

Notes for Facilitators

HOW DO I ORGANISE A TRAINING?

Methodology

The secret to being the best trainer is being organised and knowing exactly what you want to deliver to your audience. As a community that values peer-to-peer learning, it is important to know what to do in order to help support and facilitate others to learn. These are some of the most important things to remember, to ensure the best results out of the training you intend to deliver.

Considering Knowledge Transfer?

Understanding the best methods to share knowledge is an important start.

We have knowledge of what we want to do: relay information, instruct and get things done - but how?

The question of 'how?' matters, because without a proper method, information sharing channel and approach to learning, things can become way out of control.

First, choose your topic.

Next, evaluate your personal knowledge, and the type of session that might best suit this area. Do research to find out the knowledge levels and skills of the people you are training, as regards the topic and related subjects. Keep updating your own knowledge to suit the learners and stay ahead.

Materials & Content Preparation

Start doing research to shape the content and decide how best you can share your knowledge. Gather teaching aids such as the field guide!

With your content ready and the will to share this knowledge, now focus on the presentation skills of the person facilitating.

The audience may be cautious on all aspects to gauge the excellence and credibility of the speaker. Build trust with your audience through natural body language, authentic communication skills, clear gestures, steady pace, and self-confidence.

Preparing Your Session

- What is your call to action / outcome requirements?
- What is the desired outcome? That is, the number one thing you want your audience to know / learn / understand / be able to do)
- How much time to do you have?
- How much time do you need?
- What kind of session best suits your topic and audience?
- What equipment is available for you?
- What kind of space will your session be held in?
- How technical is your topic, is it a complex one?
- How many participants?
- How do you adapt if the number triples? or halves?
- What do your participants expect?

Think of your community:

Do you need to prepare a presentation?

How can you use the material from the field guide?

Do you need a worksheet for your participants?
Does it fit within a larger curriculum or schedule?
A description of the session format?
What do you want to create or have as a clear outcome, to publish at the end?
An event or activity?
A social media strategy or campaign?
A teaching guide?
A blog post, radio interview, article to pitch for media publication (online or in print)?
A summary of your learning and series of next steps?

The trainer needs to produce the following as a minimum:

Title and description to send to participants (setting expectations of the learners and the trainer)
Session outline (level, tools, competency, aims, considerations, difficulties, assumptions, audience)
Resource list - worksheet or a presentation (depending on your session type)

Some practicalities to keep at hand

List the sources you think are important for your participants.
Make sure you attribute quotes.
Make sure your images, music, video have appropriate licenses & always attribute the authors.
Double check your facts & licenses.
Remember FOSS software and Creative Commons content.

Planning your session

- Take the time
- Learn the material
- Use your own words
- Incorporate experiential learning
- Overview and Objectives
- Write a lesson plan—curriculum instruction and delivery.

Optional sessions

Decide what kind of session you offer, as this will influence the packaging and delivery methods. Whether a Book sprint, Panel Discussion, Workshop, Keynote, Moz session, Lecture, Hackathon, Lab, Unconference, BarCamp, Conference, Breakout sessions, Science Fair, Fireside Chat, or debate. The format influences the shape of the content and packaging to deliver the knowledge.

Ensuring a good session

Assess your participants needs, adapt to the most active participants.
Set expectations: prepare for offline literacy
Format of the room (tables / formality / community event / interactivity)
Equipment, Code of conduct, Schedule / Timings

Vocal presentations

Learn the mechanics that work for you—memorisation, casual speaking rather than formal. Are you a nervous speaker? You can practice several times in front of a mirror, or do breathing exercises to overcome the nerves.
Know your material, Remember to breathe, Posture helps, Rehearse, Concentrate on the message, Know the participants, Reassure yourself, Be dynamic, Harness your nervous energy and turn it into enthusiasm
Use your style. Be natural and relaxed.

Let's consider the most favourable qualities of speaking to achieve *clarity* of your ideas, *Simplicity* of language, Conveying *passion*, Awareness of your *body language*.

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- What I heard as your strength and values were...
- What I heard that might relate to your leadership/communication style was...

Procedures

Explain and model the River of Life

- Draw your own river prior to the session
- Use your river to explain a River of Life. Demonstrate how you’ve captured the places you have lived, the important people in your life, the difficulties you have faced, and the opportunities you have received.

Provide materials and instructions to participants

- Distribute a sheet of blank paper (any size, poster/flip chart works well, but you can also use a standard printer paper).
- Using markers, crayons, or a pen pencil, participants will draw a simple river a few inches wide flowing from one upper corner of the paper, to the opposite lower corner of the paper.

Using the flip chart paper, explain what they will add to their paper

- The river
- The “islands”
- “Life-preservers”
- Symbols that represent things they might not share
- “Tributaries” representing the highlights or moments of great joy, accomplishment, or celebration (right) and the challenging, hard, difficult, or tragic moments of their life (left)

Give participants 35 minutes to construct their individual River of Life

- It does not have to be a river, it can be a different type of moving body of water or another structure.
- This is not an exercise that requires any artistic talent; it only requires participants to put their life story on paper in a visual format.
- Participants should mark the moments and people in their past that have influenced where they are today.

Explain that they will share their river of life with a partner

- Participants can discuss different parts of the river or the entire river.
- Invite each person to walk the other person through their River of Life. The partner is there to listen and to ask clarifying questions –but not to bring it back to them or their river. They should get as much information about your partner as possible.

Ask participants to break into pairs.

Participant A gives participant B a brief guided tour of their river. Use the flipchart to explain that each participant will share one or two affirming and one or two challenging experiences and what they learned from each experience.

Switch Roles and do the exercise again.

Discussion

- 1.What did you learn about yourself?
- 2.What did you learn about your partner?
- 3.What moments stand out for you?
- 4.What is the overall story of your river?

HOW TO ORGANISE A #DEFYHATENOW SOCIAL MEDIA TRAINING [INDIVIDUALS]

The aim of this guide is to help facilitators organise social media and hate speech awareness & mitigation training for individuals (group of 20-25 participants) and organisations.

A two-day technical training aimed at providing individual participants and organisations with technical skills in

1. Social Media and online content management
2. Hate speech awareness and mitigation in South Sudan

TARGET AUDIENCES

1. Local organisations in South Sudan and Uganda
2. #defyhatenow Social Media correspondents
3. Tech-oriented individuals with interest in hate speech mitigation in South Sudan

This Training will be organised in collaboration with local partners who will handle logistical arrangements, participants mobilisation, and registration.

For maximum impact and optimal transfer of knowledge and equal participation. the number of participants per training should not be more than 25.

NOTES FOR FACILITATORS

1. Moderators/presenters are not to engage in political opinions in regard to the current conflict
2. Participants should not engage in political debate or hail insults - please strive to remain neutral
3. Time keeper and moderators have the right to stop anyone who diverges from main topic

INDIVIDUALS

Who?

Anyone with a passion for social change, understanding of social media and peacebuilding.

WHAT YOU NEED

3. Venue
4. Power
5. Internet
6. Devices (Laptop, Smartphones)
7. Facilitator
8. Camera (Smartphone)

ABOUT THE PARTICIPANTS

1. Advertise your training at least two weeks before the training date
2. Sign-up people through a google form or an eventbrite page or fb event
3. Send the Pre-Training Social Media assessment to your participants

ABOUT THE PROGRAM

1. Send clear and concise training program to participants 5 days before the training
2. Remind participants about the training two days before you start
3. Give clear directions to the venue
4. Be precise on the time of starting and duration of training
5. Share any special requirements (prerequisites) ahead of time (e.g computer literacy, basic level understanding of english language)

WHAT TO USE DURING THE SESSIONS

- 1. Presentations
- 2. Handout material
- 3. Videos
- 4. Technical guides
- 5. Group discussion guide
- 6. Soft Copy reference material
- 7. Flip charts and whiteboards
- 8. Stickers

ADDITIONAL MATERIALS TO PREPARE

- 4. Invitation letter
- 5. Venue request
- 6. Poster
- 7. Certificate of Participation
- 8. Pre-Training assessment
- 9. After Training assessment
- 10. Discussion questions

Program (One day)	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Propaganda and fake news
9:00 - 10:00	Introduction to digital media (New media)
10:00 - 11:00	Hate speech mitigation on social media
11:00 - 11:30	Tea Break
11:30 - 13:00	Social media platforms (Twitter, FB , Instagram , Youtube)
13:00 - 14:00	Lunch Break
14:00 - 14:30	How to create online campaigns
14:30 - 15:30	Challenges and insights to facilitate building a strong social media presence
15:30 - 15:45	Break
15:45 - 17:00	Tools for managing your online presence
17:00 - 17:30	Feedback and way forward

CYCLE OF SOCIALIZATION

River of Life

Purpose

The purpose of the River of Life is to provide an opportunity for participants to understand moments in their life journey that they can reflect on, pull into their narrative, and create a process for them to orient moments in their life.

Objectives

- To reflect on one's life journey
- To share personal experiences and begin to think about how to speak about it publicly in creating their public leadership narrative

Materials

Chart paper and markers

Time: 1 hour

- 25 minutes to individually work on their River of Life
- 20 minutes for participants top present to their partner (10 min each)
- 15 minutes for closing discussion

Preparation

- 1.Create Your River of Life and be prepared to present it
- 2.Prepare flipcharts

Flipchart 1

The types of things that go on the river below:

- The river represents their life, from the beginning until today. In the river, draw and label “islands” that represent the important places in their life, starting (for example) with where they were born.
- They can draw “life-preservers” representing the people at those moments in their life that were/are important.
- On the right side of the river, draw and label “tributaries” representing the highlights or moments of great joy, accomplishment, or celebration.
- On the left side of the river, draw and label “tributaries” representing the challenging, hard, difficult, or tragic moments of their life.

Flipchart 2: Sharing Your River

Participation A will share one or two affirming and one or two challenging experiences and what he/she learned from each experience. Looking back over your river:

- What patterns do you see?
- Life learnings?
- What are you most proud of?

Participant B responds:

- What moved, touched, surprised or intrigued me was....

Discussion

- How did feel to share personal information about yourself with different partners
- Which questions were more difficult to answer? Why?
- What did you learn about yourself in this activity? What did you learn about others, both your peers of the same gender and peers of a different gender?
- Where do the messages we receive about identities come from?
- How do these messages shape our perceptions of others, as well as our expectations of others?
- How can our perceptions of other identities lead to conflict?

