



Session 9 “Social Media – Well informed?”

INTRODUCTION (15 MIN)

Introduction/Motivation: Topic game The paper newsfeed

Activity	<ul style="list-style-type: none"> • Topic game 	15 ”
Objective	<ul style="list-style-type: none"> • Students reflect their social media behavior and information overflow 	
Steps	<ul style="list-style-type: none"> • 2” Divide the students into two teams. Ask for one volunteer from each team. Both volunteers should come to the front of the classroom, where the trainers have prepared a flipchart for each of them. The flipchart will represent their newsfeed on Facebook. Explain the task without mentioning that this is a competition and how the winning team will be determined • 3” The members of both teams have three minutes to write as many posts on cards and pin them to their candidate’s flipchart as possible. The posts must include a clear headline and information on who or what organization posted them (e.g., “best friend – I’m going out to dinner. Do you want to come along?” or “Environmental NGO – We’re starting a trash clean-up in Phnom Penh to make the city beautiful.”) • While the teams are writing their posts on cards and pinning them to the flipcharts, the two volunteers decorate their flipcharts (e.g., draw their profile picture, add their Facebook name etc.) 	



MEDIA AND INFORMATION LITERACY

	<ul style="list-style-type: none"> ● 1" When the three minutes of writing and posting are up, ask everyone except for the two volunteers to sit down ● 4" Ask the two volunteers to read each post on their flipcharts out loud. They should award three points to posts that they find very interesting, two points to posts that are interesting and one point to posts that are marginally interesting. Zero points for posts they find boring or uninteresting ● 3" When both volunteers have gone through their paper newsfeed, ask them to sit down and display the score flipchart. Explain that there were two ways each team could earn points. For the first, count the number of posts that were put up in the three minutes for each team. Then add to those numbers the points the volunteers gave to the posts that they found interesting. The team with the highest total of points wins ● 2" Conclude by asking in what ways this game recreates different aspects of the social media experience
<p>Material</p>	<ul style="list-style-type: none"> ● Flipcharts for each of the two volunteers ● Flipchart as scoreboard (needs to be hidden at the start of the game). It should have fields for the number of posts, the points allocated by the volunteers and the total number of points for each team ● Cards, markers, pins, or sticky tape
<p>Notes</p>	



BODY PART (60 MIN)

Trainee Centered: Sharing experiences: Social media – well informed?

Activity	<ul style="list-style-type: none"> Sharing experiences 	15 ”
Objective	<ul style="list-style-type: none"> Students reflect on their own experiences and opinions about the relevance and quality of information that shows up on their social media newsfeeds 	
Steps	<ul style="list-style-type: none"> 15” Ask the students how they usually decide what’s relevant for them and whether they feel well informed on social media and why / why not? Ask them for examples of lies or misinformation that they have seen on social media. Ask them how they distinguish between the truth and a lie on social media. Visualize keywords of the discussion 	
Material	<ul style="list-style-type: none"> Flipchart “Social media – well informed?” 	
Notes		



Trainer Centered: Guided input Different types of information on social media

Activity	<ul style="list-style-type: none"> • Guided input 	25 ”
Objective	<ul style="list-style-type: none"> • Students understand the elements of the information disorder and differentiate between disinformation, misinformation, mal-information. They understand how some politicians throughout the world are using the term “fake news” to discredit critical media and information (e.g., former U.S. President Donald Trump) • Students recognize and identify the motivation behind some messages (financial, political, social interests) • Students discuss the term “fake news” and observe that it is sometimes used to discredit sources or pieces of information 	
Steps	<ul style="list-style-type: none"> • 10” The trainers introduce the terms “misinformation”, “disinformation” and “mal-information” and describe them using current examples. If they like, they can show this video that explains mis- dis- and mal-information: https://www.youtube.com/watch?v=HD5MmuLDeFE • The term “fake news” is explained and that it is sometimes used worldwide to discredit sources or pieces of information. If the trainers like, they can show this BBC video about how the government in Egypt is using “fake news” allegations to silence the opposition and critical voices https://www.youtube.com/watch?v=xXVVdlzGnQE If you show this, please avoid political discussions about the Cambodian government! Stay neutral. Don’t get political. You can just show this 	



MEDIA AND INFORMATION LITERACY

	<p>video as “food for thought”, but please do not comment on parallels to the Cambodian situation</p> <ul style="list-style-type: none"> ●5” The trainers discuss the purposes of high-quality information with the students and the possible motivation behind dis-, mis- and mal-information (financial, political, or social interests) ●10” The trainers show sample Facebook posts and let the students identify (1) what kind of information it is (2) whether it is reliable and (3) what the purpose or motivation might have been to publish and disseminate this piece of information. The trainers can also show examples how sources or media outlets cover the same story differently on social media
Material	<ul style="list-style-type: none"> ● Examples of information and disinformation from Facebook (possibly screenshots as a ppt presentation)
Notes	

Trainee Centered: **Debate** Information on social media – useful or destructive?

Activity	<ul style="list-style-type: none"> ● Debate 	25 ”
Objective	<ul style="list-style-type: none"> ● Students argue about the positive and negative effects of having social media as an information channel that provides various viewpoints but also low-quality information and malicious disinformation 	



Steps	<ul style="list-style-type: none"> • 5" Assign opposing viewpoints to the students by letting them draw lots. Explain the rules of the debate and ask the students of the same group come together • 10" Let each group briefly prepare their arguments for the debate • 10" Start the debate and encourage the students to stay fair, to listen to each other and respond to each argument from the other side with a counter-argument
Material	<ul style="list-style-type: none"> • Lots for the debate • Flipchart with the question for the debate
Notes	

3. CONCLUSION (15 MIN)

Open questions, Summary & conclusion: Quiz: Fake news

Activity	<ul style="list-style-type: none"> • Quiz on fake news (DW Akademie MIL Guidebook, English edition page 194) 	15 "
Objective	<ul style="list-style-type: none"> • Students describe aspects of disinformation and fake news and are sensitized for their negative effects 	



MEDIA AND INFORMATION LITERACY

Content	<ul style="list-style-type: none">● 2" Explain the quiz, hand out the worksheet to the pairs sitting next to each other● 5" Let the pairs make mark the answers they think are correct. When they are done, each pair should give their worksheets to the pair sitting next to them.● 5" Provide the solution with a short explanation● Let the students count how many questions their neighboring team answered correctly on their worksheets. Celebrate the winning teams
Material	<ul style="list-style-type: none">● Worksheet "Quiz on fake news"
Notes	