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‘Fake News Among Teenagers – Towards a More
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“INFORMATION&MEDIA LITERACY”

Training Course Teaching Materials

/ flipbook /

INTRODUCTION

The development of information technologies – cloud technologies and mobile personal digital devices among children, network services and Internet communication platforms, closed network communities, public Internet resources containing negative and aggressive content, threats of new networking – is rapidly changing features of the new digital landscape. This increases the need to educate young people on information security and help them become media literate.

In this regard, at present, it is necessary to pay special attention to educating high school students in the legal culture of information security. Teaching a student to navigate correctly in a large number of resources on the Internet is an important task for involvement in the modern digital educational environment, career guidance in the context of digitalization of professions, distraction from useless content and gambling addiction, waste of time in social networks and mobile communication services.

The materials in this book help to teach students to understand and critically assess all forms of media and their content, and how they affect (young) people. It aims to help youngsters develop an informed, critical, and practical understanding of new communication media including analysis of digital media, in short, to develop their media literacy and analytical skills.

We want also to provide social aspects of information literacy, to develop information security culture in the digital world, to include elements of 'digital hygiene' in the context of education and training, to develop a negative attitude towards all manifestations of cruelty, violence, violation of individual rights, extremism in all its forms on the Internet. Students will be provided with enhanced knowledge in the field of MIL to empower better future citizens. MIL should be seen as an essential tool to facilitate intercultural dialogue, mutual understanding and a cultural understanding of people.

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Media Education in Secondary Schools: Challenges and Possibilities

Teaching materials

Music and Advertising

One function of music is to sell products. This is most often done through advertising jingles, although popular music may also be co-opted for this purpose.

According to *Ad Age*, the top ten advertising jingles of all time are:

1. You deserve a break today (McDonalds)
2. Be all that you can be (U.S. Army).
3. Pepsi Cola Hits the Spot (Pepsi Cola).
4. M'm, M'm good (Campbell's).
5. See the USA in your Chevrolet (GM).
6. I wish I were an Oscar Meyer Wiener (Oscar Meyer).
7. Double your pleasure, double your fun (Wrigley's Doublemint gum).
8. Winston tastes good like a cigarette should (Winston).
9. It's the Real Thing (Coca Cola).
10. Brylcreem -- A little dab'll do ya

(Ask students if they can sing along with any of them!)

- Listen to, or view, the musical ads that have been brought to class and discuss the following with students.
- How does the music in a particular advertisement help to sell the product? (If using a TV commercial, teachers might want to play the ad first without music, and then with music, to gauge their students' impressions.)
- Ask students to determine if there are any similarities between the product being sold and the music; for example, toy racing cars and fast tempo music.
- For ads that use jingles or original music, discuss how the elements of music and principles of composition have been used by the composer to achieve the desired purpose.
- If there isn't anything obviously similar between the product being sold and the music, what are the producers trying to accomplish with the music? (Beer commercials are examples of these sorts of ads.)
- In ads like beer ads, what kind of image are advertisers trying to create?
- How does the accompanying music support this image?
- What are some examples of ads that use hit music?
- How do you feel when advertisers use popular music to sell products? (Especially music that has symbolic meaning to a particular generation, like when Michael Jackson – who owns the rights to the song – sold John Lennon singing “Revolution” to Nike, or when Bob Dylan sold the rights to “The Times They Are A-Changin’” to an accounting firm.)
- What do advertisers hope to achieve when they use music in this manner?

Activity

In groups, students will select a function of music theme from the board. Each group will create a ten-minute musical collage based on this theme, which will be presented to class. Groups will integrate visuals (such as pictures or slides) and other audio effects (such as a poetry reading or accompanying dialogue) into their presentations.

- **Extension Activity**

Pop Music Critiques the Media

This extension activity – which is intended to encourage students to think about the way music is produced and consumed – is well suited to media education classes.

- Ask students to find three songs from different musicians who have critiqued the media.
- Once this is done, ask students to copy out the lyrics.
- Identify and explain the media issues that are raised by each song.
- Compare the songs in terms of how effective the song medium is in addressing these issues.
- Are there any lyrics in pop music which take a positive view of the mass media and popular culture?

- Here's a few ideas to get things started:
- Disposable Heroes of Hypocrisy: "Television, Drug of a Nation"
- Bruce Springsteen: "57 Channels (And Nothing On)"
- Public Enemy: "She Watch Channel Zero?"
- Don Henley: "Dirty Laundry"
- The Police: "Too Much Information" (About media overload.)
- The Buggles: "Video Killed the Radio Star" (This was the first video that MTV ever played.)
- Gil Scot-Heron: "The Revolution Will Not Be Televised"
- Public Enemy: "Politics of the Sneaker Pimps" (Addresses sports licensing.)
- Public Enemy: "How to Kill A Radio Consultant"
- The Clash: "This is Radio Clash" (A concept for a pirate radio station featuring alternative media.)
- Public Enemy: "Burn Hollywood Burn" (Explores portrayals of black people in Hollywood movies.)
- **Evaluation**
- Group presentations
- Pop Music Critiques the Media Assignment (optional)

Music's Influences

- Can music "heal" people?
- Can music somehow corrupt or enhance moral behavior?
- Is background music bad for you?
- Can a person listen to too much music?
- Can listening to music make you smarter?
- Does the complete absence of music have a detrimental effect on people?
- Why does some music make people want to dance?
- Why doesn't music make people want to cook or work in the garden?
- Why is it easy to drive a car and listen to music at the same time, yet it is often difficult to read a book and listen to music?
- Why is some music more distracting than others?
- Is music a spiritual phenomenon?

