamed doctor, professor or hospital worker. However, it turns out that these people do not exist, or if they do, it seems to be a whispering game gone wrong.

⁴ <https://www.youtube.com/watch?v=UAY6PI5UtSU>

Why is fake news fascinating? How is it disseminated?

The most common vector for spreading fake news is social media: platforms like Facebook, Instagram, Twitter or TikTok. Often, the people we are friends with on social media are persons we like and trust. We are more inclined to believe any information shared by them, and therefore, on social media: fake news uses the **trust** we have in our friends and family to encourage us to set aside our doubts about information and avoid scrutinizing it too closely.

One of the main reasons leading to fake news being spread fast and easily is its **simplicity** and **sensationalism**: fake news is almost always sensational; it is all about story telling. One of the tricks of fake news is to take a relatively mundane event and sensationalize it with exaggerated language and misinformation. Shocking topics, information and lurid headlines or images elicit an emotional response and encourage users to avoid scrutiny of the information, [to share and pass along](#).⁵

When spreading fake news, so-called social bots are often used – that is to say, computer-controlled social media accounts that automatically take care of proliferating the messages. Due to the many automated retweets and likes, opinions or messages spread faster and appear much larger (and more important). Social platforms tend to highlight and disseminate information that elicits particularly strong reactions (both positive and negative). The more posts are commented on and shared, the more money the platform earns. With particularly lurid headlines (“clickbait”), the posts thus receive many more comments and reactions. What is shown to us is therefore no coincidence but is determined by **algorithms**. With the help of these algorithms, data is used to select what is particularly interesting for us users. And it’s very individual: in your timeline, you will only find content that the social network believes you like or that corresponds to your opinion.

This phenomenon is called “**filter bubble**”⁶, a term coined by Eli Pariser, a US-American internet activist. It occurs as websites use algorithms to try to make predictions about users and their interests. This personalisation isolates users from information that does not reflect their opinions. Algorithms are often self-learning. They know what interests us, what products we might buy and what news we want to read. In addition to algorithms serving us content that we agree with, we spend most of our time on social media interacting with people that we agree with, resulting in reinforcing the “bubble”. It feeds directly into our confirmation bias, which makes us more likely to both seek out and believe anything that supports our opinions and beliefs.

While we only see what interests us and what reinforces our **preconceived notions**, at the same time we do not experience counter-opinions or different world views, as social media minimizes how often we are confronted with challenging our opinions and information in general. For most people, it seems to be much more convenient to have their own opinion confirmed instead of actively engaging with other points of view and world views. Certainly, suitable purchase recommendations and interesting news in the newsfeed seem extremely convenient to us, but this is always based on the storage of a considerable amount of personal data. When a person encounters fake news on their social media bubble, it likely reinforces their preconceived notions, and they are therefore less likely to scrutinize the information. They might accept the news as fact and even share it on to others for the process to begin all over again.

⁵ <https://www.turnitin.com/blog/4-reasons-why-fake-news-is-so-compelling>

⁶ [https://www.hiig.de/wie-filter-bubble-unsere-wahrnehmung-bestimmt/#:~:text=Der%20Begriff%20Filter%20Bubble%20\(dt,und%20ihre%20Interessen%20zu%20treffen](https://www.hiig.de/wie-filter-bubble-unsere-wahrnehmung-bestimmt/#:~:text=Der%20Begriff%20Filter%20Bubble%20(dt,und%20ihre%20Interessen%20zu%20treffen)

How to recognize fake news? ^{7 8}

It cannot hurt to be generally wary of social media. Sensational headlines and pictures can be an indication, as can the lack of sources. Question if many numbers, data, and facts appear in a text without a serious reference to the source. When reading an article or a story that interests you, try to look it up on other news sites that you know and trust. If you are able to find it on many other sites, then it probably is not fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story. Check whether the text is written neutrally or rather reflects an opinion. If the text is written as a commentary, question whether there is a balanced diversity of opinion. If you have been redirected to a website you do not know, check whether there is an imprint and who is named there - even if it has a serious appearance. Check the author and the date of publication: some false stories are not completely fake, but rather distortions of real events that might have happened a long time ago but were related to current events.

On the one hand, technological possibilities make it possible to create and disseminate deceptively genuine fake news. On the other hand, sophisticated forensic methods now also make it possible to detect image, video, or audio manipulations. Software or apps can identify technically applied markings - similar to watermarks in conventional image or video material - and thus determine the origin of a medium.

Users can also research the original source of an image using Google Image Reverse Search. To do this, the image must be uploaded to the search engine. The search identifies the websites that contain the image, other sizes of the image and similar images. If images appear in a completely different context or have been on the web for years, this is evidence of false reporting.

Now fakes have reached a new level: **deepfakes**. The term is made up of the English terms “deep learning” (the learning of machines through large amounts of data) and “fake”, which means that we are dealing with fake videos produced with the help of artificial intelligence. There are all kinds of deepfakes: so-called “face swaps”, where a person’s face is exchanged with another face; lip-syncing, in which the mouth of the person speaking is changed so that they say something different than in the original video; or voice cloning, where a voice is copied, so to speak, to make different statements. In order to recognize a deep fake, watch the transitions from face to neck and hair. If the edges look blurry, it’s usually a deepfake. Moreover, deepfakes often have a higher resolution on the face than the rest like the body and background. If the person in the video is not blinking, you should also be wary of it. Is the video trying to convince you of something? Deepfakes are used in a similar way to fake news.⁹

When it comes to phishing, the attackers mostly tend to stir up fears and create a sense of urgency. For example, a common scam is for attackers to tell users that their account has been blocked or will be suspended if the targeted user does not respond to the email. Fear causes the target to ignore warning signs and forget their prior knowledge about phishing. Even administrators and security experts fall for phishing from time to time. Most often, a phishing email is sent to as many people as possible, which is why the salutation is usually generic. The primary goal of phishing is to steal credentials or sensitive information, as well as to trick individuals into transferring money. Beware of messages that ask for sensitive information or contain a link that requires you to authenticate immediately. In order to understand our fascination for fake news, it seems essential to understand how cognitive biases work.

⁷ <https://www.lmz-bw.de/medien-und-bildung/jugendmedienschutz/fake-news/wie-kann-man-fake-news-erkennen/>

⁸ <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

⁹ <https://www.netzdurchblick.de/deepfakes-erkennen.html>

Unit 2: Cognitive biases and emotional aspects behind “infodemic” success

The characteristics of the ‘infodemic’ are a combination of being cognitively overwhelmed by the little time to verify newly available information, and a quickly developing field of news. The mixture of these two aspects has led to the complication of having to be open to the latest information, while simultaneously having to be careful not to consume incorrect information. In terms of the COVID-19 pandemic, this has also been enhanced by the large body of scientific facts which were instantaneously available due to the large interest in the matter. Consequently, many numbers were available to large parts of the population which often lacked explanation and context.

Cognitive issues

Danish researchers Hendricks and Hansen give these tumultuous processes the name of “[infostorm](#)”¹⁰ (storm of information), alluding to the sudden and stormy flow of social information that flows online and affects the average user, who is faced with a choice binary: is it true or false? When you don’t have enough information - or don’t have the time/interest in researching it - “then it may be rational to imitate others for social proof”, say Hendricks and Hansen. This is why, when information is coordinated and coherent, it easily deceives our brain, already exhausted by the enormous amount of information that flashes before our eyes every day.

In these above conditions it is almost impossible to think of being immune to many of the cognitive biases that in fact inform our actions, such as:

¹⁰ Pelle G. Hansen and Vincent F. Hendricks, *Infostorms*, in *Metaphilosophy* Volume44, Issue3, April 2013, Pages 301-326

THIRD-PERSON EFFECT

Cognitive effect that leads us to think that mass media messages (especially if of a persuasive nature) have a greater impact on others than on ourselves (think of those who are not very aware or exclude being influenced from your own social bubble of reference).

SURVIVORSHIP BIAS

It derives from the selection bias and it is a selection mistake (of objects, people, data) based on the fact of relying on and taking into consideration only the cases of successes, while neglecting negative cases (e.g. in communication Institutional, the data of vaccinated patients is neglected or the "asymptomatic" of the vaccine is attributed by default to the vaccine, although a condition also present among non-vaccinated people or before the vaccination campaign).

SUBJECTIVE VALIDATION

We tend to evaluate a sentence or information as correct when it has a personal meaning or value for us, even more if it contributes to validating our prejudices or our cognitive paradigms (e.g. considering any unrelated illness as evidence of No-vax side effects of vaccines).

STEREOTYPING

It also takes the name of implicit stereotype and is the bias that is triggered when implicitly and without realizing it we attribute particular characteristics, whether negative or positive, of a single individual to another member belonging to the same social group (e.g. consider all unvaccinated people ignorant, stupid, selfish and anti-scientist people).

SELECTIVE PERCEPTION

It is the tendency to quickly ignore and forget all that information that contradicts our views and beliefs (much of the beliefs of deniers have been empirically disproved by the facts - such as the claim that COVID is just a seasonal flu - yet have not changed their positions in the face of it).

RISK COMPENSATION

It is the tendency to modify our behavior based on the level of risk we experience: we tend to be more cautious and careful when the risk is greater, while we tend to be less so and in some cases to underestimate the dangers when we feel safer (those who fear COVID more will give more weight to the risks of the virus than those who fear more the side effects of the vaccine and will give them greater weight than the risks related to COVID).

REACTIVE DEVALUATION

In the face of a proposal from a person or a faction that we consider adversary or even enemy, we tend to devalue it regardless of its goodness (see the skepticism associated with any statement towards those who are reluctant to vaccinate in what is associated with the No-vax world and vice versa by those who consider themselves No-vax skepticism with respect to those who adopt more institutional positions than COVID).

REACTANCE BIAS

Tendency to behave differently from what we are told to do in an attempt to demonstrate our freedom of choice (such as those who refuse to wear a mask even in conditions of risk as it is considered a gag).

PURITANICAL BIAS

It is the tendency to think that a certain undesirable result was caused solely by an immoral attitude and a lack of self-control (e.g. considering the Chinese people responsible for the pandemic as they are supposed to eat some animals considered disgusting for Westerners).

OSTRICH EFFECT

It is a cognitive error that consists in the exclusion and not taking into account negative information or potential dangers, putting our head in the sand like an ostrich, in a useless attempt to protect us (COVID denial could hide a fear of something you cannot control that could induce such an attitude).

OPTIMISM BIAS

An evaluation mistake that makes us believe we are less likely to run into a negative event and, for this reason, is also called Unrealistic Optimism (e.g. those who underestimate the risks associated with COVID).

NAIVE REALISM

Less competent people tend to overestimate their level of knowledge and skill, while the more experienced you become in a certain field, the more you become aware of how much, in reality, there is still a lot to discover and learn (e.g. influencers vs. scientists)

ILLUSORY CORRELATION

It is the cognitive bias that is triggered when we find correlations and cause-effect relationships even where they do not exist at all (at the basis of conspiracy)

ILLUSORY SUPERIORITY

Illusion according to which we think of ourselves as superior to others, that is, endowed with higher skills and qualities than other people (e.g. many deniers consider themselves smarter and more clever than those who take COVID seriously, and likewise many ultra-vax people consider themselves "flat hearth supporters" all unvaccinated)

COGNITIVE ISSUES



SURROGATION BIAS

A cognitive paradigm that occurs when we focus on a single detail or on a single metric of a certain activity, losing sight of the systemic vision and the very meaning of the activity in question (e.g. in institutional communication partially report the information on the other countries affected by the pandemic that support the Italian management).

