

Topics



Age category



10+

Group size



up to 25

Time



20 minutes

8 What you (don't) know about me

Topics: **critical thinking, media literacy, digital citizenship**

Recommended age group: 10+

Participant count: up to 25 participants

Activity duration: 20 minutes

Methods of education: icebreaker, energizer, discussion

Aims of the activity:

- perceive the superficiality of judging information and people,
- note the ease of creating and disseminating information,
- estimate the truthfulness/untruthfulness of information about a particular person.

Equipment: paper and pen for each participant, enough space for the participants to move

Keywords: dissemination of information, assessment of information, communication

Activity process:

1. The activity should be used as an introduction to the topics of critical thinking, media literacy or digital citizenship as well as an icebreaker or energizer during training about these topics. Before the activity, we will prepare the space so that the participants can move freely in the room and have access to each corner. Each corner of the room is visibly marked with the numbers 1 to 4.

2. We will hand out paper and pens to the participants and ask them to write four statements about themselves. Three of these statements are supposed to be true and one is false. Then we collect the paper and we read the individual statements about each participant (one by one). The participants do not sign their pages, so no one knows who wrote the statements. Others may try to identify the author of the statements. After a few attempts, the lecturer invites the person who wrote the statements to reveal themselves. The lecturer then reads the statements again and the participants try to figure out which of the statements is a lie. They express their opinion by standing in the corner of the room marked with the number of the claim, which they consider a lie. The participant in question shall then confirm the truth or falsity of the statements. We proceed in this way until we have read all of

the statements. We can also make an adjustment according to the time allowance that the lecturer has allocated for the activity.

Instruction Example: If you think statement number three is a lie, stand in corner number three. If you think another statement is untrue, stand in the corner with the corresponding number.

3. If we use the activity as an icebreaker or energizer, we can end it without reflection and continue the lesson. However, with a short reflection we can connect it with the topic of education and get more out of it.

Final analysis:

- *What do you think this activity was focused on? What was its goal? (Answers can be different: get to know each other, learn more about yourself, find out which information is true and which is not, train your ability to estimate a person, etc.)*
- *How did you feel when you wrote the individual statements? What was important for you when creating false information?*
- *Was it easy for you to determine the truthfulness of the statements?*
- *When were you correct/incorrect? Why?*
- *Do you think it's different on the internet (when assessing the credibility of information)?*

Most likely, it was not easy for the participants to determine which of the statements was a lie. Nevertheless, we often do it in everyday life - we rely on our own assumptions, we make a guess about reality and based on that we are able to form an opinion.

Activity variations:

- A larger group can be divided into two subgroups, and one more lecturer is needed to lead the second group.
- We can omit the first part, where the participants guess who wrote the statements, and focus only on revealing the false statement. So each participant reads his four statements and the others guess which one is a lie. In this case, the reflection can also be focused on communication skills. Eg: Did you observe the behavior of the participants when they read the claims? Did you pay attention to their verbal and nonverbal communication? What did you notice?
- The method of indicating a false statement may also be different. Participants can vote, record answers on a whiteboard, raise a card with the right number etc.
- We can also specify the topic or nature of the claims. When assigning a task to participants, we ask that the statements be directed, for example, to their personal lives, work experiences, strengths and weaknesses, the online world, etc.