Here is the revised lesson plan for "Countering Misinformation and Disinformation," including slide references and detailed instructions for each phase of the lesson:

Lesson Plan: Countering Misinformation and Disinformation

SECTION 0: LESSON OVERVIEW

Lesson Information

Lesson Title: Countering Misinformation and Disinformation

Program of Instruction (POI): Countering Malign Information / Version 1.0

Developer Point of Contact: first.last@email.tld

IMPORTANT

Training Material Classification: UNCLASSIFIED

Distribution Restriction:

- A. Approved for public release; distribution is unlimited.

Destruction Notice:

- N/A for the project: automatically rendered based on Distribution Restriction

Foreign Disclosure:

- FD1 - This training product has been reviewed by the training developer in coordination with the TRADOC foreign disclosure officer. This training product can be used to instruct international military students in all approved countries.

SCOPE OF LESSON

This 180-minute lesson is an intermediate orientation to developing counter-narratives to misinformation and disinformation. The end state of this lesson is for students to be able to recall and apply the necessary steps to effectively handle scenarios involving misinformation and disinformation. The author's intent is that students learn key principles and procedures through a series of scenario-based exercises. By the end of the lesson, students should have a solid grasp of the actions to take in the relevant scenarios. This lesson is common to all government officials working in the information environment and links to other parts of the curriculum by reinforcing the character attributes of accountability and responsibility.

Learning Objectives

Terminal Learning Objective (TLO):

> **Action**: Develop counter-narratives to misinformation. **Condition**: Triggered by the detection of misinformation or disinformation. **Standard**: Create effective counter-narratives that address and refute misinformation with a success rate of 85% within 48 hours.

Enabling Learning Objective (ELO) / Learning Step Activity (LSA):

> **Action**: Identify misinformation and disinformation. **Condition**: Given example scenarios and research tools. **Standard**: Accurately identify misinformation and disinformation in 90% of cases.

> **Action**: Develop counter-narratives. **Condition**: Given identified misinformation and disinformation examples. **Standard**: Create effective counter-narratives that successfully refute misinformation in 85% of cases within 48 hours.

References

1. CWU Disinformation Case Studies - https://libguides.lib.cwu.edu/c.php?g=625394&p=4391900
2. N/A for fictional scenarios.

SECTION 1: ADMINISTRATIVE DATA

Instructional Guidance

Conduct of Lesson | **NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identifying reference material.

- Review the lesson plan and all related materials.
- Set up the classroom with the necessary equipment and materials.
- Familiarize yourself with the detection tools and example media content.

1. The importance of this lesson: (Why)

Understanding and identifying misinformation and disinformation is critical to maintaining operational security and countering adversarial influence. This lesson ties directly to the students' goals of protecting the integrity of information within their operations.

2. What we want our students to Achieve: (Outcomes/Standard)

Students should be able to accurately identify misinformation and disinformation and develop effective counter-narratives that refute false information and ensure the dissemination of accurate information.

3. A Possible Technique to Achieve the Outcome

1. Use a combination of visual, textual, and audio analysis tools to detect inconsistencies and develop counter-narratives.

4. AAR Guidance for this Lesson

1. Conduct After-Action Reviews (AAR) after each major activity to capture lessons learned and reinforce key points.

Lesson Requirements

Instructor Requirements

An instructor must: 1. Review the entire lesson plan for each lesson they will cover.
2. Be able to obtain, access, and be familiar with the required material and equipment. 3. Read and understand the referenced material.

An instructor must attend the following training:

1. TRADOC certified instructor course.
2. Course on AI and synthetic media.

An instructor should:

1. Have received this block of instruction as a student.
2. Participated in this instruction as an assistant instructor for this lesson.
3. Participated in the AAR for this lesson.

Additional Support

Required or Requested Support

N/A

Guidance for Assistant Instructors

Assist with classroom setup, help facilitate group discussions, and provide one-on-one support to students as needed.

Equipment and Material Required for Instruction

Equipment	Student Ratio	Instructor Ratio	Quantity	Expendable
Computer	1:1	1:2		no
Slides			1	no
Projector			1	no
Strategic communication tools	1:3	1:2		no
Handout - Scenario 1	1:3			yes
Handout - Scenario 2	1:3			yes
Handout - Practical Exercise: Counter Malign Information	1:1			yes

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Pre-Requisite Tasks

1. Review basic concepts of AI and machine learning.
2. Complete the lesson on identifying malign information.

Knowledge Required

1. Basic understanding of AI and machine learning principles.
2. Familiarity with strategic communication tools and techniques.

