

# Facts Matter

A guide to building  
**critical media literacy**  
in today's world

Respect, Connect, Act

How it's made

Check

Think

Pause

Values

Facts

News



Educating and Acting for a Better World



**NALA**

National Adult Literacy Agency  
Áisíneacht Náisiúnta Litearthachta do Aosaigh

# About the guide

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**Facts Matter** is an introductory guide for adult literacy and adult education practitioners who wish to build their students' knowledge, understanding, skills and confidence in critical thinking, media and digital literacy. The guide also supports tutors to engage with what it means to live in an increasingly unequal world and to invite students to question and challenge this.

**Facts Matter** is an extension of the online resource **#BeyondTheClick: a teaching toolkit exploring global digital citizenship** produced by 80:20 and the **10+1 Elements for Global Digital Citizenship**, along with other resources and information. To access support materials, downloads and updates visit <https://8020.ie/facts-matter>

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- the Anti-Defamation League for the Hate Pyramid materials, and
- the International Federation of Library Associations for their 'How to Spot Fake News' graphics.

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The views expressed in Facts Matter are those of the authors and not necessarily those of Irish Aid.

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# Foreword

We are bombarded everyday by information, a lot of which is false or misleading – this is often called an ‘infodemic’.

We require skills to work out if what we are reading or hearing is true or false. This means taking the time to:

- find reliable and accurate information when reading the news (local, national and global);
- question the role of information, including the marketing of ideas in lots of formats; and
- explore answers to the question ‘what can I do?’

“We need a vaccine against misinformation.” **Mike Ryan**, head of the Health Emergencies Programme in the World Health Organisation (WHO)

“If you have a society where people can’t agree on basic facts, how do you have a functioning democracy?”  
**Martin Baron**, the executive editor of the Washington Post

“Part of what it is to be scientifically-literate, it’s not simply, ‘Do you know what DNA is? Or what the Big Bang is?’ That’s an aspect of science literacy. The biggest part of it is do you know how to think about information that’s presented in front of you.” **Neil DeGrasse Tyson**, astrophysicist

“Debunking uninfluential alarmism comes at a cost. It diverts resources away from addressing the never-ending flood of misinformation coming from climate deniers who currently control the climate policy platform of the party in charge of one of the most powerful countries on Earth.” Environmental scientist **Dana Nuccitelli**, 9 July 2018, The Guardian

“At the very least, the widespread dysfunction in today’s information ecosystem is a threat multiplier that vastly complicates society’s ability to address major challenges.”  
2021 Doomsday Clock Statement by the **Bulletin of the Atomic Scientists**

“Comment is free, but facts are sacred.”  
**CP Scott**, former editor of UK-newspaper The Guardian

This guide supports these Sustainable Development Goals (SDGs):

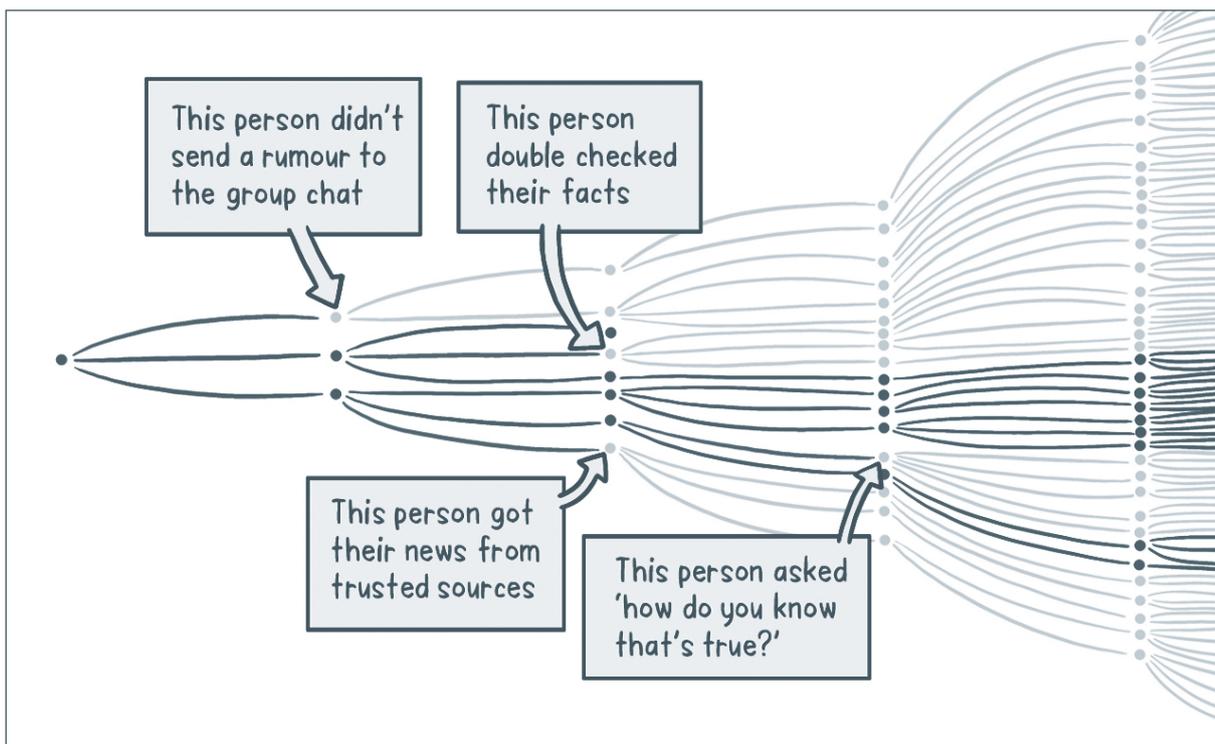


# Introduction

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There is so much information available at our fingertips right now.

We live in a world of facts, opinions, misinformation and lies. But how do we know if what we read or hear is true? How do we go about dissecting the spin behind news headlines and posts on social media? Who writes the story? Who benefits from it? Who is missing in the story? These are some of the questions that we explore in this guide.



*Let's flatten the infodemic curve. Graphic by the World Health Organisation*

A recent joint research project by Africa Check, Full Fact and Chequeado called 'Health misinformation in Africa, Latin America and the UK: impacts and possible solutions' sets a familiar yet uncomfortable scene:

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**"Covid-19 is a recent example in a long list of "misinfodemics" – outbreaks of misinformation which come to have as real an impact upon public health, as the epidemic itself. Communicable diseases such as influenza, Zika, and Ebola, which gain a lot of public attention around moments of outbreak, but also chronic conditions such as diabetes, and treatments such as vaccines, have all spurred "alternative explanations."**

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Access the report at:

<https://fullfact.org/media/uploads/en-tackling-health-misinfo.pdf>

## Developing the Facts Matter guide

This project explored how adult literacy and adult education practitioners can support students to enhance their critical thinking, media and digital citizenship skills. We need these essential life skills, particularly during this time when facts, truth, journalism and science-led information matter and are under assault across the world today.

In January and March 2020, we ran face-to-face workshops with adult literacy tutors and practitioners. During these we explored the '10+1 Elements for global digital citizenship' in practice. Then we discussed how tutors could work with their students to build critical thinking skills in media and digital settings. We also facilitated webinars in June 2020 – one for tutors and one for students. These were vital test-spaces for looking at real world challenges that were happening around us as we were developing the activities in this guide. We are hugely grateful to the many students, tutors, and learning centres for sharing their time, energy and experience during this project, in particular the staff and tutors of Bray Adult Education Centre in the Kildare and Wicklow region.

We hope you will find this guide useful in your work in fighting **truth decay**.

We welcome any feedback on the content and activities, particularly on how you used or adapted it and students' reactions.

Media literacy is not confined to 'reading' the news; it is also about practice and producing your own responses too. Keep questioning and remember to stop, think and check before you believe or share. To build a better society and a more equal world – listening matters; facts matter; staying curious and taking action matter.

### Helen Ryan

The National Adult Literacy Agency

### Tony Daly

80:20 Educating and Acting for a Better World

#### **MEDIA LITERACY IRELAND**

NALA and 80:20 are members of Media Literacy Ireland. This is an independent association of members committed to the promotion of media literacy across Ireland.

More information at: [www.medialiteracyireland.ie](http://www.medialiteracyireland.ie)

Media Literacy Ireland run the 'Be Media Smart' campaign which asks people to: Stop - Think - Check.

Check out the website for more: [www.bemediasmart.ie](http://www.bemediasmart.ie)

This guide supports education and achievement of the Sustainable Development Goals.



# The need for **critical thinking** to build our media and digital literacy skills

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From the minute we wake up in the morning, there is news and information all around us, from many sources.

Let's pause and think for a minute – can you answer these questions:

- How much news have you consumed today? Where did you get most of that news from?
- How much of it do you believe? Did you question a story... if so, did you check it?
- If you checked sources, how did you do that?



We live in a busy world of news, information and messaging. These are presented to us in many ways – newspapers and magazines, leaflets, booklets, books, advertising, billboards, television, radio, the Internet, social media, telephone messaging and word of mouth.

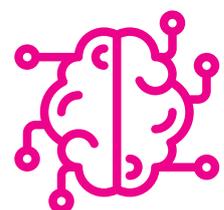
More recently, we are living through an **infodemic** – the rapid far-reaching spread of inaccurate and incorrect information. In a global pandemic such as COVID-19, information can be a life-saver, when it's accurate and timely. Wrong information, at a minimum, can cause confusion and mistrust and can often make things worse.

We know that we cannot believe every piece of information we read or hear. That is why we must use our **critical thinking skills** to question it, get the facts, check the sources and find the 'kernel of truth'. The role of experts, such as doctors, pilots, scientists and reporters aren't simply a matter of opinion. A good opinion isn't enough to fly a plane or try open heart surgery. And we should not like or share information unless we know it is from a trusted and reliable source (for example, established news agencies) and has evidence to back it up (not hearsay or gossip).

**Critical thinking** is a way of thinking where you set out to understand what is going on. You don't accept all arguments and conclusions initially but instead you question, analyse and evaluate an issue so you can form a reasonable opinion. It is about:

- being able to think clearly and rationally and understanding the connections between ideas;
- being active and not passive; and engaging in reflection and independent thinking.

Critical thinkers **question ideas** and **assumptions** rather than accepting them at face value. They will always seek to determine whether the ideas, arguments and findings represent the entire picture and are open to finding that they do not.



# 6 reasons why becoming media savvy and reading the world are essential today

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**1. Personal Development** – Everyone sees or hears the news. Investing time in building and testing out our own ‘literacy’ is as much about ‘reading’ the world as it is about producing content, such as posts, blogs or live videos that end up on media, whether its social media or community channels.

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**2. Explore the issues and build a shared truth** – Devaluing of shared truths, deepening polarisation, nationalism in politics and the mainstreaming of hate speech have all been fuelled by a global ‘infodemic’. This has made the role of encouraging and supporting students to evaluate and think critically urgent and necessary. Educators therefore need to better understand how students access and integrate information, how media works and how values such as human rights, equality, fairness and dignity underpin the kind of society we want.

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**3. Education and democracy** – It’s important for all of us to continue to determine a way forward during a time when many of the **core values of education**—fact-based arguments, civility, inclusivity and cultivating curiosity—are under assault. They are under assault due to the explosion of disinformation and its impact and reach to people of all ages.

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**4. Taking perspectives** – While everyone has a bias of one kind or another, it is vital that we search for perspectives that are both inside and outside our bubbles and filters. Understanding **unconscious bias** as a social justice issue means that dominant stories can affect the dignity and human rights of others. This particularly happens when we only hear from one point of view rather than a diverse range of stories, experiences and roles.

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**5. Public goods (and not just private!)** – It matters to invest time and energy to ask **what kind of public services we want**, such as public broadcasting services or a public health service for all. Challenge the idea that what we ‘own’ together (common goods) should become private (owned by the few), while what is private (our own data and identity) should become public (an available ‘commodity’).

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**6. We all have an impact** – Everyone can make a difference by being **actively critical** about what they ‘read’ in the news, on billboards, in videos and online, and in how we respond or act. We can do or say something different. Use your chance to dismantle stereotypes and challenge the status quo. Making change happen is often uncomfortable. Remember Rosa Parks. **Set an example.**

# How to use this guide

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In this guide we explore 10 themes and session plans so you can:

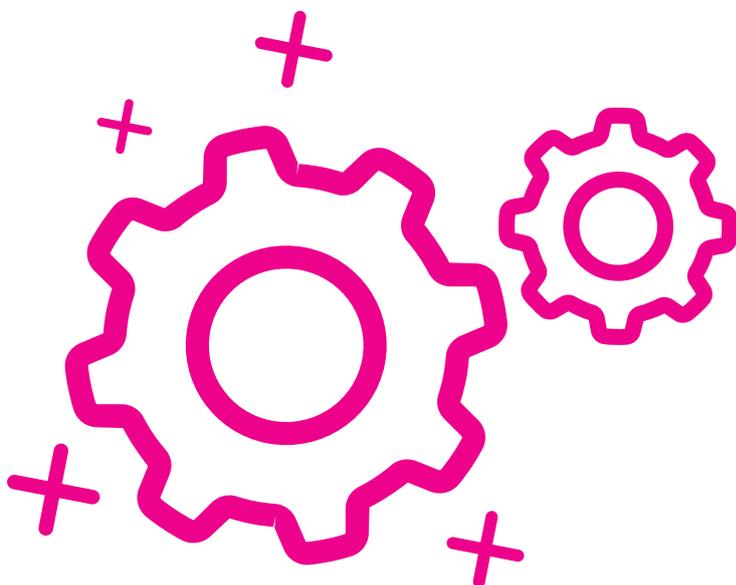
- facilitate 10 sessions on media and digital literacy;
- pick a relevant session to deliver at a certain time; and
- pick and choose activities and integrate them into your class.

## Aim of sessions

These sessions aim to **develop critical thinking in media and digital spaces**. It also builds our digital citizenship skills in today's online world.

The objectives are to:

- Provide an opportunity for participants to **share their experience, knowledge and understanding** about news media and information today.
- Explore and develop **critical thinking skills** to assess and challenge news and information, especially online.
- Gain skills about **how to check and source** accurate news and information.
- **Read the world** critically from many perspectives.
- Reflect on **key values and ideas** by asking 'what matters' in building a better, fairer and more just society.
- Become more **confident** to think critically and **take action** as an active digital citizen.



# How to use this guide

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## Activities

There are 10 session plans with activities and exercises that you can use and adapt for your students.

We also include some audio and video links along with handouts and worksheets. You can also use or adapt some **PowerPoint slides** during some sessions which you can download at this link <https://8020.ie/facts-matter>

| Session | Slide title   |
|---------|---|
| 1       | Newspaper headline, image, tweet  |
| 2       | Symbols of online applications  |
| 4       | Wikipedia geography of knowledge  |
| 5       | Trust and the media survey results<br>How does Facebook choose what to show in the news feed  |
| 6       | Mis-information/Dis-information/Mal-information<br>Why is 'fake news' disinformation created? |
| 7       | Stop – think – check  |

## Activities before the sessions

Check with the students if they are okay with doing an activity before the class, such as watching a video, listening to a podcast or radio interview. You can also see if the group would like to set up a closed WhatsApp or Facebook group to discuss the topics while they are on the course.

# Planning and reviewing your learning sessions

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## Planning before the session

- **Find out** a little about your students and the group before you design and customise a session.
- In delivering a **literacy friendly course**, you should consider literacy, numeracy and digital literacy needs and remove any related barriers to participation. Try to think of ways to present information that does not involve too much text on screen or too many statistics – use videos, audio, photographs and visuals.
- There are a number of **worksheets and handouts** that you can print and use in the sessions.
- In each session there is usually a **video or audio** to listen to so check your laptop and sound.
- Consider using a **digital whiteboard**, or inviting students to display or present their work.
- Check that you have **flip-chart paper, paper, post-its, pens and markers**.

## At the beginning of the session

- **Welcome the group** and allow time for people to introduce themselves and say what they want from the session.
- Write **expectations** on a flipchart page. Identify any objectives that you will not have time to cover and park them for another day. You can follow up with person afterwards if necessary.
- Show the **objectives** of the session and agree them.
- Set some **ground rules**.

# Planning and reviewing your learning sessions

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## During the session

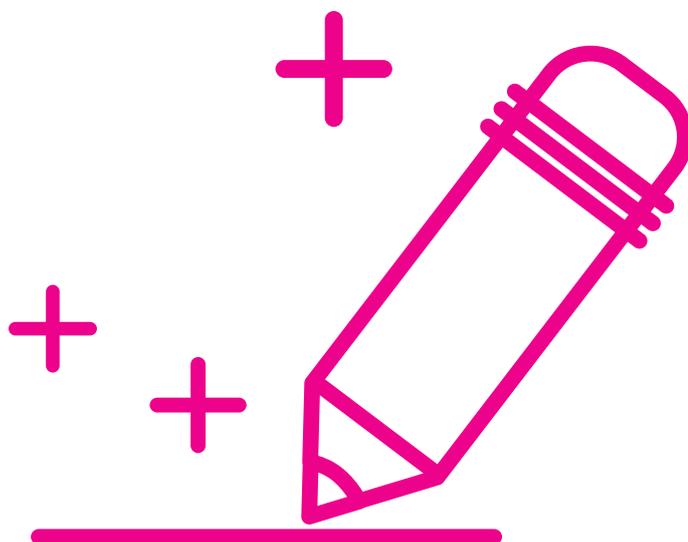
- There are a number of **worksheets** that can be used during each session – these are optional.
- There are some **handouts** you can print and give out – these provide information.