DUNNING-KRUGER EFFECT

Less competent people tend to overestimate their level of knowledge and skill, while the more experienced you become in a certain field, the more you become aware of how much, in reality, there is still a lot to discover and learn (e.g. influencers vs. scientists)

GROUP ATTRIBUTION ERROR

Tendency to attribute the characteristics of a single member of a group to the whole group, extending them to all other members (e.g. to state that all non-vaccinated are anti-scientist flat-earthers)

BANDWAGON EFFECT

Less competent people tend to overestimate their level of knowledge and skill, while the more experienced you become in a certain field, the more you become aware of how much, in reality, there is still a lot to discover and learn (e.g. influencers vs. scientists)

AFFECT HEURISTIC

When we have to make automatic or very quick decisions, we tend to rely on the emotions we are experiencing at that precise moment (e.g. fear of COVID or vaccines)

AGENT DETECTION

Less competent people tend to overestimate their level of knowledge and skill, while the more experienced you become in a certain field, the more you become aware of how much, in reality, there is still a lot to discover and learn (e.g. influencers vs. scientists)

ANCHORING BIAS (FOCALISM)

Tendency to evaluate characteristics, products or prices in a distorted way: our evaluations are influenced, for example, by the figures, by the numbers and more generally by the information we process (e.g. figures on deaths, hospitalizations and contagious given continuously by the news)

BASE RATE FALLACY

We tend to ignore general information (for example, statistics) and instead focus on information concerning specific cases, even when - instead - generic information is more relevant (e.g. The resonance of adverse reactions to the AstraZeneca vaccine)

CATEGORY/CHEERLEADER BIAS

Cognitive phenomenon that leads us to be more influenced by those options that belong to a reference group or to a person related to that (Scientific Committee vs. No-vax Groups)

BELIEF BIAS

It is a cognitive effect that leads us to misjudge the logic of an argument or to make a decision based excessively on our personal beliefs, which is why it is so difficult to change the mind of those who embrace the vision of the global conspiracy

CHOICE-SUPPORTIVE/CONFIRMATION BIAS

After making a choice we tend to rationalize it a posteriori, focusing more on the reasons that make it positive and right (having had the vaccine or not having done it)

CONGRUENCE BIAS

An attitude that leads us to test only the validity of our hypotheses, thus avoiding to discover any groundlessness (No-vax vs. Pro-vax)

HOSTILE ATTRIBUTION BIAS

This cognitive bias leads us to think that other people's behaviors are governed by hostile intent towards us (attitude of the radical No-vax against vaccinating doctors)

ILLUSION OF VALIDITY

We tend to overestimate our ability to make accurate and reliable predictions and we tend to interpret objective data by distorting it in such a way as to reinforce and confirm our predictions (typical of social bubbles)

INSENSITIVITY TO SAMPLE SIZE

It is also known as the law of small numbers and it is the mistake we run into every time we judge a certain probability or a statistic without taking into account the size of the sample analyzed (e.g. overestimating the side effects of the vaccine)

ILLUSORY TRUTH EFFECT

This cognitive effect is also known as the Reiteration effect and, in fact, consists in convincing ourselves of the fact that false information is true only because we have been exposed to this data repeatedly (say for news that has gone viral, shared more times and bounces on social networks)

COGNITIVE ISSUES

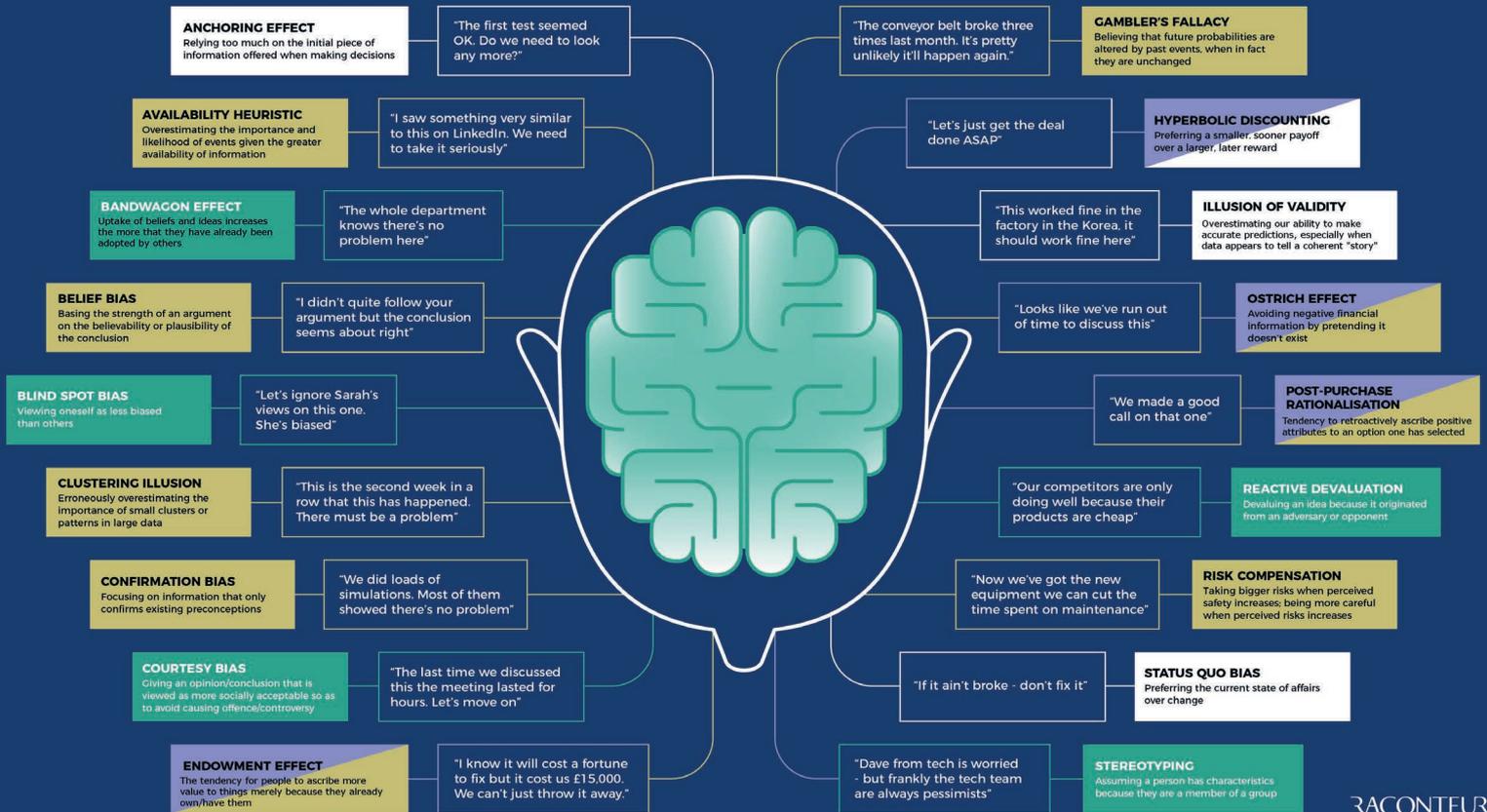


Cognitive bias

● Social ● Financial ● Failure to estimate ● Short-termism

When it comes to assessing risk, humans often fail to make rational decisions because our brains take mental shortcuts that prevent us making the correct choice. Since the 1960s behavioural scientists and psychologists have been researching these failings, and have identified and labelled dozens of them. Here are some that can cause havoc when it comes to assessing risks in business

ORIGIN
The notion of cognitive biases was first introduced by psychologists Amos Tversky and Daniel Kahneman in the early-1970s. Their research paper, 'Judgment Under Uncertainty: Heuristics and Biases', in the Science journal has provided the basis of almost all current theories of decision-making and heuristics. Professor Kahneman was awarded a Nobel Prize in 2002 after further developing the ideas and applying them to economics.



Emotional issues

The constant presence of COVID in our lives, and the fears triggered by the pandemic (for health, work, existential precariousness, social uncertainty, the future, etc.), leads us to search for reassuring answers, in the false perception to be able to control the uncontrollable, and make sense of the great emotional and psycho-physical stress that this completely new condition entails, also in order to reduce the cognitive dissonance that is created between the effort to which we are called and the resolution of a condition that has been going on for two years now.

At the same time, the large mass of information from which we are all overwhelmed every day is difficult to manage and above all to discern, so we sometimes unwittingly resort to cognitive shortcuts. For example, the human brain uses the mechanism of social information: in other words, we often take what others think. This mechanism is the same that is activated when, for example, you are in the middle of a crowd. If, for whatever reason, panic were triggered, our senses would lead us to act exactly like the people around us, regardless of whether there really is a danger to escape from. This aspect can represent a source of reassurance in the condition of strong insecurity and confusion that we are experiencing: manipulative information, variants of the virus that follow one another, ambiguities and uncertainties about the vaccination campaign, restrictive measures not without contradictions, etc. Reading social information accurately is an essential skill for the human being, even if they can sometimes be misleading.

What is particularly important to notice is that it is not only the news outlets that are responsible, but also the people that react to these stories that keep the fluctuation alive. While it is important to differentiate between the manners in which people react to these stories, there is also another enhancing factor.

The vulgarization of politics and the media landscape has made it acceptable to cross lines which were previously not possible. The use of this language is present in all aspects of society. This change in tone has promoted the acceptance of extreme reactions on all sides which in most cases only profits extreme opinions and consolidates pre-existing opinions and emotions.

These fake news and information are extremely attractive. **The title is often catchy**, the images carefully chosen, and the descriptions are rarely difficult to understand. It is relevant, it suits pre-existing thoughts, it looks like truthful information, and it is widely available.

Faced with the unknown, with the incomprehension of certain information, fake news seem to have the most comprehensible answers. This makes them often more understandable compared to complicated scientific articles.



Disinformation is most effective when it chooses some real event or situation as its target or means, especially if it is painful and people react to it emotionally. Then such information is simply manipulated and a greater effect is achieved. If no one cared about coronavirus or it was less dangerous, disinformation would not be as effective.

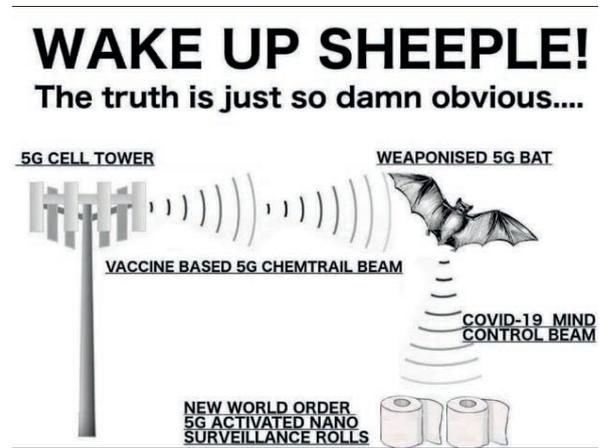
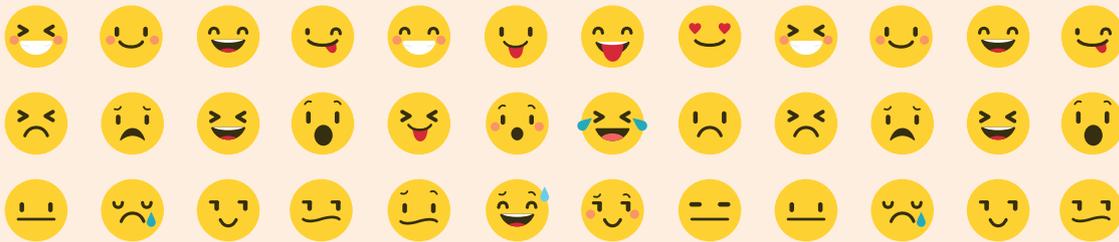
Youth (but not only them) don't like to be wrong, don't like it when it turns out that what they've known for a long time as truth isn't really true. They tend to notice information that is consistent with their existing understanding. This is a vicious circle - **if they believe this is not true, they ignore information that contradicts the information they have and thus further confirm that they are right. While they're not really right, only their flawed information bubble misleads them that we're right.**

It plays into peoples' fears and emotions and corresponds to humans cognitive biases saw above.

Fake news generally evokes strong emotions, which are more often on the negative than positive side. Because of that they receive more attention, a phenomenon which is called negative bias; that is that humans are more attracted by negative news. The emotions we feel when receiving fake news are different to true news. People act with surprise and

disgust when seeing fake news whereas true news is associated with emotions like sadness anticipation and trust. Using social media to get news results particularly exposing to fake-news, which end up influencing users' vision of the world and influencing their choices. In this way, the risk is to take refuge in a sort of closed space (polarized by algorithms that exclusively suggest information and news that are consistent with this) in which, as in a vicious circle, news is learned only on the basis of one's own tendencies and inclinations, to detriment of the capacity of discernment with respect to what happens outside one's own reference bubble. A tautology that confirms only what one wants to hear confirmed, rather than fostering a debate enriched by a plurality of voices, capable of generating critical sense and analytical skills.

Information that is published on social networks uses strong emotions that can be indicated by the abundant use of smileys (otherwise emoticons) and bright signs in the text. For example, lots of red exclamation marks, STOP signs, bold text, smileys... This is done to work not on our knowledge but on our emotions.



The fascination is mostly based on emotions, sometimes it is covered in the funny things like jokes or memes. Also most of the time headers of the fake news a very strong creating an illusion that there will be some secrets shown or people will find something very interesting.

- Fake news often centres around controversial topics which are also very emotional, such as migration, crisis, child abuse and conflict and politics. People are more drawn to negative press more than to positive stories.
- The topics covered by fake news intercept people's "gut", therefore they respond to emotional and irrational needs of the moment.