Music, Brain and Body

- How is music, or aspects of music (such as pitch or timbre) represented in the brain?
- Does our personal physiology affect our experience of music?
- How does illness or physiological abnormality influence musical experience?
- What happens when you "imagine" music?
- Are there musical hallucinations?
- Can drugs enhance musical pleasure?
- Can drugs take away musical pleasure? If so, why?
- Does music "happen" in a particular part of the brain?
- Are there brain structures specialized for just music?
- Do women and men experience music differently?

Music, Environment and Culture

- Can we hear/understand the music of another culture in the same way as people from that culture do?
- How do children become enculturated to a particular music?
- Why do cultures or styles change?
- How does the specific history of a culture influence future musical developments?
- Does a music tell us something about the people who make it?
- What role does music play in culture generally?
- Can one musical culture ever be regarded as superior to another culture?
- How do musical cultures interact, influence or interfere with each other?
- Are there different ways of "listening"?
- With training or effort, how differently might we be able to hear music?
- What is the relationship between music and the other arts?
- Are there limits to what music could be?

Stereotypes

Gender Stereotypes and Body Image

- **Overview**

To make students aware of the dangers of gender stereotyping and the media's role in perpetuating gender stereotypes.

- **Learning Outcomes**

Students will demonstrate:

- an understanding of the potentially damaging effects of living up to stereotypes, and how they can lead to abuse and violence against ourselves and others.
- an understanding of the media's role in perpetuating these stereotypes.
- an understanding that "going along with the crowd" can involve sacrificing one's own principles, as well as infringing on the rights of others.

- **Preparation and Materials**

- for Day 1, a flip-chart and markers
- for Day 2, magazine photos of a thin woman and a muscular man for distribution or overhead projection.

Guided Discussion

Write **Act Like a Man** at the top of the flip chart paper and record student responses. (Note: Begin by directing the question to the boys. The girls can then be encouraged to respond. Attempt to record students' own choice of words. If their responses are too wordy, ask them to simplify for display purposes. If the offers are slow to come, ask them to discuss the topic in pairs, then share with the class, or make specific prompts by asking what does it mean to "Act Like a Man" in sports, business, on a date, etc.)

Ask students:

- What does it mean to act like a man? What words or expectations come to mind? (e.g., men don't cry, men are tough, men are strong)
- Draw a box around the entire list.

- We're going to call this the **Act Like a Man** box. Inside the box is a list of attitudes and behaviors that boys are pressured to adopt in the process of becoming men in our society. Men and boys are not born this way; these roles are learned.

Next, write **Be Ladylike** at the top of another sheet of flip chart paper and record student responses. (As with the boys, begin by directing questions to the girls, then encourage boys to respond.) Ask your students:

- What does it mean to be ladylike? What words or expectations do you think of? (e.g., girls are polite, girls are neat, girls are passive)
- Draw a box around this list.
- This is the **Be Ladylike** box. It's full of stereotypes, just like the Act Like a Man box. Its walls of conformity are just as restrictive. Women also learn to conform to very specific role expectations as they grow up being female in our society.

Learning Gender Roles

Ask students:

- Where do we learn these gender roles? (Discussion prompts: What people teach us these stereotypes? People in entertainment? Sports? Media? When the students respond "TV" or "movies," ask for specific examples to list.)
- Where do women learn these messages? (Discussion prompts: You may put "moms" on the paper and ask for discussion. What other people influence our learning of gender roles? Where else in society do we find these messages? Ask for specific examples if the comments are too general.)
- Write these responses down the left side, outside the box. You may draw arrows to illustrate how these influences reinforce the wall of the stereotype box.

How Stereotypes Are Reinforced

- Ask students:
- What names or put-downs are directed at boys when they don't fit the box?
- What names are women called if they step out of the stereotype box?
- Write the names along the bottom of the appropriate box. You may draw arrows to illustrate how they reinforce the wall of the stereotype box.

Also ask students:

- How do these labels and names reinforce the stereotype box?
- How does it feel when we are called these names?
- What do you think the person who is using these put-downs is feeling?
- (These names are used in order to hurt people emotionally, and we react by retreating to the "safety" of the stereotype box.)

Evaluating the Gender Stereotypes

Ask students:

- How many boys in the class have never cried, hands up? (Note: Choose "don't cry" from their list. If it was not offered during the brainstorming, select another reference.)
- Does this mean that those of you who didn't put up your hands are wimps, nerds, etc.?
- What about the girls; how many want to be passive, etc.?
- We're all real people and we can experience the full range of emotions, including happiness and sadness, love and anger. The bottom line is that stereotypes are destructive because they limit our potential! Yet how many guys do we know who try hard to act like the stereotype, without even a second thought? What damage do we do to ourselves and others? Boys are not born to be violent, or to have unhealthy attitudes towards girls. We learn these attitudes and behaviors through the stereotypes of what society thinks it means to "Act Like a Man," and we can free ourselves from the restrictions of these boxes once we see them as unrealistic ideals. Then we can start the process of change.

- This is not to say that it's wrong for guys to like sports or fix cars or for girls to enjoy cooking (cite other examples from student generated list). (Note: It is important to make this point in order to be sensitive to boys or girls who may feel defensive.) The problem is that we are told that we must perform these roles in order to fit in. It is important for all of us to make our own decisions about what we do.