## Review

- Touch base with participants **throughout the session** to check if they have any questions or need more information or support.

## Evaluation

- Make sure you leave time to build in a **feedback exercise** at the end. You will find a template for a **reflection sheet** and **feedback form** in appendix 3 (pages 84 and 85) – you can use this or customise your own.
- If appropriate, ask permission to send people on the slides and handouts from the session.
- You can suggest some **further readings** (see end of the guide for recommendations).



# Outline and structure of sessions

Each session is approximately 1 hour (60 minutes). However you could spend longer on activities if time allowed. The sessions are written with face-to-face delivery in mind however can be adapted for online tuition. You can also adjust time and pick and choose activities to integrate into other learning sessions.

## Activities during the sessions

In the sessions, we suggest some activities based around watching, listening or reading; thinking; questioning closely (dig deeper), discussing and reflecting.

| Activities   | Broad outline   |
|--|---|
|  <b>Watch, listen or read</b> | <b>Watch, listen or read</b> a story – it can be a short video, audio recording or a newspaper article or tweet.  |
|  <b>Think</b>               | <b>Ask a few questions</b> about what you have watched, heard or read.<br><br>You can invite the students to jot down some notes in a handout on their own first and then discuss in small groups of 2 or 3.  |
|  <b>Dig deeper</b>          | This is where we <b>question things more closely</b> – do we know what we have watched, heard or read is true or false? What is the context? We need to become detectives and investigate further.<br><br>In some sessions we will look at <b>another perspective</b> that gives an opposing, alternative or deepened view from first video or story. This can be done in small groups of 3 to 4. |
|  <b>Discuss</b>             | Guide a <b>facilitated discussion</b> with the <b>whole group</b> .   |
|  <b>Reflect</b>             | Give out <b>Reflection sheet</b> so people can make a note of: <ul style="list-style-type: none"> <li>– one thing they have learned</li> <li>– one small change they will make</li> </ul> Give out <b>Feedback form</b> – can be filled in then or for next session.  |

# Session outlines

## 1. Definitions Page 14

- Main terms around news and information
  - Difference between misinformation and disinformation
  - How do we take in information?
- 

## 2. My digital world Page 19

- Identify platforms and applications and their uses
  - Your digital footprint
  - Identify techniques for safe digital communication
- 

## 3. Values Matter Page 25

- My values
  - The values we want for a better society
  - How to build trust and collaboration
- 

## 4. What's in the news? Page 29

- Where we get our news from
  - How we engage with information and headlines
  - Explore bias in the news
- 

## 5. How's it made Page 32

- Do you trust where your news comes from?
  - How algorithms work
  - How your data is used
- 

## 6. Breaking down tactics and techniques Page 36

- What is disinformation?
  - Tactics used online
  - Terminology and types of online abuse
  - Online safety and digital security
- 

## 7. Press pause Page 44

- Why facts matter
  - Think of 6 before you click
- 

## 8. Get the facts Page 50

- Checking information – fact or fiction or bit of both?
  - Busting myths
- 

## 9. Thinking smart and checking bias Page 57

- Exploring to share or not to share
  - The values and bias we bring to headlines, stories and news
  - What's my role for ethical behaviour?
- 

## 10. Respect, Connect, Act Page 65

- Examining the escalating nature of hate
- What we can do about the infodemic

## Definitions

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### Purpose:

By the end of this session, participants will have had the opportunity to explore:

- What are the **main terms** around news and information?
  - What is the difference between **misinformation** and **disinformation**?
  - How do you take in information?
- 

**Time:** 1 hour (60 minutes) approximately

---

### Outline of session 1:

#### 1. Introduction and opening (10 minutes)

- **Welcome the group** and introduce yourself. Be aware if this is the first time they have all met each other. Set some 'housekeeping' rules around breaks, mobiles and confidentiality.
- **Invite the participants** to introduce themselves to the next person and share what headline or news item stuck out for them this week. For each pair, one person introduces themselves and their partner and the headline or news item.
- **Introduce the topic** and outline the objectives of this and other sessions. Invite comments and answer any questions.



#### 2. Definitions (15 minutes)

- Begin by explaining that there are **many terms** out there around this topic. At this session, we are going to look at some of those terms and what they mean.
- Using the flipchart ask people to throw out some terms around this topic and write them on the flipchart. For example: fact, opinion, information, misinformation, disinformation, media, digital, critical thinking and so on.
- Ask the group what they think a piece of 'information' is? Can they give you an example?
- Then ask the group if they have come across the terms 'misinformation' and 'disinformation'?
- Show the group the definitions. Give out the **Handout on Definitions**.



### 3. Understanding terms (10 minutes)

- Watch the video 'How to understand Misinformation, Disinformation and Malinformation' (2:52 minutes)  
<https://www.youtube.com/watch?v=HD5MmuLDeFE>
- Give out the **Worksheet: What Do You Think?** and invite participants to jot down some notes for themselves.
- In groups of two or three discuss the video (**5 minutes**)
- Ask them to consider what is the main point you've taken from it.



### 4. How do we take in information? (15 minutes)

- Give out the **Handout: What is This? Misinformation, disinformation, malinformation or a fact?** and or show **PowerPoint slide** with the newspaper headline, image, tweet.
- In small groups discuss what you think and feel about these pieces of information.
  - How did you take that information in?
  - How did you feel reading it?
  - How did you respond and react to this information?



### 5. Reflect (10 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

## Information

News or knowledge received or given. Examples of information are text, videos and images.

## Opinion

A view or judgement formed about something, not necessarily based on fact or knowledge

## Fact

A piece of true information

## Misinformation

Information that is wrong, not complete or is taken out of context.

**Fact!** Misinformation combines the prefix mis- (meaning 'wrong' or 'mistaken') with information.



## Disinformation

False information is knowingly shared to cause confusion and harm.

All forms of false, inaccurate, or misleading information designed, presented and promoted to intentionally cause public harm or for profit.

This is sometimes called 'fake news'.

## Malinformation

True (or partly true) information that is shared to cause harm, often by moving information designed to stay private into the public sphere.

Not on purpose

What's the intent

On purpose

# What do you think?

Jot down some thoughts about what you have just watched and discussed.

**I feel...**

**I like...**

**I believe...**

**I think...**



## Make a note

What's the main point from the video?

# What is this?

## Misinformation, disinformation, malinformation or a fact?

 **Emmanuel Macron**   
@EmmanuelMacron

Our house is burning. Literally. The Amazon rain forest - the lungs which produces 20% of our planet's oxygen - is on fire. It is an international crisis. Members of the G7 Summit, let's discuss this emergency first order in two days! #ActForTheAmazon



8:15 PM · Aug 22, 2019 · Twitter for iPhone

56.8K Retweets 158.7K Likes

Tweet by **Emmanuel Macron** where he shared a photo of the Amazon which was not from 2019 (based on a reverse image search check).

 **Donald J. Trump**   
@realDonaldTrump

[Follow](#)

The concept of global warming was created by and for the Chinese in order to make U.S. manufacturing non-competitive.

11:15 AM - 6 Nov 2012

99,533 Retweets 65,730 Likes



13K 100K 66K

Tweet by Donald J. Trump presents a claim, without evidence of any kind, as a statement of fact.



"Irish were the first slaves" meme created by conspiracy theorist Michael John Melton in August 2019 and disseminated on the 148th anniversary of the abolition of U.S. slavery.

These kinds of memes peaked in popularity just prior to the U.S. presidential election of 2016 where it was used widely on social media to mobilise white victimhood sentiment, notions of racial superiority, the resentment of minorities and calls for racial justice.

**Note:** A meme is an image, video, piece of text, often humorous in nature that is copied and spread rapidly by internet users.

# Session 2

## My digital world

---

### Purpose:

By the end of this session, participants will have had the opportunity to:

- **Identify platforms and applications** we use and why.
- **Explore digital footprints** – understand the nature and scope of a digital footprint and what online activity can tell others about ourselves.
- **Identify techniques for safe digital communication** – recognise the need for appropriate guidelines to maintain and enhance online privacy and security.

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**Time:** 1 hour (60 minutes) approximately

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### Preparing before presenting

Take a look at this 9-page data detox kit from <https://datadetoxkit.org/>  
The kit is here - <https://bit.ly/3skmNri> - and you might want to adapt it for the session.

---

### Outline of session 2:

#### 1. Introduction and opening (10 minutes)

- Welcome everyone back to the group and in particular welcome any new participants.
- Briefly recap the main points from the last session.
- Invite the participants to re-introduce themselves to the next person and share 'any small change' they made since the last session.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



#### 2. My Digital World (15 minutes)

- Ask participants to share with the group what they go online for. Record answers on a flipchart.
- Hand out **Worksheet: What do you do online?** and ask people to tick off what platforms and applications they use. You can also show a **PowerPoint slide** with the icons.
- What symbols or icons do they recognise? Which ones are not familiar to them?



- Invite comments from the group about which apps they use and why they like it?
- Give out the **Handout on Online platforms and applications**.

### 3. Digital Footprint (25 minutes)

- Show **video** on Digital footprint – 1 minute  
<https://www.commonsense.org/education/videos/digital-footprint>
- Check if people have any comments.
- Discuss the concept of a **digital footprint** with the group.
  - How might such a footprint (something that reveals your online activity) tell other people about who you are or what interests you?
  - How might such information be used positively and or negatively?
- Ask participants to consider the kind of digital footprints they would like to make in the world. Invite them to think about privacy and security online, and offline. Fill in **Worksheet on My digital footprint**. Guide a **facilitated discussion** with the whole group about what our own digital footprint would look like.
  - Why is it important to know the extent of my digital footprint?
  - Why is it important to protect my personal information online?
- Give out the **Handout: How your personal information is tracked, collected and used**. Invite the group to suggest ways that they can protect their privacy (Note: this can be adapted as the basis for a mini-research project if relevant and useful).



### 4. Reflect (10 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

# What do you do online?

Look at these platform and application icons.



Do you recognise any of these icons? Yes  No

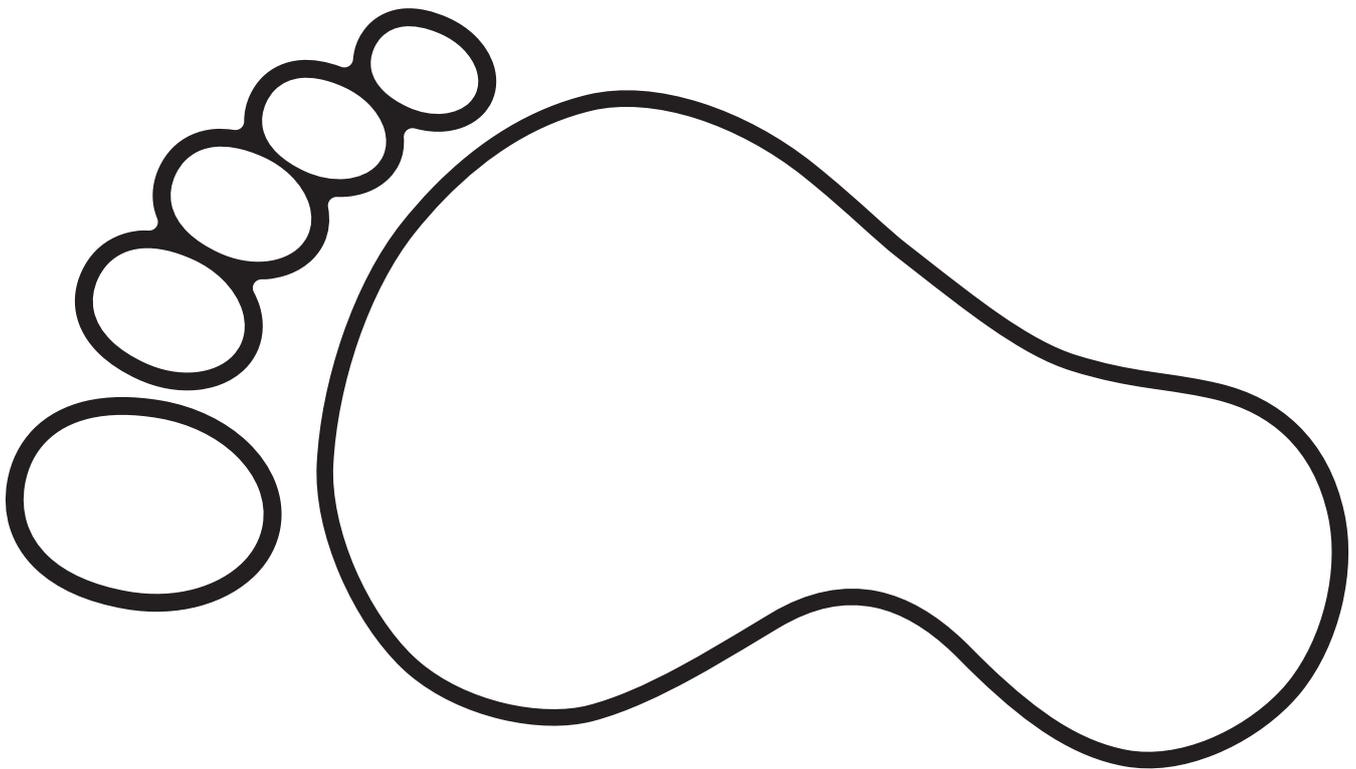
Which ones do you recognise?

Which apps do you use frequently? What do you like about them?

| Symbol  | Application        | What it does   |
|---|--------------------|--|
|    | Facebook           | Facebook is a social networking site that makes it easy for you to connect and share with family and friends online.   |
|    | Instagram          | Instagram is a free photo and video sharing app where people can upload photos or videos and share them with their followers or with a select group of friends. It is owned by Facebook.           |
|    | LinkedIn           | LinkedIn is an online platform that connects the world's professionals. You set up a profile where you can showcase your professional life.  |
|    | Facebook Messenger | Facebook Messenger is a free mobile messaging app used for instant messaging, sharing photos, videos, audio recordings and group chats.  |
|    | Pinterest          | Pinterest is an American social network where people can find inspiration and ideas for their interests and hobbies.   |
|   | Reddit             | Reddit is a discussion space that has a large group of forums in which registered users can talk about almost anything you can imagine.  |
|  | Skype              | Skype is a telecommunications application where you can make and receive free voice and video calls over the internet using a computer, web browser, or mobile phone. Skype is owned by Microsoft. |
|  | Snapchat           | Snapchat is a mobile messaging application used to share photos, videos, text, and drawings. However the messages disappear from the recipient's phone after a few seconds.                        |
|  | TikTok             | TikTok is a Chinese social media platform for creating, sharing and discovering short music videos, think Karaoke for the digital age.   |
|  | Tumblr             | Tumblr is a cross between a social networking site (like Facebook and Twitter) and a blog. It is often described as 'microblog' as people usually post short snippets of text and quick snaps.     |
|  | Twitter            | Twitter is a 'microblogging' and social networking service where you can send and receive short posts called tweets. Tweets can be up to 140 characters long.                                      |
|  | YouTube            | YouTube is a video sharing service where users can create their own profile, upload videos, watch, like and comment on other videos.   |
|  | Vimeo              | Vimeo is a video hosting, sharing, and services platform headquartered in New York City.   |
|  | WhatsApp           | WhatsApp is free to download messenger app for smartphones. It uses the internet to send messages, images, audio or video and so it is cheaper than texting. It is owned by Facebook.              |

A **digital footprint** is information about a particular person's online activities that exists on the Internet. It includes the websites you visit, emails you send, posts you put up and information you submit to online services.

**Think about what kinds of information you would want to find about yourself online in 10 years time.** Fill in the footprint below with the types of search results (articles, posts, videos, images and so on) that you would want to see linked to your name.



## Make a note

How do you create a positive digital footprint?

# How your personal information is tracked, collected and used



## Information that can be tracked

- The websites you visit
- The time of your activity
- The search terms and keywords you use
- Your location while browsing
- Your IP address (unique online identity)
- Who you interact with
- What you search for
- What is said about you
- What you say in your email, texts and social media posts
- What you like or share on social media and other online platforms
- How much money you spend
- How old you are
- Where you live
- If you are mentioned or quoted in a news story or blog post



## How it is collected

- Through search words
- Browsers
- Cookies on websites
- Survey forms you fill in
- Comments
- Information you post on social media (private and public)
- Purchases
- Logging in to sites
- Location or GPS (global positioning system) data on your mobile phone



## What is it used for

- Marketing
- Social influence
- Digital reputation
- Behavioural economics
- Recommendation for ads you see in the future
- Emails and other digital marketing
- Invasive attacks on your privacy: Hacking, Cyber attacks, Malware, Spyware

Adapted from © 2013 Your Digital Footprint by InCtrl

## Values Matter

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### Purpose:

By the end of this session, participants will have had the opportunity to explore:

- My **own values**.
- The **values** we want for a **better society**.
- How to **build trust and collaboration**.