- Fake-news use simple languages and/or simplify up to trivialize complex contents, so that they are more accessible than real news. From the viewer's point of view, this offers an advantage: if a complex information makes the user feel inadequate or stupid with few tools who struggle to understand the meaning, the fake news triggers the opposite reaction, for which the simplicity of what it expresses keeps away the feeling of inadequacy of the user, who in this case instead feels more intelligent and reinforced in self-esteem, especially if we consider that they often present themselves as avant-garde information that only those who are smarter, courageous, awake (less prone to be fooled) or long-term of others he/she manages to grasp. Hence the exhortation to "wake up" addressed to those who do not adhere to the truth of conspiracy theories.
- Even the isolation triggered by the pandemic (the lockdown, the social distance, the limitations linked to the impossibility of meeting both in public and private spaces), has generated widespread sadness and anxiety that has found in social networks a point of contact that often resulted in belonging to a group or a social bubble born in the shadow of conspiracy hypotheses, fueled by fake news, which offered individuals left alone, atomized, socially and politically orphaned, a sense of belonging and the perception of being part of something greater that gives them a sense and an identity otherwise lost.

Unit 3: Discrimination on social media & digital platforms

2020, German newspapers NDR, WDR and "Süddeutsche Zeitung" (SZ) conducted research in cooperation with data analyst Philip Kreißel. It confirms the rapid spread of false news on social media. They give the example of 19 questionable YouTube videos which were viewed around twelve million times. These and other 5320 posts were then shared on Facebook 300,000 times. The Covid crisis also nourished and gave rise **to racism**.

Youth today receive many messages on social networks and digital platforms that are related to their genders, ethnicities, sexual orientations, etc. They are exposed to interpersonal and institutional discrimination. What was originally intended to be a quick exchange of messages is now becoming an additional source of marginalization and racial trauma. In 2020, the Federal Anti-Discrimination Agency (FADA) –a German Agency– recorded an 80 percent increase in received public inquiries concerning discrimination ([FADA Annual Report 2020](#), p. 7). This dramatic increase was only partially related to the pandemic, coming at a historical moment in which discrimination had become a pressing issue and the centre of public debate.

The amount of fake news and misinformation is increasing, but it is often difficult to detect. Careless sharing of messages on the Internet can spread dangerous misinformation and cyber-bullying can increase. As young people spend more and more time on the internet and the news cycle is faster than ever due to Covid-19, it is important to be aware of the different risks behind the use of social networks, the internet and online news. This table illustrates the different characteristics of the risks: fake news, cyber bullying and online hate speech. This can help to clear up any confusion between the different terms.

	Fake news	Online hate speech	Cyber bullying
What is it?	False information and misinformation, often spread through electronic channels (especially social media).	Summarises all public statements that spread, advocate, promote, justify, or incite hatred, discrimination, or hostility towards certain groups. Includes racism, xenophobia, or anti-Semitism. The author of the content can have anonymity, which can lead to the speech being even more violent.	General abuse, mainly based on the recipient's appearance, interests, intelligence, or previous posts. It is independent of time and place. The victim typically is an individual, the attacks usually are not directed against a whole group.
Objectives	Personal, political, and economic motives.	Often evoke cultural topics like values, religion, secularism, and national culture, to stir up opinion.	Often anonymous; aims to destroy and psychologically humiliate the victim.
Method of dissemination	By individuals or groups acting on their own behalf or on behalf of others. Algorithms of various kinds and social bots play a central role in dissemination, as do users' posts, likes and retweets.	By individuals or groups acting on their own behalf or on behalf of others.	The content spreads quickly and uncontrollably to an unmanageably large audience. The internet offers perpetrators anonymity, the consequences are often a lower inhibition threshold and less empathy towards the victims.

Looking at the definitions above, we realize that social networks play several roles in the propagation of discrimination. They are sometimes means of discrimination, factors of discrimination, other times causes of discrimination, then vectors of discrimination when they convey messages provoking discrimination.

While 2021 statistics have yet to be published, the FADA stated already in their 2020 annual report that a total of 1,904 people contacted them for advice "because they felt discriminated during the coronavirus pandemic due to their ethnicity, gender, religion or belief, disability, age or sexual orientation" ([Report](#), p. 12). Their report outlines the various facets of discrimination that have been exasperated by the pandemic:

Age

Viewing the lives of older people as less worthy of protection, as well as noting the negative effects on youth, particularly already marginalized youth with decreased access to educational resources.

Disabilities:

barriers to accessing information on the pandemic, as well as health discrimination in diagnosis and treatment.

Gender

Increased strain on women, who are more likely to take on the burden of childcare; and delayed and limited healthcare access for Trans* and inter* persons.

Racism

Everyday experiences of racism ranging from increased institutional harassment (police and public order officials), to open hostility, job discrimination, healthcare discrimination and more. Certain groups, in particular people of Asian background, Jews, asylum seekers and migrants are accused of spreading the coronavirus. The Central Council of German Sinti and Roma documented stigmatising and racist media articles, as well as fake news about Sinti and Roma in connection with COVID-19 (particularly in right-wing extremist platforms such as Anonymousnews and Kriegsberichterstatter.)

Antisemitism

Impetus to new and old conspiracy myths, and overlaps between right-wing extremists, coronavirus deniers, anti-vaxers, and antisemitic and racist conspiracy theorists.

Sexual Orientation

Government lockdown policies disadvantaging non-heteronormative family constructions, loss of access to communal spaces.

Social media completely reshape the racist dynamics, the micro-aggressions and discriminations that we can face on a daily basis. The algorithm of social media is an actor in this diffusion and expansion of discrimination:



- **Snapchat** and **Facebook** have been criticized for publishing filters that encourage “digital blackface” and that also encourage whitening/lightening of the skin of people of color.
- **Facebook**, by tracking user activity, has allowed marketers to exclude certain communities (African American, Hispanic, etc.).
- **TikTok** faced criticism when it suspended a viral video raising awareness of China’s persecution of Uyghurs.

During the health crisis, the persecution of Asian people in Europe has increased sharply. Racist attacks against people perceived to be Asian have been noted and documented around the world. For example, those affected reported a variety of means of discrimination, including non-verbal discrimination through gestures or facial expressions (74%), verbal abuse (62%) or physical abuse (11%), such as being sprayed with disinfectant, and 27% reported being excluded from institutions such as hospitals or doctors’ offices. The research also found that more than 15% of respondents to a general population survey believed that [“Asians were responsible for the rapid spread of COVID-19.”](#)

So social networks are not only means or vehicles of discrimination. They are reshaping oppression based on race, gender and sexuality. Moderation on these same social networks is at the core of the issues around discrimination. Facebook or Twitter have allowed anonymity for harassers and have been permissive of racist content disguised as humor. As this type of content generates engagement, moderation has not been carried out and has allowed the development of racist and discriminating content.

Hate speech and discrimination on social networks are constantly growing. In most countries, the majority of victims of hate speech and discrimination are minority groups. Women are part of this group and suffer a lot of violence on social networks.

The increase of hate speech and violence on social networks can prepare the ground for dehumanization and for the trivialization of hate.

Today, all countries lack a general definition of what hate speech is and where it ends and where it ends. A comprehensive legal and political framework to combat hate speech is currently being discussed within the Council of Europe.

A zero tolerance policy towards hate speech, hate crimes and racism against minorities must be adopted by states, digital platforms and social networks.

Social networks must represent a safe environment. Social networks have strengthened the possibility to denounce hate speech and discrimination on social networks. They are listed on [this link](#).

These manual approaches allow us to quickly grasp the context and respond to hate speech as quickly as possible. However, this requires a lot of work, time and money. This undeniably limits scalability and quick fixes. In response, platforms have implemented automated detection solutions. For example, PERSPECTIVE API, is an open-source tool created by Jigsaw (an incubator within Google) and the Counter Abuse Technology team at Google. It uses machine learning to score phrases based on their potential toxicity in a conversation.

For more information, [click here](#).

It is therefore important to be aware of all the elements that allow us to protect ourselves on social networks: to protect ourselves from hate speech, from the propagation of our personal information, etc.

Unit 4: Knowledge, conscious and safe use of social networks



The Internet has changed people's lives beyond recognition - it has opened up new possibilities, facilitated communication and everyday life. Millions of people surf the Internet every day for work or personal use, but few wonder how much private information can be revealed at the click of a button.

It is very difficult to maintain privacy on the Internet and to protect against threats such as loss of personal information, unauthorized access, or even destruction.

There is a high risk in social networks that store data about users' identities and behavior - knowing where and when they joined the network, how much time they spent on it, what pages other users or businesses visited, or what social network advertising they were interested in.

Information published on social networks can fall into the trap of criminals. There is a lot of cases where photos of social network users are specially misappropriated and used to create fake profiles. The Internet opens up great opportunities for identity theft, which not only harms a person's privacy, but also brings financial damage.

There are known cases when a person on the social network Facebook posted a holiday abroad and found a stolen apartment when he returned home after the holiday. A vacation, a trip to the sea, or a short weekend getaway is always relevant information for friends, but it can also be available to thieves, so it's a good idea to consider what information you're going to make public.

In order to protect your data in social media it is recommended to get acquainted with the privacy settings in detail, limit the number of people who have access to personal information and act responsibly when posting news on your or your friends' profiles. Not all people who offer to become friends are recommended to be friends. The privacy settings in social media should be revised and adjusted individually so that only limited persons allow to access your personal information can see information.

How to protect our self?

We give some of our data protection to strangers. People photos, letters, resumes, browsing and payment stories can all be found and done online. In order to protect personal data, it is necessary to start with the simplest action - it is very important to know that the computer used for important operations is safe.

Cybercriminals can easily obtain information that is sent over an insecure internet connection. If you need to send confidential information or make money transactions online, use only a computer that you are safe to use.

It is impossible to completely protect oneself from threats, but there are ways to manage and adapt to them, even in the most ungrateful situation. People often ignore online ads or click on a pop-up window. The classic case is that when you click on a cookie message while browsing the Internet and at the top of a website, it means that the person agrees to be tracked.

Digital communication

Digital Etiquette: "Netiquette"

As mentioned above, netiquette is a set of rules that guides social interactions when using technology such as computers and cell phones for communication. When communicating in this manner, it is easy for individuals to forget that they are dealing with real people, since they are not interacting with them face-to-face. Below are some of the basic "Do's" and "Don't's" of netiquette:

Do's:

- Treat others the same way you would like to be treated
- Respect the privacy of others
- Keep written communications short and to-the-point so you do not waste other people's time
- Make written communication easy to read and appropriate - using emoticons in formal communication is not appropriate
- Obey copyright laws
- Remember that written words can be stored and retrieved later - even if you delete them. Think carefully about what you are writing.
- Keep in mind that humor and sarcasm may be difficult to interpret over the Internet. Be careful not to offend anyone.

Don't's:

- Do not abuse your power
- Do not insult others or use foul/inappropriate language
- Do not send spam
- Do not write in all upper case - this makes it look like you are shouting!
- Do not provide your username or password to anyone else
- Do not initiate or provoke "flame wars", which are emotional arguments on the Internet.
- Do not post anything about anyone else on the Internet without their permission

Digital safety:***What is radicalisation?***

Radicalisation is when someone starts to believe or support extreme views, and in some cases, then participates in terrorist groups or acts.

It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs and prejudices against particular groups of people.

People may be radicalised in many different ways, and over different time frames from as little as a few days or hours, or it may take several years.

Extremist groups often target young people via the internet and social media.

The process may involve:

- being groomed online or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts

What is cyberbullying?

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:

- spreading lies about or posting embarrassing photos or videos of someone on social media
- sending hurtful, abusive or threatening messages, images or videos via messaging platforms
- impersonating someone and sending mean messages to others on their behalf or through fake accounts.

Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint - a record that can prove useful and provide evidence to help stop the abuse.

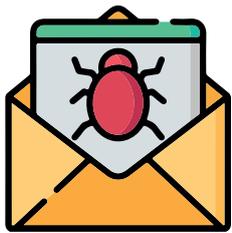
UNICEF recommendations on how do I prevent my personal information from being used to manipulate or humiliate me on social media?

Think twice before posting or sharing anything on digital platforms – it may be online forever and could be used to harm you later. Don't give out personal details such as your address, telephone number or the name of your school. Learn about the privacy settings of your favourite social media apps. Here are some actions you can take on many of them:

- You can decide who can see your profile, send you direct messages or comment on your posts by adjusting your account privacy settings.
- You can report hurtful comments, messages, photos and videos and request they be removed.
- Besides 'unfriending', you can completely block people to stop them from seeing your profile or contacting you.
- You can also choose to have comments by certain people to appear only to them without completely blocking them.
- You can delete posts on your profile or hide them from specific people.

On most of your favourite social media, people aren't notified when you block, restrict or report them.

Digital security:



Malware

Malware scammers send emails and social media messages at random with links purporting to be on something topical—news, an event or something 'interesting'.

If you click on the link you may be taken to a fake website that looks like the real deal, complete with logos and branding of legitimate sites. In order to view the video, you will be asked to install some software, such as a 'codec', to be able to access the video format. If you download the software, your computer will be infected with malware (malicious software).

ware).

Another way of delivering a malware scam is through websites and pop-ups that offer 'free' file downloads, including music, movies and games, or free access to content, such as adult sites.

