



# Media and information literacy

A practical guidebook for trainers

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The background is a vibrant blue gradient. It features several decorative elements: a yellow circle with diagonal lines in the top right; a pink circle with diagonal lines in the bottom left; a pink circle outline on the right side; and a yellow circle outline on the left side. There are also various light blue and dark blue geometric shapes like rectangles and circles scattered across the page.

## 2. Information and topics

You can download the guidelines and worksheets from this chapter here:  
[dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371](https://www.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371)



## WORKSHEET

### Word of mouth (blank)

#### TASK

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Write a piece of information that you want to pass on in each square. It can be a name, a sentence, a tongue twister, or an interesting fact. Vary the length, complexity, and how emotional or personal the information is. Cut out and fold the slips of paper in half and let the trainees pick the information they'll quietly tell someone else.






## WORKSHEET

### Word of mouth

#### TASK

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Cut out and fold the slips of paper in half and let the trainees pick the information they'll quietly tell someone else.



Chilean earthquake characteristics do not meet conditions necessary to generate a tsunami.

Protesters burned an American flag in front of the U.S. Embassy yesterday.

The nation grieves for five children who died in a traffic accident while on their way to school.

Youth should be in touch with their cultural roots.

Unbelievable! Justin Bieber lost 12 kilos in 15 days after he changed his diet completely.

Color of the Year: Blue.  
Click here to buy the latest blue jeans!

Facebook has more than 2 billion users all over the world. Each user profile is worth money.

Teachers' salaries should be high enough so they aren't tempted to accept bribes.

In December 2004, a tsunami killed thousands in Southeast Asia.



## GUIDELINES

### Weighing information

The “weighing information” method helps raise awareness for the quality of information. It makes trainees think about what quality criteria are important to them when dealing with information.

## PREPARATION

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Divide the classroom itself into three sections, marked 1, 2, and 3. Explain that each section represents an opinion regarding a criterion for information quality:

1. I consider this somewhat important.  
\_\_\_\_\_
2. I consider this very important.  
\_\_\_\_\_
3. I consider this essential.

You can use the criteria mentioned in the following worksheet, have the trainees think of other quality criteria, or use a combination of both.



## WORKSHEET

### Weighing information: Quality criteria

#### TASK

Read the quality criteria aloud. If you prefer to have trainees read the criteria aloud, cut out slips of paper or use cards for the different criteria, fold them in half and let trainees draw the one they will read.

Once a quality criterion is read aloud, trainees decide how important it is to them personally. They rate each criterion by physically going to section 1, 2, or 3 of the room.

On individual index cards, write down a key word for each criterion and the number of points it received, and pin or tape the cards to the wall.

Add up the points for each criterion (i.e. the number of trainees in that section) to show how important this criterion is to the group.

The group then briefly reflects on and discusses the various ratings and the degree of personal importance:

- Why did you rate this quality criterion the way you did?
- Can you give an example from national media to support your rating?

At the end, sort the index cards according to the number of points each criterion received, going from the least important to the most important. If you like, analyze and discuss the results with the group.

The information answers the question:  
**What** has happened to **whom**?

The information answers the question:  
**Why** has something happened?

The information answers the question:  
**Where** has it happened and **when**?

The information answers the question:  
What will the **consequences** be?

The information is delivered in **simple** and **comprehensible language**.

The information describes the **reality** as accurately as possible.

The information describes something that has **relevance** for me and my life.

The information refers to a **current event**.

The information cites **reliable sources**.

The information doesn't include **advertising**.

The information doesn't try to **influence** my **point of view**.

The information provides an overview of **several perspectives**.

The information provides an **objective** account of what has happened.

The information doesn't contain **falsehoods** and **prejudices**.



**WORKSHEET**

**Channels of information 1 – radio**

Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What kind of information can you find there?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are typical issues? Mark those that are important to you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How is the information produced?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**WORKSHEET****Channels of information 2 – television**

Examples: \_\_\_\_\_

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1. What kind of information can you find there?

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2. What are typical issues? Mark those that are important to you.

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3. How is the information produced?

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4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

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**WORKSHEET**

**Channels of information 3 — newspapers/magazines**

Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What kind of information can you find there?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are typical issues? Mark those that are important to you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How is the information produced?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WORKSHEET****Channels of information 4 – social media and blogs**

Examples: \_\_\_\_\_

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1. What kind of information can you find there?