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**Time:** 1 hour (60 minutes) approximately

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### Outline of session 3:

#### 1. Introduction and opening (5 minutes)

- Welcome everyone back to the group.
- Briefly recap the main points from the last session. Ask if anyone would like to tell the group about 'any small change' they made.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



#### 2. Identify your own values (10 minutes)

- Individually ask everyone to jot down a list of **what ideas or values are important to them** – you can give out post-its for this. (5 minutes)
- In the main group, ask people to **share values** and write them up on a flipchart or type into whiteboard. (5 minutes)



#### 3. Identify the values for a better society (15 minutes)

- Read the **Handout: The Universal Declaration of Human Rights** and discuss the **key words and language** that jumps out. Are these different from the ones already noted by the group?
- In small groups, ask people to look at the list of values we have identified, or any from the Preamble of the Universal Declaration of Human Rights. Then choose the **top 5 values** that you would like to see for a better society. If you have time then include the next 5.
- Give out **Worksheet: Values for a better society** where people can make of note of the values.



#### 4. How to build trust and collaboration (25 minutes)

- Discuss the question **what is a community?** What communities do we belong to? What are the things we need in a community to feel safe? Think about emotional as well as physical safety.
- In **small groups** ask people to think about what makes a person feel included or not. They might think of times that they have felt included in a group and times when they have felt left out. Explore what does it mean to include others. When did the group members think about someone else's feelings. Reflect on how we consider another person's feelings, as well as what it feels like to know that another person is doing this for them.

Some key questions:

- How can I be part of a community, be inclusive and show empathy?
- What are some of the different ways being online can help and harm a 'feeling of community'?
- How can I identify and respond to hate and bias in digital communities? Why is this important?
- Now ask the groups to create a list of three to five **unique challenges** they think might come up when participating in general or online communities (for example, it can be hard to communicate emotions or intent when you are not face to face; people might feel freer to say nasty or demeaning things when they are anonymous online and so). Think then about some guidelines that might help them address such challenges.
- In the **whole group**, ask them to speculate about whether these challenges would be the same or different in a real-world environment.



#### 5. Reflect (5 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

# The Universal Declaration of Human Rights

On the 10th of December 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR).

It was the first time in history that a document with universal value (it refers to “all members of the human family”, which means all of us) was adopted by an international organisation. The drafting commission were a diverse bunch, with Eleanor Roosevelt (wife of US President Franklin Delano Roosevelt) chairing, and various members from countries such as Lebanon, China, France, Chile and the Philippines.

The UDHR begins with a **preamble**: it explains the Declaration and sets out its underlying values. Rene Cassin, the French member of the drafting commission, compared the Preamble to the steps leading to a house. It is a vital part of the UDHR because it places it within a historical context, and explains what it meant to the countries that ratified the document back in 1948.

## Preamble

Whereas recognition of the inherent **dignity** and of the **equal and inalienable rights** of all members of the human family is the foundation of **freedom, justice and peace** in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be **protected by the rule of law**,

Whereas it is essential to promote the development of **friendly relations between nations**,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to **promote social progress and better standards of life** in larger freedom,

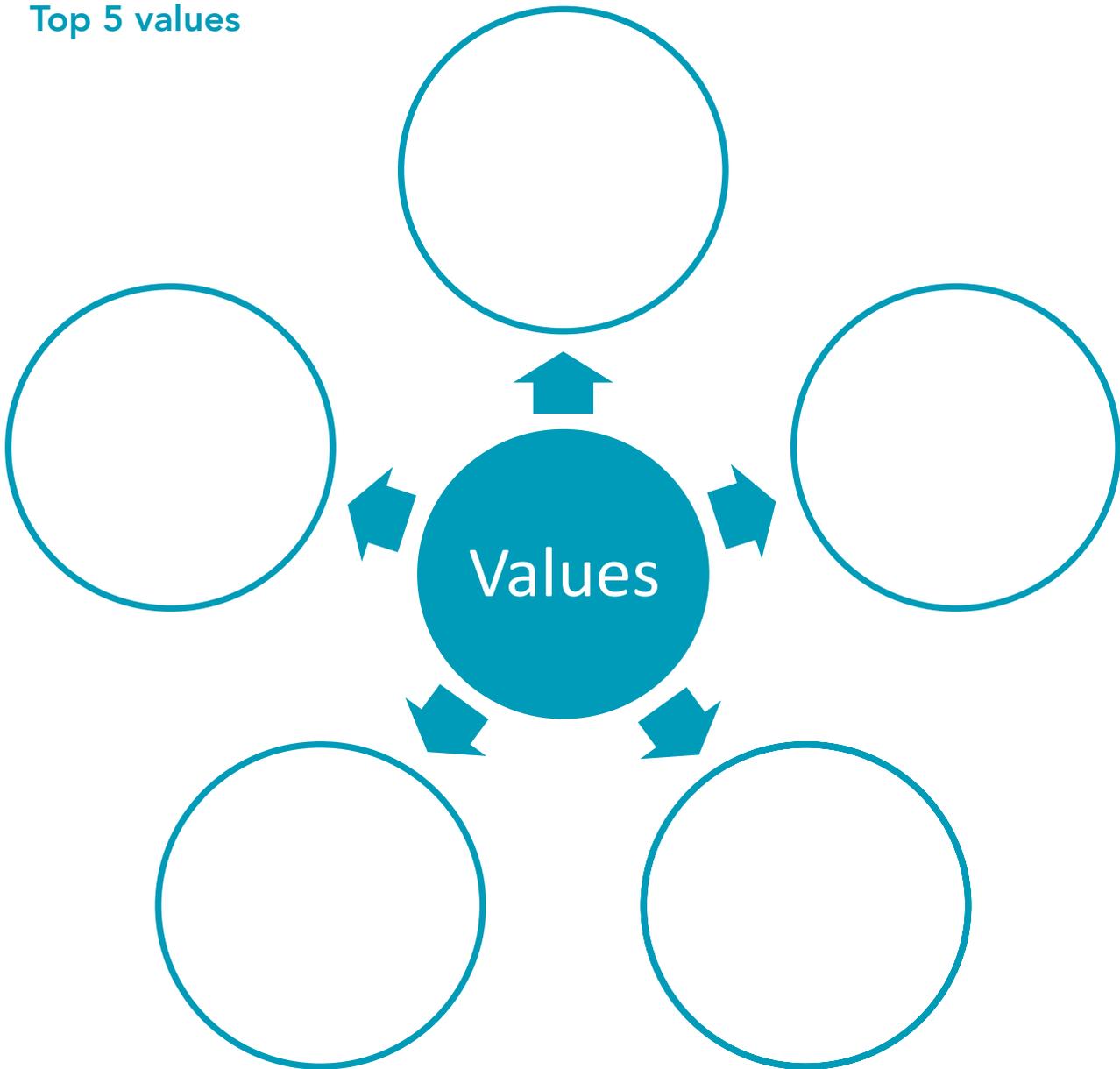
Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the **promotion of universal respect** for and observance of human rights and fundamental freedoms,

Whereas a **common understanding of these rights and freedoms** is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly, proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education **to promote respect for these rights and freedoms** and by progressive measures, national and international, **to secure their universal and effective recognition and observance**, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.



## Top 5 values



## Another 5 values

|  |
|--|
|  |
|  |
|  |
|  |
|  |

## What's in the news?

### Purpose:

By the end of this session participants will have had the opportunity to explore:

- Where we **get our news** from.
- How we **engage with information and headlines**.
- How news can be **biased**.

**Time:** 1 hour (60 minutes) approximately

### Outline of session 4:

#### 1. Introduction and opening (5 minutes)

- Welcome everyone back to the group.
- Briefly recap the main points from the last session. Ask if anyone would like to tell the group about 'any small change' they made.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



#### 2. Where you get your news (10 minutes)

- Ask the group to say where they get their news from. Write answers up on a flipchart.
- Ask them to note down which of these are **trusted sources**.
- How do they feel about this list? What makes a source 'trusted'?



#### 3. What's in the news (15 minutes)

- Show a short **video or headline** to the group. We have two suggestions here but you are free to choose others:

Video: Plane landing: <https://wapo.st/36fKJEN>

Fake or real headlines quiz! selection here from The Guardian  
<https://bit.ly/2V9gPvI>

- Give out **Worksheet: What's in the news?** and suggest participants jot down some thoughts.
- Ask if anyone would like to share any thoughts they had.

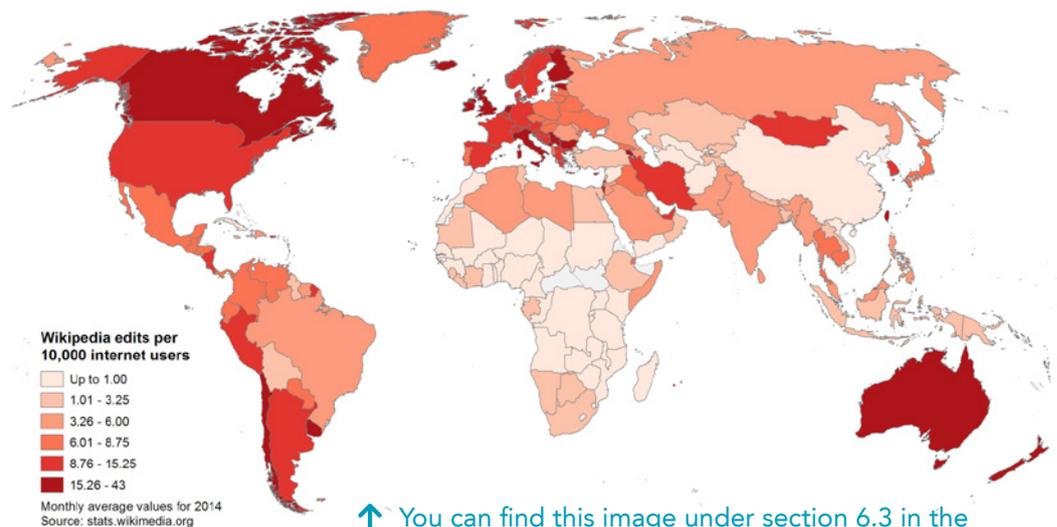


#### 4. How news can be biased (20 minutes)

##### The Inside Job:

**Aim:** to compare neutral and biased news about a certain topic and look at what factors or words bring about the bias.

- Share a news story with the group (a 'neutral' news report). In **small groups** ask them to **make the article biased** by altering the wording slightly, adding frameworks and changing the reference and viewpoints. If time allows, get participants to create both positive and negative biases for the same article.
- Invite participants to **present the biases** to the whole group. Discuss how similar biases can exist – for example, on Wikipedia, websites, YouTube channels or in everyday online communication.
- Introduce **Wikipedia** as an online collaborative encyclopaedia. Ask them have you heard of it? Do you use it? Is it trustworthy?
  - Invite group to think about who produces more content, annually: the population of Holland, or the entire continent of Africa?
  - Show the Wikipedia geography of knowledge graphic by The Oxford Internet Institute (whiteboard/PPT). Discuss impressions of how knowledge is produced and its impact on learning (and students) – facilitate brief impressions from the group.

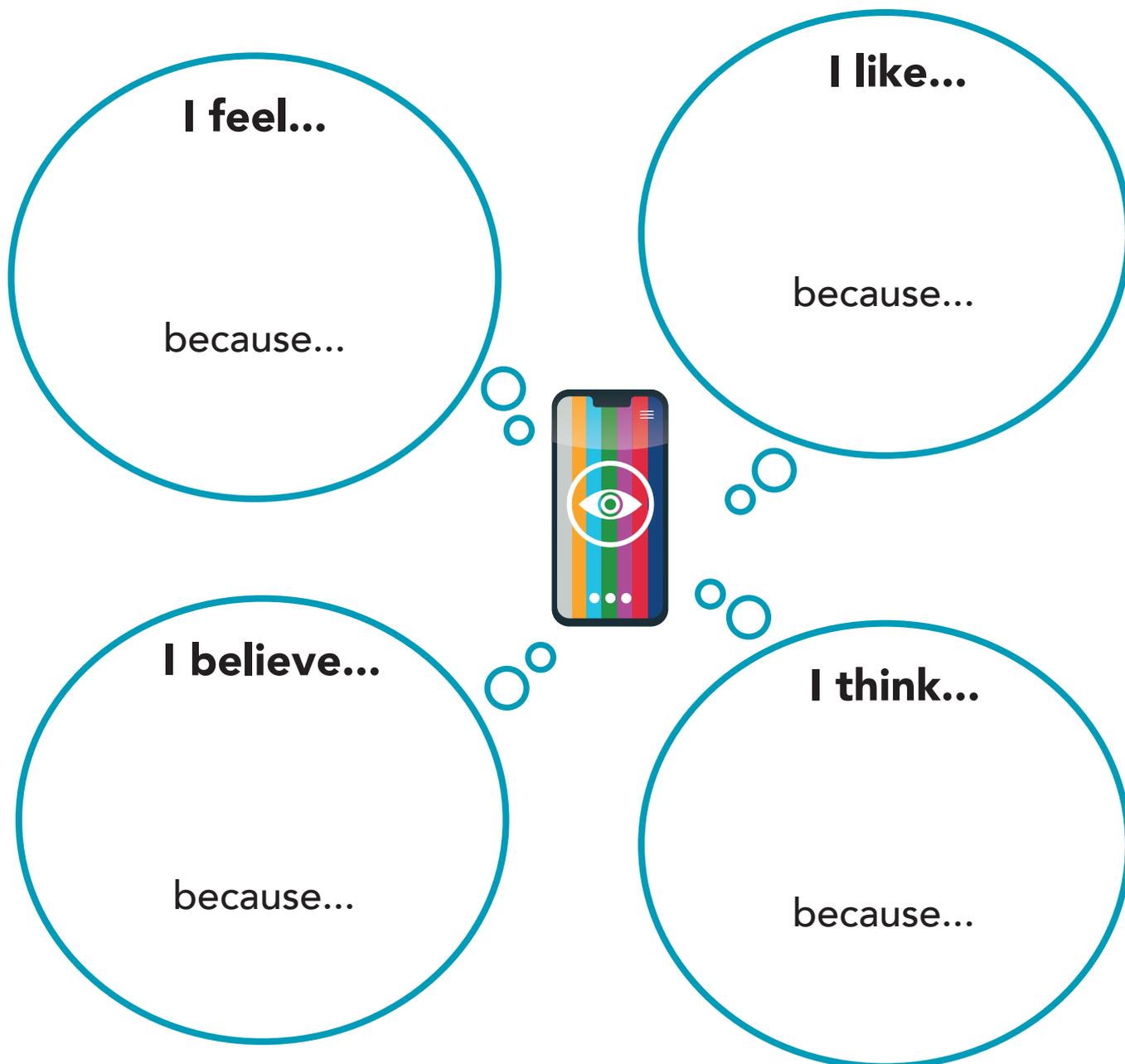


↑ You can find this image under section 6.3 in the 'Beyond the Click' Toolkit: <https://bit.ly/2V9oR7z>

#### 5. Reflect (10 minutes)

- Summarise main areas covered. Give out **Reflection sheet** so people can make a note of: 1. one thing they have learned, 2. one small change they will make.
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

Jot down some thoughts about what you have just watched or heard.



**I feel...**  
because...

**I like...**  
because...

**I believe...**  
because...

**I think...**  
because...

## Make a note

What headline stuck out for me this week?

## How it's made

---

### Purpose:

By the end of this session, participants will have had the opportunity to explore:

- Do you **trust** where your news comes from and who writes it?
- How **algorithms** work and how your data is the product.
- How your **data** is used.

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**Time:** 1 hour (60 minutes) approximately

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### Outline of session 5:

#### 1. Introduction and opening (5 minutes)

- Welcome the group back.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.

#### 2. Who makes the news (30 minutes)

##### How it's made (15 minutes)

- Watch the following 3-minute **video** that describes the editorial process (from a Canadian news agency perspective)  
<https://www.youtube.com/watch?v=PNGZAWiKflo>
- In **pairs**, invite participants to discuss the clip and to agree **two highlights** (one positive, one negative). Also ask are there any differences between private and public media?
- Bring group back together and **note highlights** of the discussions. Discuss any further reflections and one takeaway message. Some prompt questions can include:
  - Is it becoming harder to know what's going on in the world?
  - Do we have a responsibility to keep up with what is happening around us?

##### Trust the news? (15 minutes)

We all consume media from vastly different sources and have different media habits.

Show the following **PowerPoint slide** – this presents data on **trust and the media** based on an EU-wide survey (Euro Barometer survey in 2018).



**Trust and the media survey results**

- 83% of those who responded (from over 26,000 people) believed that 'fake news is a danger to democracy'.
- 85% of respondents perceive fake news as a problem in their country.
- 37% said that they come across fake news every day or almost every day, and a further 31% said that this happens at least once a week.

- In **small groups**, ask them how might **political differences play a role** in reducing trust?



**Facilitator notes:** This exercise explores how we can be productive members of society by knowing what is going on in the world around us. This is important at a local level as well as nationally and global events.

Note the main talking points will likely include:

- Volume overload – there is so much happening that it can be too much to take in or keep track of.
- It is hard to find credible sources.
- Impact of social media – can have an isolating effect or be an 'echo chamber'. Living online (and offline) can these days lead to closed systems of political conscience and like-minded thinking.
- Clicks may matter more than accuracy or depth – profit driven media may make decisions to boost sales over clarity or accuracy.

Most discussions usually centre on the challenges of trust and credibility.

**3. Algorithms and Facebook (10 minutes)**

Share the **Handout: Algorithms and Facebook** and put up **PowerPoint slide** – you can get this slide at <http://www.8020.ie/facts-matter>

- Invite the groups, in pairs, to discuss each of the following 4 questions for 2 minutes at a time.

**Q1.** As producers of content (and not only consumers), is material we make only potentially available for view/interaction by people who believe in 'our' agenda only?