Malware scams work by installing software on your computer that allows scammers to access your files or watch what you are doing on your computer. Scammers use this information to steal your personal details and commit fraudulent activities. They may make unauthorised purchases on your credit card, or use your identity to open accounts such as banking, telephone or energy services. They might take out loans or carry out other illegal business under your name, or even sell your information to other scammers for further illegal use.



Phishing

Phishing scams are attempts by scammers to trick you into giving out personal information such as your bank account numbers, passwords and credit card numbers.

How does this scam work?

A scammer contacts you pretending to be from a legitimate business such a bank, telephone or internet service provider. You may be contacted by email, social media, phone call, or text message.

The scammer asks you to provide or confirm your personal details. For example, the scammer may say that the bank or organisation is verifying customer records due to a technical error that wiped out customer data. Or, they may ask you to fill out a customer survey and offer a prize for participating.

Alternatively, the scammer may alert you to 'unauthorised or suspicious activity on your account'. You might be told that a large purchase has been made in a foreign country and asked if you authorised the payment. If you reply that

you didn't, the scammer will ask you to confirm your credit card or bank details so the 'bank' can investigate. In some cases the scammer may already have your credit card number and ask you to confirm your identity by quoting the 3 or 4 digit security code printed on the card.

Phishing messages are designed to look genuine, and often copy the format used by the organisation the scammer is pretending to represent, including their branding and logo. They will take you to a fake website that looks like the real deal, but has a slightly different address.

Digital empathy or Digital emotional intelligence:

Digital empathy is the application of the core principles of empathy – compassion, cognition, and emotion – into technical designs to enhance user experience.

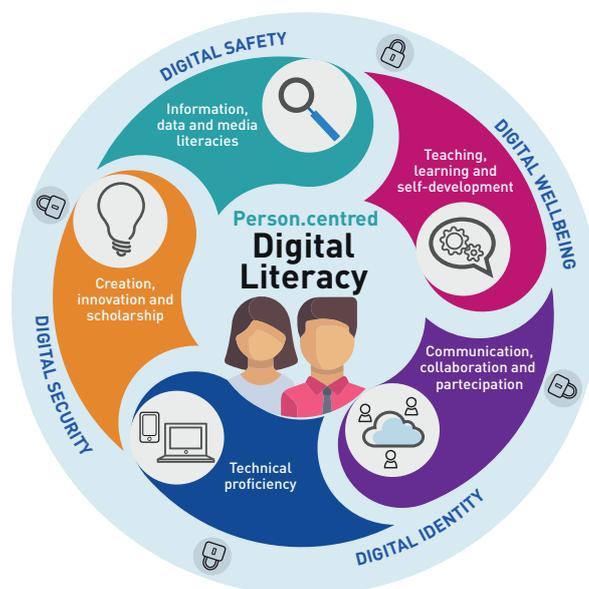
At the centre of empathy creation is communication. Technology usage has transformed human interactions into digital conversations where people now have the ability to instantly share thoughts, feelings, and behaviours via digital channels in a few seconds. It has been observed and researched that digital conversations threaten the appropriate expression of empathy, largely as a result of the "online disinhibition effect". Psychologist [Dr. John Suler](#)¹¹ defines the online disinhibition effect as the tendency for "people say and do things in cyberspace that they wouldn't ordinarily say and do in the face-to-face world". Research has shown that the shift away from face-to-face communication has caused a decline in the social-emotional skills of youth and suggest that "generations raised on technology" are becoming less empathic.

Research shows that people with higher emotional intelligence can more easily detect fake news.

Digital literacy:

Digital literacy includes "both the skills to functionally be able to use the Internet and digital technology, as well as the knowledge of how to do so safely, securely and with trusted information and protected data.

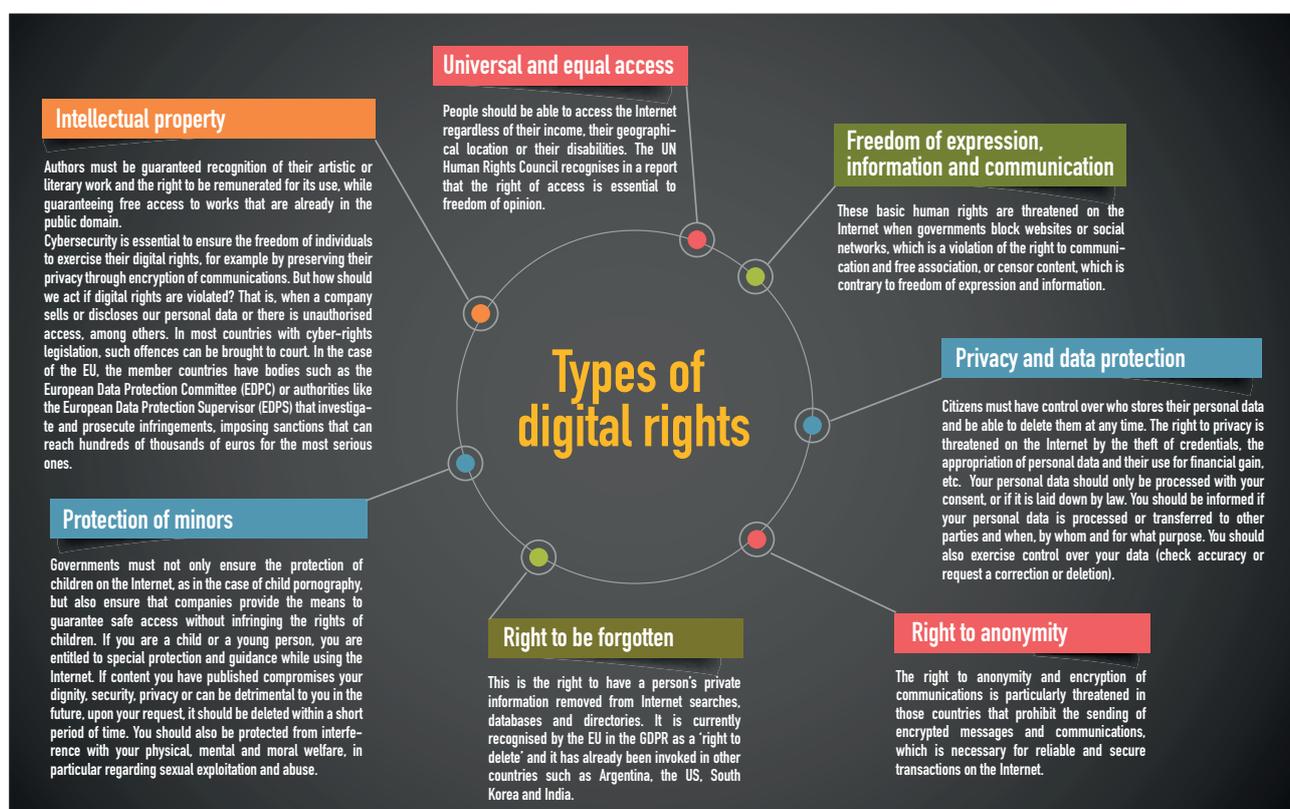
In today's world, children need to be digitally literate to fully participate in digital life, be safe online, and develop critical and analytical skills. Digital literacy refers to the knowledge, skills and attitudes that allow adults and children to thrive in an increasingly global digital world, being both safe and empowered, in ways that are appropriate to their age and local cultures and contexts.



¹¹ John Suler, *The Online Disinhibition Effect*, in *Cyberpsychology & Behaviour*, Volume 7, Number 3, 2004

Digital rights

Digital rights are merely an extension of the rights set out in the Universal Declaration of Human Rights by the United Nations as applied to the online world. Its main objective is to guarantee access to the Internet, avoiding the so-called digital divide, and a proper use of the network as **a common asset belonging to the whole of humanity**. However, the lack of international consensus has led each country to develop its own Digital Rights Charter. Despite this, supranational bodies such as the European Union (EU) are proposing a common framework, at least with regard to the right to personal data protection. For example, the General Data Protection Regulation (GDPR), which came into force in 2018, **obliges member countries both to preserve citizens' personal data and to allow the free movement of data**. In the USA, by contrast, there is no federal data protection law and each state applies different regulations. There are more than 120 countries in the world that have some kind of legislation protecting personal data and access to information on the Internet.



Conscious use of social media:

- **Digital identity:** the awareness of one's online presence, and the ability to manage it better
- **Digital use:** the ability to use different devices and systems
- **Digital safety:** the ability to recognize and avoid the risks associated with the use of digital, or knowing how to recognize the risks of cyberbullying, radicalization, violence
- **Digital security:** the ability to recognize the dangers of hacking, scams or malware
- **Digital empathy or Digital emotional intelligence:** emotional intelligence that allows you to approach others with awareness even behind a screen
- **Digital communication:** the ability to communicate, collaborate and be understood through the use of technology and media
- **Digital literacy:** the ability to find information online, evaluate its credibility, create your own content and share it in the best possible way.
- **Digital rights:** being aware of the right to freedom of speech and thought, but also of the right to privacy, intellectual property and the still discussed right to be forgotten.

FAKE training Activities

The FAKE project has developed several activities that aim to train both trainers and trainees on the issue of fake news on social networks.

You will find below:

A competence framework: this one is non-exhaustive and can be adapted and modified.

Learning objectives: they help to create your training. They can be adapted and modified.

Activities for each module: these have been developed and tested with groups of young people. They can be adapted and modified.

COMPETENCE FRAMEWORK:

COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
Recognizing fake news	<ul style="list-style-type: none"> - Know the definition of fake news, disinformation, misinformation and malinformation. - Know the mechanism of a fake news. - Know the main profiles of people creating fake news and spreading them on social media. 	<ul style="list-style-type: none"> - Ability to recognize a fake news, a malinformation, a disinformation and a misinformation. - Ability to identify the elements that compose a fake news. - Ability to detect the profiles of fake news creators by analyzing fake news, their content and their propagation on social networks. - Ability to individuate reliable sources. 	<ul style="list-style-type: none"> - Willingness to learn about the different types of false information. - Be vigilant and critical in identifying fake news. - Be open-minded and attentive to other people, cultures and backgrounds in order to better understand the dynamics that lead to the creation of fake news.
Evaluating data, information and digital content to tackle fake news	<ul style="list-style-type: none"> - Knowing the mechanism of the algorithms (e.g. social medias, Facebook, Instagram, etc.) facilitating the propagation of fake news. - Know the different steps to verify a news in order to identify if it is truthful or not. - Know the digital tools for data verification. - Know the methods of reporting fake news in order to stop and tackle them. 	<ul style="list-style-type: none"> - Ability to interact on social media and analyze how algorithms work. - Ability to evaluate and filter data and information. - Ability to assess and analyze whether information is fake or not. - Ability to use digital tools to verify information, by combining them with the different stages of verification of fake news. - Ability to identify the best methods to stop the propagation of a fake news. - Ability to surround oneself with knowledgeable personnel to seek assistance and inquire about information. 	<ul style="list-style-type: none"> - Be vigilant and critical in identifying fake news. - Be methodical and organized. - Be critical in collecting and analyzing information.

COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
Recognizing cognitive biases and their impact on fake news.	<ul style="list-style-type: none"> - Know the main cognitive biases and the emotions related to them. - Know the cognitive biases used in the infodemic process. - Know the impact of a cognitive bias on the success of a fake news 	<ul style="list-style-type: none"> - Ability to recognize and define cognitive biases. - Ability to create a mind-map in order to recognize and analyze their own cognitive bias. - Ability to analyze a cognitive bias to reduce the impact of a fake news on oneself. - Ability to recognize and analyze cognitive biases that lead to infodemia. - Ability to transmit information about cognitive biases to tackle the infodemia phenomenon. 	<ul style="list-style-type: none"> - Being self-aware - Be aware of your feelings and emotions in order to recognize cognitive biases. - Be indulgent about your reactions and emotions when faced with fake news. - Be analytical of yourself - Being attentive and curious about the emotions and feelings of others. - Being empathetic and having compassion for others and also for oneself. - Being tolerant and non-judgmental while constantly developing critical thinking skills.
Recognizing the link between emotions and manipulation on social media.	<ul style="list-style-type: none"> - Know the methods of manipulation on social media. - Know the main emotions that sustain the beliefs in conspiracy theories. - Know the group dynamics on social media. - Know the effect of the “filter bubble” that promotes adherence to conspiracy theories and related groups. 	<ul style="list-style-type: none"> - Ability to recognize the profiles and contexts that are conducive to manipulation on social media - Ability to quickly recognize actions that allow manipulation and adherence to theories and groups. - Ability to understand group dynamics and group effects. - Ability to distinguish between one’s own emotions and those of the group. - Ability to identify manipulation within groups. - Ability to analyze one’s own reactions and emotions within the group. - Ability to collect and analyze a plurality of information to get out of the “filter bubble” - Ability to avoid manipulation on social networks. 	<ul style="list-style-type: none"> - Being tolerant and understanding. - Be critical and analytical. - Be aware of your limits - Listen to one’s emotions when faced with sometimes difficult situations. - Communicating emotions and issues. - Being empathic. - Being inclusive.
Identify and analyze hate speech and discrimination on social medias.	<ul style="list-style-type: none"> - Know the definitions of discrimination and hate speech. - Know the different forms of discrimination on social media. 	<ul style="list-style-type: none"> - Ability to identify hate speech and discrimination on social media. - Ability to distinguish the different forms of discrimination on social media. - Ability to analyze information that is hate speech/discrimination leading to exclusion and discrimination on social media. - Ability to understand, analyze and evaluate one’s own reactions to hate speech and discrimination on social media. - Ability to understand the dynamics that reinforce the impact of hate speech and discrimination on social media. 	<ul style="list-style-type: none"> - Be tolerant and understanding. - Be critical and analytical. - Be aware of your limits - Listen to one’s emotions when faced with sometimes difficult situations. - Communicating emotions and issues. - Being empathic. - Being inclusive.