A stereotype rigidly confirms the belief that if you are a girl or a boy, or a woman or a man, you must perform these specific roles, and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in "women's work" (such as flower arranging and child care) and it restricts women from choosing roles that are traditionally "male" (such as engineering and science).

Ask students:

- What are some situations where you may be pressured to "Act Like A Man" or "Be a Lady?" (e.g., for boys, friends may tell you to try a cigarette or participate in a risky activity, to prove that you're 'tough', or for girls, you might be prevented from playing a certain sport or you might let someone bully you into doing something that you don't want to do, because it isn't "ladylike" to argue or be assertive.)
- How might these stereotypes lead to violence? (e.g., boys might be expected to 'fight it out,' rather than 'talk it out,' and girls might be expected to put up with bullying, rather than be assertive.)
- **Activity**

Journal Entry

Have you ever experienced a situation where you were expected to act a certain way because you were a girl or a boy, even though it may not have been the way you felt like acting?

Lesson 2: Gender Stereotyping and Body Image

The concepts of acting like a man or being ladylike do not only relate to attitude. There are also physical expectations which are connected with these stereotypes, many of which are unrealistic. When we unconsciously try to live up to the standards of these stereotypes, we can do physical and emotional harm to ourselves. Often, we don't notice this because we tend to mold ourselves to fit these stereotypes as a matter of course. This can be damaging. A boy with a very slight build who wants to be muscle-bound is fighting against himself if he tries to change his physique to match that of the stereotypical male. A girl who has an angular nose can fall into the same trap if she listens to her friends and/or relatives who are trying to convince her she needs a nose job.

It takes conviction and self assurance to accept oneself despite of the judgements of others. The first step is seeing that aspirations towards stereotypical ideals stem from a weak sense of self. Being accepted by others, as desirable as it may be, is not as important as self acceptance. The activities in this lesson are designed to help students see the harmful effects of accepting gender stereotypes.

Guided Discussion

Have you ever noticed similarities in the images of males and females in magazines, in movies and on TV? Like the attitudes of being a man or acting like a lady, these images also affect how we see ourselves. Male and female stereotypes portray the perfect face, the perfect body, the ideal build – images that are totally cool. We tend to want to be like them. We want to look like the woman on the cover of *Seventeen* or high-fashion models or the men that we see in commercials, in the movies, and on TV. If we are not careful, we can begin to lose self-esteem, because we want to be like someone else — our media heroes.

What does this have to do with violence? It means not liking who we are. This is a subtle form of violence towards ourself. The next step is that we begin to expect and want others to fit these stereotypes too — we begin to like the stereotypes more than the real people, and so we try to fit our friends into these boxes. This causes lots of problems in relationships.

Note: Students may need help with this point because there is a big difference between thinking somebody else looks good, and wanting to be like them. It's important for us to fundamentally like the way we are.

- Show photos of "fashionably" thin women from any women's magazine on an overhead projector or on a handout.

Ask students:

- How does this person live up to the "ideal" standards found in the stereotype box from last class?
- How is she successful at being a woman according to these norms?
- What is the connection between ads like this and eating disorders?
- Do you think women would want to be thin if they were not bombarded with thin images of women, like this, in the media?
- How do these standards for body image differ from standards for cultural groups such as: African, Canadian, Inuit or various Asian cultural groups? (Consider that the vast majority of models have white skin.) Note: In some cultures, heavy body weight is considered to be a sign of healthiness!
- What about at different times in history? Has the thin woman always been the ideal? Note: Paintings that pre-date this century often depict full-bodied women. The women Matisse painted were anything but thin!
- Women's preoccupation with the current beauty myth is evident in most cultures that consume television and other media influences. Sadly, more and more women aspire to the stereotypical ideal. They are preoccupied with either getting thin or staying thin. For many young girls, this starts as early as elementary school.

- This is a form of violence that women do to themselves. Excessive dieting can not only lead to starvation by robbing the body of essential nutrients, thereby damaging the organs, it can cause death. The "dying to be thin" mindset also fosters a very unhealthy set of attitudes, which affects relationships, both now and in the future.

Two eating disorders that result from women trying to live up to these images are called anorexia nervosa and bulimia. Anorexics pursue thinness through extreme dieting and excessive exercise, while bulimics eat out of control and then purge themselves by vomiting, fasting, taking laxatives, and exercising.

Show photos of men from magazine ads on an overhead projector or as a handout.

Ask students:

- How does this person live up to the "ideal" standards found in the stereotype box from last class?
- What messages are being given to men through these images? How are they different from the messages that we get from the images of women that we have seen?
- Do you think that men are also pressured to look a certain way?

- There is pressure for men or boys to look like these images, but mostly, they face pressure to *do or act* in certain ways, rather than *look* a certain way. Physical ability is very important in becoming a man, and it is often used to prove one's manhood. From movies, sports activities (like the World Wrestling Federation), and certain initiation rituals, men get the message that to be a real man, you must be the toughest.
- Name some media role models who send this type of message.
- What do men physically have to do to prove that they are "real men?"
- Let's look at our **Act Like A Man** stereotype box. If you are a victim of bullying, or sexual abuse, how do the attitudes in this box make it difficult for you to talk about your problems? What names will you be called if you talk?
- These stereotypes push an unhealthy message on men: When we get hurt, we take it in, keep it in, don't ever tell anyone. When we raise a child to take the pain, keep it to himself, and to not show any feelings, we're training an emotional time bomb. What is going to happen when this person finds himself getting mad or upset about something at the age of 17 or 18 or 20? When we hear "men's violence against other men," we typically think of blatant acts of aggression, like hitting, stabbing, or gunning down. But there are a lot of other forms of violence we don't normally think of. Take initiations, for instance.
- What do we mean by initiation?