- Q2.** What does that mean for people who hold views that go against a human rights agenda?
- Q3.** Do search engines and social media platforms silence voices from the 'majority world' of people across the planet by design?
- Q4.** Is it more appropriate to re-label 'social media platforms' as 'advertising platforms' instead? How might we think about our digital footprint, this being the case?



#### **4. How your data is used** (10 minutes)

Ask participants to think about who uses your data and what do they do with it? Using a flipchart, draw the word 'YOU' in the middle of the page and write down what people say. [For example, advertisers; companies; political campaigns]

- As a concluding point, you could mention that algorithms bring benefits, as well as challenges – something we need to be aware of when using and producing content in social media, in particular.
- Recommended article: The poison in our politics runs deeper than dodgy data (March 22, 2018) by Gary Younge, The Guardian. Visit: <https://www.theguardian.com/commentisfree/2018/mar/22/us-politics-data-cambridge-analytica-russia-trump>



#### **5. Reflect** (5 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

## How Does Facebook Choose What To Show In News Feed?

$$\text{News Feed Visibility} = * C \times P \times T \times R$$

Creator
Post
Type
Recency

| Creator                             | Post  | Type  | Recency             |
|-------------------------------------|---|---|---------------------|
| Interest of the user in the creator | This post's performance amongst other users | Type of post (status, photo, link) user prefers | How new is the post |

\* This is a simplified equation. Facebook also looks at roughly 100,000 other high-personalised factors when determining what's shown.

Graphic by Tech Crunch (2014)

Search engines and social media platforms use **complex algorithms** that shape what we see online. Based on data collected and mined about us, relevancy scores are assigned to 'posts' and 'entries' using a systematic ranking of what we are likely to prefer.

Algorithms, such as the infamous one used in Facebook's news feed, seek to predict whether we will 'like' a given post and then profile users and classify users on this basis.



Then social media users are sorted into distinctive groups that makes the role of advertising more specific and customisable in order for social media companies to generate revenue. From this we see things we already believe in and view content from people who are like us.



Who controls your Facebook feed – and why they keep changing it (January 3, 2016) by Will Ormus, The Slate. See: [http://www.slate.com/articles/technology/cover\\_story/2016/01/how\\_facebook\\_s\\_news\\_feed\\_algorithm\\_works.html](http://www.slate.com/articles/technology/cover_story/2016/01/how_facebook_s_news_feed_algorithm_works.html)



“The like button wasn’t just a new way for users to interact on the site. It was a way for Facebook to enlist its users in solving the problem of how best to filter their own news feeds. That users didn’t realise they were doing this was perhaps the most ingenious part. If Facebook had told users they had to rank and review their friends’ posts to help the company determine how many other people should see them, we would have found the process tedious and distracting. Facebook’s news feed algorithm was one of the first to surreptitiously enlist users in personalising their experience—and influencing everyone else’s.”

# Breaking down tactics and techniques

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### Purpose:

By the end of this session, participants will have had the opportunity to explore:

- What is **disinformation**.
  - What **tactics** are used online – media manipulation, imposter content, weaponized content.
  - Introduce and familiarise participants with **terminology and types of abuse** that women and girls could face on the internet and online.
  - Build capacity and knowledge on the multifaceted phenomenon of **online safety and digital security** and the violence that comes with it.
- 

### Introduction to session

The Internet facilitates, enhances and sometimes just plainly allows violence against women and girls to occur. Any series of digital literacy work cannot avoid this reality that concerns all women and men, directly and indirectly. This can happen on a range of platforms such as:

- social media (like Facebook, Twitter and WhatsApp),
- personal websites and blogs, and
- interviews and speeches that can then be sometimes amplified by news outlets in news reports.

**It is vital to acknowledge its existence and fight against it, because its effects on women and girls – from psychological to economical – are far-reaching.**

This session aims to empower participants to discuss and investigate this space while acknowledging and beginning to navigate its dangers. It also provides further understanding of the spectrum of violence against women, which occurs offline as much as online.

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**Time:** 1 hour (60 minutes) approximately

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### Outline of session 6:

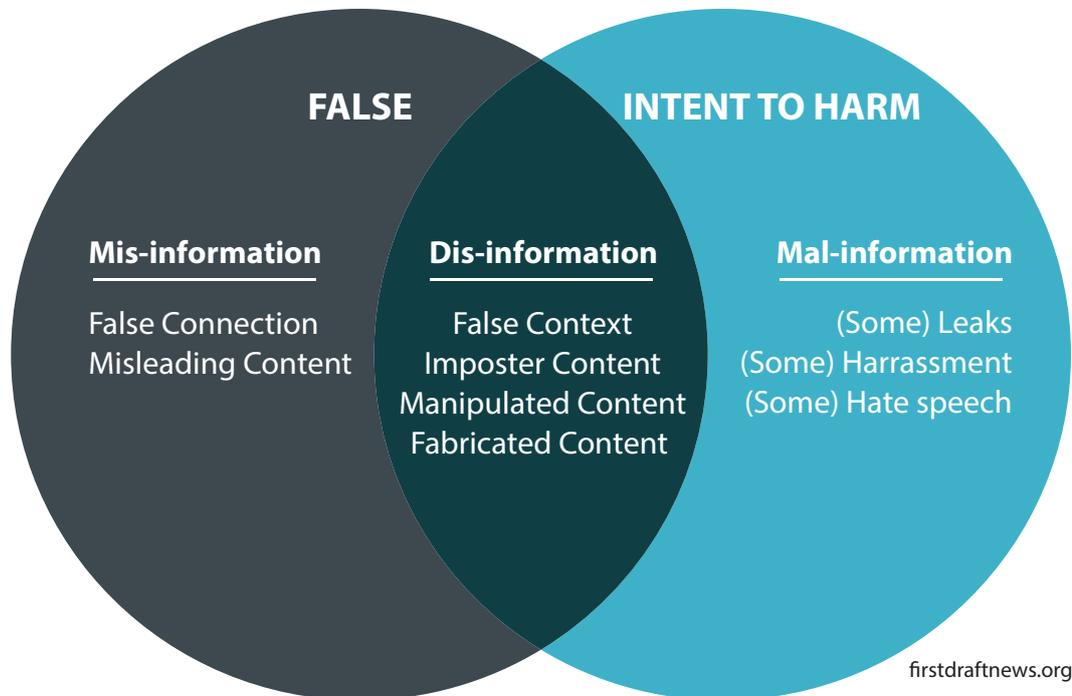
#### 1. Introduction and opening (5 minutes)

- Welcome the group
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



## 2. Exploring disinformation (15 minutes)

- For a warm up, remind the group that they have covered misinformation, disinformation and malinformation. Show this **PowerPoint slide** as the basis for some reactions from the group.



**Note for the tutor:** The following slide could be useful to supplement responses. You can get this slide at <http://www.8020.ie/facts-matter>

Invite the group to consider responses to why disinformation is created and make a note of responses.

### Why is 'fake news' disinformation created?

**To make money** – the more clicks and views, the more a company can make money on advertising and ad views by way of targeted or sensational advertising.

**To share propaganda** – governments and powerful organisations might like to control messages, whether ones they dislike or by paying someone to publish what they want to see. Can be used to attack opponents or influence / disrupt public opinion at home or abroad.

**Influence elections / civic actions / voting decisions** – if a particular organisation or group would like someone to be elected, or want to prevent someone from being elected.

**Note:** As part of recording reflections it is important to acknowledge how participants feel about this. Have they encountered examples of any of this?



### 3. Tactics used online - Trolls, doxxers and women's safety online – an introduction (10 minutes)

The rest of the session will focus on a specific case study on women's experiences online.

- As a preparatory question, discuss in **pairs** the statement: 'Out of all countries only six treat women the same as men'.
- Invite suggestions as to why this might be the case. (5 minutes)
- In groups of 3, use the **Worksheet: Profile of online abusers** and connect the type of abuse or harassment with the perpetrator type. (5 minutes)



#### Facilitator notes

The facts presented were gathered by the European Women's Lobby and were published as part of a European-wide awareness raising campaign in 2017 called **Her Net Her Rights**.

See The Resource Pack and Report here at <https://www.womenlobby.org/Launch-of-HerNetHerRights-Resource-Pack-Report>

## On language used to speak about violence against women

"European Women's Lobby noticed a great interest among activists and researchers in coining a feminist lexicon of online Violence Against Women and Girls. Moreover, both academics and practitioners highlight the need for reframing the terminology used by media to describe the diverse forms of online abuse and online crimes victimising women and girls. Terms like "Revenge Porn" or "Grooming", are challenged by scholars and activists as they describe the reality of the abuser rather than the victim's abuse and the attacks on women and girls' dignity, safety, integrity and health. Terms like "image-based sexual abuse" or "child sexual abuse" should be used".

European Women's Lobby



#### 4. Online safety and digital security (25 minutes)

- In the same groups, ask them to **select one type of abuser** that most caught their attention or interest. Once agreed, from the remaining roles, assign two per group so that a spread of roles is shared around the groups. (2 minutes)
- Invite them to briefly discuss and to propose at least **two ideas for countering each of these**. (10 minutes)
- Invite groups to **present their 'type' and 2 key approaches identified**. (8 minutes)
- Facilitate a short 'What can I do **and** what can we do?' exercise based on common strategies and impressions of the terms encountered, language, facts and ideas. (5 minutes).

Give out the **Worksheet: Standing up and standing together** where people can jot down some notes.

At the end give out the **Handout: Profile of online abusers** and **Handout: Don't feed the trolls**.

**Note:** The findings could be referenced or used as the basis for returning to as part of later sessions.



#### 5. Reflect (5 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.



Did you know?  
In Europe, 9 million girls experience online violence by the age of 15.

They are confronted with online abusers. Meet the cyber sexual harasser also known as

## THE TROLL

**TACTICS** Attacks women who assert their opinions online.

**HABITAT** Comments sections, forums, chatrooms.



Did you know?  
Across continents, women are 27 times more likely to be harassed online.

They are confronted with online abusers. Meet the digital voyeur and violator also known as

## THE CREEPSHOTTER

**TACTICS** Photographs women and girls without their consent and publishes their photos online.

**HABITAT** Offline public places, Reddit, dedicated websites, social networks.



Did you know?  
93% of image-based sexual abuse (revenge porn) victims say they suffer significant emotional distress.

They are confronted with online abusers. Meet the digital rapist also known as

## THE REVENGE PORNOGRAPHER

**TACTICS** Posts private pictures or videos of a sexual nature to shame and humiliate the victim. Extension of male intimate partner violence.

**HABITAT** Social networks.



Did you know?  
56% of children solicited online are asked for a picture.

They are confronted with online abusers. Meet the child sex abuser also known as

## THE ONLINE GROOMER

**TACTICS** Builds a relationship with a child via the Internet to bring them into sexual abuse and sex trafficking.

**HABITAT** Social networks, forums.



Did you know?  
70% of women victims of cyberstalking also experience at least one form of physical or/and sexual violence from an intimate partner.

They are confronted with online abusers. Meet the obsessive abuser also known as

## THE CYBERSTALKER

**TACTICS** Spies, fixates on and compiles information about women online to scare them and blackmail them.

**HABITAT** Social networks.



Did you know?  
1 out of 10 sex offenders use online dating to meet their victims.

They are confronted with online abusers. Meet the sexual predator also known as

## THE DATING WEBSITE MANIPULATOR

**TACTICS** Seeks power and control over their victim by charming them online and luring them towards a dangerous situation.

**HABITAT** Dating websites, social networks, chatrooms, communication apps.



Did you know?  
1 out of 4 European teenage girls experience cyberbullying.

They are confronted with online abusers. Meet the humiliator also known as

## THE CYBERBULLY

**TACTICS** Repeatedly sends hurtful messages and starts rumors to shame and humiliate.

**HABITAT** Social networks, communication apps.



Did you know?  
37% of feminist women and girls experience threats of sexual violence online.

They are confronted with online abusers. Meet the woman hater also known as

## THE MASCULINIST

**TACTICS** Denies women and girls' experiences and perpetuates systemic sexism by "defending men's rights".

**HABITAT** Dedicated websites, women's groups' websites, social networks.



Did you know?  
In 2015, 31 women human rights defenders were murdered.

They were confronted with online abusers. Meet the dangerous defamator also known as

## THE MALICIOUS DISTRIBUTOR

**TACTICS** Uses new technologies and a propaganda tool to promote violence against women or women's rights groups.

**HABITAT** Social networks.



Did you know?  
Half a billion digital identities were stolen or at least exposed in 2015.

They are confronted with online abusers. Meet the data chief and criminal shamer also known as

## THE DOXXER

**TACTICS** Researches and publishes private information online as to publicly expose, out, and shame victims.

**HABITAT** Victim's social networks profiles, google searches.



Did you know?  
Hacking discussion sites count millions of posts with the images of female "slaves" stolen by hackers on women's webcams.

They are confronted with online abusers. Meet the invader also known as

## THE HACKER

**TACTICS** Intercepts private information and communication, i.e. webcams.

**HABITAT** Can be everywhere.



Did you know?  
76% of trafficked persons are girls and women and the Internet is now a major sales platform.

They are confronted with online abusers. Meet the rape seller or trafficker also known as

## THE RECRUITER

**TACTICS** Uses new technologies to lure victims, traffic, sell and prostitute them.

**HABITAT** Sales websites, dedicated platforms, social media, communication apps.

Source: #HerNetHerRights resource pack by the European Women's Lobby.

See [https://www.womenlobby.org/IMG/pdf/hernetherrights\\_resource\\_pack\\_2017\\_web\\_version.pdf](https://www.womenlobby.org/IMG/pdf/hernetherrights_resource_pack_2017_web_version.pdf)

|  |  |  |
|--|--|--|
| <br><b>THE TROLL</b>          | <br><b>THE CREEPSHOTTER</b> | <br><b>THE REVENGE PORNOGRAPHER</b>       |
| <br><b>THE ONLINE GROOMER</b> | <br><b>THE CYBERSTALKER</b> | <br><b>THE DATING WEBSITE MANIPULATOR</b> |
| <br><b>THE CYBERBULLY</b>     | <br><b>THE MASCULINIST</b>  | <br><b>THE MALICIOUS DISTRIBUTOR</b>      |
| <br><b>THE DOXXER</b>         | <br><b>THE HACKER</b>       | <br><b>THE RECRUITER</b>                  |

|   |   |  |
|---|---|--|
| <p><b>Tactics:</b> Attacks women who assert their opinions online.</p>  | <p><b>Tactics:</b> Photographs women and girls without their consent and publishes their photos online.</p>             | <p><b>Tactics:</b> Posts private pictures or videos of a sexual nature to shame and humiliate the victim. Extension of male intimate partner violence.</p> |
| <p><b>Tactics:</b> Builds a relationship with a child via the Internet to bring them into sexual abuse and sex trafficking.</p> | <p><b>Tactics:</b> Spies, fixates on and compiles information about women online to scare them and blackmail them.</p>  | <p><b>Tactics:</b> Seeks power and control over their victim by charming them online and luring them towards a dangerous situation.</p>                    |
| <p><b>Tactics:</b> Repeatedly sends hurtful messages and starts rumours to shame and humiliate.</p>                             | <p><b>Tactics:</b> Denies women and girls' experiences and perpetuates systemic sexism by "defending men's rights".</p> | <p><b>Tactics:</b> Uses new technologies and a propaganda tool to promote violence against women or women's rights groups.</p>                             |
| <p><b>Tactics:</b> Researches and publishes private information online as to publicly expose, out, and shame victims.</p>       | <p><b>Tactics:</b> Intercepts private information and communication, i.e. webcams.</p>                                  | <p><b>Tactics:</b> Uses new technologies to lure victims, traffic, sell and prostitute them.</p>   |

# Standing up and standing together

|  |                 |
|--|-----------------|
| Abuser name:   | Tactics:        |
| Two ideas or approaches to counter them:<br>1.<br><br>2. |                 |
| What can I do?   | What can we do? |

|  |                 |
|--|-----------------|
| Abuser name:   | Tactics:        |
| Two ideas or approaches to counter them:<br>1.<br><br>2. |                 |
| What can I do?   | What can we do? |

## Tips for dealing with conspiracy theories and misinformation

It is not unusual to find online posts, comments, blogs or images that contain in part or in whole, conspiracies, untruths or bad information. When such posts make a clear signal of their identity (such as their political party, ideology or group), misinformation can be hard to uproot or challenge. Sharing or promoting such posts will only reinforce a person's commitment to the community that they received this bad information. It also shows that they are willing to sacrifice 'outside' relationships, whether they are right or wrong. Consider how information can reinforce bias:

- Nothing drives online traffic as effectively as stories that vindicate and/or inflame the biases of their readers.
- Fear mongering drives traffic.
- Institutional distrust is so high right now, and cognitive bias so strong, that the people who fall for hoax news stories are frequently only interested in consuming information that conforms with their views — even when it's obviously fake.

## Three tips

- 1 Follow the now-old adage, "Don't feed the trolls."** If someone posts a fake story and you think they have simply been duped, certainly it is useful to point out the error with a more reliable source. Please do so graciously. No one likes to be publicly humiliated. Sometimes a private message is better. But if you think the posting is really about proclaiming identity, ignore it. Don't amplify its value by arguing. And if you must say something, send a private message.
- 2 Help promote a culture that respects truth.** Check your sources before you post anything. Support newspapers and other organisations that do good, reliable reporting. Discourage people in your own community when they promote stories that are untrue.
- 3 Appreciate humour.** Like fake news, jokes and satire are markers of identity -- funny to insiders, and often incomprehensible or offensive to outsiders. They may be tasteless, they may be divisive but unlike fake news, they are not an assault on truth.