Messages about Gender: Option 1

- Share with your partner the messages you received when you were younger about male and gender female gender roles.
- Share with your partner how you were taught to interact with people who are of a different gender.
- Share with your partner the people of your gender that you were encouraged to hold as role models.
- Share with your partner the people of another gender that you were encouraged to hold as role models.
- Share with your partner something you were discouraged from doing because of your gender.
- Share with your partner a stereotype about your gender that bothers you.
- Share with your partner a stereotype that you have about another gender.
- Share with your partner the ways in which you do not fit the gender roles assigned to you by society.
- Share with your partner how gender differences affect you on a daily basis.
- Share a time when you were aware of your gender in the workplace.

Messages about Gender: Option 2

- Take a few minutes to reflect on each of the following prompts:
- Things I was encouraged to believe about people of my gender.
- Things I was discouraged from believing about people of my gender.
- Ways I was taught (instructed, shown, saw) that people of my gender dealt with strong feelings, such as affection and anger.
- Ways I was taught people of my gender behaved regarding school/work/career.
- Values stressed to me about how a “good” person of my gender behaves/appears.
- Ways I was taught to interact with people of a different gender.
- Things I was taught (instructed, shown, experienced) about people of other genders.
- Ways I was taught people of other genders behave reading/work/career.
- People of my gender and other genders that I was encouraged to hold as role models.
- Which of the above messages had the most lasting effect on you?
- Which of the above messages had the most negative effect on you?

HOW TO ORGANISE A #DEFYHATENOW SOCIAL MEDIA TRAINING [ORGANISATIONS]

ON EFFECTIVE USE OF DIGITAL MEDIA FOR CIVIL SOCIETY ORGANISATIONS

INTRODUCTION

The aim of this training is to educate the participants on the effective use of social media for the benefit of their organisations. How to maximise their time online while engaging the public. They should be able to know how to use social media ethically and most importantly how to differentiate between fake news, rumours, propaganda and facts on the ground.

Information and communication technology has changed rapidly over the past few years with the most notable development being the emergence of social media.The pace of change is accelerating. Mobile technology development has played an important role in shaping the impact of social media. Africa has not been left behind in the wake of massive smartphone penetration. The biggest number of internet users in Africa access it via mobile devices. This puts the means to connect anywhere, at any time on any device in everyone’s hands.

OBJECTIVES

By the end of this training participants will be able to:

9.

Understand and be able to explain social media terms (#tag, trend , DM , post , thread etc)
10.

Have the practical skills of using social media to promote the work of their organisation.
11.

Draw a clear line between ethical and misuse of social media (propaganda, fake news, rumours)
12.

Understand the importance of branding and how to use digital media to communicate an organisation’s goals and objectives
13.

Social media activism and advocacy
14.

Develop a social media strategy for an organisation
15.

Have an overview of online hate speech and how to mitigate incitement to violence
16.

Evaluate social media strategies and advise organisations on how to improve their social media presence
17.

Manage social media activities - presence for a medium size organisation

REQUIREMENTS

Each participant should:

11.

Have a laptop computer with the latest internet browsers
12.

Have a smartphone with Twitter, Facebook and Instagram installed
13.

Be available for the two days of training
14.

Be willing to participate in all sessions, especially practical exercises and group discussion
15.

Have basic computer skills
16.

Have a good understanding of their organisation’s vision, mission, activities & programs

Lead Trainer #defyhatenow Social Media: Nelson Kwaje
Facilitator Guide developed by Nelson Kwaje & Kendi Gikunda

Program
(Two Days)

Day One	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Opening remarks
09:00 - 10:00	Introduction to digital media (New media)
10:00 - 11:00	Branding and online presence
11:00 - 11:30	Tea Break
11:30 - 13:00	Social media platforms (Twitter, FB , Instagram , Youtube)
13:00 - 14:00	Lunch Break
14:00 - 15:30	Challenges and insights to build a strong social media presence for your organisation
15:30 - 15:45	Break
15:45 - 17:30	Activism and advocacy through social media

PROGRAM DAY 2

Day Two	[EXAMPLE ONLY]
Time	Topic
08:30 - 09:00	Propaganda and fake news
09:00 - 10:00	Hate speech mitigation on social media
10:00 - 11:00	Working with Twitter and Facebook
11:00 - 11:30	Tea Break
11:30 - 13:00	How to create online campaigns
13:00 - 14:00	Lunch Break
14:00 - 15:30	Tools for managing your online presence
15:30 - 15:45	Break
15:45 - 16:30	Practical steps, tips to use in your organisation
16:30 - 17:30	Feedback and final remarks

PYRAMID OF HATE

Messages about Gender

Purpose

Discussion around identity are often theoretical. Giving participants the opportunity to reflect on experiences in their own gender allows them to apply concrete realities to theoretical frameworks. In this exercise participants are asked to think about themselves in terms of their gender and to listen to the stories of their peers. In reflecting on how they were raised in terms of their gender, students are asked to think about the hidden messages that shape how they perceive of others.

Objectives

- 1.To reflect on experiences around gender that shape students' assumptions of others and their world view.
- 2.To examine the range of experiences and perspectives around gender.

Time: 45 minutes
Materials: List of questions for facilitator to read during exercise

Procedures

Option 1 (For groups that have built some trust)

1. Explain the purpose/rationale of the activity.
2. Divide students into concentric circles. Have them count off 1, 2, 1, 2...Have the 1's stand shoulder to shoulder in a circle facing each other. Ask them to turn around so they are facing the rest of the students. Have each 2 stand up and face a 1. To make sure everyone has a partner, have the 1's acknowledge their partner by raising their hand (they can shake hands with their partner, if culturally appropriate). If you have an odd number of students, you can have the extra students observe the activity and share what they observe at the end of the activity.
3. Explain that you will read a statement and either the 1's (inside circle) or the 2's (outside circle) will respond. The person speaking will have one minute to respond. The person listening should not talk. They should use body language to show they are engaged, but they should remain silent, allowing the speaker the full minute to respond.
4. After one minute, have the pairs switch roles, so the person speaking is now listening, and the listener is now responding the statement.
5. At the end of one minute, have the outer circle rotate one person to the right, so everyone has a new partner. Read the next statement, following steps 3 and 4 above. This time however, the person who responded second to the previous statement should now respond first. After both pairs have responded, have the inside circle move one person to the right.
- 6.Continue through the statements, alternating who speaks first after each statement and alternating the order in which the circles rotate on person to the right.
- 7.After you have read the statements, lead a discussion using some or all the following questions.

Option 2 (For groups that don't know each other well)

Distribute the list of statements to each participants and ask them time reflect on their responses, taking notes on the paper, if they'd like. Give them 5-10 minutes for this.

Continue with the stages in Option 1. Divide students into concentric circles and select 5 of the statements on the list for them to share in pairs.

After you have read the 5 statements, lead a discussion using some or all the following questions.

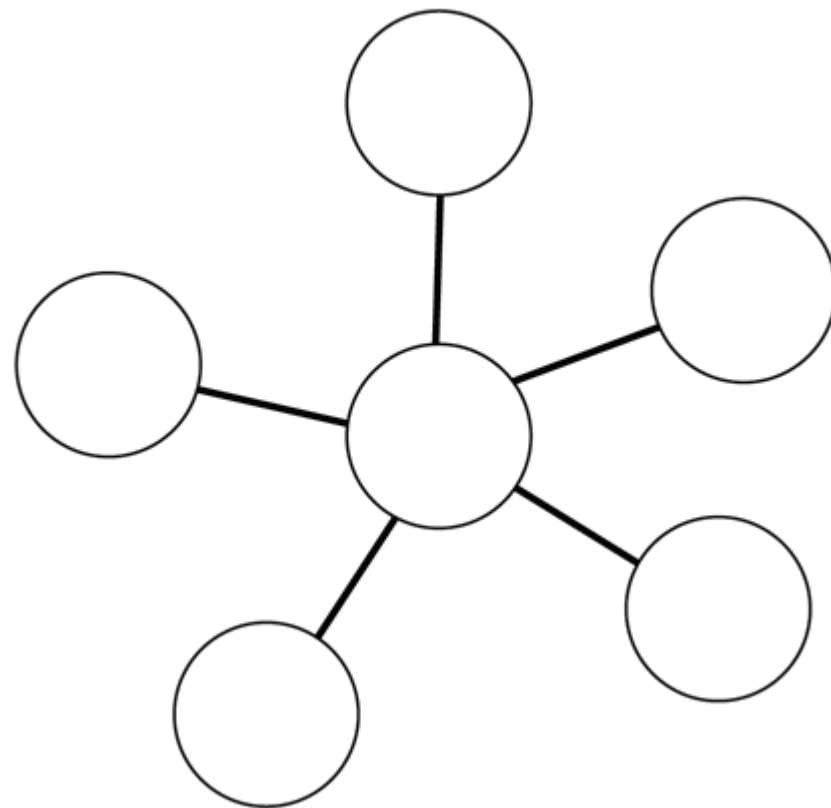
HANDOUT

WE ALL BELONG TO MANY GROUPS

This exercise highlights the multiple dimensions of our identity. It addresses the importance of defining what is important about ourselves as well as the importance of challenging stereotypes.

Directions Part 1:

Place your name in the center below. In each of the outer circles, write a group with which you identify. This can include anything: Asian, female, sister, athlete, participant, Muslim, musician, or any group with which you identify. Try to avoid using personal characteristics, such as “adventurous” or “creative.”



Directions Part 2:

Draw a circle around the group that you feel is your primary group and share responses to the following questions.

- Share a story about a time when it felt good to be a member of your primary group.
- Share a story about a time when it was challenging or difficult to be a member of your primary group.

HOW DO YOU HAVE A SOCIAL MEDIA STRATEGY?

TIPS FOR FACILITATORS

Creating a solid social media marketing strategy doesn't have to take weeks to put together. It helps to have 3 key things written down on paper:

1. Why are we on social media? Simply being active on social media channels for the sake of being there is one of the quickest ways to burn valuable time and resources. First, answer the question of 'why' your business is on social and what you would like to accomplish.
2. How are we going to succeed? Next is the question of *how*. This can be specific social channels, paid advertising budget, video or image creation, partnering with influencers.
3. How will we measure success? Key metrics or goals that you would like to accomplish broken down into days, weeks, months, and the year. Breaking it down like this will allow you to focus on day-to-day activities while also keeping the big picture in mind.

COMPETING WITH THE NOISE

As organisations continue to build out their online presence, consumers are provided with more and more choices. The social media streets have become crowded and everyone wants a piece of the action. Staying on the front end of the curve and rising above the noise is harder than ever.

For some brands, the way to cut through all of the noise on social media is to simply post more. While this tactic may work for some, for many it has the tendency to irritate followers especially if the content is shallow. People will naturally follow your brand over time from posting great content, not posting more content.