Define "initiation," and call students' attention to initiations in sports.
Give two examples:

Heat Liniment: Heat liniment is poured down the front of the new team member's shorts in the locker room. One student in Brookfield, N.S. was reportedly sent to hospital with second degree burns.

Peanut Butter Jog: The new team member goes jogging with peanut butter smeared on his under arm. When he returns from the jog, he has to eat the peanut butter with crackers while his team members watch.

Have you heard about other initiations in sports?

Why is it important in this type of initiation for the person to be uncomfortable?

What does discomfort have to do with being a "real man?" (According to the male stereotype, men have to prove that they're tough; that they can take it; that they're not sissies, so the best way to know if someone is a "real man" (i.e., one of the guys) is to put him to the test, which involves making him suffer.)

Activity

Journal Entry

- Have students reflect on what has been discussed in these lessons. How do they feel about these issues?
- Let students share their feelings with the class or in groups.

- Tasks for students: Identification of contemporary stereotypes - project "Stereotypes".
- Exploiting the gender difference - making a collage of ads with men and women.
- What are the most famous "men's" and "women's" magazines?



Полови стереотипи

МЪЖ

ЖЕНА

Дом

Свободно

време

училище за родител

Как да

ЗБЕДИТЕ СЕ

РАБОЧНОТО МЯСТО

Любов и партньорство

ДЕЙНОСТИ ХАРАКТЕРНИ ЗА:

МЪЖЕ

- Не демонстрира емоции
- Занимава се с тежък физически труд
- Обича да командва
- Не плаче
- Трудно споделя
- Подхожда директно към проблемите

ЖЕНЕ

- Везнива емоционално проблемите
- Описва по-подробно
- Инстактурира новеже
- Проявява загриженост
- Споделя новеже
- Склонна е да се подгизнява

Професии

МЪЖЕ

Космонавт
Пиколо
Бизнесмен
Пожарник
Машинист
Строител
Полицай
Футболист
Баскетболист
Шофьор
Инженер
Културист

ЖЕНИ

Международна сестра
Секретарка
Библиотекарка
Художествена гимнастика
Продавачка
Фомакиня
Аптекачка

Най-известни списания за:

Мъже

Жени

"Егоист"
"Плейбой"

"Журнал"

"Космополитан"

"Максим"
"Клуб М"

"Ел"

"Грация"

"Блясък"

Media Education in English Lessons

Today we can bring part of the English language world into our classroom. Where do we obtain our knowledge about foreign cultures and foreign countries? Besides our personal experiences we gain it from the media- television, radio, feature films, Internet, music, etc.

Media has become an indispensable part of our lives; children spend more time browsing the net and watching TV or videos than on doing their homework - media can sometimes be called “a parallel school”! Direct or indirect influence of media on our lives is growing constantly, and traditional literacy skills- the ability to read and to write print texts, must be supplemented with media literacy skills- the ability to “read” and “write” audiovisual materials along with print media texts (television programs, films, web sites, advertisements, etc.). Teaching about the media, we can assist our students’ learning process of the English language and cultures of the English-speaking countries. We can also motivate our students, enhance our lessons, and develop students’ critical thinking, encourage them to become active viewers, listeners, thus becoming producers of their own messages.

Lesson1. Photography

“Photography is a system of visual editing. At bottom, it is a matter of surrounding with a frame a portion of one's cone of vision, while standing in the right place at the right time. Like chess, or writing, it is a matter of choosing from among given possibilities, but in the case of photography the number of possibilities is not finite but infinite.”

- Technology and materials: photo cameras, photographs.

Students will do the following:

- describe the photo in English;
- identify and describe the basic composition terms (framing, arrangement, placement, lighting, color);
- discuss photo images;
- take photos, display them for the class and explain their intentions as photographers.

- **Activity 1. Who am I?**

- Media concepts: representation, language, audience
- Language skills: speaking, listening.
- As the home assignment, ask your students to form teams of 3-4 people, and take picture of someone they know well. Try to have the photograph tell us something about the personality of a person in the picture (using props, body language, gestures, facial expression, background). In the next lesson, students exchange photos with another group (e.g. there are 3 groups in your class, each consisting of 4 students, so there are 3 pictures. Group A gives their picture to Group B, Group B- to Group C, Group C- to Group A. Each group tries to decide who the person is, what he/she is like, what is his/hers occupation, mood at the time when the photo is taken, his/her personality, hobbies and importantly, what made them think so). After each group presents their findings to the class, the authors of the photograph tell their version. This is a good exercise for realizing how different people looking at the same photo see different things.

Another option:

- In preparation for this lesson, find a photo of a man or a woman and bring it to class. Show the photo to your students and ask them to write down what they think of this person. How old is he/she? What is he/she? (What does she/he do for a living?) What kind of person do you think he/she is? Why do you think so? (What elements of the photo made you think so?)

