DO IT YOURSELF

For face-to-face sessions

Ask learners to create teams of no more than six people. Ask them to outline as a group three actions they will take next time to identify online disinformation and to prevent its spread. Give the groups six minutes to think and then ask one person per group to present. Reflect on the actions as a group.

Possible answers may include:

- Checking the trustworthiness of the source;
- Double-checking the piece of information;
- Not sharing a piece of information;
- Informing friends and family that there is widespread disinformation about a particular issue;
- Pausing when encountering emotionally provocative content and reflecting on why it is so provocative.

For online sessions

Ask learners to use the internet to find an investigation about a piece of disinformation (or a disinformation campaign). The investigation should scrutinise the piece of disinformation by verifying its claims and analysing its impact. If learners cannot find such an investigation, invite them to try to find an online article which constitutes disinformation.

Give them 5 minutes to perform the task.

Reflect as a group on the results. How was the investigation carried out? What instruments did the researchers use to identify an instance of disinformation? Can we use such instruments ourselves in our day-to-day life? In what way do the articles found by participants constitute disinformation? What did they aim to achieve? How did the learners identify them as disinformation?

Example:

This profile shares content on French politics but never interacts in French. It has no friends and only likes a few pages in Russian.