NOT HAVING ENOUGH TIME TO MANAGE SOCIAL NETWORKS.

The most widespread reason for not updating the social profiles regularly is the lack of time. Whether you're a startup or NGO, there is always too much on your plate, from project campaigns, to getting online leads, to looking after the SEO. Amid all this and owing to the small size of the team, often at the end of the day there is not much time for social media strategy. You could:

Outsource/hire an in house social media manager. You can either outsource the social media manager from a reputed agency which has experience in working with the same or related niche, or hire an in-house social media ninja. Explore the possibility of either appointing a part time community manager or, outsourcing from a social media-marketing agency.

Keep aside one hour for social media managing. Social media management tools such as Hootsuite and Buffer schedule your posts on multiple networks. By handling the social media accounts, you also stay tuned and come to know the trends making rounds in the industry. Listen first hand to the chatter about your organisation and directly interact with the target audience. These tools provide analytics reports about the performance of the organisation on various platforms.

Help choose the networks that are the most effective:

Using only two or three social platforms that are most effective to reach your target audience. Research the platforms where most of your target audience resides, accordingly choose one primary network to establish your thought leadership, and use the other two as supplements.

Chalk out a strategy:

To streamline your social media efforts, rather than being overwhelmed by the strategy that your competitors are using, chalk out a strategy, which is the most relevant and useful. Establish your goals for communication, establish subject expertise and then carve about a strategy accordingly.

1

Handouts & Exercises

Social Media Guidelines

3. Tell participants that in the next part of the exercise, they will share experiences they have had in one of their identities, in response to the statements at the bottom of the worksheet. They will share a time when it was difficult or challenging to be a member of your primary group. Demonstrate this for the group by sharing stories about your primary group. Try to demonstrate that are taking a risk and that you trust the group by sharing something significant. Your example will set the tone for the experiences participants share. If you have more than one trainer, each of you should share your identities and your experiences.

4. Divide participants into groups of four or five to share their identities. In their working groups, have participants share why they selected their identity groups. Then have participants respond to the statements on the bottom of their worksheet.

5. After participants have finished sharing, collect the worksheets from the group. Tell them that you are going to call out certain groups one at a time and those who identify with each group should stand and look around at the others who are standing with them. They should stand even if they did not include the group you call out on their worksheet. Remind people that this is a self-identity activity and it is not appropriate to tell someone else they should or should not stand when a specific group is called.

6. Call out some of the identities listed on the We Belong to Many Groups Worksheet that you have collected. Be sure not to call out the name of the person connected to any of the identities you call out. Try to include a mix of identities. The number of identities you call out will depend on how much time you have, but 10 is usually a good number.

7. Lead a whole group discussion using some or all of the questions that follow.

Procedures

- What was it like to fill out the worksheet? Was it easy, hard? Why?
- What patterns did you notice during the standups?
- How did it feel to stand when you were a part of a larger group?
- How did it feel to stand when you were alone or almost alone?
- Can you think of situations at our school or society when participants might feel that they are "standing alone?"
- What might a person do to help someone in that situation feel that they are not alone?
- What is the role of identity in addressing prejudice?

Note: Remind participants that some people who stand alone feel pride and confidence while others may feel insecure or frightened. Why might someone feel frightened? How can they support those people who stand alone and feel insecure?

#defyhatenow | 7 HANDOUTS & EXERCISES

IDENTITY & CONTEXT

- We All Belong to Many Groups
- Pyramid of Hate: Messages about Gender
- Cycle of Socialization: River of Life

WE ALL BELONG TO MANY GROUPS

Purpose

We all have multiple identities that we reveal in different contexts. For most, identity is complex. For some, identity is a source of conflict. Many individuals who belong to groups that are not part of mainstream society encounter identity-based conflict on a regular basis.

This exercise invites participants to consider the many aspects of their identity, including aspects that are not so obvious. The activity promotes self-awareness, which helps individuals understand how they see the world. Each person's identity shapes the filter through which he or she sees the world.

Objectives

- To examine our multiple identities
- To identify similarities and differences in the group.
- To build trust and empathy by sharing personal experiences.

Materials: We All Belong to Many Groups Worksheet

Time: 90 minutes

Procedure

1. Explain the purpose of the activity. Tell participants that they will complete a worksheet by selecting five groups with which they identify.

Groups can include age, religion, race, ethnicity, gender, socioeconomic class, political belief, neighborhood, etc.... In this activity groups should not include personal characteristics, such as "adventurous" or "friendly". Explain that identities are not static; they change over time. One's primary identity today might be different one month from now. As an example, the trainer should share his or her identities.

2. Give participants the worksheet, have them put their name in the center circle and write five groups with which they identify in the five outside circles. Allow two to three minutes to complete the worksheet. When they are finished, have them select the primary group with which they identify and circle it. Their primary group is the group that feels the most significant right now.

#defyhatenow | 1 HANDOUTS & EXERCISES

SOCIAL MEDIA GUIDELINES



#DEFYHATENOW SOCIAL MEDIA CODE OF CONDUCT

These guidelines are based on material from the "Journal of Mass Media Ethics" by Shannon A. Bowen (School of Journalism and Mass Communications, University of South Carolina, USA). While it is neither possible – nor desirable – to 'police' social media usage, awareness and strict application of these guidelines is in your own personal and professional best interest!

In applying these guidelines, please be aware that in most cases what you write, link and refer to online is public information and shared with everyone else. Distinctions are generally not made between 'private' and 'professional' opinions. **Statements, tagging or other actions, including 'Liking' comments etc. on Facebook can be interpreted as a direct reflection of your opinion regardless of the context.** These actions, even if not your intention, can be taken out of context and be used against you, your colleagues, your work etc.

Agreeing on, and adhering to a common set of guidelines will strengthen your own work in mitigating hate speech and online incitement by helping to identify irregularities, hoaxes or the ways in which rumours spread!

BE TRANSPARENT.

Acting in a transparent manner can prevent audiences from being misled about your organisation's intentions or meanings when it contributes on social media. Communication should be identified as individual speech or speech on behalf of an organisation. All individuals that contribute social media content for your organisation should be required to identify any personal social media interactions as such. Be upfront if the views being expressed are personal. If you have your own blog or other public website, it's wise to use a disclaimer like this: "The views expressed on this website/blog are my own and do not reflect those of my institution or its clients."

BE CLEAR AND CONSISTENT.

Post clear messages. Take responsibility for the content you post. Be consistent in how and when you post, because this allows to build trust and understanding with the audience that is a key component of strong relationships.

VERIFY SOURCES AND DATA.

Be consistently credible; do NOT use misinformation, share or forward rumours or repeat speculation.

CHECK YOUR FACTS.

Check facts on the information you post. You should first verify information and rumours, then consider the content of your posts rationally before posting. Try to examine messages from all possible perspectives to prevent misunderstanding or misinterpretation.

BE ACCURATE.

Posts should be accurate and fact-checked and capable of substantiation. If you make a mistake, ensure you correct it promptly. It is important to reference the earlier comment because even if the erroneous comment has been deleted, someone may have saved it as an image.

BE FAIR AND RESPECTFUL.

Never post malicious, misleading or unfair content about your organisation, colleagues, competitors or other stakeholders. Do not post content that is obscene, defamatory, threatening or discriminatory to any person, individual, brand or tribe. Do not post comments that you would not say directly to another person and consider how other people might react before you post. If you do respond to published comments that you may consider unfair always be accurate and professional. Remember to be authentic, constructive and respectful.

BE PROFESSIONAL.

Always act in a professional and constructive manner and use sound judgement before posting. Stay polite in tone and respectful of individuals' opinions, especially when discussions become heated. Show proper consideration for other people's privacy.

BE GOOD.

Encourage the good, helping to build connectedness, engagement, and community. Following this logic, with every post, consider your intention, which should reflect the organisation's philosophy and social media goals as well as simple consistent peaceful & good intentions.

BE SMART.

Respect other people's intellectual property, including trademarked names, slogans and copyrighted material. Assume that all content online is protected by copyright.

Make sure you have permission to post copyright items, properly attribute the work to the copyright owner where required, and never use someone else's work as if it were your own. Respect all laws and regulations re: copyright, IP, privacy and spam when publishing on social media.



HOW TO MAKE GOOD FACEBOOK CONTENT?

6 tips that will help you create awesome facebook posts!

Facebook is a great way to reach out to people, tell them about your work and get them involved. But even though facebook is free to use and easy to understand, there are issues you need to know in order to make the best use of the platform. If you want to communicate on Facebook, one thing that you might want to understand is the Facebook algorithm. The Facebook algorithm helps make sense of the huge number of posts that people and businesses share every day and chooses the posts to show in our News Feed based on a variety of factors. Since everyday so many facebook posts are created and shared, Facebook wants to make sure, the user will see only facebook posts that appeal to your fans.

What is good facebook content?

Good Facebook content is:

- When people share it
- When people like it or react on it
- When people discuss it and comment on it

7 Handouts & Exercises

Identity & Context

How to be part of the campaign

Tweet about the topic using #ThinkB4UClick , #defyhatenow and #SouthSudan #tags
 Add the #ThinkB4UClick frame on your profile
 Attend one of our meetup events to know about the issues involved and suggested solutions.
 Use our online material to start a conversation in your workplace, home or school.
 Listen to our radio discussions, contribute via phone.
 Share your experience and what you think about fake news and misinformation on Social Media in South Sudan
 Share the #ThinkB4UClick Song with your friends.
 Share your own #ThinkB4UClick message
<https://defyhatenow.net/>

Glossary of Terms:

Misinformation: false or inaccurate information, especially that which is deliberately intended to deceive.
 Eg: "nuclear matters are often entangled in a web of secrecy and misinformation"

Fake News: false, often sensational, information disseminated under the guise of news reporting

Awareness: knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience

Fact checking is the act of checking factual assertions in non-fictional text in order to determine the veracity and correctness of the factual statements in the text. This may be done either before (*ante hoc*) or after (*post hoc*) the text has been published or otherwise disseminated.

Hate speech is speech which attacks a person or group on the basis of attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender.

Social Media includes websites and applications that enable users to create and share content or to participate in social networking.

A hashtag is a label for content. It helps others who are interested in a certain topic, quickly find content on that same topic.

Users create and use hashtags by placing the number sign or pound sign # (also known as the hash character) in front of a string of alphanumeric characters, usually a word or unspaced phrase, in or at the end of a message. The hashtag may contain letters, digits, and underscores. Searching for that hashtag will yield each message that has been tagged with it.