Activity 2. Reading a photograph

Media concepts: representative, language

Language skills: reading, speaking, listening

This activity will introduce the students to some basics of composition. You can write them on the blackboard or provide photocopies of this page for your students. (Adapted from *Seeing and Believing* by Ellen Krueger and Mary T.Christel)

FRAME	Limits the field of vision or draws the viewer's attention to a specific aspect of the shot
PLACEMENT	Position of the camera in relationship to the subject of the shot (close-up shot, medium shot, long shot, high angle, low angle)
ARRANGEMENT	The physical relationship or position of people, objects, and background in a single shot (foreground, middle ground, background)
LIGHTING	Spot, concentrated or diffused
COLOR	Saturation (intensification of a specific color within a shot)

- Prepare and show to the students some photographs from the book, slides or single copies. A good source is the web site of Pulitzer-winning photographs at www.pulitzer.org . Sample questions to ask at this stage:
- What is the first thing that you notice? Why? What attracts your attention to it?
- When you continue to look at the photograph, what else do you see?
- What is in the foreground, middle ground and background of the picture?
- How does the photographer use color and lighting?
- What is the camera position? From where could this picture be taken, e.g. was the photographer sitting on the ground, or standing on hill, or stairs, or from a helicopter? How would the main subject of the picture look if it was taken from another angle? Why do you think the photographer chose this angle?
- What is the message of this photograph? Do you agree with the proverb “A picture is worth a thousand words”? What did the photographer want to say with this picture?

Activity 3. In Focus

- Media concepts: technology, language, representation.
- Language skills: writing
- Ask the students to produce a photo, paying attention to the choice of objects, camera angle, lighting, and so on. Encourage them to be creative and come up with interesting images of a subject they choose. They can gain some professional advice by visiting www.kodak.com , a useful site that gives tips for taking better pictures and shows examples. Students bring their photos into the classroom, and on a separate sheet of paper, write the text (3-5 sentences explaining their idea, the meaning of the photograph). Photos and written texts are displayed on the table randomly; students match pictures with texts, then the photographs with the written text can be displayed on a bulletin board or other surface.

Activity 4. Story Time

- Media concepts: representation, audiences.
- Language skills: writing, speaking
- For this activity you can use original photos or make photocopies of pictures from different sources or if the computer lab is available, you can use Power Point. Divide the class into groups of 4-5. Give each group a set of the same 5-7 photographs. Each group should then put the photos in order that, in their opinion, could tell a story. Students in groups should develop the story and in the end of the class present it for their classmates.

Lesson 2. Film

Students will:

- discuss their film preferences;
- identify and describe general cinema terms and professions in the media industry;
- analyze the structure of a film poster;
- create a movie poster;
- explore the relationship between sound and image, the effects of basic camera shots
- As going to the movies or watching films on TV, video or DVD is one of the most popular recreational activities of students. It makes sense to start this unit with an informal conversation about cinema. Discussion can be encouraged by the following questions:
 - Do you like to watch movies?
 - Where do you prefer to watch a film, in the movie theatre or at home?
 - What are your favorite movies? (You can list them on the blackboard, and then ask the students to try to determine which genre dominates in their “hit list”). Introduce the names of other film genres in English: western, science fiction, fantasy, horror, action, thriller, drama, comedy.
 - What affects your decision to see this or that movie? (a poster, TV advertisement (trailer), a friend’s suggestion?)

Activity 1. Analysis of the Film Opening or Clips

- Media concepts: language, category
- Language skills: listening, speaking
- Choose and prepare a videotape of a movie that is available in English in your school/college. Examine the videotape before using in the classroom for the appropriateness for this activity (I prefer using the opening sequences with music only, no dialogue). In the classroom, cover the television screen with a sheet of paper or piece of fabric. Play the opening sequence (3-5 minutes), students listen to the music without seeing the images. Ask them to guess what this movie might be about, what genre it is. Then, turn off the sound on your TV set and let the students watch the same sequence but without sound. This time, ask them what exactly they saw, who the main characters might be, what might happen next. Finally, play the opening sequence again, both image and sound. Draw the students' attention to the relationship between the sound and image in audiovisual medium like film.

Activity 2. Storyboard

- Media concepts: language, technology
- Language skills: writing, speaking
- Analysis is only one part of media education, while production is equally important in exploration of media texts. A storyboard is one of the most widely used production activities in media education. Film makers produce a series of simple drawings before they actually shoot an episode. These drawings show the schematic frame: the objects or actors, the type of camera shot and angle. It is important to ask the students to write a description of each shot, explaining the visual images. You can start by suggesting simple situations to develop on a storyboard, like:
 - a woman is shopping and buying something;
 - children are playing football;
 - a couple is eating in a restaurant;
 - people are waiting at a bus stop;
 - an old man is making tea, etc.
- Besides the description of each shot, you can ask your students to write the “soundtrack” for their sequence. This may include dialogue/ monologue of characters and choice of music/sound effects. I found it more productive when the students worked on this assignment in small groups of 3, so that the students who do not have drawing experience would not be intimidated, and each member of the group can contribute his/her ideas to the benefit of the project. After the appropriate time limit for this activity has elapsed, ask the students to present their storyboards for the rest of the class.
- A variation of the same task would be to make a storyboard based on part of a short story or a novel.