Skills Required

1. Ability to use computer and analysis tools.
2. Effective communication and teamwork skills.

Supporting Tasks

Tasks Taught

1. Identifying misinformation and disinformation.
2. Developing counter-narratives to misinformation and disinformation.

Tasks Supported

1. Reporting and mitigating malign influence.

Tasks Reinforced

1. Critical analysis and attention to detail.

Lesson Timeline

Academic (y/n)	Broad Topic	EST TIME Min	Methods	Slide Range
Instructor	Rehearsal	5	Instructor Rehearsal	
Instructor	Setup	0	Classroom Setup	
y	Concrete Experience	20	Scenario-based activity	1
y	Publish and Process	5	Group discussion	2
y	Generalize New Information	25	Lecture and discussion	3, 4
y	Develop	100	Group work and presentations	5, 6, 7, 8
y	Apply	30	Practical exercise	9, 10
y	Check On Learning	10	Summary and feedback	11, 12

SECTION 2: LESSON INTRODUCTION

NOTE: Go to Slide 1 ### LESSON Phase: Concrete Experience / Motivator: NOTE: Tell an interesting anecdote based on your experience, or recall a recent current event pertaining to the lesson unit topic to gain the student's attention and motivate them to learn the lesson material. The student should be made aware of the Army's Contemporary Operational Environment factors such as the physical environment, military capabilities, technology, and information.

> Students selected report to your designated areas.

NOTE: Go to Slide 2 ### LESSON Phase: Publish and Process

Instructional Lead-in: "The learning objectives for this block are to develop counter-narratives to misinformation and disinformation by leveraging your experiences and expertise."

Scope Statement: During this 180-minute block of instruction, you will learn to counter misinformation and disinformation through scenario-based exercises. By the end of the lesson, you should have the skills to develop and implement effective counter-strategies.

SECTION 3: LESSON PRESENTATION

NOTE: Go to Slide 3 ### LESSON Phase: Generalize New Information

Learning Step Activity (LSA) 1: Developing Counter Strategies

1. Define the desired end state of the counter strategy.
2. Explain the importance of countering misinformation and disinformation.
3. Discuss techniques and strategies for countering misinformation and disinformation.

NOTE: Go to Slide 4 ### Learning Step Activity (LSA) 2: Setting Goals for Identifying Malign Information

1. Define what malign information looks like in your context.
2. Identify your goals when countering this information.
3. Discuss the importance of these goals in maintaining accurate information flow.

NOTE: Go to Slide 5 ### LESSON Phase: Developing TTPs

Learning Step Activity (LSA) 3: Creating Tactics, Techniques, and Procedures (TTPs)

1. Develop a counter strategy for a given scenario.
2. Work in groups to brainstorm and outline your TTPs.

NOTE: Go to Slide 6 ### Learning Step Activity (LSA) 4: Presenting Developed Strategies

1. Have students present their developed counter strategy to the class.
2. Discuss the strengths and weaknesses of each strategy.

NOTE: Go to Slide 7 ### LESSON Phase: Refining Strategies

Learning Step Activity (LSA) 5: Refining Counter Strategies

1. Refine strategies based on feedback received.
2. Make necessary adjustments and improvements.

NOTE: Go to Slide 8 ### LESSON Phase: Apply

Learning Step

Activity (LSA) 6: Practical Exercise

1. Implement your developed counter strategy using the techniques learned.
2. Follow the provided instructions for the exercise.

NOTE: Pass out the Practical Exercise handouts to the students.

NOTE: Go to Slide 9 ### LESSON Phase: Review and Feedback

Learning Step Activity (LSA) 7: Review and Feedback

1. Present your findings from the practical exercise.
2. Discuss the effectiveness of your methods and provide feedback.
3. Rapid-fire questions to test your understanding and adaptability:
   - What would you do if the misinformation was being spread by a high-ranking official?
   - What would you do if the misinformation was being spread by a foreign government?
   - What would you do if the misinformation was being spread by both a foreign government and a high-ranking official?
   - What would you do if your family was being targeted by the misinformation?
   - What would you do if the misinformation was being spread by a friend?

NOTE: Go to Slide 10 ## SECTION 4: SUMMARY

During this block of instruction, we covered how to develop counter-narratives to misinformation and disinformation. You now have the skills to identify false information and create effective strategies to counter it, ensuring the accurate flow of information.

1.0-hour block

MOI: Discussion (small or large group)

Check on learning:

Question: What are the key components of an effective counter strategy? **Answer:** Identifying misinformation, developing a response, implementing the strategy, and

monitoring outcomes.

Review/Summary: During this block of instruction, we covered the techniques and strategies for countering misinformation and disinformation, and participated in practical exercises to apply these techniques.

