CRITICAL THINKING
Activity 3: Challenge assumptions

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Fake news
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☒ Critical thinking ☐ Managing learning
Duration[1]	Approx. 1 hour
Type of activity	Self and group reflection and discussion
Short description	This activity helps adults to facilitate key critical thinking principles and enables the participants to question assumptions, re-evaluate problems taking into account different variables and sensible risks. The tasks are designed in a way to support creativity and collaboration. The tasks cover individual and group exercises.
Objectives	• Foster critical thinking as a part of career and life skills • Improve assessment skills • improve argumentation skills • Improve problem-solving ability • Supporting reflective and independent thinking
Setting[2]	• 1 Facilitator • Room with chairs • Either paper A3, markers with different colours or boards (1 per group) or online board • Internet connection for the task 3 (optional)
Facilitators' Tips[3]	The tasks of this activity combine the concepts and methods needed to increase critical thinking, like brainstorming. Task 2 can be carried out as brainstorming and mind mapping. Small groups of 4-5 participants are created.

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

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	For task 3, after introducing the reflection questions on the topic of fake news, the facilitator can provide a definition and explain to the participants the term. Also, other terms like manipulation, propaganda, disinformation, deep fake etc can be explained.

Step by step	1. Task 1. The facilitator starts by asking participants some questions:
	   ● What do you associate with the term fake news?
	   ● Have you already had personal experiences with fake news?
	   ● Where and how was it? Was it celebrities or was it in your immediate social environment?
	   ● Why can it be important to deal with this content?
	2. The facilitator shows some picture or stories asking the participants is it true or fake. An example of fake picture is provided in the Material for facilitator worksheet
	3. Task 2. Participants are divided in small groups (4-5 elements) and asked to brainstorm on their ideas and experiences on spotting fake news and filling in the exercise provided in the Material for Participants
	4. At the end of the task, the participants present their results.
	5. The facilitator checks the results and eventually complements the answers.
	6. Facilitator explains to the participants the steps to assess a source (Material for facilitator worksheet)
	7. Task 3 (optional) Facilitator provides some news to the participants (short article, news or picture) and asks them to research to spot fake news

Debriefing	● Which tasks were easy, which not? ● What insights or learnings do you have about yourself? ● What do you think now about news, some articles appearing in media? ● Can you recall the most important steps in order to spot fake news?
References	EU-Initiative klicksafe www.klicksafe.de

Task 1

Provide examples of some news, pictures and state the question to the learners: "is it fake news?"

Here below there are two examples, however you can use any other resources.

Example 1: Use the website address below and write different texts on the given field. Then you can make a screenshot or show the text to the participants and asking them if this is a fake news or not?

http://hepwori.github.io/execorder/
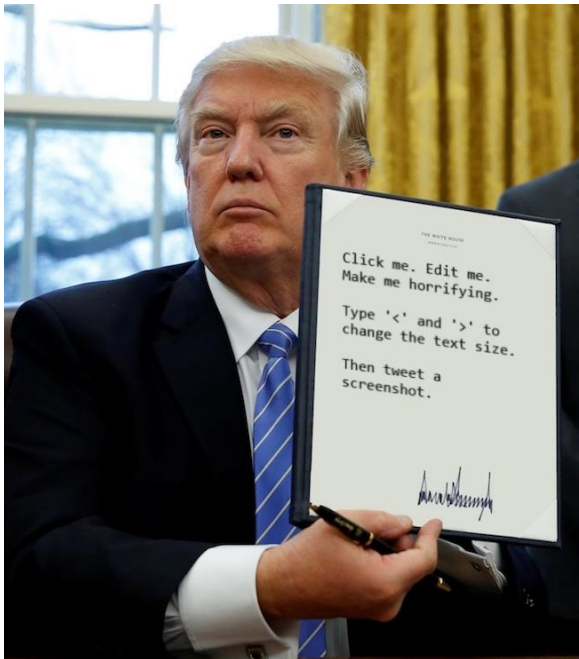
Example 2: Show the picture posted on the website, then show the real photo of the template view.

https://www.travelbook.de/fotografie/bali-instagram-tempel

Das Gate of Heaven am Tempel Pura Lempuyang Luhur auf Bali Foto: Getty Images

Instagram vs Reality at the Gates of Heaven, Bali.

Source: https://whatshotblog.com/pura-lempuyang-gates-of-heaven-bali/

Task 3 How to spot fake news

Steps to assessing a source

The internet offers unprecedented opportunities for information gathering. The ability to find information according to need and to assess it correctly is not an easy task in view of the mass and the new quality of false. With a few steps, you can better assess the seriousness of a piece of content:

1. Source: Check who is behind content! Who is the author? Check the imprint of the website.

2. Facts: Is it true what is claimed? Not everything is true! Is the topic dealt with in a similar way on other webpages or does it even appear in exactly the same wording? Texts that are abbreviated, based only on headlines, present little content and a lot of opinion, should be enjoyed with caution.

3. Pictures: Check, whether the picture used really belongs to the text or if it has been edited. In the case of false reports images from other contexts are often used.

4. Currentness of data: from which time does the information come? In search engines, an advanced searching option helps to find the latest information on a topic.

Also, Facebook issued a guide how to spot false news
https://www.facebook.com/formedia/blog/third-party-fact-checking-tips-to-spot-false-news

Task 2

How can fake news be recognised on the net?

Discuss with your colleagues the question „how we can recognise fake news on the net?" Try to recall your previous experiences when reading some news or articles on internet. Do you think that everything what you read is true? How do you know it?

How can fake news be recognised on the net?