Lesson 3. Television

- Students will:
 - identify and discuss different types of television programs;
 - compare and contrast different television genres;
 - analyze representations of different groups of people on television;
 - identify/recognize stereotypes on television;
 - write script proposals.
-
- **Activity 1. What's Your Favorite?**
 - Media concepts: category
 - Language skills: speaking
 - Ask the students to form groups of 5 and discuss within the groups (in English!) their favorite television programs. Each group then comes up with 1-3 most popular programs and lists them on the blackboard. Then ask the students why they like these programs, and what they do not like about them. In order to get a more detailed response than "I like it because it is interesting", encourage students to think in terms of time of the broadcast (convenient, inconvenient, etc.); characters (realistic/unrealistic, funny, etc.); situations; action (fights, chases, etc.); special effects, etc. Students return to their groups and arrive at the reasons for liking this or that program, then share their views with the other groups.
 - You can then suggest to the students that they define their most popular genres (soap operas, sitcoms, talk shows, game shows, reality shows, the news, dramas, science fiction (or sci-fi), children's show, etc.) What is characteristic to each of these genres? Compare and contrast them. For example, does the host of the reality show behave similar to the host of a talk show or a game show? What do the sitcoms and soap operas have in common and how are they different?

Activity 2. Dubbing

- Media concepts: audience
- Language skills: speaking
- This is a good activity for practicing communication skills in English, specifically speaking. On the other hand, it requires decision making, bearing in mind the genre codes and conventions. One of the popular sitcoms like Friends can be used for this purpose. Tape an episode of a sitcom and bring it to class. Show the 3-5 minute sequence with the sound turned off. Then have the class divide into groups (the number of students in each group must correspond to the number of characters in the sequence) and ask the students to write the lines for each character, assign a part for every member of their group and then, with the sequence playing again, students say their characters' lines and role-play the scene. No doubt, the dialogues composed by different groups will be different. Using an analogy, this exercise gives an insight into the media concept of audience, i.e. how do different audiences interpret media differently? How the same media text can mean different things to different people?

Lesson 4. Advertising

Students will:

- describe and analyze print and TV advertisements;
- develop an awareness of the advertising techniques and their effects on people;
- create their own advertisements;
- discuss how words, sounds and images are used together to communicate the message of the ad;
- discuss gender representation in advertisements.
- **Activity 1. Introduction.**
- Media concepts: representation, language, audience
- Language skills: speaking
- Begin the class by asking the students about their personal experiences with advertising. Do you see or hear advertisements every day? Where (print, radio, TV, billboard)? How often? Divide the class into small groups and develop a definition of advertising. Then compare it to a dictionary definition. (For example, my dictionary defines it as “the action of calling something to the attention of the public especially by emphasizing desirable qualities so as to arouse a desire to buy or patronize”)
- Prepare the photocopies of the cut-out of a magazine advertisement. Ask the students first to look at it briefly and tell what was the first thing that they noticed. Was it a picture or a text? Then ask them to look at it once again, examine it in detail and answer the following questions:
 - What is the product?
 - Does it appear in the ad alone or accompanied by other images (package, other objects or people)?
 - What qualities does this product have according to the ad?
 - Who is the potential buyer of this product? Is it a man or a woman? What is his/her age, social and marital status? What is the target audience of this ad? In what newspaper/magazine is this ad likely to be published?

Activity 2. Perfect Picture

- Media concepts: agency, language, audience
- Language skills: speaking, listening
- Besides the visual images, persuasive power is contained in the slogan. This is usually a short “catchy” phrase that is easy to remember (e.g. Just Do It, Always Coca-Cola, etc.) Show an episode from the film “Picture Perfect” where the whole advertising agency is brainstorming the original advertisement of mayonnaise, and the character played by Jennifer Aniston comes up with the idea of an image and a slogan. The term “alliteration” is worth being brought up at this point, because it is very frequently used in news headlines and advertisements. Explain the term as a literary technique in which two or more words begin with the same consonant sound and give examples of alliteration from literature, English nursery rhymes or ads (e.g. Sing a Song of Sixpence, Pease Porridge, Jack and Jill, etc.). Give the assignment to small groups of 3-4 students to create an advertisement, both with an image and a slogan, using one or several advertising techniques that they learned, and present their projects to the class. Give them several options from which to choose, for example, promoting: a) home town for tourists; b) a new restaurant; or c) a beauty product.

Activity 3. Gender Representation in Advertising

- Media concepts: representation, audience
- Language skills: speaking
- Bring different print materials or (and) a tape with the recorded television commercials. First, discuss the following issues as a whole class:
 - - What do men and women in advertisements usually look like? Describe the typical woman/man that you see in print media. Does this image suggest to us the idea of femininity/masculinity?
 - How are men and women usually portrayed in advertisements? Make a list of most commonly seen men's and women's roles in ads (e.g. housewife, teacher, model for women; sportsman, businessman for men).
 - What products are advertised using the images of men, which products are sold using the images of women?
 - What "suggestions" or "commands" do the ads give women and men? (e.g. for women- "wear high heels", "wear make-up", "be sexy", "color your hair", "don't get old" etc.; for men- "be cool", "build big muscles", etc.)
- Let the students look at the magazines; choose one of them for closer analysis and, working in pairs, explore the gender representation in advertisements, focusing on the following questions:
 - What product is being advertised?
 - What does this ad promise?
 - Describe the physical appearance of a woman/a man, his/her facial expression, pose.
 - Does this image suggest the ideal of femininity/masculinity? What effect do you think ads like this have on the self esteem of women/men? Do they reinforce gender stereotypes?
 - Student pairs then merge into larger groups of four and share their observations and ideas. In the new groups students are to create the advertisement of a make-up item or a men's cologne that would challenge the stereotypical gender representation.