References (Retrieved 15th March, 2018)

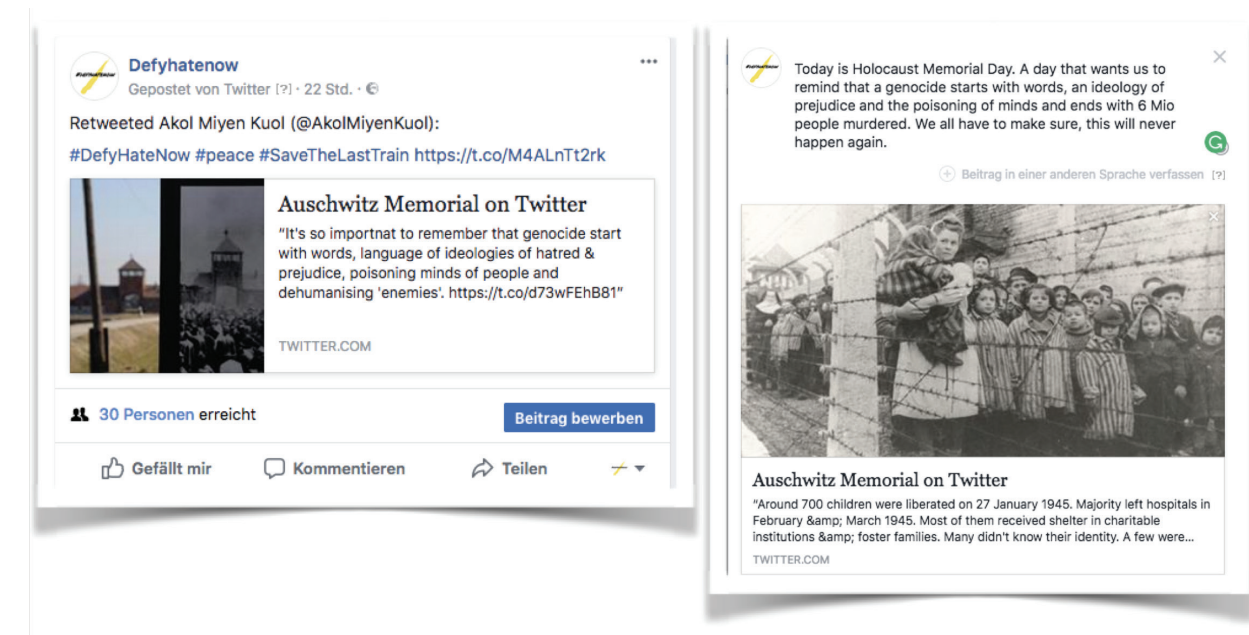
1. https://unmiss.unmissions.org/sites/default/files/unmiss-ohchr_freedom_of_expression_report_-_final.pdf
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How can I create good facebook posts?

1. Context: First of all, your content needs to be understood. If no-one understands the context of your post, how will they interact with it? What do you think, which one is more appealing and easier to understand?

Example: Holocaust Memorial Day

You can easily add context to your post by following basic journalistic rules and try to answer these question in your post: What happened, when, where, why and how?



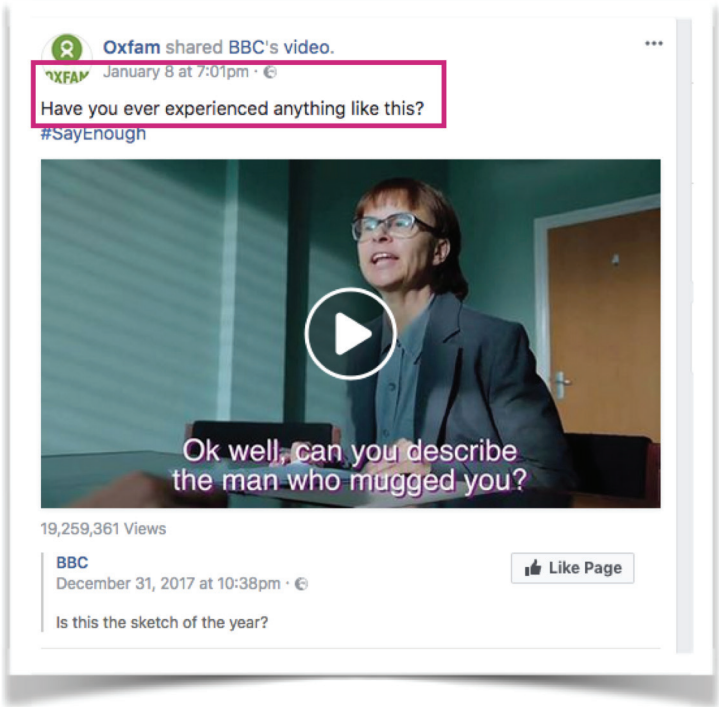
Example: "Join us on the 21st of September (**when**) for our peacejam event (**what**) in Juba (where). Together we can take action, spread the message of peace (**how**) so violence doesn't have the chance to divide us (**why**)."

2. Add an image: Picture and videos will draw attention to your post and increase your outreach. You can find free and easy to use tools such as canva.com that will help you design eye-catching facebook-pictures and infographics.



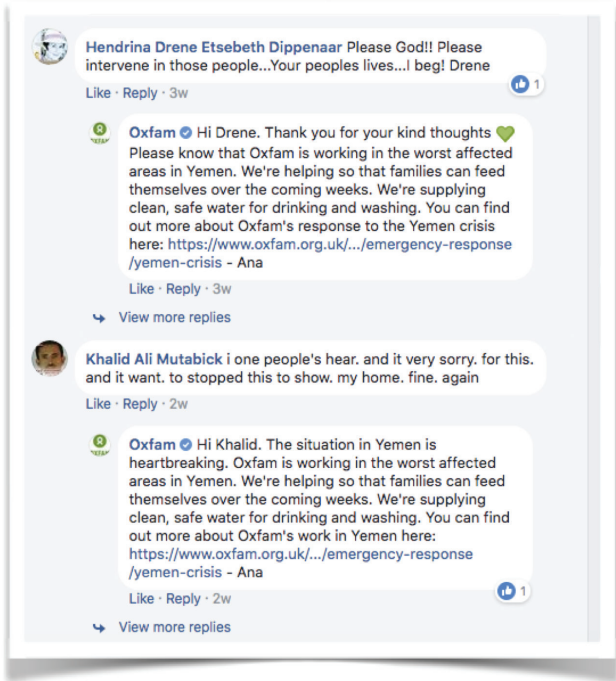
3. Ask questions:

Asking for user opinions, is a good way to spark up response and comments for your post



4. Get involved:

Be a good host to fans who interact with your page. If people leave comments, get involved, give feedback and discuss. Make them feel welcome and acknowledged on your page.



Week 2 : Lies travel fast and far, corrections and apologies don't

Lies spread faster than the truth

There is worldwide concern over false news and the possibility that it can influence political, economic, and social well-being. Recently, the journal Science has published a study validating this pattern — at least when it comes to the spread of misinformation on Twitter. The study analyzed millions of tweets sent between 2006 and 2017 and came to this chilling conclusion:

"Falsehood diffused significantly farther, faster, deeper, and more broadly than the truth in all categories of information." It also found that "the effects were more pronounced for false political news than for false news about terrorism, natural disasters, science, urban legends, or financial information."

It's a huge analysis that brings data to bear on the suspicion many have that social media, as a platform for news, has a bias for the sensational, unverified, emotional, and false. And it's concerning, considering how social media has become a dominant force for news distribution. But perhaps even more important is what the study reveals about what's responsible for fueling the momentum of false news stories. It's not influential Twitter accounts with millions of followers, or Russian bots designed to automatically tweet misinformation. It's ordinary Twitter users, with meager followings, most likely just sharing the false news stories with their friends. What's clearer now more than ever is that the spread of false news is a consequence of flawed human psychology - and platforms like Twitter simply amplify it. But it's unclear if it's a problem the platforms themselves can truly ever solve.

By VOX Read More

The whole world is listening to what you post, don't share lies and misinformation, you cannot undo all your wrongs with one correction.

Week 3 : The importance of context

Get context before you respond

Context is the circumstances surrounding a message. The circumstances might include the setting, the value positions of the people, and appropriateness of a message. Without context, we immediately jump in our heads to what we want to say next, based on the very first few words we hear from the other person.

Most of us listen to someone with the intention of replying, and therefore as soon as we have a "reply" in mind, we stop listening and wait our turn to reply. No matter what remarkable new insights are uncovered in the subsequent words from the other person, it is likely that we now have a strong desire to share that initial thought we have about what to say back.

With context, on the other hand, we can achieve so much more. If we truly understand the background of the other person, we can tailor the approach for each occasion. This includes online communication not just in speech.

Out of context information has the ability to mislead many people.

Week 4 : Small steps matter, you can have a larger impact

The theme #ThinkB4Uclick is a call to action, it aims at encouraging citizens to take small "hygienic" steps to mitigating hate speech and incitement to violence. We need to have more conversations on these issues at home, school and in the workplace. Each person has an obligation to use Social Media responsibly and utilize the online mechanisms for reporting hate speech and misinformation online. Let us work to have a #HateFreeSouthSudan

KEY DISCUSSION POINTS FOR ACTION!

- What areas for peacebuilding cultural exchange can you identify in your community?
- Where would you organise an event? eg: community leaders, school, social space?
- Make a list of all ideas in the group to facilitate cultural exchange peacebuilding activities
- Decide with the group to implement one of these now!
- Check the activity you plan is inclusive and open to different communities & ages
- Find a venue, organise the date, engage community leaders & teachers to get involved
- Let people know and invite different communities, old and young to attend your event!
- Set up fb event page, print leaflet or fliers, community announcements, radio interviews.

#ThinkB4UClick

SOCIAL MEDIA ACTIVISM CAMPAIGN

INTRODUCTION

#ThinkB4UClick (Think Before You Click) is a #defyhatenow led awareness campaign that aims at creating public awareness on the dangers of misinformation, fake news and hate speech in South Sudan. Over a period of one month #defyhatenow and partners will work on educating the public on hate speech and how it can be mitigated through individual actions that aim at creating safe spaces online and offline for citizens to interact with each other and discuss matters in an healthy and informed manner.

OBJECTIVES

Create public awareness on the dangers of misinformation, fake news and hate speech in South Sudan. Encourage citizens to take small but significant actions to defy hate and avoid sharing misinformation online.

TARGET AUDIENCE

- Media organizations operating in South Sudan.
- Public opinion shapers and influencers in South Sudan.
- South Sudanese citizens - at home and in the diaspora
- South Sudanese online communities, facebook groups and Social Media users
- South Sudanese refugees in Uganda and Kenya.