COMPETENCE	KNOWLEDGE	SKILLS	ATTITUDES
Report hate speech and discrimination on social media.	<ul style="list-style-type: none"> - Know the European regulations to fight against hate speech and discrimination on social media. - Know the digital tools and methods for reporting hate speech and discrimination on social media. 	<ul style="list-style-type: none"> - Ability to research and collect information regarding hate speech and discrimination regulations on social media. - Ability to surround yourself with competent people to denounce hate speech and discrimination. - Ability to use digital tools related to reporting hate speech and discrimination. - Ability to get help to confront hate speech and discrimination on social media. 	<ul style="list-style-type: none"> - Be tolerant and understanding. - Be critical and analytical. - Be aware of your limits - Listen to one's emotions when faced with sometimes difficult situations. - Communicating emotions and issues. - Being empathic. - Being inclusive.
Use of social media	<ul style="list-style-type: none"> - Knowing the different social media in terms of use, target, audience, etc. 	<ul style="list-style-type: none"> - Ability to communicate digitally in order to understand the dynamics of each social network. - Ability to understand the algorithm related to social media and analyze the dissemination of information on it. 	
Identify and analyze the danger on social media	<ul style="list-style-type: none"> - Know the tools to search and collect reliable information. - Know the definitions of the different types of danger on social networks (e.g. scam, malware, phishing, hacking, etc.) - Know the methods to avoid digital traps (e.g. hacking, scam, phishing, etc.) 	<ul style="list-style-type: none"> - Ability to individuate reliable sources. - Ability to use tools to verify information and sources. - Ability to evaluate the credibility of information. - Ability to seek information from competent persons for the safe use of social media. - Ability to recognize the dangers on social media. - Ability to recognize digital traps. - Ability to report dangers on social networks to appropriate organizations to contain them. - Ability to use social networks in a secure manner. 	<ul style="list-style-type: none"> - Being curious about social media in order to better understand and use them. - Willingness to learn digital communication tools. - Be tolerant and understanding. - Be critical and analytical. - Be vigilant and critical - Willingness to learn digital communication tools.
Preserve their security and digital identity on social media	<ul style="list-style-type: none"> - Know the definition of "netiquette" - Know the main elements that constitute its digital identity. 	<ul style="list-style-type: none"> - Ability to share information while preserving its digital identity. - Ability to adopt safe practices on social media. - Ability to respect oneself and others on the networks. 	

Unit 1: Why are fake news so fascinating?

Learning Objectives	Learning Outcomes
<p>The participants will learn to:</p> <ul style="list-style-type: none"> • Know the difference between fake news, disinformation, and misinformation. • Identify and unmask fake news • Understand how fake news is created • Know how to recognize the elements that fascinate us in a fake news 	<p>Technical Competence</p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> • Define the terms related to fake news • Misinformation, disinformation, malinformation – • Understand what fascinates us in a fake news • Understand how a fake news spreads • Understand the different types of fake news • Know the techniques to avoid fighting against fake news <p>Can</p> <ul style="list-style-type: none"> • recognize a fake news • understand the mechanism of a fake news <p>Personal Competence</p> <ul style="list-style-type: none"> • Develop communication skills • Open critical thinking skills • Develop team mindset • Develop analytical skills

Objectives – STEAL YOUR SEAT
1. Getting to know each other
2. Create a friendly atmosphere in the group
3. To energize and develop concentration
4. Begin to discuss the issue of fake news.
5. Understand the use of social media by young people.

Steal your seat	
Type	Energizer
Space required	Large room - 15 participants
Estimated time	20 minutes
Materials required	Number of chairs equivalent to the number of participants

Content

This energizer is adaptable to many themes. The principle is to use the **theme of FAKE project** - fake news, hate speech, etc. -.

The group forms a circle with chairs:

- One chair is missing. The person without a chair stands in the middle of the circle.
- In order to get a chair, this participant has to say a statement that concerns him/her and that is related to fake news and/or social networks. (Examples: “I use Instagram as soon as I wake up in the morning.” - “I once spread fake news about covid-19 to my friends on WhatsApp.”) :

1. Everyone who recognizes themselves in the statement given by the person in the middle gets up and tries to find a chair other than the one they just got up from, including the person who did not have a basic chair.
2. There is one person who remains in the middle, who will then give an affirmation again.

RECOMMENDATIONS

This activity is very suitable at the beginning of a training session, especially on a training about fake news. It can also be used to introduce another activity during the training.

As it is not always easy to talk about our attitude towards social media/fake news, as a trainer you should not hesitate to propose ideas and participate in the activity.

Finally, some participants may be embarrassed to talk about their use of social media. You should not force them and propose simple sentences like "I own a Facebook account".

OBJECTIVE - DEFINE THE TERMS

1. Define the terms related to fake news - misinformation, disinformation, misinformation -
2. Understand the difference between the terms
3. Be able to give examples of these terms.
4. Open the discussion on fake news and allow them to talk about their experiences.
5. Create a group mindset
6. Thinking as a team
7. Develop communication skills
8. Open critical thinking skills

DEFINE THE TERMS

<i>Type</i>	Activity
<i>Space required</i>	Large room / Online - 15 participants
<i>Estimated time</i>	1 h
<i>Materials required</i>	A board; flip charts; board markers; pens If online, use of jamboard (https://jamboard.google.com)

Content

FACE TO FACE:

Before starting the activity, you should have prepared all the terms (related to fake news) that you want the participant to define. Make a list of the most important terms (fake news, malinformation, disinformation, misinformation).

Prepare a template with three different sections allowing the participants to define the term and write directly on this sheet - which will be printed -.

Suggested title for the 3 sections:

- Keywords
- Examples
- Definition

1. Form groups of 3 or 4 people.

2. Give each group one or two sheets of paper with a term to define.

3. For 30 minutes, the separate groups should try to define the words they were given.

They are not allowed to use internet on their phones or on computers. They should try to define it with their own experiences and words.

Feel free to move between the groups to see if everything is going well.

1. After 30 minutes, they should have written a definition in their own words

2. Each group should present their definition of the terms to all the other groups.

3. With each term defined, everyone can speak up to give the closest definition to the right one. This is also an opportunity to see the different points of view on a term.

4. Once the round is over, present all the terms with their exact definition.

5. You can also show videos to help understand the terms:

<https://youtu.be/FB6lLbOqJf8> - C'est quoi une 'fake news' ? Les Clés du Numérique - France Inter [FR]

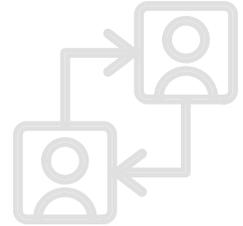
<https://youtu.be/8X5B93C6OKI> - The Meaning of 'fake news' - BBC Learning English [EN]

Content

ONLINE:

Before starting the activity, you should have prepared all the terms (related to fake news) that you want them to define. Make a list of the most important terms (fake news, malinformation, disinformation misinformation).

Prepare a template with three different sections on jamboard (you can put post-it notes on jamboard). A jamboard sheet corresponds to a word to be defined. Thus, the participants will be able to write directly on the jamboard sheet.



Suggested title for the 3 sections:

- Keywords
- Examples
- Definition

1. Form groups of 3 or 4 people on Zoom, Teams, Gathertown etc.
2. Separate these groups into different discussion rooms.
3. Give each group the link to the jamboard with the online sheet corresponding to the terms they need to define.
4. For 30 minutes, the separate groups should try to define the words they were given.

Even if they are on the internet, ask them not to look on Google -do not search online-. They should try to do this in discussion.

Be sure to go back and forth between the online rooms to monitor progress.

1. After 30 minutes, they should have written a definition in their own words.
2. Bring the groups back together in the main discussion room. Each group should present their definition of the terms to all the other groups.
3. For each term defined, everyone can speak up to give the closest definition to the real one (use a "show of hands" system available on online communication platforms). This is also an opportunity to see the different points of view on a term.
4. Once the round table is over, present all the terms with their exact definition (use a dynamic PREZI presentation).
5. You can also show videos to help understand the terms:

<https://youtu.be/FB6lLbOqJf8> - C'est quoi une 'fake news' ? Les Clés du Numérique - France Inter [FR]

<https://youtu.be/8X5B93C6OKI> - The Meaning of 'fake news' - BBC Learning English [EN]

RECOMMENDATIONS

This activity really allows people to work together and develop their team building skills. But you have to check in with the different groups regularly to make sure that everything is going well and that everyone is participating. It can get a little boring. You can play music in the background, without words, to avoid creating an atmosphere that is too "academic".

During the plenary sessions, it is important to refocus the discussion if you feel that there is too much discussion going on in all directions.

It is recommended to use visual support, to write down the definitions of terms, to present pictures and to show videos.

OBJECTIVE - YOUR OWN FAKE NEWS

1. Understanding the mechanism of a fake news
2. Understand what fascinates us in a fake news
3. Understand how fake news spread
4. To be able to recognize a fake news
5. Understand the different types of fake news
6. Know the techniques to fight against fake news
7. Develop team mindset.
8. Develop critical thinking skills
9. Develop analytical skills
10. Create a good atmosphere
11. Develop oral presentation skills
12. Develop communication skills

YOUR OWN FAKE NEWS

Type	Activity
Space required	Large room / Online participants  15
Estimated time	time  2h
Materials required	Flipchart paper; large sheets of paper; colored markers; pens; computer; printer Board; board markers If online: Use of JAMBOARD - Use of GOOGLE SLIDE/PREZI - Digital communication platform (Zoom, TEAMS, etc.)

Content

FACE TO FACE:

Before starting the activity, you can watch the BBC video: <https://youtu.be/UAy6PI5UtSU>. It defines several profiles of "fake news creators".
 Before starting the activity, you can watch the BBC video: <https://youtu.be/UAy6PI5UtSU>. It defines several profiles of "fake news creators".



You have to prepare several scenarios related to the profiles of fake news creators:

- Joker
- Scammer
- Politician
- Conspiracy theorist
- Insider

For example: 'A member of the far right party wants to create false information about the opposing party. It's up to you to find the fake news that will work!'

'A troller on social media decides to create a fake news about the situation in Ukraine and Russian media; It's up to you to find the fake news that will work!'

'A scammer wants to make money based on the proliferation of information related to covid-19. It's up to you to find the fake news that will work!'

1. Show the group the video on the different profiles of fake news creators: <https://youtu.be/UAy6PI5UtSU> - Invite the participants to express themselves for a few minutes on the video.
2. Once the discussions have been stopped/reduced, create groups of 3 or 4 people.
3. Give each group a scenario. Also give them paper, pens and markers.
4. Each group must create a fake news story related to their scenario:
 - There must be a title
 - There must be a content
 - If possible, there can be a picture

Attention, if the participants ask for it, they can do it on a computer! They can create the same content on a digital and interactive platform. You can consult the table with several digital platforms and their utility.

Allow 1 hour for participants to create their fake news.



1. Once created, each group must present its fake news in front of the others. The other participants have to vote for or against the reliability of the fake news and if it could be spread easily. The other participants have to explain why a fake news seems credible or not.
 - i. At the same time, write down on a board next to it the reasons why a fake news is potentially credible or not according to the participants' opinions and experiences.
2. Once all the groups have gone through, the "fake news" that seems the most credible will be elected. Participants should try explain why.
3. Quickly explain how fake news works. Present the best methods to avoid fake news:
 - Verify the source of the information
 - Verify the author of the information
 - Check the date of the information.
 - Pay attention to the images that accompany the information
 - Cross-check the information
 - Don't be trapped by satirical sites
 - Develop a critical mind
 - Do not share information that is neither verified nor verifiable
 - Refute if it concerns you
 - Denounce if necessary

Content

ON LINE:

Before starting the activity, you can watch the BBC video: <https://youtu.be/UAy6PI5UtSU>. It defines several profiles of “fake news creators”.
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‘A troller on social media decides to create a fake news about the situation in Ukraine and Russian media; It’s up to you to find the fake news that will work!’