'Fake News – Fake Truth'

Tutorial 1 / project-based approach/

The contents are based on the position developed and published by The Association of European Journalists (AEJ) that make great efforts to counter the “fake news” phenomenon. This document is a result of a consultation with all 20 national sections of AEJ under the coordination of Irina Nedeva, President of AEJ-Bulgaria.

I. Introduction

<https://www.youtube.com/watch?v=8kkUzU9OiDI> Fake News song +!

II. Tasks for students:

Work in groups of 3-4 and come up with your definition of Fake News and its different types.

Present your ideas to the others.

Some definitions from dictionaries:

1. Fake news, or hoax news, refers to false information or propaganda published under the guise of being authentic news. - <https://www.webopedia.com/TERM/F/fake-news.html>
2. False stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke - <https://dictionary.cambridge.org/dictionary/english/fake-news>
3. Fake news is news, stories or hoaxes created to deliberately misinform or deceive readers. Usually, these stories are created to either influence people’s views, push a political agenda or cause confusion and can often be a profitable business for online publishers. Fake news stories can deceive people by looking like trusted websites or using similar names and web addresses to reputable news organisations.
/from <https://www.webwise.ie/teachers/what-is-fake-news/> ! It’s a good site for teachers !/

III. Task for students: Work in groups and make a list of various types of Fake news with some explanation.

Types of Fake News

Classification 1.

There are differing opinions when it comes to identifying types of fake news. However, when it comes to evaluating content online there are various types of fake or misleading news we need to be aware of.

These include:

1. Clickbait

These are stories that are deliberately fabricated to gain more website visitors and increase advertising revenue for websites. Clickbait stories use sensationalist headlines to grab attention and drive click-throughs to the publisher website, normally at the expense of truth or accuracy.



2. Propaganda

Stories that are created to deliberately mislead audiences, promote a biased point of view or particular political cause or agenda.

**BREAKING: Obama And Hillary Now |
To Any Illegal That Votes C**

Posted by Alex Cooper | Nov 8, 2016 | Break



3. Satire/Parody

Lots of websites and social media accounts publish fake news stories for entertainment and parody. For example; The Onion, Waterford Whispers, The Daily Mash, etc.

4. Sloppy Journalism

Sometimes reporters or journalists may publish a story with unreliable information or without checking all of the facts which can mislead audiences. For example, during the U.S. elections, fashion retailer Urban Outfitters published an [Election Day Guide](#), the guide contained incorrect information telling voters that they needed a 'voter registration card'. This is not required by any state in the U.S. for voting.

5. Misleading Headings

Stories that are not completely false can be distorted using misleading or sensationalist headlines. These types of news can spread quickly on social media sites where only headlines and small snippets of the full article are displayed on audience newsfeeds. **"Has the GARDASIL vaccine caused the death of 32 women?"**

6. Biased/Slanted News

Many people are drawn to news or stories that confirm their own beliefs or biases and fake news can prey on these biases. Social media news feeds tend to display news and articles that they think we will like based on our personalised searches.



The Fake News Business Model

The internet and social media have made it very easy for anyone to publish content on a website, blog or social media profile and potentially reach large audiences. With so many people now getting news from social media sites, many content creators/publishers have used this to their advantage.

Fake news can be a profitable business, generating large sums of advertising revenue for publishers who create and publish stories that go viral. The more clicks a story gets, the more money online publishers make through advertising revenue and for many publishers social media is an ideal platform to share content and drive web traffic.

/from <https://www.webwise.ie/teachers/what-is-fake-news/> /

Classification 2.

Specifically, the phenomenon of the fake news includes:

falsehoods or attacks on reputation for political or commercial advantage, including politically motivated disinformation and material intended primarily to sow hatred, or prejudice and/or to cause intentional social harm;

variations include damaging the reputation of a person or group by saying or writing bad things about them / and spurious claims or bogus 'facts' that cannot be backed up by credible sources; half-truths or malicious smears intended to incite populist displays of anger or aggression;

allegations against individuals or entities that amount to bullying, harassment or threats of harm; minors who are targeted or subjected to such material should be protected from humiliation and all forms of exploitation;

fake news also takes the form of partial (titles like “Shock”, “Bomb” etc.) or sensational items of information or rumour that are calculated to arouse strong opinions or antipathy but cannot be fact-checked;

claims made by politicians especially at times of elections or political tensions that are at variance with objectively proven evidence’;

photographs that actually relate to other times or locations but which are falsely and deliberately attributed to current events;

images and videos aimed at persuading viewers to a particular conclusion in order to deceive or to falsely influence opinions or judgements.

IV. Dissemination mechanisms

Task for students: work in groups and identify the ways fake news is spread. Then present your ideas to the others.

+ a short discussion

Most commonly we come across fake news in quite different channels – social media and messaging apps are spreading information and disinformation shared by friends or family, but also we could come across fake news in news aggregators including giants like Google News, Apple news, Yahoo news and Video sharing platforms (e.g. YouTube), online blogs and online media.

When we look at the dissemination mechanisms, we see that the highest impact on the spread of fake news in the EU comes from shares online by human influencers / opinion makers, or bots (automated social media accounts).

https://www.youtube.com/watch?v=cSKGa_7XJkg - a Ted video on how the fake news is disseminated

Tasks for students:

Find examples of intentional disinformation aimed at the democratic structures of the society and give short presentations to the others.

V. What can we do about fake news?

Divide the students into 4 groups. Every group has to work on the following tasks:

What journalists, editors and news media organisations can do in order to counter the spread of fake news?