WEEKLY THEMES

The campaign has four themes that are segmented into weekly messages.

Week 1 : Check the source and verify the information

Unlike information found in newspapers or television broadcasts, information available on the Internet is not regulated for quality or accuracy; therefore, it is important for the individual internet user to evaluate the resource or information. Keep in mind that almost anyone can publish anything they wish on the Web. It is often difficult to determine authorship of Web sources, and even if the author is listed, he or she may not always represent him or herself honestly, or he or she may represent opinions or outright propaganda as facts. The responsibility is on the user to evaluate resources effectively.

Not everything you see online is true, not all sources of information are reliable always check twice and thrice if you may.

5. Simply entertain: Once in while, an entertaining video, i.e. from a cultural event, will bring a smile to your fan's face, keep them entertained and invite your audience to keep on returning and interact with your posts.



6. Quality is better than quantity:

Take your time while creating content. It is more effective to post less often and spend time on producing one good post. A good post can easily take 15 to 30 minutes, if a picture or video is included even more.



TWITTER HOW-TO GUIDE

Twitter is a free micro blogging service that allows users to send & read other users' text messages or "tweets" of up to 140 characters. While users can apply different privacy settings, by default, tweets are on a public "timeline"; displayed on users' profiles; & on the profiles of their subscribers or "followers." Users can tweet from their desktop computers, smartphones or other devices, third party applications that access users' Twitter accounts, & by text message or SMS. Twitter is a platform to share information, news, media & commentary.

Why Tweet?

A Twitter strategy can be essential to any organisation or campaign. Twitter can help build your credibility, establish your voice, connect to your base or potential donors (B2C), allies & partners (B2B), the media or political targets. While the number of your followers is a common indicator of impact, there are many other reasons to join the conversation. Twitter is a useful tool to take the pulse of your social network on current events & your issues, as well as take note of who is an "influencer."

HOW TO TWEET

- Sign up for an account
- Follow 12 people & organisations—peers, leaders, news outlets, journalists—who tweet consistently
- Once you're comfortable, start tweeting! Link to an article using a URL shortener like bit.ly, RT something a fellow organiser tweets, ask questions or reply to relevant tweets

- Set a schedule & try to stick to it, i.e, 10 tweets/week, 1 tweet & 1 RT/day
- Use and/or create a hashtag
- Try to incorporate a feature like lists or stories in your Twitter activities
- Remember the four C's of effective tweets (& social media in general): Creative, Current, Consistent & Concise—try to make connections between your work and current events or pop culture
- “What’s old is new again”—try to revive old content by linking it (literally & figuratively) to active Twitter conversations on Twitter
- Think of Twitter like a house party. Have a conversation, talk about your personal and political interests, experience & skills—but beware of TMI! (too much information)



HOW TO MAKE USE OF TIME OFFLINE AND ONLINE

Discussion around research and search for knowledge:

Most students admit to checking their social media profiles (Facebook, Instagram, Twitter and Youtube profiles for latest gossip, trending news and just to keep up with friends and family. Whatsapp also featured a lot in their daily lives.

- What kind of information do students consume online?
- How safe is the internet for them?
- Do they know what is right and what is wrong?
- Do we always read and understand what is posted, shared or what we comment on?

The definition of words and their meanings.

When interacting with people, both offline and online, selecting words carefully is important. Before you make, write, post and share statements, comments, or the jokes with others it's advisable to think about them as we might offend certain groups of people.

Ask yourself: “How would I feel if I was part of the group being offended?”

Always weigh the impact your words might have, take time to read through your own text, sentences or statements and if need be take a break (in case emotional) and come back later when sober.

Questions to Consider:

- Understanding of Hate Speech and what it means and occasions where one might be spreading it unconsciously.
- The need to contemplate the words we use when online and offline.

The importance of taking precautions and the need to ask oneself questions both online and offline. Discuss how women are portrayed online in the South Sudanese context: most female students were concerned about how some websites photoshop their photos and used them without their consent and how some post or jokes targeting women and girls. How can this be addressed?

#defyhatenow | 6 HANDOUTS & EXERCISES

SOCIAL MEDIA PEACE ACTIVISM

- Discussion Questions
- Group Exercise
- Action plan
- #ThinkB4UClick Social Media Campaign

QUESTIONS FOR GROUP DISCUSSION

- Take a close look at how different cultural activities may contribute to peacebuilding?
- What do you see as the common aim or elements between these activities?
- How can you link them to your understanding of peace?
- Do you think they are successful in realising the aim of building peace?
- Sketch of your ideas to connect cultural activities with peacebuilding in your community.

STARTING YOUR INITIATIVE FOR PEACEBUILDING, ASK YOURSELF;

- Where is this initiative leading?
- Will it inhibit violent conflict?
- Will it contribute to peace?
- How will it aid in the development of a “post-conflict” society?

GROUP EXERCISE: PEACEBUILDING AIMS

Draw a diagram with circles showing activities and the aims or goal for peacebuilding. Arrows point from each of the activities / circles towards a different concept.

Examples:

- bridging communication gaps between different people
- personalising peace, connecting with people and engagement
- self sustainability of peace and self education
- diversity, coexistence and the need to resolve conflict without resorting to violence
- openness and inclusiveness in public spheres.

The diagram will also reflect how these points are fluid and can overlap with each other. Leave space for participants to add and connect their points in addition to the above in the diagram.

The facilitators are encouraged to open the floor for people to come up with their own activities and link them to their understanding of peace, expanding on the points they wrote on the diagram above.

6

**Handouts &
Exercises**

**Social Media
Peace Activism**

2

**Handouts &
Exercises**

**How To
Identify Hate
Speech**

#defyhatenow | 1 HANDOUTS & EXERCISES

HOW TO IDENTIFY HATE SPEECH



CATEGORIES & EXAMPLES OF HATE SPEECH ONLINE

Image Verification:

1. What's wrong with this picture?



A Foxnews.com article described two horrific massacres of civilians in the world's newest nation, South Sudan. The massacres were attributed to government troops. One terrible slaughter allegedly took place in Pajok, Eastern Equatoria, on April 4. The other alleged incident by the seemingly insatiable South Sudan Army, the SPLA, took place in Wau, Western Bahr el Ghazal, April 9. How can you prove the image is fake?

Picture from Fox News: <http://www.foxnews.com/politics/2017/04/13/south-sudans-silent-slaughter-dinka-massacre-unchecked-by-regional-international-groups.html>

Exercise taken from this article: <https://juicyecumenism.com/2017/06/05/fox-news-fake-news-south-sudan/>



A CHECKLIST FOR TOLERANCE

1/ When dealing with stories where political hate-speech is used it is vital not to sensationalise.

Ethical journalists will ask:

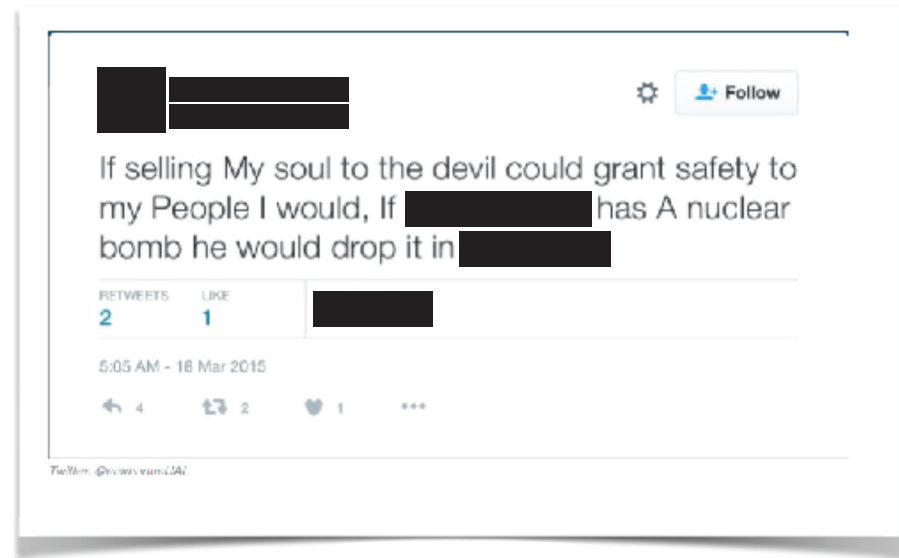
- It may be outrageous, but is it newsworthy?
- What is the intention of the speaker?
- What will be the impact of publication?
- Is there a danger of inflaming passions and incitement to violence?
- Is the speech fact-based and have the claims been tested?

2/ In gathering and editing controversial material, journalists should avoid a rush to publish. It is helpful to pause, even for a few moments, to reflect on the contents of the story:

- Have we avoided cliché and stereotypes?
- Have we asked all the relevant and necessary questions?
- Have we been sensitive to our audience?
- Have we been temperate in use of language?
- Do the pictures tell the story without resorting to violence and voyeurism?
- Have we used diverse sources and included the voices of relevant minorities?
- Does it meet standards set in editorial and ethical codes?

3/ One last look and moment of reflection is always useful before pushing the button to publish:

- Have we done good work?
- Are there any nagging doubts?
- And, finally, should I ask a colleague?



Unethical Journalism (regarding the guidelines)

This Fox News article was criticized for violating journalistic standards. Whats wrong with it? <http://www.foxnews.com/politics/2017/04/13/south-sudans-silent-slaughter-dinka-massacre-unchecked-by-regional-international-groups.html>

Idea: Facts Sources



PEACETECH LAB SOCIAL MEDIA & CONFLICT IN SOUTH SUDAN LEXICON OF HATE SPEECH TERMS

The PeaceTech Lab lexicon can help facilitate a discussion about the specific context of South Sudan, using examples of hate speech terms from these reports.

<http://www.peacetechnlab.org/hate-speech-in-south-sudan/>

The lexicon of hate speech terms includes definitions and contextual information identified by survey respondents. For each term, the 'Definition' section contains information provided by respondents about the term's origins, its general meaning, and related information.

The section 'Why it is offensive and inflammatory' discusses information provided by respondents as to why they believe the terms were offensive and inflame the conflict, including past usages, historical references to past conflict, and other context. The 'Alternative Term' section has terms provided by respondents which they thought could be used in place of the offensive and inflammatory terms or to mitigate or counter those terms. Survey data was supplemented by additional contextual analysis provided by a small, but diverse, group of South Sudanese advisers. These terms were used to develop "monitors" of hate speech in social media platforms using Crimson Hexagon's ForSight social listening platform. The monitors used the lexicon and enabled PeaceTech Lab and partners to explore trends surrounding hate speech in various social media platforms.

