

Activity 1

Discussion in pairs or small groups. Recommended for face-to-face and online sessions. You can provide students (using a projector or in paper format) with the fake image first and ask what they think about it. Then, provide or display the second one and start a group discussion. To prompt participation, ask questions such as:

- Why do you think someone would manipulate a photo like this one?
- Do you think that the fake picture was spread intentionally or that those who shared it did not know it was fake?
- Would you share this photo if you saw it on your Facebook Feed?

Activity 1: Look at these two images. Which one is fake?



Answer:

The second picture is manipulated. The original picture of a meeting between Greta Thunberg and Al Gore was edited to claim falsely that the young Swedish activist met George Soros.

Activity 2

Discussion in pairs or small groups. Recommended for face-to-face and online sessions.

You can provide students with all the questions at a time, or separately in small pieces of paper (face-to-face teaching). You can also prepare a PowerPoint presentation with a different question on each slide (face-to-face and online teaching). Ask the following open questions or any other you think appropriate, and start a group discussion.

Activity 2: Answer the following questions:

- Have you ever spread disinformation?
- What channels do you trust when looking for information?
- Do you know any fact-checking service in your country?
- How harmful do you think disinformation can be to you?
- What do you think of the information from the example below: is it reliable? (“Coronavirus is an offensive biological weapon”)



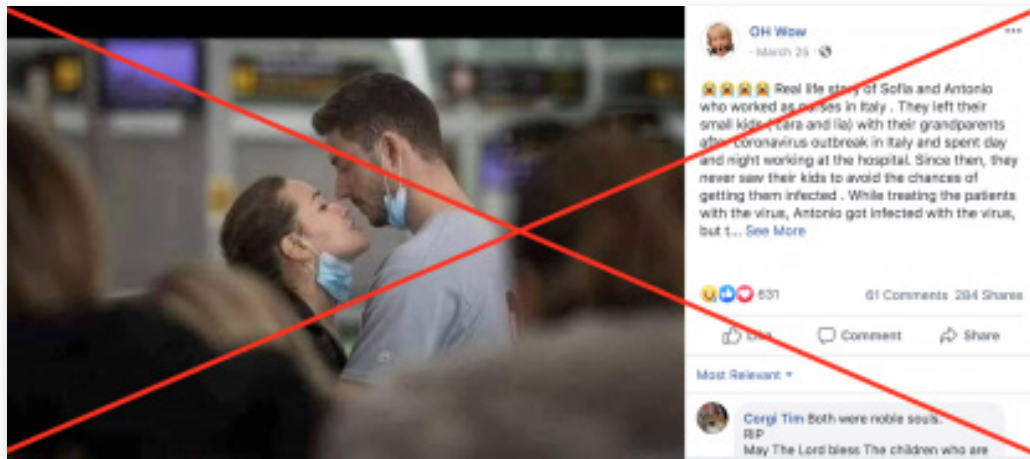
Activities 3 and 4

Discussion in pairs or small groups. Recommended for face-to-face and online sessions. Display only the fake picture on the screen and ask participants if they have ever seen it before. Ask them to discuss in pairs or small groups whether they think it is real or fake. Then display the real picture and have a short discussion with the whole group. You can ask them, for example “Why do you think someone faked this piece of news?”, “Would you believe it if you saw it on social media?”, “And if you saw it on another media channel?”, etc.

You can use the examples provided below or look for others example relevant to your national context.

Activity 3: Discussion in pairs or small groups.

Verify real images/videos: are they real or fake?



In March 2020, an intimate moment between nurses in a hospital during the Coronavirus pandemic.

Real or fake?

Correct answer: fake

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A man and woman kiss in the Barcelona, Spain airport on Thursday, March 12, 2020. President Donald Trump, who had downplayed the coronavirus for weeks, suddenly struck a different tone, announcing strict rules on restricting travel from much of Europe to begin this weekend. (AP Photo/Emilio Morenatti)

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ID:	20073816103263
Creation Date:	March 12, 2020 03:22:46 AM
Submission Date:	March 13, 2020 11:07:05 PM
Photographer:	Emilio Morenatti
Source:	AP
Credit:	ASSOCIATED PRESS
Resolution:	5003 x 3336 3.89 MB
Person:	AP Week in Pictures

Reverse image search shows that the image has been taken by an “Associated Press” agency photographer at Barcelona’s Airport. The claim has been fact-checked by Agence France Presse: <https://factcheck.afp.com/photo-does-not-show-nurses-treating-covid-19-patients-italy>.

Activity 4

In March 2020, Italians threw banknotes on the street in a symbolic gesture expressing the futility of money during the pandemic.

Real or fake?

Correct answer: fake

A reverse image search shows that banknotes of currency no longer in use due to hyperinflation in Venezuela.

The story has been fact-checked by Agence France Presse: <https://factcheck.afp.com/these-photos-have-circulated-online-least-march-2019-covid-19-pandemic>.



To conclude the session, ask learners if they have ever seen an image on social media that they knew was fake. What did they do? What would they do now?

Ask them to share with the other participants:

- What do they think were the most interesting aspects of this module?
- What have they learnt?
- Will their behaviour towards fake news change somehow from now on?