‘A scammer wants to make money based on the proliferation of information related to covid-19. It’s up to you to find the fake news that will work!’

1. Show the group the video on the different profiles of fake news creators: <https://youtu.be/UAy6PI5UtSU> - Invite the participants to express themselves for a few minutes on the video.
2. Once the discussions have been stopped/reduced, create groups of 3 or 4 people. Separate them in different online rooms.
3. Give each group a scenario. Ask them what medium they want to use - Jamboard, online presentation, etc -.
4. Each group must create a fake news story related to their scenario:
 - a. There must be a title
 - b. There must be a content
 - c. If possible, there can be a picture

Allow 1 hour for participants to create their fake news.



Once created, each group must present its fake news in front of the others in the main plenary room. The other participants have to vote for or against the reliability of the fake news and if it could be spread easily. The other participants have to explain why a fake news seems credible or not. **Of course, fake news will never be spread on social media.**

i. At the same time, write down on JAMBOARD to it the reasons why a fake news is potentially credible or not according to the participants’ opinions and experiences.

2. Quickly explain how fake news works. Present the best methods to avoid fake news:

- Verify the source of the information
- Verify the author of the information
- Check the date of the information.
- Pay attention to the images that accompany the information
- Cross-check the information
- Don't be trapped by satirical sites
- Develop a critical mind
- Do not share information that is neither verified nor verifiable
- Refute if it concerns you
- Denounce if necessary

RECOMMENDATIONS

During the activity, remain open to questions. Some may not always understand the scenario. Take time in each group to explain.

Take time between each group to collect their ideas, try to help and support them.

During oral presentations, do not force someone who does not want to speak in front of the rest of the group. If none of them want to do it, you can do the presentation yourself.

Never spread the fake news on social media or in real life!

Gamification

Another way you can help stop the spread of fake news is to learn more about the way it works. Some online resources exist that can help you train yourself to investigate suspicious news and get first-hand experience with how the fake news process works. Several games exist to train and sensitize readers to detect and stay immune to fake news.

- *Fake It To Make It* puts the player in the role of the creator of fake news, trying to make money from advertisers by setting up a site, copying news stories and re-posting them, creating fake social media accounts and generating interest by choosing users and groups to target with social media messages. It provides a running tally of how much attention your website has gotten and how much money you've made. You quickly get a sense of what questionably ethical strategies work best.

<https://www.fakeittomakeitgame.com/>

- *VERITAS* is a compact narrative puzzle game that challenges your ability to recognise true or false information.

<https://www.veritasthegame.com/>

Unit 2: Cognitive biases and emotional aspects behind “infodemic success”

OBJECTIVES

To be able to identify, understand and analyse discrimination on social media and digital platforms

Learning Objectives	Learning Outcomes
<p>The participants will learn to:</p> <ul style="list-style-type: none"> · know, understand and recognize the main bias observed during pandemic and “infodemic”, and their role in fake news success; · know, understand and recognize social needs, emotions and feelings behind adhering to conspiracy theories; 	<p>Technical Competence</p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> · the main bias and cognitive traps observed during pandemic and “infodemic” · the link between social needs/emotions/feelings and manipulation through fake news <p>Can</p> <ul style="list-style-type: none"> · respond with greater awareness to the infodemic in digital communication <p>Personal Competence</p> <p>Competences:</p> <ul style="list-style-type: none"> · To be able to acquire greater awareness of some aspects of one’s own emotional experience and one’s cognitive maps to avoid manipulation

OBJECTIVE

1. The role and characteristics of social communication media
2. Knowing the digital traps and cognitive and emotional biases of infodemic
3. Developing a critical attitude towards information conveyed by social media
4. Knowledge and emotional management of personal competencies to defend yourself against fake news from infodemic.

Steps/Delivery Method

TYPE - Lectures and role-plays.

SPACE REQUIRED - Large hall and/or open space ESTIMATED TIME - 8 hours



MATERIALS REQUIRED - Computer, video projector, flip chart, markers, post-it notes

Suggestion of possible ice-breakers: The best way to break the ice with the participants could be to play a famous game: “the telephone game”. In other words, line up all the participants in a row and let one of them tell the other and so on until the end of the row and compare the two pieces of information.

Considering the linguistic diversity and other communicative disturbances, the starting information will certainly be very different from the ending one. This will show how important it is to check the accuracy of the source and the analysis of the facts. It will be proposed to repeat the game giving the possibility (to whoever wants it) to ask the two people in front of him to repeat the news and then the last one in the row will have the possibility to ask the first one, passing through at least three other people in the row to reconstruct the news. In this way, it will be shown that a partial survey gives partial results (but still better than “total confidence”) and that a thorough survey gives much more certain results.

- Details of how to create the ideal space/environment for the activity: The environment must be circular, so not an

audience of passive listeners but an “agorà” in dialogue with the trainer. Open and bright spaces will certainly favour concentration.

- **Explain activities undertaken within module + include necessary resources:** Description of the main characteristics of the infodemic phenomenon. Knowledge of the general context of the problem, in relation to young people. Description of the main digital traps with an immediate experimentation of them. Analysing the emotional effects of sharing fake news in real life and reflecting on one’s own emotions both when one has spread a falsehood and when one has been the victim of the falsehood; applying these emotions to the digital environment and discussing them sincerely. Probably we need internet access, a computer, a projector and flip charts.

Content

The general objectives are:

- **Acquire** awareness of the importance of source
- **Acquire** the notion of reliability of sources, acquire basic tools for critical reading of information conveyed in particular by social media
- **Knowing** how to construct mind maps and tables, knowing how to explain one’s own judgements in a reasoned manner
- **Learning** to know and recognise the emotions that lead to the publication of fake news and the phenomenon of infodemics

Foreword: Fake news in antiquity - group exercise

Historians, in their efforts to reconstruct the past, are often confronted with partial and contradictory information. The first problem they have to solve is therefore that of the authenticity and reliability of the sources. And this is where we can start, by showing participants two ancient texts by the same author – “Procopio di Cesarea” – which contain completely opposite judgements on the emperor Justinian.

Two opposing views of Justinian

“In our times the Emperor Justinian reigns. He took over an incurably disintegrated state and made it larger in size and much more splendid by driving out the Barbarians, the ancient tormentors, from its borders, as I have already described in detail in my work on wars. [Justinian had the ability to conquer other states. Many countries, in fact, which at that time did not belong to the Roman Empire, he incorporated into it and created countless cities that did not exist before. Having found that religious teaching before him had often found itself entangled in error and had been forced to wander in various directions, he annihilated all the paths leading to error and succeeded in holding it firm in the certainty of faith on a single foundation...”

Procopio di Cesarea, “Sugli Edifici”, 1

Procopio is of a different opinion in his Secret History, a pamphlet against Justinian and his wife Theodora: “This emperor [Justinian] was therefore false, deceitful, artificial, dark in anger, duplicitous, a terrible man, perfect in dissimulating an opinion, capable of crying not with pleasure or pain, but always a liar, but not in vain, but after [...] solemn oaths on what had been agreed. [...] He was extremely open to slander and ready for revenge. He never judged after careful scrutiny, but as soon as he heard the accusation he would bring out the verdict. Without hesitation he drew up decrees to conquer countries, [...] whole peoples for no reason at all. So that, if one weighed all the disasters suffered by the Romans and put these events on the other side of the scales, I believe that the blood shed by this man would appear more copious than all the massacres of all time. As for the riches of others, he was very ready to seize them shamelessly [...] and perhaps to give them to the Barbarians, without distinction. [...] Therefore, having alienated wealth from the territory of the Empire, he became the author of misery for all.”

Procopio, “Storia Segreta”, 7-9

Assumptions about diversity of content

Together with the participants we discuss the two texts and look for information about the author, possibly using the Internet. Procopius of Caesarea was a man of the court, a contemporary of Justinian. The information he gives us is therefore first-hand. How can it be so contradictory? Did something happen to change his judgement in the time between the first and the second work?

Some data from his biography suggest something interesting. We can hypothesise that in the first text, written when the author was at the height of his career, an attitude of pity towards his sovereign emerges;

Whereas the second text, written at a time when the author was marginalised by the court, could be conditioned by resentment and a desire for revenge (a hypothesis that could perhaps be supported by an excess of vehemence in the statements). This hypothesis could prove convincing. The issue of the reliability of the source, which is central to our discourse, and the invitation to always examine information carefully and cautiously, thus becomes evident.

Phase 1 Critical reading of social

From antiquity, education can land in the present and come to terms with digital communication.

Let's say we come across a post published on Facebook or Twitter. The historian's questions first lead us to examine who the author is: is he or she a well-known person, perhaps an expert or authoritative person, or someone who hides behind a nickname or even tries to mislead readers? Some web pages sometimes imitate the name of a real, well-known newspaper or news agency in the URL (web address).

Today, we can also help ourselves with sites specialised in fact-checking: some are useful for unmasking retouched photos and videos, such as Google Images and TinEye; others are dedicated to checking the scientific reliability of news published on social networks, such as CICAP (Italian Committee for the Control of Claims on Pseudoscience) and **Bufale.net**.

Step 2 News analysis: some examples

Having acquired some skills on historical investigation, we can now analyse some web content in the same way. By examining them together with the participants, we will be able to identify aspects to be examined in order to ascertain their reliability. Below, we present some posts, which lend themselves to this kind of analysis.

E.g. - Migrants and shopping at Prada



This post is also quite famous. It was published on 20 August 2017 on Facebook by Luca Bottura, a journalist and humorist for the newspaper “La Repubblica”, with the intention of carrying out a social experiment. He intended to see the public’s reactions to such content, betting that many users would take it seriously.

The experiment succeeded: as in the previous case, there were many shares and indignant comments. In fact, the post was well constructed to mislead superficial users. Several elements, however, should have raised suspicions. The hot topic (the reception of immigrants at a time when the issue of migrants catalyzed morbid attention and social frustration), the presence of two well-dressed and well-fed black people (a typical topic of controversy among those who oppose the reception of immigrants), the scandalous tone of the message and the invitation to be indignant accompanied by three exclamation marks... are typical elements of fake news.

An average person would then have noticed that the characters depicted were a well-known actor (Samuel L. Jackson) and an equally well-known former basketball player (Magic Johnson), on holiday in “Forte dei Marmi”, Italy. Even the message, just thinking about it for a moment, was quite implausible: how is it possible to dress up as Prada with a 35 euro a day allowance? And what did this situation have to do with a government measure by Laura Boldrini, then President of the Chamber of Deputies?

This post can be useful to trigger a reflection on the fact that very often people see what they want to see, accepting uncritically everything that corresponds to their expectations. In this case, those who oppose the reception of immigrants and consider it a waste of resources, perhaps to the detriment of the needs of Italians, have simply found the umpteenth confirmation of their opinions and, without asking questions, have acted instinctively by flooding the digital space with responses and comments (which turned out to be inappropriate and wrong). Once again, this demonstrates the need for a critical distance and a calm and objective view.

Step 3 Aptitude and Ability

In this phase, it is essential to ensure that participants apply the knowledge and awareness acquired in the previous phases, directly experiencing how to recognise fake news and how to manage their emotions when encountering one of the phenomena arising from infodemic.

The participants, divided into small groups, are then asked to draw up tables or mind maps in which they indicate the basic criteria for recognising and unmasking fake news and for managing their emotions in relation to this phenomenon.

We can further elaborate on this by asking participants to say what they think are, the main motivations behind this phenomenon. They can also identify the different types of such news: those that refer to conspiracy theories, those that aim to discredit famous people, those that aim to provoke negative reactions to ‘sensitive’ phenomena, such as immigration, etc...

At this point, the skills acquired by the participants can be verified, by administering (individually or in groups) some posts, partly true and partly false, and the participants are asked to clearly demonstrate the falsity of a piece of news.

The participants are asked to act as real information detectives, distinguishing real news from fake news and explaining on the basis of which clues and reasoning they have come to their conclusions. They can use the following outline for this activity:

- Does the information seem plausible?
- Is the site where I found the information reliable and serious?
- Are the sources from which the information is taken indicated?
- Who published this content first?
- Do other sites deal with the same subject?
- What is the style and tone of the communication?

Then use self-reflection exercises to make people reflect on their behaviours on social media: e.g.

- What do you think before sharing or like a post?
- Would you share the post if it came from a person you dislike?
- How do you feel when you read or share posts on hot topics?
- On the basis of which feelings do you choose them and decide to post them?
- Have you ever felt you belong to a group or better than someone in sharing certain posts on social media?