SECTION 5: STUDENT EVALUATION

Testing Requirement

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer the class to the Individual Student Assessment Plan.

Student Feedback Requirement

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer class questions about the test. Provide remedial training as needed.

APPENDIX A - Audio Visual Masters

Required Audio-Visual Material and Handouts

Sequence	Media Name	Attachment or URL	Media Type
-	Master Slide Deck - Countering Misinformation and Disinformation		PPTX
-	Slide Deck - Countering Misinformation and Disinformation		PPTX
-	Handout - Scenario 1		PDF
-	Handout - Scenario 2		PDF
-	Handout - Practical Exercise		PDF
-	Image - Case Study 2.1 - California Globe		PNG
-	Image - Case Study 2.2 - The Federalist		PNG
-	Image - Case Study 2.3 - CDC Tweet		PNG

APPENDIX B - Assessment Statement and Assessment Plan

Assessment Statement:

An abbreviated statement that identifies how the lesson's TLO will be assessed as reflected in the Individual Student Assessment Plan (ISAP).

Assessment Plan:

If not covered in Section V (Student Evaluation), you may do a detailed write-up of the assessment procedures for the lesson in this appendix. You can include or refer to Test Control SOPs, procedures for procuring and grading tests, or procedures for conducting performance assessments. It is OK to include performance checklists here, but DO NOT

include written test items or their answers in this appendix.

APPENDIX C - Practical Exercises and Solutions

If the lesson has a stand-alone PE requiring coordination and detailed explanations, it can be written here. The write-up should include basic lesson plan elements, including the PE objective(s), resources, the time required, safety and risk information, and general procedures.

In TDCP, lessons using PE structure will have the PE included in this appendix. If your lesson has a learning step/activity that uses PE as the method of instruction, do not use this appendix.

Handouts

Handout 1: Scenario 1 - Malign Information Spread by CountryX

Context:

CountryA is a small nation with a growing tourism industry, known for its vibrant culture and beautiful landscapes. Recently, CountryX, a foreign country with strong economic ties to CountryA, has been spreading misinformation about the safety of visiting CountryA. This misinformation has been disseminated through social media platforms, blogs, and some news outlets.

Details:

- A viral post on social media claims that a major tourist attraction in CountryA has been closed due to unsafe conditions and recent natural disasters.
- Multiple blogs have echoed these claims, citing anonymous sources and unverified reports.
- Some news outlets have picked up the story without fact-checking, causing panic among potential tourists and leading to a significant drop in tourism bookings.

Objective for Students:

Develop a counter-strategy to address and refute the misinformation being spread by CountryX. Ensure the strategy includes: - Identifying and verifying the false claims. - Creating and disseminating accurate information to reassure potential tourists. - Engaging with social media platforms, blogs, and news outlets to correct the misinformation.

NOTE:

This scenario is fictional and for educational purposes only. It does not reflect real-world events or entities. Researching or obtaining information about the event is not required. The focus is on developing a strategic response to the scenario presented - developing the HOW rather than the WHAT. Detailed steps that someone else from your unit could follow without needing further explanation is the goal.

Handout 2: Scenario 2 - Malign Information Campaign by CountryX

Context:

CountryA has recently discovered significant natural gas reserves, which could boost its economy and reduce its dependence on foreign energy. However, CountryX, seeing this as a potential threat to its own economic interests, has launched a disinformation campaign to undermine CountryA's credibility and stability.

Details:

- CountryX's state-sponsored media outlets are publishing false reports claiming that the natural gas reserves in CountryA are actually a cover-up for a secret nuclear weapons program.
- These reports include fabricated evidence and expert testimonies from paid analysts to lend credibility to the false claims.
- The disinformation campaign is coordinated across multiple channels, including social media, where bots and fake accounts amplify the message.
- International stakeholders and allies of CountryA are growing concerned and demanding explanations.

Handout 3: Practical Exercise - Counter Malign Information

Practical Exercise - Counter Malign Information

Instructions:

You will use only the counter-malign inforamtion strategies developed by the class to address the following scenarios.

Scenario:

New CDC Study Finds Majority of Those Infected with COVID-19 'Always' Wore Masks

California's BYD mask deal inked with mask data in question

By Katy Grimes, October 13, 2020 10:41 am

Once again it appears there are conflicting facts, data and plenty of opinions about the efficacy of wearing masks to prevent contracting the Coronavirus.