NOTES FOR FACILITATORS

1. Moderators/presenters are not to engage in political opinions in regard to the current conflict
2. Participants should not engage in political debate or hail insults - please strive to remain neutral
3. Time keeper and moderators have the right to stop anyone who diverges from main topic

#defyhatenow | 5 HANDOUTS & EXERCISES

ETHICAL REPORTING & CITIZEN JOURNALISM



PRACTICAL TIPS FOR JOURNALISTS

Imagine you are a politician in a fictional town, create an imaginary character and scenario. Write 1-2 paragraphs of a very outrageous statement, with content that could incite conflict.

- Next, think of yourself as a journalist who is reporting on this speech by the politician.
- Write a traditional verbatim report covering exactly what was said.
- Next, rewrite this same information, taking a more conflict sensitive approach.
- Finally, write the article reporting on the inflammatory speech in the best possible way.

EXAMPLES:

VERBATIM REPORTING (Exactly what was said - not recommended)

National Party leader William Smith has called Iti people stinking worms who should go back and live in the holes they crept out of. Speaking during a campaign visit to Riverside Village, Smith also said Iti traders had taken jobs away from his people and the parasites should be crushed underfoot and their business burnt.

The leader said that if elected, he would make sure all jobs in the region would be reserved for the Atu people, and the Iti would have to surrender their businesses to the government. During his speech, he also promised to build a new school for the village. ...

EXAMPLE I (Rephrasing the content of the speech - better)

During a campaign visit to Riverside Village, National Party leader William Smith has insulted the Iti people by referring to them as worms. Union Party leader Gabriel Thyme said Smith's words were "racist" and "irresponsible." "His remarks bordered on genocide," Thyme added, referring to Smith's call for violence action against the Iti people. Thyme said his country prided itself on its diversity and people's ability to live together peacefully.

"Politicians should support unity rather than trying to tear it apart," he said. Villagers living in Riverside Village agreed. Shop keeper Cas Dou said she had many customers and friends in neighbouring Iti village.

5 Handouts & Exercises

Ethical Reporting & Citizen Journalism

PEACETECH LAB HATE SPEECH MONITORING AND CONFLICT ANALYSIS IN SOUTH SUDAN

Report #5: September 24 – October 9, 2017

Examples of Hate Speech Terms

Nuer Wew/Nuer Weu

The term “Nuer Wew” is still actively trending on social media. As initially identified in the Lab’s research, the term has variations in spelling and is most often used by Nuer (and some Equatorians) in the SPLA-IO to insult those Nuer who either stayed in, or rejoined, the SPLA-In Government, such as first vice president Taban Deng Gai. The term portrays the Nuer loyal to President Kiir and his government as money-minded or money-lovers.

Currently, “Nuer Wew” is widely used as the fight for control of the Nuer community and territory by current Vice President Taban Deng Gai and former Vice President Riek Machar and their factions continues. For example, social media users reacted to an incident on September 24 in which SPLM-IO rebels in Akobo allied to Riek Machar were reported to have captured 14 members of a peace delegation, and then refused to release them despite government demands (see sample posts below). This term, at its core, refers to the intended targets’ selfishness and betrayal at the expense of the broader Nuer community.

Additionally, the term “Equatorian Wew” has also emerged online as a variation of “Nuer Wew.” In this case, the term applies in an inflammatory way to Equatorians working in the current political regime. One of its earliest online references can be traced back to 2015. In the comments of one online post, ethnically targeted variants of “Nuer Wew” were used, including terms such as: Chollo wew, Balandu wew, Jur wew and Wurun wew. Although the frequency of the term “Equatorian Wew” is not high, it can gain traction given current tensions between Equatorians who are defecting from the SPLMIO to Thomas Cirillo’s NAS, and some Nuer who view them as traitors. This term is also considered dangerous when it refers to individuals by name, thereby making those individuals and their relatives, friends or family members potential targets for violence.

“Nuer Wew” can be considered inflammatory because it portrays those loyal to the government as tools rather than individuals following their conscience. It also trivializes complex grievances and concerns that people may have by labeling them as people who are motivated by money or paid to betray the Nuer community. Use of the term can indicate that all Nuer think alike and are therefore responsible for the government’s actions.

Sample Posts:

Date: September 25, 2017

Source: Sudan Tribune

To Kush and Kwacha

My dear friends you’re dream of their release by force. It can not and will never happen that you will release them by force. They must be investigated of their interfering of Akobo activities which they were not involve to do. Peace for what?? do your peace in Juba with Dinka and Nuer wew don’t attempt to Lou Nuer land or promise land. Torturing them properly they will learnt.

Date: September 26, 2017

Source: Sudan Tribune

Kush/slave

You talk like you can fight without Nuerwew/UPDF right???? Well, we accept your second option. Come and release them at your own risk!!!!

Food Lovers

The phrase “food lovers” can be used alongside, or as an alternative to, terms such as “nyam nyam” or “cowards1” in reference to the multi-ethnic groups in Equatorian states.

“Food lovers” was originally used to portray the Equatorians as cowards who cannot withstand the war.

Collectively, the three terms were mostly utilized by Dinka and Nuer social media users to depict the Equatorians as people who are too soft to confront injustices through violence. When the term first emerged, it referred to Equatorians as people whose sole purpose is simply to work, eat, and enjoy life.

More recently, this term is being used by opposition supporters to refer to politicians serving in the government (but mostly Nuer) who are “filling their stomachs” or seen to be personally benefiting from the conflict while oblivious to the suffering of their communities. This term is now more commonly used on social media together with the terms like “Nuer Wew” and “traitor,” while also targeting Equatorians in government.

“Food Lovers” also targets President Salva Kiir’s Nuer allies and Taban Deng Gai’s supporters. The term can also be used to differentiate these groups from “freedom fighters” by referring to them as “food fighters” who enter armed combat against their own communities for their personal gain.

“Food Lovers” is contextually similar to “Nuer Wew” because it targets ideology and political affiliation rather than ethnicity. This term is inflammatory as it does not allow neutral or alternative political opinions. Use of the term squeezes the Nuer community into a binary system in which they are either pro-Machar, and therefore worthy of being called Nuer, or pro-Taban Deng Gai, and thus betrayers of their community.

Sample Posts:

Date: September 30, 2017

Source: Facebook

Location: Oslo, Norway

My message goes to Ato Thokwath Pal .please uncle Thokwath don't lie on media tells nonsense news about army of Dr Riek are in Pagak are against Ethiopia Government. Those food lovers led by Bol Ruach Roam and Thokwath Pal shouldn't get rich because of blood of Gaatjaak children's. You caused Dr Riek Machar and Nuer community a great deal of damage in favour of Dinka leadership under Salva Kiir Mayardit whom you are materially benefits from him. Believe me you will pay dearly.

Date: September 22, 2017

Source: Facebook

Great men speak from heart, your my friend now. We will suffer from this day to that day but time will come when Nuer will rise against their food lovers and then they will face their enemy. We will get there Thank you very much. Great speech.

Date: September 29, 2017

Source: Facebook

"Ahah haha haha" They will get only Nuer food lovers from their planning. Dinka government will be end very soon "Intercepted"- Jieng Neutralization plan on opposition (s):13, November 2014
It seems like the war is not going to end in our favour unless we take more steps in switching the end results on our favour (Neutralization plan on opposition).

Kokora

A term identified in the Lab’s lexicon, this term means “division” in Bari. It originated in the 1972 Addis Ababa agreement at the end of the First Sudanese Civil War, which called for reorganization of three southern provinces—Bahr el Ghazal, Equatoria, and Upper Nile—into one southern region. Equatorians subsequently agitated for autonomy, while the other provinces preferred unification. In 1983, Nimeiri responded with a decree that disbanded the union in favor of three provinces and ordered non-Equatorians back to their regions. Consequently, non-Equatorians use this term to disparage Equatorians as not liking people from other regions. Bari-speaking Equatorians use this term to describe Dinkas as land-grabbers, or to refer to landgrabbing grievances more generally.

More recently, the term has been used online to support or push back against Thomas Cirillo’s NAS rebel movement. Since the formation of the NAS movement, some opinion writers have accused Cirillo of being Salva Kiir’s spy, and his movement a tool to destabilize the SPLM-IO. Shifting alliances by Equatorians who feel underrepresented in the government and in opposition groups could cause wider rifts between

you use.

TRY TO ENLIST INFLUENTIAL SUPPORTERS

Add their usernames to Tweets. Celebrities, politicians, civic leaders and subject experts can help bring attention or add weight to your counter-narrative.

JUMP IN ON EXISTING HASTAGS

This will increase the chances that your message will be seen beyond the Tweeter who you may be replying to. This may help divert the tone of an otherwise negative hashtag discussion. It may also encourage others not to feel silenced and empower them to join in.

INTRODUCE NEW HASHTAGS

...alongside those associated with a hateful message. This will help divert the tone to a more positive and inclusive direction and provide a space where others might feel comfortable joining in.

BUILD A NARRATIVE

- Build up a narrative over time. See counter speech as a long term process.
- Post consistently over time to increase your profile and ability to engage more widely.
- Be prepared to engage in a back and forth discussion if your objective is to change somebody’s views. But don’t feed a troll: that’s what they crave.
- Develop a resource bank of counter-arguments, statistics, information, sources and links to support your counter narrative.
- Subject knowledge is important and those engaging in hateful speech may be armed with many misleading sources of information which they will use. Counter them with credible evidence from independent and reputable sources which can’t be accused of being partial.

BE VISUAL

Visuals - such as carefully chosen images and videos - help drive interest and engagement with your message.

Download the full guide here: <http://www.getthetrollsout.org/>



EXERCISE

QUESTIONS FROM DEFUSING HATE WORKBOOK BY RACHEL BROWN

What narratives already exist that reinforce negative stereotypes, promote prejudice, and/or incite group targeted harm?

- Are these narratives effective?
- Who do they work on in the community?
- How do these narratives affect those targeted?
- What is the content of these narratives (e.g., do they use dehumanizing language and/or stereotypes)?
- Do they frame the target group as a threat?
- What logical reasoning do they use?
- What stories/myths/metaphors do they use?
- What justification do these narratives give for group-targeted harm?
- Who spreads these narratives?
- Do these narratives say anything about moderates or tolerance within the group that’s speaking?

What narratives already exist to promote inclusiveness, tolerance, peace, and/or encourage non-violence?

- Are these narratives effective? For whom?
- What arguments, examples, metaphors, stories, myths, facts, are used?
- Who is spreading these narratives?
- What arguments are being used to discredit or rebut these narratives?
- Are they effective and for whom?