Step 4 Final verification and comparison

The proposed activity will end with a collective assessment and evaluation of the participants' work. This is an opportunity for discussion between the participants and the trainer, a precious moment that can be useful for gathering and clarifying the principles inspiring the teaching activity. Having actively exercised their critical spirit in the face of concrete cases of fake news gives participants the opportunity to express their thoughts and openly compare themselves with their peers. The trainer's role, in addition to checking and verifying the work, is precisely stimulating discussion among the participants.

RECOMMANDATIONS

- Mention of some potential issues that might arise for participant(s) and how to overcome them as a trainer: The main problem that might arise is that users cannot give examples from their daily life where they have been victims of fake news or describe in depth their perceptions and feelings about fake news and infodemics. One way to overcome this problem is to try to propose very simple examples initially and then try to develop the discourse on a deeper and more structured dimension.
- Tips for encouraging reflection after the presentation of the tool: In order to develop dialogue and reflections, we could make a final work group. A sort of easy contest dedicated to fake news that requires a cooperation by participants for a final speech among peers. The group work that is best understood and voted on by peers will be the winner. This will animate reflection and encourage discussion and confrontation on the topics and tools used at the end.
- Group discussion tips

Please see the project: <https://www.fake-off.eu/it/>

Unit 3: Discrimination on social media & digital platforms

Learning Objectives	Learning Outcomes
<p>The participants will learn to:</p> <p>To be able to identify, understand and analyse discrimination on social media and digital platforms. To be able to reflect, evaluate and react to discrimination on social media.</p>	<p>Technical Competence</p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> - what is meant by 'discrimination' on social media and how it can impact on individuals - how social media and digital platforms reinforce (intentional or unintentional) discrimination - tools to assess discrimination on social media platforms <p>Can</p> <ul style="list-style-type: none"> - define the term 'discrimination' social media - distinguish between forms of discrimination - understand actions on social media that reinforce discrimination <p>Personal Competence</p> <p>Competences:</p> <ul style="list-style-type: none"> - increased awareness and knowledge about discrimination on the web and social media - critical thinking and self-reflection - research and analysis - communication and empathy

OBJECTIVE

1. To be able to identify, understand and analyse discrimination on social media and digital platforms
2. To be able to reflect on discrimination on social media
3. To be able to evaluate discrimination
4. To be able to report to discrimination on social media

Through participation in this module the participants should be able to:

- Describe, analyse and evaluate instances of unfair or negative treatment on social media based on the group, class, or category to which the person is perceived to belong ("discrimination")
- Inform oneself of all actions that may be taken to identify and address discrimination (including initial reaction), the reporting mechanisms and resources, and to feel confident to make use of these tools.
- Apply the knowledge in conversations with other young people or youth worker or authorities regarding instances of discrimination
- Respond and cope when experiencing or witnessing discrimination, to deal with the event and regulate the emotions triggered by it.

Steps/Delivery Method

TYPE – The first meeting of the group should be face to face to get to know the participants and create a safe space to explore the topic

ADVISORY GROUP: 5 participants aged 16-18 years old, 2 trainers

SPACE REQUIRED – Room for the group and trainers

ESTIMATED TIME – 2 hours

MATERIALS REQUIRED – Smart phones, computers, pen, flip chart, paper etc.

Before you begin with the activities, here are some icebreakers and ideas on how to begin:

1 Suggestion of possible icebreakers:

time  15 min

Before you start with the main activity, tell the group that this is a safe space, that is about developing a common understanding of the topic, sharing experiences and a common learning experience; participants are encouraged to actively participate and co-design the learning experience (bottom up approach). They can always ask questions if they don't understand something. Use the CUC method to check if they understand the activity: C- Clear- activity is clear, U- Unclear – activity is unclear, C – Controversial – activity is controversial and needs to be further explanation. Make sure the session is not interrupted by other people and allow enough breaks and fun activities to keep participants motivated.

Details of how to create the ideal space/environment for the activity: the group needs to form first so it's very important to get off on a good start, get to know each other and build trust. Whilst the group is forming use and icebreakers to build trust and connections within the group and to give the sessions an element of fun.

- 1. All participants introduce themselves briefly with their name and age. Ask them to choose an emoji that represents their current mood, they show it to the others and say why they chose it and how they feel (e.g. happy, excited, sleepy, hungry)
- 2. ice-breaker each participants takes their phone, goes to their gallery (or whichever picture app they have installed on their phone) – starting from the most recent picture they go five pictures back; they will show the picture to the rest of the group and present to the group what the pictures tells about them (e.g. something about their hobby, their friends or family etc.) . It's important to make sure they feel comfortable to show the picture; otherwise, they are free to move forth and back to choose another picture
- In a plenum, ask participants why they want to take part in the project, what interests them about the topic fake news.

2 Secondly, decide on some basic rules that ensure a safe and comfortable environment

Setting the scene and setting some ground rules to create a safe environment:

Step 1: trainer provides group with overview of the training outline

Step 2: setting house rules such as:

“let people speak without interruption”, “everyone is allowed to express their opinion even if it is different to your own opinion”, “listen actively”, “participate to your best ability”, “be respectful to others”, “the goal is not to be right but to grow and gain a deeper understanding as a group”.

Trainer lists group rules they commonly use, then asks for additional suggestions from the participants. When somebody proposes a rule, ask the other participants if they agree to it. If most do, add it to the list. It is helpful to post the ground rules somewhere visible during the entire class or workshop.

Base the training on group discussions about given topics or project results that are of interest to them and not you.

First activity:

Before starting with the activity, check who of the participants took part in the focus group and do a quick recap of the project and their main theme of FAKE news; why is it relevant and important?

Exploring definitions (group, 45 minutes)

Step 1 How would you define discrimination? Participants take a few minutes to write down their definitions of “discrimination”.

Step 2 In a circle, participants share their definitions. Trainer lists definition on the board, highlighting repetitions.

Step 3 Compare with another definition (e.g. for German participants) and give examples:
www.amnesty.ch/de/themen/diskriminierung/zahlen-fakten-und-hintergruende/was-ist-diskriminierung
 Discuss if all forms of discrimination are addressed in this definition? What is missing? What should be added?

Step 4 Taking the various definitions into consideration, group must come up with a working definition of discrimination for the session. This definition is written out on a large sheet and remains in a visible location for the duration of the session.

Step 5 How does this definition apply to social media? Where and when might we face its existence in the virtual environment? Have participants made experience with discrimination on social media and if yes, how?

Step 6 Let participants look at their social media accounts (10 minutes). Do they come across any type of discriminate content? Do social media channels replicate or enforce discrimination?

Step 7 Collect examples of social discrimination on social media? What type of discrimination come across? For example:

1. Racial epithets.
2. Statements that were untrue, stereotyping and implicitly racist statements.
3. Racist jokes.
4. Symbols of hate, such as the Confederate flag.
5. Threats of physical harm or death.
6. Graphic representations/actual images of dead black bodies.

Have a 10 minutes break

Second activity:

Implicit Association Test (IAT) (Individual, 30 minutes) (Theory)

time  **30 min**

The IAT test measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. Trainers should be knowledgeable in the mechanisms of the IAT and adequately explain to participants that bias is inevitable as a result of social conditioning and cognitive processes—the results do not show evidence or make accusations of prejudice. Rather, the trainer must stress that the exercise is undertaken to highlight the existence of hidden bias and that, contrary to our conscious intentions, we all hold hidden biases that manifest in subtle and unconscious ways. Anonymous IAT tests administered by Harvard University are publicly available at <https://implicit.harvard.edu/implicit/takeatest.html>

The Implicit Association Test (IAT) measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

The main idea is that making a response is easier when closely related items share the same response key. We would say that one has an implicit preference for straight people relative to gay people if they are faster to complete the task when Straight People + Good / Gay People + Bad are paired together compared to when Gay People + Good / Straight People + Bad are paired together. This tool can help explain the concept of discrimination and convey the idea that we all hold certain unconscious biases that we must work to interrupt. Using this tool requires a non-judgmental approach on behalf of the trainer and other participants, creating a safe space to learn and identify how discrimination works.

Practitioners should be aware that there have been varied results from the use of this tool in real-world settings. Problems may arise because the theory behind the IAT is difficult to understand and participants may misinterpret the results...leading to confusion, shock, anger, and defensiveness.

When the IAT is used as an intervention tool, it is important that the trainer is knowledgeable in the mechanisms of the IAT and adequately explains to participants that bias is inevitable as a result of social conditioning and cognitive processes – the results do not show evidence or make accusations of prejudice. Rather, the trainer must stress that exercise is undertaken to highlight the existence of hidden bias and that, contrary to our conscious intentions, we all hold hidden biases that manifest in subtle and unconscious ways.

Step 1 Trainer sets up computers / tablets for administering the tests (if possible); otherwise participants do it on their phones

Step 2 All participants take test (20 minutes).

Step 3 Trainer asks participants to write down answers to the following questions, and hold on to their answers until the end of the session (10 minutes):

1. What were your IAT results?
2. Do you believe your results were accurate? Why or why not?
3. What was your reaction when you learned your results?

Trainer discusses the results and talks about cognitive bias? What does the test tell us about peoples' behavior and discrimination?

Third activity:

How to react to discrimination on social media? 30 minutes

time  30 min

Step 1 Trainer asks participants if they have reacted to discrimination on social media? How to behave on social media when you see or are directly affected by discrimination?

Step 2 Collect answers on a flip chart paper

Step 3 Participants search for ways to report or talk about discrimination on social media

Step 4 Participants present their findings and choose the platform that suits them best

This is the end of the session. Allow 5 minutes for final reflections or questions. Collect and write them down for future discussions.

RECOMMENDATIONS

This section should contain:

- The trainers used their own ice breaker activities; they used theatre methods
- The Implicit Association Test was too difficult in terms of language and difficult to implement due to limited laptops – there are other methods that are more suitable to get similar reflection
- Use an emoji or other metaphors for a final check-out
- Do a short retrospective: must have, should have, could have in terms of the activities and content for a final reflection

Unit 4: Knowledge, conscious and safe use of social networks

Learning Objectives	Learning Outcomes
<p>The participants will learn to:</p> <p>To be able to identify and recognize the dangers of hacking, scams, or malware on social networks. To be able to find information online, evaluate its credibility, create your own content, and share it in the best possible way.</p>	<p>Technical Competence</p> <p>The participant:</p> <p>Knows</p> <ul style="list-style-type: none"> - what is meant malware, scams and hacking - how ensure secure usage of social networks - what privacy and intellectual property regulations are - what is digital emotional intelligence <p>Can</p> <ul style="list-style-type: none"> - explain importance of safe use social networks - find information online, evaluate its credibility - reate your own content and share it in the best possible way <p>Personal Competence</p> <p>Competences:</p> <ul style="list-style-type: none"> - increased awareness and knowledge about safety in social networks - increased critical thinking about online content' credibility - increased digital emotional intelligence

Games, technics, suggestions and experiences from the Learning Teaching Training Activity

The theatre and pedagogy of the oppressed, and its facilitator (the joker)

The theatre of the oppressed is a set of tools that allows to stage oppressive situations in order to explore the causes of oppression collectively. Once staged an issue, participants try to change the problematic story, they rehearse solutions, strategies of change.

The theatre of the oppressed looks for the point of view of the oppressed and takes sides. The facilitation presents thus some differences with traditional facilitation processes.

- **The facilitator has to guarantee** the point of view of the oppressed is taken into account and leading the process. It is 'oppressed led'.
- **The facilitator should understand the difference** between conflict (at the same level) and oppression that means there is an imbalance of power
- **The facilitator is not neutral.** They might even express their point of view underlining that it is only one point of view. In parallel they should value other's points of view. They should always learn from the others and value these learnings. They should facilitate a process of building collective knowledge
- **The facilitator should be aware of power dynamics.** It is more easy for a white middle class heterosexual male to speak than for other categories of people. With this in mind the facilitator tries to create opportunities for all people to be able to express and contribute to the collective learning process. Even people who can't speak (because they don't know the language or other reason can express through image theatre, making an image of the problem, of the root of the problem for instance.
- **The facilitator should not impose** to the oppressed to understand people who convey oppression (women having to understand abusive men for instance). On the other hand, inviting people who oppress to go into the oppressed shoes is very welcome (role reversal for instance in a street harassment scene can help males understand what it feels to be in women's shoes).
- **Theatre of the oppressed is a problem posing theatre.** It raises questions more than giving answers. The answers are built collectively and should not be something the facilitator has in mind beforehand. The facilitator explores, investigates an issue, bets on people being knowledgeable
- **If the facilitator doesn't get answers nor contribution** it means the question is not relevant or easy to answer for the people, so they should take time to frame questions or reframe them on the spot.

1. Ice-breakers and energizers

Simple activities that prepare the group for more creative activities. They make participants accustomed to standing, moving and mingling in the space.