In addition to causing "maskne" and skin infections on the face and around the mouth, persistent coughing, "mask mouth," and respiratory illnesses including lung infections, it turns out that most everyone infected with COVID-19 "always" wore masks, according to a newly published study by the Center for Disease Control and Prevention.

the FEDERALIST

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TRENDING

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4 'Death By Queer' Is The Health Crisis Government Asked For

••• BREAKING   Major Doctors' Organization Publicly Embraces Dismembering Babies Until Birth   BREAKING •••

WUHAN VIRUS

CDC Study Finds Overwhelming Majority Of People Getting Coronavirus Wore Masks

BY: JORDAN BOYD | OCTOBER 12, 2020 | 2 MIN READ

Over 70 percent of the case-patients who were contaminated with the virus fell ill despite "always" wearing

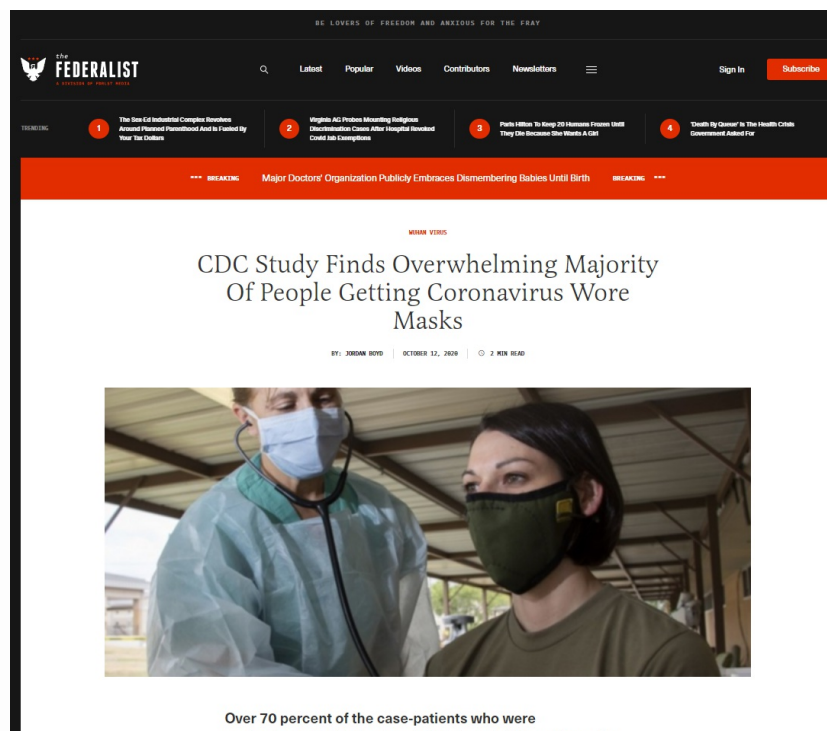In October 2020, posts on social media and articles were published claiming that a new CDC study found the Majority of those infected with COVID-19 'always' wore Masks (examples of the articles below). This claim was further elevated on October 15, 2020, a town hall broadcast by NBC, interviewed U.S. President Donald Trump. During this interview Trump stated, " But just the other day, they came out with a statement that 85% of the people that wear masks catch it." Trump's source for this claim was the new study published by the CDC. Full transcription of this interview can be found here. This information was ultimately, misinterpreted. Below is the CDC's tweet addressing the misinformation.

CDC ✔ · Oct 14, 2020
@CDCgov · Follow
Replying to @CDCgov
A recent @CDCMMWR looking at exposures among people w/ and w/o #COVID19 also assessed rates of mask use. However, the interpretation that more mask-wearers are getting infected compared to non-mask wearers is incorrect. bit.ly/MMWR91020b

CDC ✔
@CDCgov · Follow

People w/ and w/o #COVID19 had high levels of mask use in public. Even for those who always wear a mask, there are activities where masks can't be worn, like eating or drinking. People w/ COVID-19 were more likely to have eaten in a restaurant.

2:00 PM · Oct 14, 2020

♥ 205   ⚡ See the latest COVID-19 information on Twitter

Read 24 replies

Objective for Students: Develop a counter-strategy to expose and neutralize the disinformation campaign by CountryX. Ensure the strategy includes: - Collecting and presenting evidence to refute the false claims. - Engaging with international media and stakeholders to provide accurate information. - Coordinating with social media platforms to

identify and remove fake accounts and bots. - Leveraging diplomatic channels to address the disinformation at the international level.

NOTE:

This scenario is fictional and for educational purposes only. It does not reflect real-world events or entities. Researching or obtaining information about the event is not required. The focus is on developing a strategic response to the scenario presented - developing the HOW rather than the WHAT. Detailed steps that someone else from your unit could follow without needing further explanation is the goal.

This completes the revised lesson plan and handouts for the "Countering Misinformation and Disinformation" lesson.