

Topics



Age category



10+

Group size



up to 30

Time



90 minutes

9 What do you do on the internet?

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

Recommended age group: 10+

Participants count: up to 30 participants

Activity durations: 90 minutes

Methods of education: discussion, group work, reflection

Aims of the activity:

- list the sources of information about current events,
- compare and evaluate the quality and seriousness of the sources of information in different media
- discuss what we can come in contact with on the Internet.

Equipment: flipcharts, post-its (stickers), markers

Keywords: internet, information, misinformation, trusted information, sources, information searching

Activity process:

1. We distribute small tickets (such as posts) on which everyone writes three websites from which they most often obtain information (these can be sites that are focused on a specific topic, events in the country or in general - types of websites where they usually search for information).

2. We evaluate the survey about the visited sites (with the help of a group) and present them to the participants.

3. We highlight 3 - 5 most visited pages. We divide the participants into groups and ask them to work in teams on the following tasks:

- identify the owners of these sites,
- assess their credibility
- name the audience to which the information is addressed
- identify the purpose of information on the websites

4. We will perform the final analysis of the activity. The groups present the results of their work on the task (findings, observations). Afterwards we start a discussion about the above-mentioned areas and concepts: owner, interest, audi-

ence and the purpose of the information on the websites. Further questions for discussion are listed below.

5. We will invite participants to try to formulate the *criteria that can be crucial in assessing the credibility and quality of information sources*. Subsequently, the participants (now together in the group) can try to reassess the credibility of one of the selected sources of information based on the established criteria. The facilitator will reveal all the other criteria for evaluating the quality of the source and will tell the participants about the *five basic concepts and key issues of media literacy* (section 1.7 of the handbook (Un) safely in the net). If necessary, explain the terms: *sources, information, misinformation*.

Final analysis:

- *What information do you look for most often on the Internet?*
- *Have you ever come across false information on the Internet? If so, what kind?*
- *On what basis do you choose information?*
- *Do you notice information about the resources you are following? Who is behind them?*
- *Do you search for information in other media as well?*
- *Why do you think someone publishes false information on the Internet?*
- *What would you do if you found the information to be false?*

Activity variations:

- The list of resources can be entered by the participants before the activity, for example through an online questionnaire, and afterwards they can work with them. Consequently it is possible to devote more time to analysis and discussion: who is behind the source, what topics it focuses on, what sources it refers to, analyze the comments under the posts, etc.
- When assigning a task for working in groups, each of the groups can be assigned a different page so that two groups will always work on the same page and then the results of the analysis can be compared.

Source: MARKOŠ J., GAŽOVIČ O., *N Magazín, Kritické myslenie*. Bratislava: N Press, s.r.o, Október 2017. [online]. Available at: <<https://dennikn.sk/941774/stiahnite-si-prirucku-o-kritickom-mysleni/>>

Materials for the lecturer / participants

1. CHOOSE TRUSTED MEDIA

Choose a quality media that is trustworthy. Notice how the topics are addressed over time, notice the different approaches of specific editors.

2. ALSO MONITOR THE COUNTERPARTY IF IT IS TRUSTWORTHY

We are different, but we should try to understand each other. Religious people should know what atheists think, people from the capital should know what people in the countryside think, teenagers should try to understand what is bothering the elderly. Therefore, it is good to have a look at the quality media that do not write for you from time to time. Through them, you get a more comprehensive view of what is happening.

3. READ NEWS IN THE WORLD LANGUAGE

Our country (Slovakia) is relatively small. Therefore, the media have relatively few subscribers and low advertising revenues, so their teams are small and often falling behind. Media that publish in one of the world's languages are usually better and faster. They can therefore afford to focus on more topics in more depth. If you are interested in global topics, it is good to read the news in another world language.

4. FOLLOW YOUR OWN EMOTIONS

How do you feel when reading the message? Do you have the urge to read more and more articles? Much of the news on the Internet is like sweets. They are prepared to "be tasty" - to make the readers addicted and evoke in them some pre-calculated response, such as sharing the article on a social network. Even news can be quite harmful. It is therefore important not to respond to news immediately. Keep your distance and think with a cool head.

5. IF YOU WANT TO REALLY UNDERSTAND SOMETHING, USE THE BOOK OR PROFESSIONAL DOCUMENT

Journalists/editors are limited in their work by the time and the space in the media that are available to them. Newspaper articles are therefore often just a sample of the topic, an introduction to it. If you find that you are really interested in one of the topics, do not draw information from articles in newspapers or from the Internet only, but reach for books and more detailed documents.