## Press pause

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### Purpose:

By the end of this session participants will have had the opportunity to explore:

- Why facts matter.
- Think of 6 before you click.

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**Time:** 1 hour (60 minutes) approximately

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### Outline of session 7:

#### 1. Introduction and opening (10 minutes)

- Welcome the group back.
- In pairs ask them recall a “fact” that didn’t sound right and that they questioned this week.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



#### 2. Why facts matter (20 minutes)

- Show this **video** on facts by US journalism school, the Poynter Institute (2 minutes) [https://www.youtube.com/watch?v=RULcren\\_EKk](https://www.youtube.com/watch?v=RULcren_EKk)
- Now play an **audio clip** on coronavirus (or relevant topic of the day).  
For example: Brendan O’Connor interviewing Lionel Shriver on 16 May 2020 about COVID-19. Listen from 20.06 to 23.20 (3 minutes) <https://www.rte.ie/radio/radioplayer/html5/#/radio1/21770337>
- Give out **Worksheet: Facts, lies or opinions** and invite participants to jot down some thoughts about what they have watched.



#### 3. Think of 6 before you click (20 minutes)

This exercise is to get people thinking critically and start asking a **daily dose of 6**: who, what, where, when, how and why?

- Give out a news story in print or a social media headline. Two samples given here:
  - Story: Online article Italian Anti-Vax Lawmaker Wants Bill Gates to be Arrested For ‘Crimes Against Humanity’ (Handout A) – online article here <https://bit.ly/3lkDdMX>

- Story: Fact checked: Debunked: No, Italy does not want to charge Bill Gates with crimes against humanity (Handout B) – online article here <https://bit.ly/33svtCK>

- Discuss and answer questions in small groups using Worksheet: Think of 6 before you click.



#### 4. Reflect (10 minutes)

Summarise main areas covered – show **PowerPoint slide** (You can get this slide at <http://www.8020.ie/facts-matter>)

### Stop – Think – Check

**Stop** Take a pause and stop before you like, share or tell anyone.

**Think** Look at where it's coming from. Is it someone you know?

Do they have a source for the information (For example: the HSE website) or are they just saying that the information comes from someone they know?

### Check

A lot of the false news being spread right now is from people claiming that messages are from 'a friend' of theirs.

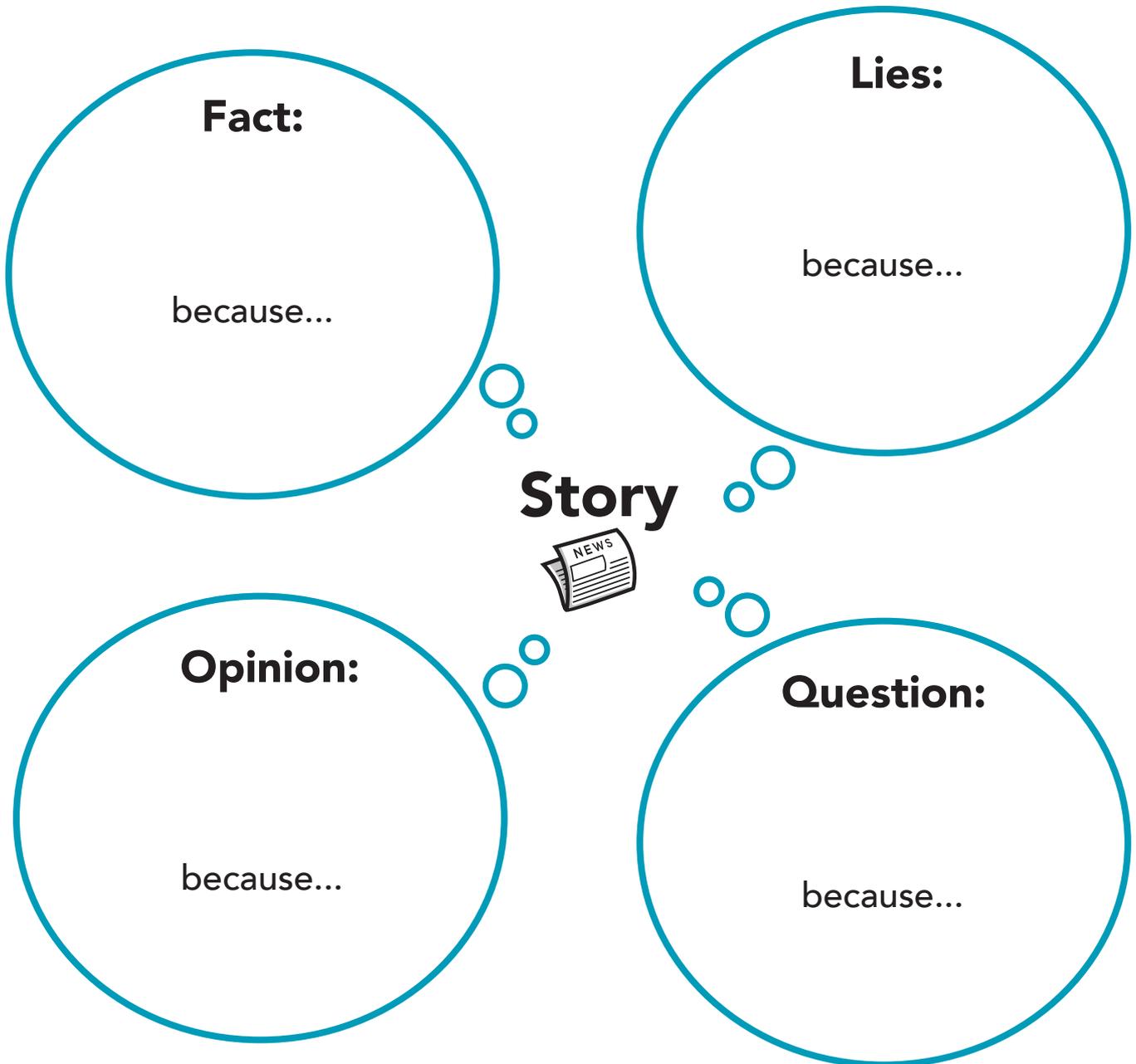
**Have a look yourself** – do a quick Google search and see if the information is being reported elsewhere.

**Get the whole story,** not just a headline. A lot of these messages have got vague information ("all the doctors at this hospital are panicking") and don't mention specific details. This is often – but not always a sign – that it may not be accurate.

See **how you feel** after reading it. A lot of these false messages are designed to make people feel panicked. They're deliberately manipulating your feelings to make you more likely to share it. If you feel panicked after reading something, check it out and see if it really is true.

- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

Jot down some thoughts about what you have just watched or heard.



## Make a note

What facts did you check this week? What facts will you check after this?

Answer these questions about what you have just heard or read.

1. Who wrote that?

2. What is that about?

3. Where did it happen?

4. When did this take place?

5. How did it end up here?

6. Why?

## Italian Anti-Vax Lawmaker Wants Bill Gates to be Arrested For 'Crimes Against Humanity'

– by Shubhangi Shah, May 18, 2020, in the International Business Times.

Italian lawmaker Sarah Cunial claimed that through vaccination, Bill Gates sterilised millions of women in Africa and crippled half a million children in India.

In a bizarre rant in Italy's Parliament, anti-vax lawmaker Sara Cunial called out tech-billionaire Bill Gates for his alleged "crimes against humanity [sic]". Cunial last week referred to Gates as the World Health Organization's (WHO) financier, "philanthropist and saviour of the world" and said that he had predicted the pandemic in 2018, referring to his discussion on the issue with Massachusetts Medical Society and the New England Journal of Medicine in April 2018. In his discussion then, Gates said that the world wasn't prepared for a pandemic. In 2018, he predicted a 1918-flu like pandemic in the coming decade that could kill 30 million within a short span of six months, Business Insider reported.

Speaking further, Curian claimed: "For decades, Gates has been working on depopulation policy and dictatorial control plans on global politics, aiming to obtain the primacy on agriculture, technology and energy". She went on to claim that Gates said that by doing a "good job on vaccines, health and reproduction, the global population can be reduced by 10-15 percent [sic]" and that "only genocide can save the world [sic]".

Sharpening her attack on Gates, the anti-vax lawmaker claimed that through vaccination, he sterilized millions of women in Africa and that he was behind

the polio pandemic that crippled half a million children in India. She also included 5G coronavirus conspiracy theories in her rant, stating that Gates does business with several multinational corporations that own 5G facilities in the USA.

She also ranted against the lockdown imposed to curb the spread of novel coronavirus. "It is our children who will lose more, who are 'raped souls'", Curian said. "In this way, the right to school will be granted only with a bracelet to get them used to probation, to get them used to slavery and involuntary treatment".

"The real goal of all of this is total control. Absolute domination of human beings, transformed into guinea pigs and slaves, violating sovereignty and free will", she added. She concluded her tirade by urging Prime Minister Giuseppe Conte to refer Gates' case to the International Criminal Court. "Next time you receive a phone call from the philanthropist Bill Gates forward it directly to the International Criminal Court for crimes against humanity", she said, Russia Today reported.

Sarah Collins was elected to the Italian Parliament in 2018. She is a member of the 5 Star Movement, a political party from which she was briefly suspended for her Facebook post in which she compared vaccination to a "free genocide". She was readmitted and got elected to the Chamber of Deputies, one of the two legislative chambers of the Italian Parliament.

## Debunked: No, Italy does not want to charge Bill Gates with crimes against humanity

The claim has its origins in a speech made by Sara Cunial, a member of the Italian Parliament. A Facebook post circulated in recent days claims that Italy wants to charge Microsoft founder Bill Gates with crimes against humanity. Gates, one of the world's wealthiest people, has made headlines in recent months as part of his foundation's efforts to find a vaccine for Covid-19.

This specific claim – “Italy wants to charge Gates with crimes against humanity” – has its origins in a speech made by Sara Cunial, a member of the Italian Parliament. On 14 May during a parliamentary session, Cunial, once a member of Italy's right-wing Five Star Movement, addressed the Italian parliament and Prime Minister Giuseppe Conte.

Addressing Conte, Cunial said: “Next time you receive a phone call from the ‘philanthropist’ Bill Gates, forward it directly to the International Criminal Court for crimes against humanity.”

During her speech, Cunial also claimed that Gates had used vaccines to sterilise millions of women in Africa and criticised his connections to telecommunications companies behind the adoption of 5G in the United States. She also claimed Gates had once said only genocide could save the world.

Towards the end of her 14 May speech in which she called for Gates to be charged with crimes against humanity, Cunial is interrupted and heckled in the chamber, suggesting there is not widespread support among Italian parliamentarians for her call.

Cunial is just one MP and, therefore, her speech does not represent the Italian government's position.

A controversial figure in Italy, Cunial was expelled from the Five Star Movement in 2019 after accusing the party of being “agri-mafias”. Before that, in 2018, she was suspended from the party after comparing vaccines to “genocide”. She is now an independent. In fact, the Facebook claim appears to stem solely from Cunial's speech and nowhere else. No other member of Italy's parliament has called for any such action against Gates in recent weeks.



**This claim is false.** Italy nor its Parliament wants to charge Bill Gates with crimes against humanity. There is a lot of false news and scaremongering being spread in Ireland at the moment about coronavirus.

Source: Journal.ie FactCheck: <https://jrnl.ie/5108760>

## Get the Facts

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### Purpose:

By the end of this session participants will have had the opportunity to explore:

- Checking information – fact or fiction or bit of both?
- Busting myths

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**Time:** 1 hour (60 minutes) approximately

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### Outline of session 8:

#### 1. Introduction and opening (10 minutes)

- Welcome the group back.
- Briefly recap the main points from the last session. Ask if anyone would like to tell the group about 'any small change' they made.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.

#### 2. Reading headlines (20 minutes)

- Split the group into two – give one group the first headline and the other group the other. See example in **Handout: Reading headlines**.  
  
Ask the groups to discuss one headline. (5 minutes)
- Give out **Worksheet: Dig deeper** and people can jot down some answers. (5 minutes)
- Ask the groups to think about **how you would check the source and accuracy of the information?** (10 minutes)

#### 3. Busting myths (25 minutes)

- Introduce the idea of **myths**, inviting responses from the group. What is a myth? What makes them effective and lasting? (5 minutes)
- In **pairs**, discuss and agree on one myth that they have heard. For example, think climate change, migration, global health and so on. Write their myth on a post-it. (2-3 minutes)



Collect post-its and group them under similar topics. **Present the various myths** and ask for clarification or explanation if needed. (5 minutes)

- Now, individually, invite members to use their phones to **bust one myth** in 60 seconds. This means go online and try to find some evidence to bust their myth.

Start stop watch timer. Be strict with timing!

When you stop the timer, you can tell the group that 60 seconds is longer than the average person spends browsing item for answers. (2 minutes)



- **Discuss findings** (10 minutes)
  - What makes a source reliable? (think official versus unofficial; geographical spread of source)
  - Discuss the importance of sources in looking up information.
  - Discuss sources that participants usually use in looking up information. What does this say or mean? Map out or keep note. Track against findings at the end of the course and compare!
- Give out **Handouts: Fact checking tips** and **How to spot fake news**.



#### 4. **Reflect** (5 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

What do you think of these headlines – do you believe them?  
Would you like or share them?

## Parent Teaching Kids At Home Almost As Checked-Out As Actual Teacher

June 22, 2020 - BREAKING NEWS, LOCAL NEWS



Source: Waterford Whispers article. <https://waterfordwhispersnews.com/2020/06/22/parent-teaching-kids-at-home-almost-as-checked-out-as-actual-teacher/>

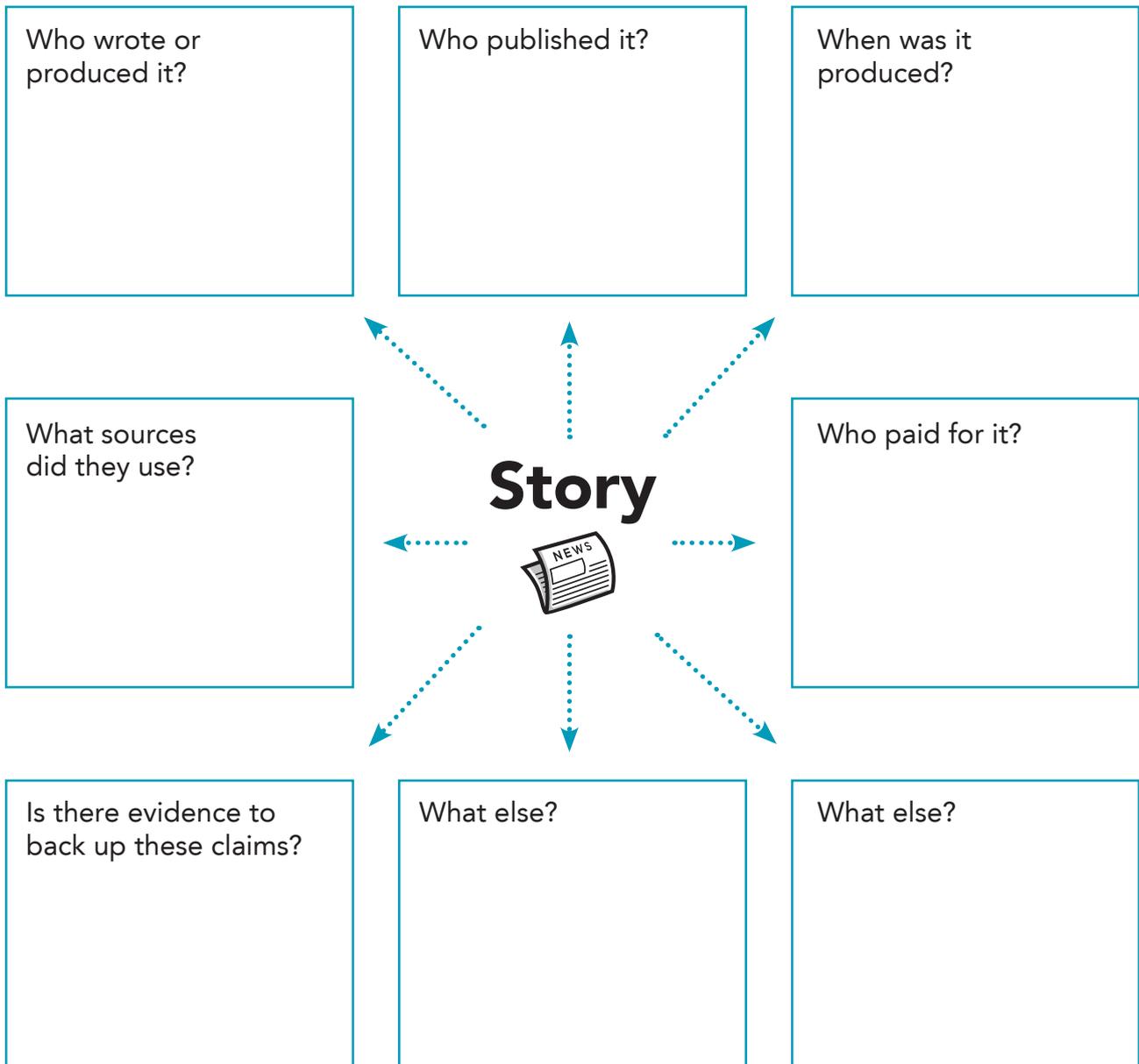
## Russia rejects vaccine safety concerns, medics to receive shots in two weeks

Updated / Wednesday, 12 Aug 2020 15:31



Source: RTÉ online article.  
<https://www.rte.ie/news/coronavirus/2020/0812/1158737-russia-vaccine/>

We need to learn more about this story. How can we do that?