1.1 Name wave

Setting: in a circle

To the right, in order, each person says their name. To the left, in order, everyone lowers and rises, collectively forming a wave movement. Names and wave have to keep travelling in their own direction across the circle at the same time.

1.2 Name clap

Setting: in a circle

Players pass 2 names with 2 claps around the circle. You begin taking the name of the person on your left with a clap and passing your name to the person on your right with another clap. The person on the right receives your name with a clap and passes her/his name to the right with a second clap and so on. Name and clap have to pass on faster and faster from player to player all the way around the circle. More rounds of name clap can be introduced to increase the energy and movement and to get each person involved.

Energy clap variant:

Participants only pass 2 claps energetically. No more names are required, only lots of energy and feed. The more the group plays it fast, the more a small ball of energy clearly passes in the circle.

1.3 Names tango

Setting: in a circle

First stage: names

each one calls by name a person in the circle. If the called person answers “yes”, the two can swap places. If the person answers “no”, everyone remains in their place. Participants are asked to continuously change place, calling as many people as possible.

Second stage: eye-contact

No more names are needed. At this stage, everyone can call and exchange place only making eye-contact with someone across the circle.

Third stage: zombie

Names are needed again. When someone calls a person by name in the circle, the caller becomes a zombie. It starts crossing the circle as a zombie to reach the selected person. The called one has to tell a name in the circle to find a new place to move to. As soon as she calls another person, she similarly turns into zombie and move to the new place in a threatening way.

1.4 Yeehah!

Setting: in a circle

Begin by passing a hand clap to the neighbor on the right saying «yeehah». The next person passes the «yeehah» to the neighbor and the «yeehah» is passed around the circle. Practice passing this movement energetically from player to player all the way around the circle. The hands always clap in the direction the «yeehah» is travelling in.

Gradually, several exciting new instructions can be introduced to keep the action moving:

- «hoedown»: hold up both hands in a stop motion. It changes the direction of the «yeehah» around the circle (i.e., if it was clockwise, the order now goes counterclockwise).
- «tereterete»: unroll your arm towards the person you are aiming at. Instead of passing the «yeehah» to your neighbor, it jumps to the person you point to. The receiver continues with either a «yeehah» to the neighbor, or another «tereterete» to another person in the circle.
- «uizee»: hands make two circles in front of the eyes. You skip the neighbour and pass the «yeehah» to the next person round.
- «Carnaval»: wave the hand in the air. Everyone starts dancing and singing across the circle as if they were in Rio carnival, changing positions and reforming the circle in a different order. Whoever shouted «Carnaval» then begins the next «yeehah» to avoid losing the momentum.

The game instructions (sounds and motions) can be reinvented or modified with infinite variants to make it more challenging and creative. The group can be encouraged to come up with their own new rules.

1.5 Mosquito of Zanzibar

Setting: in a circle

Players stand in circle. A mosquito is flying over your head. So you bend over. Two people on your side, on the right and on the left, try to catch the mosquito by simultaneously clapping their hands over your head. The mosquito shifts above the head of the person to your right. So you come back up. The person on your right bends over and you and the next person try to catch the mosquito by clapping your hands together and so on, all around the circle.

1.6 Change directions

Setting: in a circle

Everyone turns to the right and starts walking in a circle. At any time everyone can change the direction, by simply turning to the opposite side. The whole group follows this person and turns around accordingly. More people can choose to shift at the same time. The group has to cope with fast changes.

2. Team building exercises

2.1 Three things you have in common

Setting: in pairs and/or in a circle

Participants mingle, creating pairs. In each pair, the two participants should find three things they have in common. You can suggest easy things if they feel stuck (e.g.: they might both like ice-cream, pasta or beer), but encourage them to go beyond the obvious, finding more unique things they may have in common. You can ask the group to go into at least 2 or 3 pairs, finding 3 common things each time.

After collecting some interesting common things found within the pairs, participants sit in a circle and try to find 3 things that the whole group has in common. When someone makes a proposal (for instance: 'we all love soccer') ask if this is true for everybody, encouraging people to disagree and welcoming differences.

2.2 I am the only one here who...

Setting: in a circle

Each person must find something that makes them unique. Each time the facilitator asks anyone if else relates to the speaker. For instance, when someone says, "I am the only one here that swims all year round in the ocean", the facilitator checks that no one else does that as well.

2.3 Creating groups with different criteria

Setting: in a circle

Participants walk around in the room randomly, the facilitator says STOP giving everytime an instruction, like:

- Stand together with people who have the same eye colour,
- Create a group with people with the same/similar shoes,
- Create a group according to your favourite application, exc.

You can use any categories to form groups, in order to reflect on identities, differences and the sense of group bonding.

General processing: how do you feel being included or excluded by a group?

3. In depth activities to approach fake news, hate speech and cyberviolence issues

Games to collectively analyse sources of information, communication dynamics, mechanisms of exclusion, behaviours on social media, psychological violence, unacceptable behaviours, the role played by emotions and stereotypes in the information/communication processes.

3.1 Continuum

Make an imaginary line on the floor, the ends representing opposites. Participants are asked to place themselves on this line answering to different question, for ex:

- How much time do you spend on the cell phones each day?
- How much time do you spend on the internet each day?
- How much time do you spend on Social Media each day?

Several questions can be made up, to learn about the group and reflect on human behavior on the Internet. According to the responses, many discussions can be generated, starting from allowing individuals to explain about their position on the line.

3.2 Map on the floor

Setting: individual

Explain to the participants that the floor is going to become a big map (of the city, of the Region, of the world, depending on the context you are working). On one side there will be north, opposite side south. On the right east, and on the left west.

Ask participants to put themselves on this map according to:

- a) The place where they were born
- b) The place where their family come from
- c) The place they most would like to live.

It is important participants try to be as accurate as possible in their position, checking with their neighbours where they stand and if their position is relatively exact.

Then, the map can become the map of the web, and questions related to cyber behaviour and cyberviolence can include for example:

- a) The place where you feel more competent online
- b) The place where you feel more vulnerable online
- c) The place where you feel less vulnerable online.

Caution should be taken to raise the right questions and progressively. Caution should be taken not to push participants to reveal details they might want to keep secret.

3.3 Good morning Barcelona

Setting: in a circle

Step 1:

Walk about in the space. When you meet someone, introduce yourself by giving your name and taking the name of the person in the front. Exchange names till you find your name again. Once you have it, stop playing and return to the initial place.

Step 2:

Walk about in the space. When you meet someone, instead of exchanging names, exchange the first noun or adjectives associated to Covid. Exchange words till you find your original word again. Once you have it, stop playing and return to the initial place.

Step 3:

Walk about in the space. When you meet someone, exchange the first noun or adjectives associated to Social Media. Exchange words till you find your original word again.

Plenary discussion: Without telling who said what, which words did you hear? Are they related to facts, emotions, public debate...? Where do these words come from? Which kind of emotions came out? Are they mostly positive or negative?

This game starts a quick, anonymous and fun brainstorming of the issues of our investigation. It allows to: bring out the most spontaneous ideas/associations, collect eventual unexpected and unpredictable associations, raise awareness on some relevant issues. You can use it with any word/topic you want to explore (ex. Vaccine, Russia, cyberviolence exc.).

3.4 Do/say the opposite

Setting: in a circle

Participants receive 4 directions: back, forth, left and right.

Stage 1 Participants are asked to do and say the received directions.

Ex: When I say “Left”, everyone takes a step to the left and meanwhile says “Left”.

Stage 2 Participants are asked to say the same, while going to the opposite direction.

Ex: When I say “Left”, everyone says “Left” but takes a step to the right.

Stage 3 Participants are asked to do the same, while saying the opposite direction.

Ex: When I say “Left”, everyone takes a step to the left but says “Right”.

At each stage, different directions are given, more and more quickly, in order to increase confusion.

General processing: When are we overwhelmed by fast-changing information? How do you cope with that infostorm? Which are the game strategies that can be even applied in our daily life?

3.5 Make my path

Setting: In pairs and in groups of 5-6 participants

In pairs:

one person turns the back on and the partner designs a path for him/her (for ex. make 5 steps forward, turn on the left, sit down, stand up, make 5 more steps and spin around). Now the person turns in front and has to guess the path. While she/he is making attempts, the partner has to give non-verbal positive/enthusiastic feedback when the movements are right, and negative/disappointed feedback when they are wrong.

In group:

one person goes out. The group design a path (4-5 movements) the outsider has to make. Then, the member comes in and tries to guess the path, making several tempts. The others give positive or negative non-verbal feedbacks, to make her/him understand the right way.

General procesing: analyse the impact of confirming and dis-confirming feedback on mental health, self-esteem, self-perception and confidence, both offline and online.

3.6 Saints and sinners

Setting: In groups of 5-6 participants

Participants are divided into two (or more) groups of saints and sinners.

The facilitator makes a statement. For ex : “Sorry, I don’t agree with you”.

The group(s) of saints have to prepare and agree on the kindest possible answer to that sentence, while the group(s) of sinners prepare and agree on the worst possible answer (the rudest and most offensive). After each response, the groups should switch and try their best at being saints or sinners. The groups have 1-2 minutes to make their answers. Once they have them, the recite each sentence in unison with appropriate gestures.

General processing: the groups reflect and assess when the response is *acceptable and unacceptable*.

Why is it an unacceptable answer?

How often do we see such behaviors/answers online and offline?

What might be the impact of it on the receiver?

What might be the consequences of such comment?

What should be the criteria to define what is acceptable and non acceptable?

3.7 Greek tragedy and psychological violence

Setting: in pairs

Participants learn a piece of Greek tragedy shown by the facilitator: Oh gods (hands up), the city of Troy (hands forward showing the city) is destroyed (hands going downwards showing destruction). Participants rehearse their piece of tragedy all together.

When participants are all comfortable with the piece, they go into pairs and one in each pair will become the actor while the other one is the artistic director. The artistic director will demand from the actor to perform again and again this piece of tragedy. The actor does their best to satisfy the director, but the director is never satisfied (make this very clear). The role play will only last 2 minutes. Directors should enjoy their full power while actors should do their best to perform brilliantly for the demanding director. The roles are swapped after two minutes.

General processing:

- Invite the participants to reflect and make a list of things that a bad/problematic artistic director does. Do only artistic directors behave like that? Who else does the same?
- Reflect on which words and gestures they used. Where they learnt that kind of behaviour?
- Discuss what a very positive artistic director would do.
- Explore how they would acknowledge they have been acting in a damaging way. How to restore a healthy relationship with the other?

4. Image theatre: working on controversial topics. Changing perspectives

A theatrical technique to reveal power structures and foster physical involvement.

4.1 Point of view circle

Two volunteers are invited to stand in front of each other in the middle of a circle. They have to do absolutely nothing. The facilitator asks some participants sitting in the circle to say how many eyes, ears, and hands they see. Those sitting in the circle behind one of the volunteer might see only three hands or three eyes or even no eye. Those on the side might see two eyes, one or two ears, and one or two hands. Those in front might see two ears, two eyes and three hands. Have many participants share what they see from their point of view. Once you are done with the first round, have participants change chairs and ask again how many eyes/ears/hands they see.

General processing: how is it possible that we are all looking at the same thing and we make such different observations? What connections to everyday life can we make?

What would you think about someone claiming that what they see of the volunteers is the absolute truth? Do they have the right to say that you are wrong? What would you do if they start getting angry at you because you defend your point of view?

4.2 Image theatre: Telling stories through human sculpts

In groups of 5-6 people, ask participants to create a frozen image of an unsolved problematic story related to fake news, hate speech or cyberviolence. They cannot use verbal language at this stage, they only use bodies to sculpt a statue which convey what is happening. There is no movement or speech. Caution to work on specific situations that participants have been involved in. Encourage the groups to create a picture as soon as possible (less than five minutes). Once every group has an image, ask participants to form an audience. The small groups show their picture to the rest of the group. Group members have to hold their positions while the groups discuss the picture.

4.3 Three images

The groups stories are now told in three frozen images, beginning, middle and end. Ask participants to create: the **'before'** picture, depicting what led up to the behaviour, the antecedents; the **conflict** picture, the moment when the offence is acted; the **'after'** picture, showing the consequences of a particular offence or behaviour on those involved (from a few minutes to years later).

After the sequence of three images is created, it is shown to the whole group. You can first ask the audience to make a title for each story, to focus on a particular issue. The group chooses for itself the title they prefer among those elaborated by the audience.

5. Forum theatre: Creative transformation of problematic situations

Forum theatre is an active approach to problem solving. It is used to explore alternative strategies, through playful debates and creativity. Forum play does not offer easy solutions but poses the question "What can be done about this?". To create the play, you can start from three images and add movements and speech in order to have complete scenes. Then, each scene is shown to the whole group twice. During the replay, any member of the audience is allowed to shout "stop!" to step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by the audience. After having performed their strategies, participants are asked to discuss how the solution seems to be working, identifying options to tackle or avoid oppression.

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