Excerpts from the U.S. Holocaust Memorial Museum’s guide by Rachel Brown:
Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech
<https://www.ushmm.org/confront-genocide/how-to-prevent-genocide/hate-speech-and-incitement-to-genocide/defusing-hate-a-guide-to-counteract-dangerous-speech>



STOPPING HATE – GET THE TROLLS OUT

Guidelines by the Media Diversity Institute on how to respond to hate speech on Twitter.

DON’T BE ABUSIVE

Make sure your words and any content you share do not spread bigotry, prejudice, or hate, or contain otherwise unlawful content.

DON’T SPREAD THEIR HATE

Giving attention to fringe individuals with few followers and their hatred can be counterproductive. You might give them the attention and publicity that they crave.

RESPOND PROMPTLY

Responding to old Tweets risks reviving a conversation and having the adverse effect of spreading hate speech to others who might not have seen it before. Timing is therefore critical.

THINK ABOUT YOUR OBJECTIVES

Are you seeking to engage with the person expressing hateful speech? What for? Are you seeking to lessen the consequences of a hateful Tweet on the wider audience? Are you seeking to express support for a group or identity under attack? Thinking about your goals will help shape your response and the language

Equatorians and Nuer, potentially resulting in violence.

Some social media users have employed “Kokora” to advocate for the move of both the Dinka and Nuer out of Equatoria. Some Dinka and Equatorians oppose this usage by claiming that such division did not work historically and left the southern region weak against Khartoum. Supporters of Kokora are portrayed as anti-South Sudan and anti-unity. Dinka who have previously spoken out against the idea of Kokora have been accused of being afraid to return to their hometowns because they are lazy, or because they rely on other South Sudanese communities to survive. Some Equatorians have utilized the term to warn other Equatorians that the Nuer are also a threat to their communities, and that the Nuer will not allow Equatorians to live in peace once the Dinka are pushed out (suggesting that Equatoria will turn into “Nuertoria”). However, some Nuer have insisted that the main threat is the Dinka, and that Nuer have no need to be in Equatoria.

According to the Lab’s research, “Kokora” can be considered hateful language since it inflames tensions based on historic lessons of division and weakness in the southern region of the country. Furthermore, “This (term) is used to target non-Equatorians, especially Jieng/Dinka. It’s used to initiate violence against non Bari-speaking people. It’s a term that can be used to turn Equatorians against people in Bahr-el Ghazal or Upper Nile.”

Sample Posts:

Date: September 27, 2017
Source: Facebook
I know him (Gasim) personally even if he did not joint any arm movement. Salva(tore) and the Jenje Council of Elders are finish. Sava(tore) Is crying in public with tears now blaming his tribal army of the killings, rapings, looting, all short of what Dinka tribe did to other tribes of South Sudan . He was thinking the. Ugandan president Mr. Museveny will live for ever as president of Uganda, to save him. But nothing like that. Museveny’s days are numbered. Dinka will soon go out of Equatoria States, if UN did not intervene, and make them move out of Juba as UN had suggested in 2015 peace deal between Dr. Riak Machar Teny , UN, IGAD, and their stakeholders. They are Dane. SPLA I.O Greed to be out of Juba and they had wanted to do so, but the JENGE Elders refused. OK let us see. Hon Abel Alier knows better from 1986 the kokora era.

Date: September 27, 2017
Source: Facebook
my friend my mind is not sick to be examined, but my mind is sick of tribalism and Kokora dream, tribalism and kokora has no difference. some times Kokora is even more worst than tribalism. let us not deceived our selve,

Date: September 30, 2017
Source: Facebook
LOMORO.. KAKISTOCRACY THE GOVERNMENT BY THE USELESS AND INEFFECTIVE AND INEFFICIENT IDIOTCRATS...
SEE HERE THE THOMAS CIRILLO BUNCH OF KOKORA ADDICTS OR FANATICS....THESE ARE A BUNCH OF KOKORA ADDICTS WHO FEEL THAT EQUATORIA IS THEIRS AND THEY SHOULD IMPOSE THEIR CLOSET IDEAS ON A FREE NATION....

HATE SPEECH MONITORING AND CONFLICT ANALYSIS IN SOUTH SUDAN

Report #4: September 8 – September 23, 2017

Kuethpiny

Generally, kuethpiny is a Dinka name for males meaning “the earth will be full,” while the Nuer version of the word is “bi piny thiang.” Kuethpiny can be used in a baby naming ceremony as a lamentation for the previous dead siblings of a newborn. The term can also represent a prayer for no more death in the family, as well as a prayer that the named child will serve relatives to their satisfaction. The Lab identified this term as inflammatory as part of its research and dialogues with South Sudanese in 2016. One of the earliest uses

of this term in a derogatory manner online can be traced to an article on the South Sudan Nation website in December 2012.

More recently, social media users are using the term as an inflammatory reference to President Salva Kiir, since his grandfather's name was Kuethpiny. Based on different translations and interpretations of the term, it has been repurposed to taunt Kiir and his supporters, and to describe how his closest allies and family members get access to money and power through him.

For example, the term is now being used to describe the "fullness of the earth (stomachs)" of the current president and his regime, portraying Kiir and his allies as incompetent and corrupt with personal interests that have "eaten" and looted from the public, resulting in their "sated stomachs." Kuethpiny can also be used to describe the loss of thousands of lives in South Sudan due to violence that has filled the earth with dead bodies.

The term has similar connotations as more frequently reported terms such as "food lovers," "nyagat" and "Nuer wew." It is considered dangerous because the term has the potential to mobilize people for retaliatory armed action. In some cases, Kuethpiny has been used to taunt members of the Dinka community that have lost people in armed clashes by insinuating that there is nothing that their "sated" leader can do to help them, because he is just a spectator to their suffering. The term is mainly used by Nuer, Equatorians and Dinka who are against President Kiir.

Sample Posts:

Date: September 18, 2017
Source: Facebook
KARMA

A Kuethpiny Lual 's fatal crackdown on his own bunch of sycophantic and bootlicking eejits. By so doing, and of course, resorting to the indulged Awanchan decrees, read on the most monopolized SSBC (formerly SSTV) he (Kuethpiny Lual) relieves his most sycophantic and staunch appeasers; governors of unconstitutionally created states, and that's, the so-called governor of Awanchan state of Gokrial and the so-called governor of Western Bieh (lately renamed Fangak State) respectively. He subsequently replaces them with seemingly more or less fresh or honest sycophants. The million dollars question is, who is safe to last longer in this turf....where sycophantic and appeasement business is an order of the day?
Mr. Close

Date: September 18, 2017
Source: Facebook
Kuethping lual is doing recycling for sure by replacing Kong nyuon with Kok Ruei twice <kong &Kok>

Source: Facebook
#.....the tragic aspect of the situation is that the killer Kiir kuethpiny and his cohorts are living in an utter fool's paradise, thinking that they are as strong and all-powerful as before!
#duplicity.
Date: September 19, 2017
Source: Facebook
Kirmayardit has neither supporters nor enemies.Good for him Mr kir kuethpiny Lual.God curse us with this monkeyman.oh God heaven

Coward(s)

With violent conflict in South Sudan seemingly leaving no community unscathed, the term "Coward" has also changed to encompass many different target groups. This term was previously used by Dinka to portray Equatorians as people who lack the courage to engage in violent conflict. This was based on the perception that many Equatorians did not support the government in the ongoing conflict. In the Lab's first monitoring report, the term gained additional meaning, as it implied Equatorian rebels were using hit-and-run tactics, rather than direct confrontation, to oppose the government forces. This was particularly

#defyhatenow | 4 HANDOUTS & EXERCISES

COUNTERING DANGEROUS SPEECH

- Exercise: Dangerous vs Hate Speech
- Exercise: Defusing Hate Workbook
- Stopping Hate: Get the Trolls Out (Counterspeech Guide on Twitter)



EXERCISE

Describe your understanding of Dangerous vs Hate Speech?

<https://dangerousspeech.org/guidelines/>

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Handouts & Exercises

Countering Dangerous Speech

relevant in relation to the attacks along major roads leading in and out of Juba. More recently, based on the emergence of new armed rebel movements across the country, some Equatorians have branded other Equatorians as cowards if they continue to side with the government.

During this reporting period, the term is no longer limited to targeting Equatorians. Based on the sample posts below, the current Minister of Information and Communication Michael Makuei and President Kiir are also referred to as cowards.

One post notes, “coward Makuei Lueth who embarrass the whole country in J1...” Another post reads, “Salva Kiir, an insecure coward [who] is known for making things up like 2004...” In 2004, then Deputy Chairman and Chief of Staff Salva Kiir feared meeting up with his former boss, Dr. John Garang, thinking he would be arrested or killed. Some social media users view President Kiir’s current actions, such as detaining Paul Malong, as cowardly.

The term is considered offensive because it can provoke the intended victims to take the law into their hands. For example, some credit the use of the term as a mobilizing factor for Equatorians to take up arms against the government.

Sample Posts:

Date: September 14, 2017
Source: Facebook
E-Cowards leave our miss south Sudan alone coz pigmies/dwarfs will never be miss south Sudan atleast girls from Dinka, shilluk and Nuer will always compete 4 miss south Sudan for centuries to come

Date: September 10, 2017
Source: Facebook
According to British quotes to sudan-south sudan in 1900's
Said;
DINKA'S are very disobedience, brave and must be leaders.%
NUER are very disobedience, brave, careless and must not be leaders.
EQUATORIAN are very obedience, coward and the can rule through some body hand.

Date: September 17, 2017
Source: Facebook
"...Please take care!!!
Don't be gossip like Dinka Bor and their old politician Kuol Manyang...
Support the right side like Equatoria...
Don't spread lie and deny the fact like coward Makuei Lueth who embarrass the whole country in J1...
Know your right and fight for it like Shilluk....

Jienge/Jenge/Jaang

Previously identified in the Lab’s research, “Jenge” and its variants continue to appear frequently on social media. This term is used by Nuer, or those in Equatoria, to refer to Dinkas. There are many variations, including in Arabic, Juba Arabic, Murle, and Bari. However, Dinkas also use the traditional term Jieng (“the people”) to describe themselves; the term may have neutral cultural and historical roots related to the pastoralist backgrounds of many Dinkas.

Social media users who are non-Dinka continue to associate the term “Jienge” (referring to Dinka) with animals, nomadism, nakedness, primitivism, and oppressiveness. These references tend to reflect on-going anger and frustration directed at the government, in particular the blurred lines between Jieng Council of Elders (JCE), a self-appointed body that claims to champion the interests of the Dinka, and the President. For some social media users, the JCE, the Dinka people and the President are one and same thing. In this context, the JCE can be considered the mastermind of most of the destructive policies and decisions adopted by President Kiir. According to a sample post below, “The JCE is the government while Mr. President is just

a puppet. In that case, South Sudanese will never stop pointing fingers to Dinka for the collapse of the government.”