## Make a note

Where did we check our facts?

It is relatively easy to make a quick fact check if you have got access to internet connection.



Here are some useful tips and links:

- ✔ Fact-proof the claim by trying to **find different sources** which could confirm the facts.
- ✔ Use **several search engines**. Avoid using Wikipedia or any other single source as the only source of information.
- ✔ Check the **domain owner information** from, for example, WHOIS service <https://www.whois.com>
- ✔ Verify the **authenticity of the images** by using for example, Google reverse image search.
  - First Draft has an excellent toolbox to help you to verify images, links and videos <https://start.me/p/vjv80b/first-draft-basic-toolkit>
  - Check also the free verification tools offered by InVid <https://www.invid-project.eu>
- ✔ Check if the **fact-checking organisations** have already examined the case, for example: the Corona Virus Facts/Datos Corona Virus Alliance database <https://bit.ly/2VjVVtq>
- ✔ **Trust scientific facts**, not mere opinions!
- ✔ The internet and social media are overloaded by information on every imaginable subject. It is a real challenge for us all to find, select, use and share the most reliable information. If we are conscious and sensible social media users, equipped with a healthy critical thinking approach and basic information literacy skills, we can avoid getting fooled. Let's protect ourselves and our friends from an infodemic! **Let's reflect and check the facts before sharing or liking anything!**

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## Read more

- Infodemics Observatory, 2020 <https://covid19obs.fbk.eu>
- <https://faktabaari.fi/in-english/>
- FaktaBaari Infodemic Survival Kit <https://www.faktabaari.fi/edu/infodemic-survival-kit/>

# HOW TO SPOT FAKE NEWS



## CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



## READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



## CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?



## SUPPORTING SOURCES?

Click on those links. Determine if the story info given actually supports the story.



## CHECK THE DATE

Reposting old news stories doesn't mean they are relevant to current events.



## IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



## CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



## ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

Source: International Federation of Library Associations and Institutions

This is a list of resources that you can read or access online.  
We also recommend some books that you can order from your library or local bookstore.

## Videos

|   | Name  | Link to it  |
|---|---|---|
| 1 | BBC Click programme (5 minutes)   | <a href="https://www.bbc.co.uk/programmes/p08c0mtf">https://www.bbc.co.uk/programmes/p08c0mtf</a> |
| 2 | The rise of 'fake news', manipulation and 'alternative facts' - BBC Newsnight (4 minutes) | <a href="https://youtu.be/1aTApGWVGol">https://youtu.be/1aTApGWVGol</a>                           |

## Websites

|   | Name   | Link to it  |
|---|--|---|
| 1 | Journal.ie factchecker                           | <a href="https://www.thejournal.ie/factcheck/news/">https://www.thejournal.ie/factcheck/news/</a> |
| 2 | Full fact (UK organisation)                      | <a href="https://fullfact.org">https://fullfact.org</a>   |
| 3 | Poynter: the International Fact Checking Network | <a href="https://www.poynter.org/ifcn">https://www.poynter.org/ifcn</a>                           |
| 4 | Africa Check                                     | <a href="https://africacheck.org">https://africacheck.org</a>                                     |
| 5 | First draft                                      | <a href="https://firstdraftnews.org">https://firstdraftnews.org</a>                               |

## Games

|   |  |  |
|---|--|--|
| 1 | The NewsWise fake or real headlines quiz!<br><br>NewsWise for families | <a href="https://www.theguardian.com/newswise/2020/mar/20/the-newswise-fake-or-real-headlines-quiz">https://www.theguardian.com/newswise/2020/mar/20/the-newswise-fake-or-real-headlines-quiz</a><br><br><a href="https://www.theguardian.com/newswise/2020/mar/21/newswise-for-families-looking-out-for-fake-news">https://www.theguardian.com/newswise/2020/mar/21/newswise-for-families-looking-out-for-fake-news</a> |
| 2 | Bad News game  | <a href="https://badnewsgame.se/">https://badnewsgame.se/</a>  |

## Thinking smart and checking bias

### Objective

By the end of this session participants will have had the opportunity to explore:

- To **share** or not to share.
- The **values and bias** we bring to headlines, stories and news.
- What's **my role for ethical behaviour?**

**Time:** 1.5 hours (90 minutes) approximately

### Outline of session 9:

#### 1. Introduction and opening (10 minutes)

- Welcome the group back.
- Briefly recap the main points from the last session. Ask if anyone would like to tell the group about 'any small change' they made.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.



#### 2. Would you share (25 minutes)

**Question Time** – question myself and my circle around me.

- Ask people to think about if they **would share this 'meme'**. (5 minutes)



(This is an example of a meme. A meme is an image, video, piece of text, often humorous in nature that is copied and spread rapidly by internet users.)

Participants can note down some thoughts on **Worksheet: To share or not to share**.

- In **small groups** of 3 to 4 ask participants to do two exercises. (20 minutes)

### Exercise 1: Explore ethics (10 minutes)

- How do I see myself and what is my role (and potential role) for ethical behaviour?
- Do I have an ethical role and responsibility online?
- What might be some of the consequences?

### Exercise 2: Flex your observation muscles (10 minutes)

Invite the groups to discuss the meme on the previous page under the following 6 headings.

#### Questioning images

**Provenance** – are you looking at the original piece of content?

**Source** – who captured the original piece of content?

**Date** – when was the piece of content captured?

**Location** – where was the piece of content captured? What can you tell about the location?

**Motivation** – why was the piece of content captured?  
Who benefits (or loses out!) from its production?

**Perspective** – whose voices or perspectives are included or excluded – and what might a fuller picture look like?

Source: adapted from First Draft's Essential Guide to Verifying Online Information (2019) by First Draft <https://firstdraftnews.org/latest/verifying-online-information-the-absolute-essentials/>

- Now invite a brief response to the question, do I have a bias (or a number of biases)? What might these be (and why)? You can invite people to make some notes about the discussion on **Worksheet: Question time** if they would like to.
- Ask now would anyone share the video at this point in the exercise?



### 3. Confirmation Bias (30 minutes)

Information flows from multiple channels. We need to learn how to know and understand any potential biases we hold when we read or hear information. This way we become equipped to read, disassemble and understand those that produce or share biased messages and stories.

- In small groups, discuss the word '**bias**' and its potential meanings. You can put these questions up on a flipchart or slide. (10 minutes)

### Questions on bias

1. Are there positive or negative feelings about the word 'bias'?
2. Is bias black or white? Is a source biased or not – or is it more like a spectrum?
3. Can a source be biased yet still credible?
4. How can we improve our ability to recognise bias?
5. What are some implicit biases that would benefit from more careful scrutiny?

- Introduce the definition of 'Confirmation Bias' – see **Handout on Confirmation bias**. (5 minutes)

**Confirmation bias** refers to our tendency to more readily believe information that supports – or confirms – our existing worldviews, beliefs and value, and to exclude information that might contradict previously held assumptions.

- Invite a **discussion** on how we can overcome 'unconscious bias'. (15 minutes)

Why should we focus on **unlearning** them? What happens if we don't?

Invite people to be on the same page on the "why" so people feel emotionally and personally invested in learning.



**Note for facilitator:** As a part of the "why," acknowledge that understanding unconscious bias is a social justice issue, not just an academic thought exercise. This would help to:

- Celebrate mistakes – and 'teachable' or learning moments.
- Appreciate differences – give perspectives, voices, experiences and so on.
- Relay feedback.
- Evaluate themselves.
- Evaluate your environment – determine your surroundings.

One of the goals of these exercises is to encourage participants to move from positions that are '**relative**' (there is no single truth – it's all relative!) to positions that '**evaluate**' (what can I summarise or make sense about that?) We need to become knowledgeable about how unconscious prejudice and bias works in order to begin to change it.





#### 4. **Step in, Step out** (15 minutes)

This exercise is designed for use in a class context. However if you would like to use it online, you can ask people to raise their hand for statements where they have experienced that.

- Invite the group to stand in a circle; stress that this activity should be silent and reflective. There will be an opportunity for discussion afterward.
- Read aloud a statement from the list on page 64.
- If members of the group have experienced what is described in the statement, they can step into the circle silently and then step back to rejoin the others in the circle.
- Repeat this for all statements.
- Debrief the activity, sharing reactions, connections and any questions sparked by the activity.
- Share the **Handout: Step in, Step out** which gives people a list of the statements.

Finally if you have time, you can brainstorm **possible kinds of bias people might face online**. For example could include hate speech; hate symbols; offensive name calling and/or cyberbullying related to identity; harmful threats; offensive jokes; or offensive images.

The group can consider **what digital spaces might contain such bias and behaviour** for example, online video gaming, discussion forums, message boards, comment sections of articles, social media pages, email or blogs.



#### 5. **Reflect** (5 minutes)

- Summarise main areas covered.
- Give out **Reflection Sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **feedback form**. Check if people are comfortable with filling it in. They could take it away and fill it in for the next session.

Answer these questions about what you have just watched or heard.

1. Would I share that video or story on Facebook, Twitter, Instagram, WhatsApp? Yes  No

2. If you would share it on any of these, why?

3. What worries have you about sharing this video or story on a social platform?

4. What would you do if your friend posted this video or sent it to you on WhatsApp?

|  |  |
|--|--|
| <p>How do I see myself and what is my role (and potential role) for ethical behaviour?</p> | <p>What might be some of the consequences?</p>   |
| <p>Do I have an ethical role and responsibility online?</p>                                | <p>What are some of my prejudices and power?</p> |

## Make a note

Where did we check our facts?

**Confirmation bias** refers to our tendency to:

- more readily believe information that supports – or confirms – our existing worldviews, beliefs and values, and
- exclude information that might contradict previously held assumptions.

Psychologists and educators have looked at techniques and practices that can:

- overcome unconscious bias;
- reaffirm and invite individuals and groups to be active participants in their own lives as decoders, micro-investigators and ‘debunkers’; and
- challenge the ways we see and read the world through years of ingrained habits and practices.

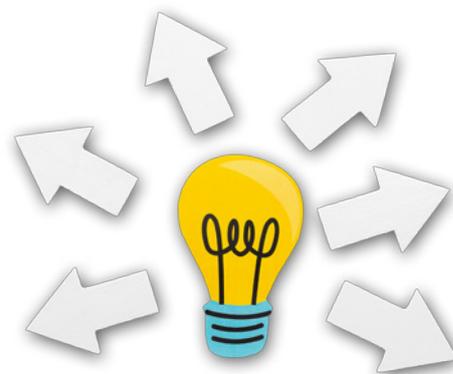
These approaches strengthen literacy on methods for managing and producing information as well as understanding how information is made (learning about ‘how we know’). Drawing on our core values and beliefs, such as dignity, fairness and human rights, are central to this.

Diversity and inclusion consultant Felicity Menzies of Culture Plus Consulting says:

“When we are motivated to be fair and unprejudiced because of either a strong internalised belief that it is morally correct to treat others fairly or because of strong social norms and legal restrictions against expressed prejudice and discrimination, we can engage controlled mental processes to override biased reflexive responses.”

## Addressing unconscious bias

1. Increase opportunities for **contact with a diverse range of people**.
2. Learn from people who are **open minded and tolerant**.
3. Surround yourself with **open-minded media**.
4. **Model standards** by setting an example — avoid stereotypical images and examples. These can be used within your group or outside of it to celebrate or acknowledge achievements of individuals from underrepresented or stereotyped groups.



## Look at these statements.

1. I spend time online.  
.....
2. I have used social media or played video games online.  
.....
3. I learn about current events and news online.  
.....
4. I've experienced online harassment or cyberbullying or someone I know has.  
.....
5. I've experienced online harassment or cyberbullying related to an identity issue (for example, race, ethnicity, religion, sexuality, gender, ability, or immigration status) or someone I know has.  
.....
6. I've responded to someone I know online who used biased or hateful language or images or to a stranger who has done so.  
.....
7. I've responded in person (offline) to someone I know who used biased or hateful language or images online.  
.....
8. I've reported hateful or biased language or images that violate the terms of a digital community (for example, Facebook, Twitter, Instagram, Snapchat or a gaming community).  
.....
9. Someone has responded in my defence online when someone else used biased or hateful language or images directed at me.  
.....
10. I think it is important to consider personal safety when engaging in communication online as part of a digital community.  
.....
11. I think people should respond to those who undermine or attacks others online using biased or hateful language or images.  
.....

Adapted from © 2017 Teaching Tolerance

## Respect, Connect, Act

### Purpose:

By the end of this session participants will have had the opportunity to explore:

- The escalating nature of hate.
- What we can do about the infodemic.

**Time:** 1.5 hours (90 minutes) approximately, if you do both exercises

### Outline of session 10:

#### 1. Introduction and opening (10 minutes)

- Welcome the group back.
- Briefly recap the main points from the last session.
- Introduce the topic and outline the objectives of the session. Invite comments and answer any questions.

#### 2. The Escalation of Hate (45 minutes)

**Aim:** To provide an opportunity for students to examine the escalating nature of hate and to consider the difficulty of stopping the progression once it begins. Can be adapted to integrate current events in the news.

##### → Notes

The **Pyramid of Hate** presents a visual image that demonstrates how ideas, feelings, attitudes and actions can form a basis for the denial of justice. Although not every act of bias will lead to genocide, it is important to realise that every historical instance of genocide began with the acts of bias described on the lowest level. The most effective opportunity to take action is when we witness behaviours that fall within the lowest level of the pyramid. We can safeguard our communities by modelling respect, promoting respectful behaviour in others and engaging in efforts to stamp out hate.

- Distribute the **Handout: Terms and definitions** to each participant (or share a link to the handout). Ask them to read the definitions, consider the meaning of each, and think about how they differ from one another.



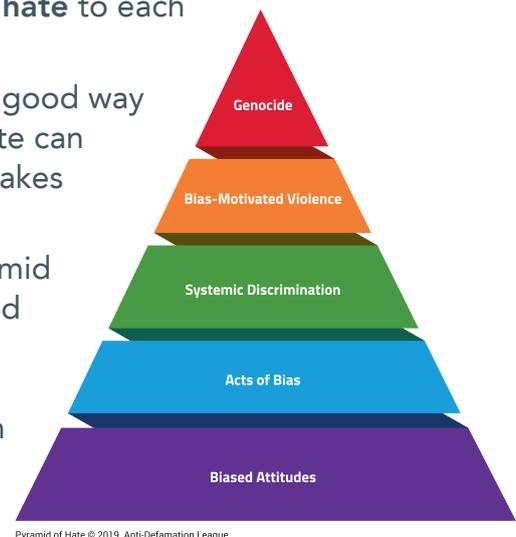
- Give out the **Handout: The reality behind the words** to each participant and ask them to work in **pairs** to: (5–10 minutes)
  - Match the examples on the right to the corresponding term on the left side.
  - Identify if more than one term can be applied to any of the examples and be prepared to explain their responses.

In the whole group discuss the answers to the worksheet, clarifying definitions if needed. [Answer key: 1. Stereotype; 2. Bias-motivated violence; 3. Genocide; 4. Discrimination; 5. Prejudice; 6. Hate crime; 7. Scapegoating]

- On a flip chart or smart board, **draw a large triangle** and draw four horizontal lines so that the triangle is divided into five sections. Starting at the top, label the sections as follows: Genocide; Bias-Motivated Violence; Discrimination; Acts of Bias; and Biased attitudes
- Distribute the **Handout: Pyramid of hate** to each participant.

Explain that the Pyramid of hate is a good way to understand how prejudice and hate can escalate when no one speaks up or takes action.

Briefly **review each level** of the pyramid starting with the bottom level entitled Acts of Bias. For each level of the pyramid, ask participants to provide one or two additional examples from their own experiences, situations they have heard or read about or in history.



- Lead a whole **group discussion**, using some or all of the questions that follow.
  - What are some of the **factors** that make it more likely that hate will escalate? (For example, hate behaviours are tolerated; the media reinforces stereotypes; friends or family members may communicate agreement with one another’s prejudices)
  - Once the actions of a person involved in a bias incident begins to **escalate**, do you think it’s **difficult to stop**? Why or why not?
  - What are **some things that might stop the escalation of hate**? (For example, education; new laws; enforcement of existing college policies and laws)

- At what level of the pyramid do you think it would be **easiest for someone to intervene**? What are the possible **consequences** of waiting until behaviours escalate to take action?
- What are some actions people can take to **interrupt the escalation of hate**? What can communities do?
- In what ways does this understanding of the tendency of hate to escalate **relate to a current incident being discussed in the media** or recently? What about the case of Northern Ireland during The Troubles, or asylum seekers crossing the Mediterranean by boat? Which parts of the Pyramid does it describe / fit into?

**Source:** This activity, handout and worksheets are adapted from the exercise '**Empowering Young People in the Aftermath of Hate**' developed by the Anti-Defamation League. For more, visit <https://www.adl.org>



### 3. De-escalating (25 minutes)

Based on the discussion of escalation, now look at discussing de-escalation activities.