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2. What are typical issues? Mark those that are important to you.

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3. How is the information produced?

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4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

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**WORKSHEET**

**Channels of information 5 – internet/websites**

Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What kind of information can you find there?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What are typical issues? Mark those that are important to you.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How is the information produced?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WORKSHEET****Channels of information 6 – talking to people (firsthand)**

Examples: \_\_\_\_\_

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1. What kind of information can you find there?

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2. What are typical issues? Mark those that are important to you.

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3. How is the information produced?

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4. How likely is it that this medium spreads mis-, dis- or malinformation? What would be the reasons?

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**WORKSHEET**

**Preparing a press conference**

This group represents: \_\_\_\_\_  
\_\_\_\_\_

**TASK**

Prepare for the press conference in two steps.

1. Pretend to be journalists and prepare some questions to assess the quality and topics covered by the information sources represented by the other groups.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Prepare some answers for when you represent an information source yourself and have to answer questions from the journalists.

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\_\_\_\_\_





## WORKSHEET

### News and categories

#### TASK

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Read the definition and discuss the most important words from the definition:

**News is information on current events that is selected and communicated by the media.**

Media makers often categorize and structure the information they want to publish in newspapers, on TV and the radio (e.g. politics, sports, entertainment).

#### TASK

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Think of different categories and write them in the empty blocks. Mark your five favorite categories with a star. Next to each block you've filled in, write down one example of news that fits the category.

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## WORKSHEET

### News: Brief, initial inquiry

Now it's time for the initial inquiry: basic research into current national or international events in various categories.

#### TASK

Research different media sources if they are available. Use newspapers, TV news (apps on smartphones), radio news (apps on smartphones), websites, and social media. Scan the media for current events and select those that are considered significant.

Don't forget the target audience. Don't get too detailed; basic information is enough. Take notes and write the information sources down in the table as well.

Category	Basic information	Sources
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	
	What: Who: Where: When:	



## GUIDELINES

### Broadcast structure

#### TASK

Hold an editorial meeting to determine the topics to be covered. Real media organizations have at least one person who works only on the time schedule, structure, and organization of the broadcast.

How the broadcast in this exercise is structured depends on the number of trainees and groups. There should be at least five different topics from the various news categories, and the total broadcast should last from five to ten minutes. Set a fixed length for each report.

#### VISUALIZATION

Draw the structure of the broadcast on a flip chart and visualize the number of reports, the sequence, the topics and categories, the duration of each report, and the names of the presenters. Also write down other responsibilities as needed.

#### PRESENTATION

You can choose to have an additional presenter to introduce the reports or just let the groups read their reports out loud like in a radio broadcast. Record just audio or with video using a camera or smartphone.

#### Example for a broadcast structure

#	Topic	Category	Presenter	Duration	Time
1	Protests in Hong Kong	International, Top!	Sarah	45 s	00'00" – 00'45"
2	President's speech	National, Politics	Tabea	30 s	00'46" – 01'15"
3	Increasing salaries	Economy	Thomas	30 s	01'16" – 01'45"
4	Homeless monkey	Entertainment	Michael	15 s	01'46" – 02'00"
5	New movie theater	Culture	Mariam	45 s	02'01" – 02'45"
6	Death of a famous actor	Entertainment	Michael	15 s	02'46" – 03'00"
7	International soccer	Sports	Mohamed	30 s	03'01" – 03'30"
8	Results of other sports	Sports	Mohamed	30 s	03'30" – 04'00"
9	Weather report	Weather	Sofia	15 s	04'00" – 04'15"



## WORKSHEET

### Research and news writing

#### TASK

Research your current event and write down key words. Use different sources of information, compare, and verify them. In addition to collecting basic information, find information about

different viewpoints as well as the causes and possible consequences of the event. Remember to stay objective and investigate various points of view and sources.

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#### TASK

Now write your news report in your own words. First, structure your information. Keep the two parts in mind, the lead (who, what, where, when, why, and how) and the body with additional information, explanations, and statements.

Measure the time that you need to read the report aloud and keep to the allotted time. Try to figure out how many sentences are possible and report as much information as possible in the given amount of time.

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