The JCE is also a highly controversial and divisive topic among Dinka on social media. Some Dinka are bitterly opposed to the influential role of the JCE, with some Dinka groups accusing others of favoritism vis-à-vis the JCE. For example, some Bor Dinka have charged the Rek Dinka of Northern Bahr el Ghazal with using the lobby group to empower themselves at the expense of other Dinka.

Historically, the term Jenge can degrade Dinkas by associating them with cattle, and by characterizing the targeted person or group as illiterate, primitive, or barbaric. Current usage scapegoats the Dinka people generally based on the perceived aggressive actions of the Dinka dominated government and armed forces.

Sample Posts:

Date: September 17, 2017
Source: Sudan Tribune
Jienge Defender General,
Oh yes, if eating monkey intestines has made me more intelligent than a Jienge who feeds on nothing, then so be it. Cows are foolish animals and must be herded and directed and jienges are no different. Did you hear that people kept monkeys like cows? No. A monkey is a free and wukd animal, a cow is kept, whipped and slaughtered and so do Jienges with no independent min

Date: September 15, 2017
Source: Sudan Tribune
Dinka refer to themselves as mony-jang which means "men of men", in the Dinka thinking, they represented the standard of what's ideally human and therefore best," notes historian Francis Deng. Dinkaland is the most beautiful, the Dinka race the perfect example of creation, Dinka cattle the ideal wealth and Dinka was best model of dignity, and in the face of attack, brutality was normal.

Date: September 16, 2017
Source: Sudan Tribune
Anyone who grew up in Juba knows these stories narrated by our fathers, friends and relatives that most jienges from Bor used to look after Bari cows in the late 60s-70s and were given milk in the evenings as reward. They also used to ride on donkeys to fetch us water from the Nile. Chief Anderea Gore used to whip those who dared to come naked to Juba, so the word aryan jienge.???

Date: September 18, 2017
Source: Sudan Tribune
How could any person with a sound mind differentiate between the two while the that same government led by a Dinka president is totally run by an elders so called JIENG COUNCIL OF ELDERS from the same tribe. The JCE is the government while Mr. President is just a puppet. In that case, South Sudanese will never stop pointing fingers to Dinka for the collapse of the government.

Notes

The terms featured in this report were prioritized based on volume of posts from our social media monitoring and analysis. Please note that we are only able to collect and analyze public social media content, which limits our ability to access a significant amount of posts including hate speech. This is particularly true for South Sudan, given that many of the major platforms for inflammatory comments and posts are largely private, including Facebook and WhatsApp. In our own monitoring, we have seen examples of terms identified in our lexicon of hate speech terms that we have not been able to include as examples above since they are primarily used in private user pages.

Verification of people

- [Foller.me](http://www.foller.me/): Provides analytics for public Twitter profiles: <http://www.foller.me/>
- [Google](http://www.pipl.com/), [Pipl](http://www.pipl.com/), [Spokeo](http://www.spokeo.com/): Searches for information on individuals: <http://www.pipl.com/>
<http://www.spokeo.com/>
- [Who tweeted it first?](http://ctrlq.org/first/): Enter search keywords or a link to find the first tweet that contained the term: <http://ctrlq.org/first/>

Myth-busting and debunking urban legends

- [Snopes](http://www.snopes.com/): Urban legends reference page: <http://www.snopes.com/>
- [Museum of Hoaxes](http://www.museumofhoaxes.com/): Historical hoax archive: <http://www.museumofhoaxes.com/>
- [Hoax Slayer](http://www.hoax-slayer.com/): Latest email and social media hoaxes as well as current Internet scams: <http://www.hoax-slayer.com/>
- [Hoax of Fame](http://hoaxoffame.tumblr.com/): Tumblr blog about debunking fake images and verifying real ones: <http://hoaxoffame.tumblr.com/>
- [Wafflesatnoon](http://wafflesatnoon.com/): Website focusing on hoaxes, rumours and odd news: <http://wafflesatnoon.com/>
- [Bellingcat](https://www.bellingcat.com/): Investigative search network for citizen journalists to investigate current events using open-source information such as videos, maps and pictures: <https://www.bellingcat.com/>

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you know to be credible.



AFRICACHECK: Useful links and tools

- Social news agency [Storyful's validation process](http://storyful.com/): <http://storyful.com/>
- [The Verification Handbook](http://verificationhandbook.com/): Guide to dealing with user-generated content; edited by Craig Silverman; available online in PDF version: <http://verificationhandbook.com/>

Search tools

- [Twitter Advanced Search](https://twitter.com/advancedsearch): For searching for people, subjects and pictures on Twitter
- [Wolfram Alpha](http://wolframalpha.com/): An “answer generator” that provides a direct response to factual queries rather than a list of sources to consult for information: <http://wolframalpha.com/>
- [Twicsy](http://www.twicsy.com/): Searches Twitter for images: <http://www.twicsy.com/>
- [TwXplorer](http://twxplorer.knightlab.com/): Searches Twitter for most recent tweets on a particular subject. One useful element of twXplorer is that when you do a search it reveals the hashtags people are using in tweets on that subject, as well as tweets and links: <http://twxplorer.knightlab.com/>

Web page verification

- [Digital Inspiration's guide](https://www.labnol.org/) on how to find the date a web page was first published on the Internet : <https://www.labnol.org/>
- [Wayback Machine](http://archive.org/web): View archived versions of web pages across time and capture a web page as it appears now for use as a trusted citation in the future: <http://archive.org/web>
- [Cached View](http://cachedview.com/): Cached view of any page on the Internet through multiple cached sources: <http://cachedview.com/>

Picture verification

- [Google reverse image search](https://support.google.com/websearch/answer/1325808?hl=en): Use a picture as your search to find related images from around the web. Right-click on an image and select “search Google for image” <https://support.google.com/websearch/answer/1325808?hl=en>
- [Jeffrey's Exif Viewer](http://exif.regex.info/exif.cgi): Submit an image to determine date, time and location data: <http://exif.regex.info/exif.cgi>
- [TinEye](http://www.tineye.com/): Submit an image to find out where it comes from, how it is being used, if modified versions of the image exist and if a higher-resolution version is available: <http://www.tineye.com/>

Video verification

- [YouTube Data Viewer](http://www.amnestyusa.org/sites/default/custom-scripts/citizenevidence/): Insert the URL of a YouTube video and this tool will give you details of the video, including when it was uploaded. It will also take screengrabs from the video and allow you to do a Google reverse search to find other iterations and posts of the same video: <http://www.amnestyusa.org/sites/default/custom-scripts/citizenevidence/>
- [Video Vault](https://www.bravenewtech.org/): Use this tool to preserve videos, take screengrabs to do a reverse search, slow down and speed up video and more: <https://www.bravenewtech.org/>

3 Handouts & Exercises Social Media Fact Checking Strategies

#defyhatenow | 3 HANDOUTS & EXERCISES

SOCIAL MEDIA FACT CHECKING STRATEGIES

- HOW TO IDENTIFY FAKE NEWS - SORTING FACT FROM FICTION
- FACEBOOK TIPS TO SPOT FAKE NEWS
- AFRICACHECK: Useful links and tools



HOW TO IDENTIFY FAKE NEWS - SORTING FACT FROM FICTION

- **Identify a recent news story or rumour you have seen shared on social media.**
- **Try to establish the original sources and find evidence using the following tools.**
- **Remember to examine the facts, check all claims with external sources**
- **Everyone can help to stop the spread of fake news, rumours and propaganda!**

Africa Check
Sorting fact from fiction
www.AfricaCheck.org

INFO FINDER

The hardest part of checking a claim is often finding reliable data to check it against. To help you do this, we have created this database of resources we have used in doing our own research or which we have created. Each comes with a description of the information it provides and its strengths and weaknesses. Please select the region then check the topics we have information on.

1. Select place of interest

Tick the region or country on which you are seeking information.
AFRICA / NIGERIA / SOUTH AFRICA

2. Select topic of interest

Click the list of topics. If we don't have data sources on the topic that interests you, please write to info@afriaccheck.org to suggest it. We can't respond to all emails but we will read them all.

MEDIA BIAS/FACT CHECK CHROME EXTENSION
<https://mediabiasfactcheck.com/>

Google Chrome extension shows an icon denoting the political bias for the current page

Verify suspicious images with the reverse image search you did earlier, or try one of these:

Who stole my pictures?

<https://addons.mozilla.org/en-US/firefox/addon/who-stole-my-pictures/>

BELLINGCAT IMAGE VERIFICATION PLATFORM

<https://www.bellingcat.com/>

Bellingcat researches reported events, verifying every photograph, video, and witness account to inform our analysis.

BELLINGCAT ONLINE INVESTIGATIONS: AFRICA

<https://www.bellingcat.com/category/news/africa/>

Remember you can upload an image, click on the camera icon or search by URL.

Use reverse.photos on mobile phone, tablet or android apps.

<https://images.google.com/>

<https://reverse.photos/>

<https://tineye.com/>



FACEBOOK TIPS TO SPOT FAKE NEWS

<https://www.facebook.com/help/188118808357379>

1. Be skeptical of headlines. False news stories often have catchy headlines in all caps with exclamation points. If shocking claims in the headline sound unbelievable, they probably are.

2. Look closely at the URL. A phony or look-alike URL may be a warning sign of false news.

Many false news sites mimic authentic news sources by making small changes to the URL. Compare the URL to established sources.

3. Investigate the source. Ensure that the story is written by a source that you trust with a reputation for accuracy. If the story comes from an unfamiliar organisation, check their "About" section to learn more.

4. Watch for unusual formatting. Many false news sites have misspellings or awkward layouts. Read carefully if you see these signs.

5. Consider the photos. False news stories often contain manipulated images or videos. Sometimes the photo may be authentic, but taken out of context. You can search for the photo or image to verify where it came from.

6. Inspect the dates. False news stories may contain timelines that make no sense, or event dates that have been altered.

7. Check the evidence. Check the author's sources to confirm that they are accurate. Lack of evidence or reliance on unnamed experts may indicate a false news story.

8. Look at other reports. If no other news source is reporting the same story, it may indicate that the story is false. If the story is reported by multiple sources you trust, it's more likely to be true.

9. Is the story a joke? Sometimes false news stories can be hard to distinguish from humour or satire. Check whether the source is known for parody, and whether the story's details and tone suggest it may be just for fun.

10. Some stories are intentionally false. Think critically about the stories you read, and only share news that