- Invite the group to look at the Stop Funding Hate campaign based on the activities of the UK press - <https://stopfundinghate.info> (5 minutes)
- Invite the group, in **pairs**, to discuss the campaign and respond to the following two questions in terms of their roles: (10 minutes)
  - I am a ... father, a social worker, a grandparent
  - What can I do in terms of positive change to have an impact in the world today?

Give out the **Worksheet: I am, I can** and people can fill it in now or later.

- Review answers as a group and identify similar actions that the participants have named. (10 minutes). Finally consider if there are times that I have stepped back. Moving on how might I or 'we' as a group 'step up' now?



### 4. Reflect (10 minutes)

- Summarise main areas covered.
- Give out **Reflection sheet** so people can make a note of:
  - one thing they have learned
  - one small change they will make
- Give out **Feedback form**. Check if people are comfortable with filling it in.

- ➔ **Bias**  
An inclination or preference either for or against an individual or group that interferes with impartial judgment.
- ➔ **Discrimination**  
Unfair treatment of one person or a group of people because of their identity (for example, race, religion, gender ability, culture, and so on.). Discrimination is an action that can come from prejudice.
- ➔ **Genocide**  
The act of or intent to deliberately and systematically annihilate (wipe out) an entire religious, racial, national or cultural group.
- ➔ **Hate Crime**  
A criminal act directed at a person or group because of the victim's real or perceived race, ethnicity, gender, religion, national origin, sexual orientation or ability.
- ➔ **Prejudice**  
Judging or forming an idea about someone or a group of people before you actually know them. Prejudice is often directed toward people in a certain identity group such as race, religion, gender.
- ➔ **Scapegoating**  
Blaming a person or group for something, when the fault actually lies elsewhere. Scapegoating includes hostile words or actions that can lead to verbal or physical violence; a person or group is blamed for something because of some aspect of their identity, but they usually lack the power or opportunity to fight back.
- ➔ **Stereotype**  
The false idea that all members of a group are the same and think and behave in the same way.
- ➔ **Bias-motivated Violence**  
An action that emotionally or physically harms a person or group and that is motivated by the identity of the person or group (for example, race, religion, gender, sexual orientation, ability, and so on.).

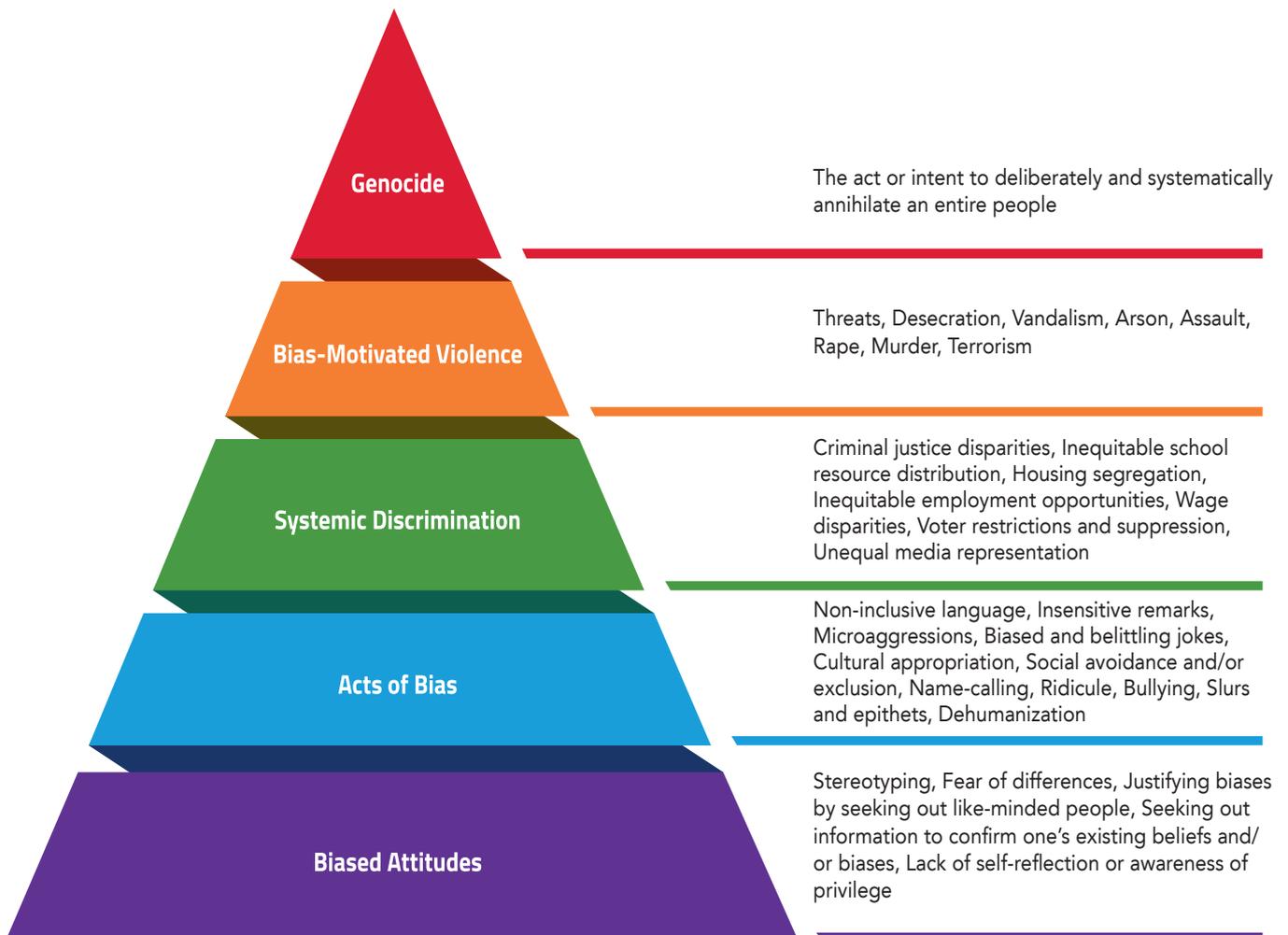
Match the terms with the relevant example.

| Terms                                | Examples  |
|--------------------------------------|---|
| <b>Discrimination</b> _____          | 1. Fashion magazines rarely include photographs of plus-size models in a positive way.  |
| <b>Genocide</b> _____                | 2. A group of LGBTQ teens who attend a peaceful rally in support of same sex marriage are taunted and violently attacked by a group of teens.   |
| <b>Hate Crime</b> _____              | 3. In Rwanda in the 1990s, the ruling majority Hutus engaged in efforts to systematically destroy their nation's Tutsi population, brutally killing 800,000 Tutsi through violent executions, murders with clubs and machetes and massacres in churches and hospitals.  |
| <b>Prejudice</b> _____               | 4. An employer does not hire a male candidate who is otherwise qualified because the candidate is wearing a turban as part of his religious tradition.  |
| <b>Scapegoating</b> _____            | 5. A teacher does not recommend one of her top students for an internship in Dublin because she believes the family could not afford the required expenses.   |
| <b>Stereotyping</b> _____            | 6. A synagogue in a Cork city is spray-painted with swastikas and hateful graffiti about Jews.  |
| <b>Bias-motivated Violence</b> _____ | 7. An education centre installs a metal detector by the front entrance of the centre because of a perceived increase in students' carrying weapons. Many of the students are upset with the new procedures this creates and blame Muslim students at the school because of people's concerns about terrorism. |

The **Pyramid of Hate** illustrates the frequency of bias, hate and oppression in our society. It is organised in escalating levels of attitudes and behaviour that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels.

**Bias** at each level negatively impacts individuals, institutions and society and it becomes increasingly difficult to challenge and dismantle as behaviours escalate. When bias goes unchecked, it becomes “normalized” and contributes to a pattern of accepting discrimination, hate and injustice in society.

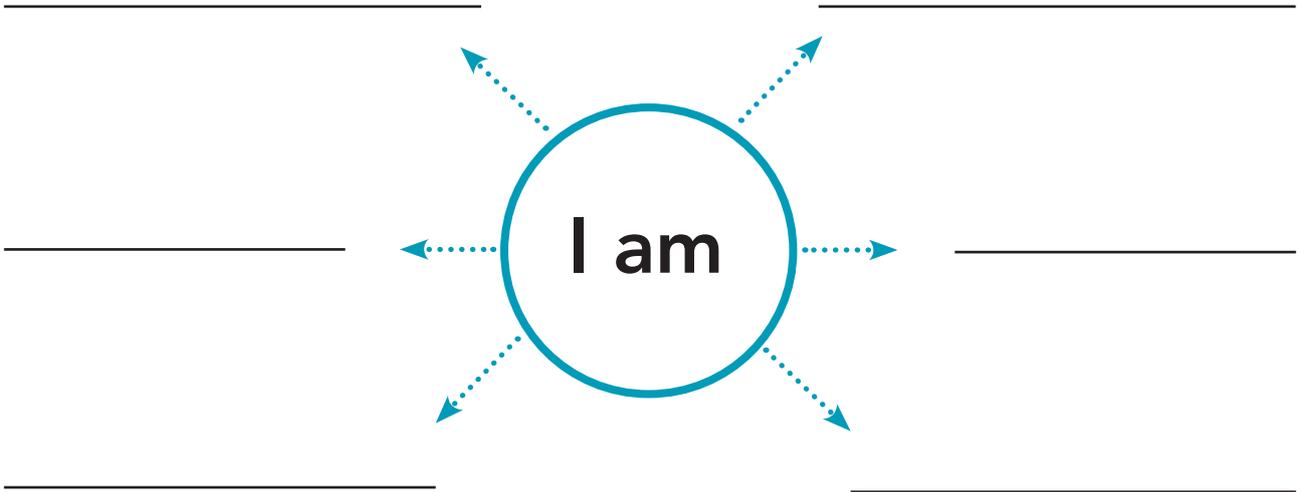
While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the pyramid. When we challenge those biased attitudes and behaviours in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.



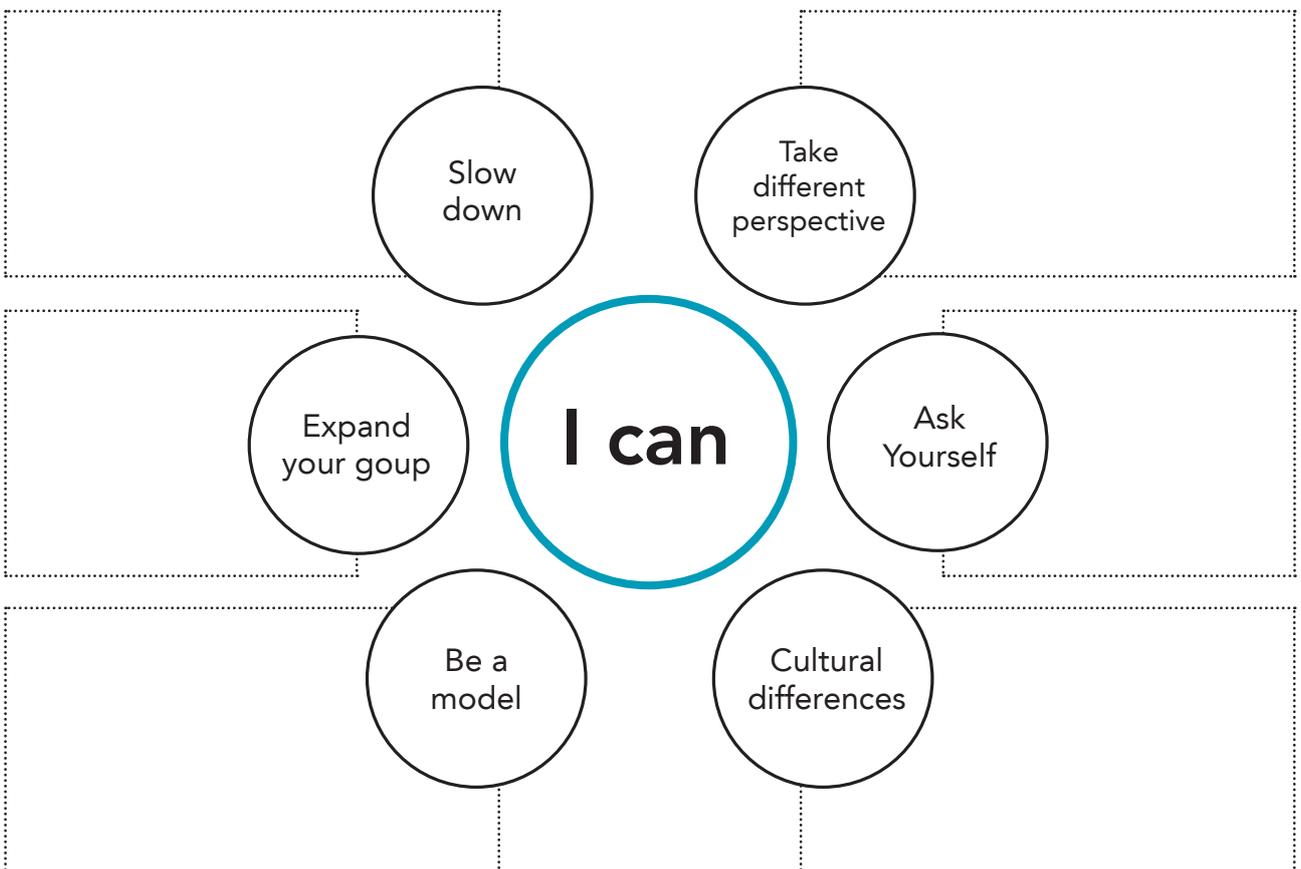
Pyramid of Hate © 2019 Anti-Defamation League

## Brainstorm words that come to mind to describe yourself.

Think of words that capture your roles or identity



Based on the roles you have identified, list what you can potentially do in relation to each of the 6 approaches listed.



# Further teaching and learning resources

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## Top 5 Toolkits

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- 1 **Learning for Justice** has a basic set of topic driven resources based significantly in digital media on subjects including bullying and bias, ability, gender, immigration, ethnicity, religion, rights and activism. Includes a strong justice, equality, tolerance and citizenship agenda.

Digital and Civic Literacy Framework  
<https://www.learningforjustice.org/frameworks/digital-literacy>
  - 2 **#BeyondTheClick: a toolkit exploring global digital citizenship** is a toolkit for educators that supports exploration of digital landscapes and tools and how these can be used to in education for sustainable development in a human rights and justice context in a world of deep (and deepening) inequalities.

<https://toolkit.8020.ie>

Produced by 80:20 Educating and Acting for a Better World with the Edmund Rice Centre for Justice and Community Education, Concern Worldwide and the Irish Development Education Association in 2018.
  - 3 **RADI Aid How to Communicate the World: A Social Media Guide For Volunteers and Travellers.** It could be productively used in conjunction with the Dóchas Code of Conduct on images and messages.

The Social Media Guide for Volunteers and Travellers:  
<https://www.radiaid.com/social-media-guide/>

The Dóchas Code:  
<https://www.dochas.ie/resources/communications-pe/code-of-conduct-on-images-and-messages/>
  - 4 No Hate Speech Campaign and Council of Europe (2017 updated) **WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives.**

<https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08>
  - 5 Cassie Hague and Sarah Payton (2010) **Digital Literacy Across the Curriculum, Futurelab** – overview resource emphasising digital literacy in practice.

<https://www.nfer.ac.uk/publications/FUTL06/FUTL06.pdf>
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## Top 6 Resource Guides

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- |   |   |   |
|---|---|---|
| 1 | <b>'Perspective tools'</b> , featured in Activism, the SDGs and Youth: development education and global citizenship education resource pack (PDF), by National Youth Council of Ireland, 2018 | <a href="https://www.youth.ie/sites/youth.ie/files/Activism_the_SDGs_and_Youth.pdf">https://www.youth.ie/sites/youth.ie/files/Activism_the_SDGs_and_Youth.pdf</a> page 36 |
| 2 | <b>'What The Fact?'</b> , fact check project with thematic '10 Myths About...' pocket books on issues such as climate change, global waste and migration. By developmenteducation.ie          | <a href="https://developmenteducation.ie/features/what-the-fact">https://developmenteducation.ie/features/what-the-fact</a>   |
| 3 | <b>Journalism, fake news &amp; disinformation: handbook for journalism education and training</b> by UNESCO   | <a href="https://unesdoc.unesco.org/ark:/48223/pf0000265552">https://unesdoc.unesco.org/ark:/48223/pf0000265552</a>   |
| 4 | <b>A Field Guide to "Fake News" and Other Information Disorders</b> by the Public Data Lab, 2018  | <a href="https://zenodo.org/record/1136272#.YJvtPR0o-V6">https://zenodo.org/record/1136272#.YJvtPR0o-V6</a>   |
| 5 | Connected resource guide on Digital Media Literacy for Junior Cycle (Ireland)   | <a href="https://www.webwise.ie/connected/">https://www.webwise.ie/connected/</a>   |
| 6 | 'Too Much Information: A guide to navigating the infodemic' by First Draft, a pioneering organisation dedicated to protect communities from harmful misinformation.                           | <a href="https://firstdraftnews.org/long-form-article/too-much-information/">https://firstdraftnews.org/long-form-article/too-much-information/</a>                       |
-

## Top 5 Websites

- 
- |   |   |  |
|---|---|--|
| 1 | <a href="https://www.learningforjustice.org">https://www.learningforjustice.org</a>   | A key reference point with a huge array of resource materials on digital literacy and much more; from the Learning for Justice organisation in Montgomery, Alabama. Eight key sections on race, ethnicity, tolerance, rights, activism, etc., also teaching strategies, film kits, posters etc. Digital literacy ideas and far more. |
| 2 | <a href="https://www.common sense.org/education/digital-citizenship">https://www.common sense.org/education/digital-citizenship</a> | Extensive US site with resources and advice for educators, parents and activists; a strong focus on promoting empathy and compassion; focus on issues such as cyberbullying, gender etc., it includes educational activities, videos, background briefings and so on.  |
| 3 | <a href="https://ethicaljournalismnetwork.org">https://ethicaljournalismnetwork.org</a>   | The Ethical Journalism Network website is packed with materials and content ready-made for educational use. In particular, check out the EJM 5-point test for hate speech in journalism (superb 1-page infographic included)   |
| 4 | <a href="https://www.itu.int/en/Pages/default.aspx">https://www.itu.int/en/Pages/default.aspx</a>                                   | International Telecommunication Union (ITU); gives detailed information about the diffusion of ICTs in the world; the most reliable and updated website with many references and links   |
| 5 | <a href="https://indigenousx.com.au">https://indigenousx.com.au</a>   | A platform for Indigenous Australians to share their experiences, voices and ideas. the platform recognises that Indigenous voices are not heard in the mainstream, and is a response to this.   |
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## Webinar

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**Clued In: Building our critical thinking skills to improve our media and digital literacy.** A recording of a webinar in June 2020 led by NALA and 80:20.

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<https://bit.ly/3dh2YwO>

## Top 5 videos

- |   |  |   |
|---|--|---|
| 1 | Talk by author and organiser Eli Pariser on the pitfalls and dangers of 'filter bubbles' on the internet and their implications for our world view, for democracy and for citizenship. A great discussion starter. (9 minutes)   | <a href="https://youtu.be/B8ofWFx525s">https://youtu.be/B8ofWFx525s</a> |
| 2 | TED talk on ethics and digital citizenship by Gerd Leonard of the Futures Agency in Zurich ( <a href="https://thefuturesagency.com/">https://thefuturesagency.com/</a> ) – how do we know the information collected on us is used ethically; is the internet 'creepy' or 'useful'? Do we have the right to privacy? (20 minutes) | <a href="https://youtu.be/bZn0lfOb61U">https://youtu.be/bZn0lfOb61U</a> |
| 3 | A challenging video on the links between human rights and the digital age with Arvind Ganesan of NGO Human Rights Watch, with a case study from Guatemala. (4 minutes)   | <a href="https://youtu.be/FnbQXw8A6qk">https://youtu.be/FnbQXw8A6qk</a> |
| 4 | How can journalists determine what is hate speech? The EJM gives five points which media professionals (and others!) should review before they publish. (2 minutes)  | <a href="https://youtu.be/TNktlh0ajAo">https://youtu.be/TNktlh0ajAo</a> |
| 5 | Ali Welshi is an anchor and correspondent with MSNBC. Here he discusses the problems of fake news, how we are all affected by it, and how individuals can ensure the news they're reading is rooted in fact, not fiction. (18 minutes)   | <a href="https://youtu.be/nkAUqQZCyrM">https://youtu.be/nkAUqQZCyrM</a> |

## Films or documentaries

- |   |   |  |
|---|---|--|
| 1 | The Great Hack (2019) – Netflix                               | Watch trailer <a href="https://www.youtube.com/watch?v=iX8GxLP1FHo">https://www.youtube.com/watch?v=iX8GxLP1FHo</a><br>(1 hour 53 minutes) |
| 2 | After Truth: Disinformation and the Cost of Fake News (2020)  | Watch trailer <a href="https://www.youtube.com/watch?v=GLi7cNAJKA8">https://www.youtube.com/watch?v=GLi7cNAJKA8</a><br>(90 minutes)        |
| 3 | Fake: Searching for Truth in the Age of Misinformation (2020) | <a href="https://www.youtube.com/watch?v=PMv4MbdF-9HA">https://www.youtube.com/watch?v=PMv4MbdF-9HA</a> (56 minutes)                       |

## 6 trusted media sources

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|   |   |   |
|---|---|---|
| 1 | 'The 9 at 9' published daily on thejournal.ie | <a href="https://www.thejournal.ie/9-at-9/news/">https://www.thejournal.ie/9-at-9/news/</a> |
| 2 | RTÉ news                                      | <a href="https://www.rte.ie/news">https://www.rte.ie/news</a>                               |
| 3 | The Guardian                                  | <a href="https://www.theguardian.com">https://www.theguardian.com</a>                       |
| 4 | BBC World News                                | <a href="https://www.bbc.co.uk/news/world">https://www.bbc.co.uk/news/world</a>             |
| 5 | Euronews                                      | <a href="https://www.euronews.com">https://www.euronews.com</a>                             |
| 6 | The New York Times                            | <a href="https://www.nytimes.com">https://www.nytimes.com</a>                               |

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## 6 fact finding resources

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|   |   |  |
|---|---|--|
| 1 | <b>Poynter</b> International Fact-finding Network brings together fact-checkers worldwide to check facts<br><br>Check out the IFCN's #CoronaVirusFacts Alliance database of 7,000+ fact-checks from more than 70 countries.   | <a href="https://www.poynter.org/news/fact-checking">https://www.poynter.org/news/fact-checking</a><br><br><a href="https://www.poynter.org/coronavirusfactsalliance">https://www.poynter.org/coronavirusfactsalliance</a> |
| 2 | <b>Fact check unit</b> of TheJournal.ie, on Ireland's leading news website  | <a href="https://www.thejournal.ie/factcheck/news">https://www.thejournal.ie/factcheck/news</a>  |
| 3 | ' <b>Africa Check</b> ', Africa's premier stand-alone fact-checking unit on African politics and society  | <a href="https://africacheck.org">https://africacheck.org</a>  |
| 4 | ' <b>Truth or Fiction</b> ' is a non-partisan website where Internet users can quickly and easily get information about eRumors, fake news, disinformation, warnings, offers, requests for help, myths, hoaxes, virus warnings, and humorous or inspirational stories that are circulated by email. | <a href="https://www.truthorfiction.com">https://www.truthorfiction.com</a>  |
| 5 | <b>Snopes.com</b> 's fact checking and original, investigative reporting lights the way to evidence-based and contextualized analysis.  | <a href="https://www.snopes.com">https://www.snopes.com</a>  |
| 6 | <b>Full Fact</b> is a UK fact checking NGO  | <a href="https://fullfact.org">https://fullfact.org</a>  |

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## Top 5 for reading

- 1 **Document:** Digital Literacy: 21st Century Competences for Our Age – The Building Blocks of Digital Literacy: From Enhancement to Transformation by, Department of eLearning, Govt. of Malta (2015)

Excellent document on the issues and challenges; definitions, EU background, key building blocks and competences.

[https://www.dge.mec.pt/sites/default/files/ERTE/Estudos\\_Tecnologias/elc\\_digital\\_literacy.pdf](https://www.dge.mec.pt/sites/default/files/ERTE/Estudos_Tecnologias/elc_digital_literacy.pdf)



- 2 **Article:** Digital Media Literacies: rethinking media education in the age of the Internet by David Buckingham (2007)

Gives a solid overview of the broad landscape of the issue going well beyond the 'technical competencies' approach into the political economy of the internet.

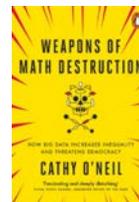
Read it at Sage journals at <https://bit.ly/3sjeSLc>



- 3 **Book:** Weapons of Math Destruction by Cathy O'Neil

Gives 'big picture' on 'big data' and how it impacts on our lives, our communities and their future. Analysis of how the information and data, harvested by companies and private interests affects us all and how it can be used to undermine democracy.

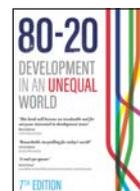
<https://www.theguardian.com/books/2017/jul/05/weapons-math-destruction-big-data-cathy-o-neil>



- 4 **Book:** 80-20 Development in an Unequal World, 7th Edition, edited by Tony Daly, Ciara Regan and Colm Regan

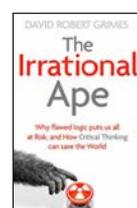
A general reader on human rights, sustainable development and global justice ideas and arguments. Co-published by 80:20 Educating and Acting for a Better World and the New Internationalist.

Available online at <https://8020.ie/80-20-the-book/> and all general bookshops.



- 5 **Book:** The Irrational Ape: Why Flawed Logic Puts us all at Risk and How Critical Thinking Can Save the World by David Robert Grimes

Available from your local library or bookstore.



# Appendix 1

## Glossary of terms

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|                   |  |
|-------------------|--|
| App               | An app (application) is a software programme that you can download and use on your smartphone, tablet or other mobile device. Some apps are free such as Google Maps, RTÉ Radio or Dublin Bus. Other apps cost money.                  |
| Algorithm         | A set of instructions designed so a computer can perform a certain task. An example of an algorithm is spell check or adding numbers.  |
| Bias              | Favouring one side or issue over another.  |
| Clickbait         | Headlines used in online articles and videos designed to attract attention and encourage you to click on the link to the story. The headline can often be misleading and sensationalised to tempt you to click in.                     |
| Consent           | Giving permission for something to happen. For example, when you click into a website for the first time, it may ask you do you give your consent to accept cookies or access your camera.   |
| Cookies           | A tiny file that is stored on your computer. When you go to a website you are asked if you accept cookies. If you give your permission (consent), then the cookie will remember information about you.                                 |
| Critical thinking | It is a way of thinking where you set out to understand what is going on. You don't accept all arguments and conclusions initially but instead you question, analyse and evaluate an issue so you can form a reasonable opinion.       |
| Data              | Collection of facts, such as numbers, words, measurements, observations.   |
| Data protection   | This means protecting your rights and privacy of data relating to you.   |
| Debunking         | To show that something is less important, less good, or less true than it has been made to appear.   |
| Deep fakes        | These are fake videos or audio recordings that look and sound like the real thing. The video is edited to create new footage that shows events that never happened. They can be very convincing and are hard to know if they are fake. |

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|                     |   |
|---------------------|---|
| Digital citizenship | The responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.  |
| Digital footprint   | Information about a particular person's online activities that exists on the Internet. It includes the websites you visit, emails you send, posts you put up and information you submit to online services.   |
| Disinformation      | False information is knowingly shared to cause confusion and harm.  |
| Fact                | A piece of true information.  |
| Fake news           | Any story or article meant to deliberately misinform the reader.  |
| Filter bubble       | This is where you see information and opinions that reflect your own beliefs, likes and views. This is caused by algorithms that personalise your online experience.  |
| GDPR                | General Data Protection Regulation (GDPR) is a European law on data protection that came into force across the EU on 25 May 2018. It gives all individuals within the European Union rights to know how their data is being used and why. More information from the Data Protection Commissioner: <a href="https://www.dataprotection.ie/en/individuals">https://www.dataprotection.ie/en/individuals</a> |
| Infodemic           | 'Information epidemics', where a few facts, mixed with fear, speculation and rumour, are amplified and relayed swiftly worldwide by modern information technologies. As facts, rumours, and fears mix and disperse, it becomes difficult to learn essential information about an issue, such as a disease.  |
| Information         | News or knowledge received or given. Examples of information are text, videos and images.   |
| Lie                 | A false statement intended to deceive.  |
| Malinformation      | True (or partly true) information that is shared to cause harm, often by moving information designed to stay private into the public sphere.  |
| Media               | The ways that we communicate information to reach and influence people widely. It includes physical and online newspapers and magazines, leaflets, booklets television, radio, telephone, the Internet and billboards.  |

|                |  |
|----------------|--|
| Media literacy | The ability to identify different types of media and understand the messages they're sending. Being able to access, analyse, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. |
| Meme           | An image, video, piece of text, often humorous in nature that is copied and spread rapidly by internet users.  |
| Misinformation | Wrong or incorrect information that is shared but no harm meant. Information that is not complete or is taken out of context.  |
| Myth           | A myth is a widely held but false belief or idea.  |
| Opinion        | A view or judgement formed about something, not necessarily based on fact or knowledge.  |
| Prebunking     | Talking to your friends and family about the types of misinformation they are likely to see before anything happens.   |
| Sources        | A place where something comes from. For example, the source for that story comes from John, the local councillor.  |
| Troll          | A person who intentionally upsets people online by posting inflammatory, irrelevant or offensive comments.   |

**For more, check out MediaWise glossary** <https://www.safefood.net/Safefood/media/Safefood/Education/MediaWiseGlossary.pdf>

# Appendix 2

## 10+1 Elements for Global Digital Citizenship

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The 10+1 Elements for Global Digital Citizenship are based on a range of key reference points in education for sustainable development, global citizenship education, digital literacy and human rights education.

For more, see <https://toolkit.8020.ie/the-10-elements-for-global-digital-citizenship>



### Ways of Thinking

#### 1. Be curious. We're all connected.

Learn how decisions are made and how you can influence them, especially in moments of opportunity and crisis. Decisions are made in many ways and have different implications.

**Actions:** Ask **who is involved** and **what kind of power do they have?** Think about how should we defend what is important to us, our communities and our democracy and how do we best challenge the power and influence of the few'?

#### 2. Think of six before you click.

Facts matter. Burst social and news **'filters'** by asking at least six questions about a news story.

**Action:** Think critically and start by asking a daily dose of six: **who, what, where, when, how and why?**

#### 3. Question yourself.

Teaching and learning towards a healthier, happier and better world starts with emotional (and physical) well-being.

**Action:** Consider the **kinds of footprints** you would like to make in the world, and think about **your privacy and security** online, and offline. Ask yourself:

- How do I see myself and what is my role (and potential role) for ethical behaviour?
- Do I have an ethical role and responsibility online?
- What might be some of the effects of what I say online?
- What are some of my own prejudices and power?

#### 4. Learn to recognise problems while also imagining solutions.

Ideas matter. They help us to think about the present, remember the past, and consider the future. What are the risks of change? Change can be positive, static or negative and reverse gains.

**Action:** Ask yourself **what are the possible, probable and desirable solutions** and future you would like to see?



### Ways of Working

#### 5. Promote dignity and challenge injustice.

Thinking about the **social norms and values** underpinning our actions matters. Societies are full of trade-offs and bear the scars of argument, loyalties and conflicts of interest.

**Action:** Promote values, principles and goals that involve sustainability, human rights, equality and justice.

#### 6. Show humility and embrace uncertainty. Look for 'missing' perspectives and stay rooted in global realities.

On a planet of worldviews, we should always ask **what voices have been included or excluded** in the struggle for justice and change, and what can be done about it?

#### 7. Collaborate and walk with, not for, others.

**Practise empathy.** Listen, seek out and look to understand the needs and perspectives of others in order to build connections. Build alliances, join communities, participate in networks, collaborate with others and walk together online and offline to change the world.



## Ways of Acting

### 8. Create new original work.

Produce your own **call to action** – posters, podcasts, hashtags and digital resource – to inform, inspire and engage your stories and actions (and those of others) on the ground.

### 9. Be strategic.

Seeing every ‘breaking story’ appear on our screens appears like wave after wave of noise, where we seldom see the ocean. **Map the future** you would like to see and **plot how you are going to get there**. Be alert to the use of words. Read beyond the dominant story and be insistent on telling a different, more authentic one.

### 10. Stand out.

**Do or say something different.** Use your chance to take apart stereotypes and challenge the status quo. Making change happen is often uncomfortable. Remember Rosa Parks. **Set an example.**

And finally:

### 11. Think Public–Private and Private–Public.

It is important to ask **what kind of public services we want**. Challenge the idea that what we ‘own’ together (commonwealth) should become private (owned by the few), while what is private (our own data and identity) should become public (an available ‘commodity’).

# Appendix 3

## Reflection sheet

Session number:

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Make a note for yourself what we covered during this session:

| Actions  | Questions raised | Your thoughts and comments |
|--|------------------|----------------------------|
| Watch, listen or read<br> |                  |                            |
| Think<br>                 |                  |                            |
| Dig deeper<br>          |                  |                            |
| Discuss<br>             |                  |                            |
| Reflect<br>             |                  |                            |

### Make a note

|                                  |                                     |
|----------------------------------|-------------------------------------|
| <p>One thing I learned today</p> | <p>One small change I will make</p> |
|----------------------------------|-------------------------------------|

# Appendix 3

## Feedback Form

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Session number:

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

1. Did you enjoy today's session?    Yes     No

Why?

2. What did you find most useful about the session?

3. What would you change about it?

4. Any other comments or suggestions?

Thank you for taking the time to fill in this form.

# "We need a vaccine against misinformation."

Mike Ryan, head of the Health Emergencies Programme in the World Health Organisation (WHO)

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Facts Matter: A Guide to Building Critical Media Literacy in Today's World is an introductory guide for adult literacy and adult education practitioners who wish to build their students' knowledge, understanding, skills and confidence in critical thinking, media and digital literacy.

The guide also supports tutors to engage with what it means to live in an increasingly unequal world and to invite students to question and challenge this.

## Facts Matter includes:

- 10 lessons, 30 activities, 18 handouts and 14 worksheets;
  - 6 reasons why becoming media savvy and reading the world are essential today;
  - activities exploring how news is made, breaking down tactics and methods used by trolls against women online and activities to 'de-escalate hate'; and
  - materials piloted and developed with adult literacy tutors across Ireland.
- 



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