What online platforms and advertisers could do in order to counter the spread of fake news ?

What civil organisations could do in order to counter the spread of fake news ?

What the public authorities could do in order to counter the spread of fake news ?

Google and Facebook have announced new measures to tackle fake news with the introduction of reporting and flagging tools. Media organisations like the BBC and Channel 4 have also established fact checking sites. While these are welcome developments, digital media literacy and developing skills to critically evaluate information are essential skills for anyone navigating the Internet and especially for young people.

The vast amount of information available online and rise in fake news highlights the need for critical thinking. Children need to develop critical thinking from an early age. This is a key skill for young people to develop as they enter into third level education and prepare themselves for the workplace.

How to spot fake news?

There are a number of things to watch out for when evaluating content online.

Take a closer look

Check the source of the story, do you recognise the website? Is it a credible/reliable source? If you are unfamiliar with the site, look in the about section or find out more information about the author.

Look beyond the headline

Check the entire article, many fake news stories use sensationalist or shocking headlines to grab attention. Often the headlines of fake news stories are in all caps and use exclamation points.

Check other sources

Are other reputable news/media outlets reporting on the story? Are there any sources in the story? If so, check they are reliable or if they even exist!

Check the facts

Fake news stories often contain incorrect dates or altered timelines. It is also a good idea to check when the article was published, is it current or an old news story?

Check your biases

Are your own views or beliefs affecting your judgement of a news feature or report?

Is it a joke?

Satirical sites are popular online and sometimes it is not always clear whether a story is just a joke or parody... Check the website, is it known for satire or creating funny stories?

Fact checking sites

Snopes: snopes.com/

PolitiFact: politifact.com

Fact Check: factcheck.org/

BBC Reality Check: bbc.com/news/reality-check

Channel 4 Fact Check: channel4.com/news/factcheck

Reverse image search from Google: google.com/reverse-image-search

/from <https://www.webwise.ie/teachers/what-is-fake-news/> /

VI. Extra activities

Watching videos and discussing their messages.

Ted Talks

1. Sharyl Attkisson is a five-time Emmy Award winner and recipient of the Edward R. Murrow award for investigative reporting and author of two New York Times bestsellers: "The Smear" and "Stonewalled." Attkisson hosts the Sunday national TV news program "Full Measure," which focuses on investigative and accountability reporting. For thirty years, Attkisson was a correspondent and anchor at PBS, CNN and CBS News, where the Washington Post described her as "a persistent voice of news-media skepticism about the government's story." She's a fourth degree blackbelt in TaeKwonDo. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

https://www.youtube.com/watch?v=UQcCliz9_s

As an investigative journalist I found myself with a few questions about the emergence of fake news as a phrase and as a fat number one what does fake news of what is not number two when did fake news begin and number three most interesting of all I've investigated the shadowy multi-billion dollar industry that seeks to manipulate all of us through news social media and online so I wondered who's behind the massive effort to direct our attention onto fake news is fake news real first the definition of fake news depends on where you sit it's not as if there's an extreme dictionary Authority that gets to decide for everybody there's some are trying more on that in a moment but when did fake news under anybody's definition began well fake this has always been embedded in our culture it just wasn't called that the supermarket rags gave popularized a blatantly fake news with front-page images of aliens impregnating unsuspecting usually large breasted earthling women most people probably believe little to nothing of what they read these publications a few people might have believed everythingbut there are countless examples of fake news surfacing in mainstream news example in 1996 a news media frenzy wrongly blamed a security guard named

Richard Jewell for the Atlanta Olympic bombing we later learned that poor Jule had actually been a hero moving people away from a suspicious backpack before it exploded on 9/11 a network TV news reporter falsely reported that a terrorist plane had crashed in the presidential retreat Camp David never happened the internet revolutionized fake news whether we're talking about a rumor or intentional disinformation or bias sloppy erroneous reporting what would have circulated amongst a relative few could now develop a global following overnight example in 2012 26 people were murdered at Sandy Hook elementary blogs and social media immediately began circulating rumors and images it's sitting the whole thing was a hoax drummed up by the government and staged by actors in 2014 Rolling Stone magazine reported on a sensational case of a fraternity gang rape that turned out to be so unsubstantiated the Rolling Stone retracted the article and the reporter was found guilty of malice in a defamation lawsuit and whatever you think of the 2014 police shooting of Michael Brown even the Obama Justice Department eventually ruled that the entire hands up don't shoot scenario which blanketed the news day in and day out was probably fabricated and as a police officer acted in legitimate self-defense but it wasn't until 2016 that the actual phrase fake news was introduced to the American public on a national scale liberals were first to heavily

promote use of the phrase referring to conservative disinformation and right-wing websites and there's certainly plenty of that example as Donald Trump and Hillary Clinton battles about a website called the conservative Daily Post published a huge amount of Pro Trump anti-clinton propaganda the name and likeness of a former beauty queen named Laura hunter the Cabrillo Laura hunter says she didn't write any of those articles she claims imposters turned her into a spokesman for a radical right-wing website that pedals fake news she sued them meantime Trump and conservatives counterpunch with their own notion of fake news meaning biased sloppy erroneous reporting as committed by the mainstream media and the left plenty of that to example on president Trump's first day in office a Time magazine reporter falsely reported the Trump had removed the bus statue of Martin Luther King from the Oval Office the white house quickly tweeted out a photo showing statue is still very much there the reporter perhaps blinded by his own bias had followed the most basic tenets of beginning journalism check your facts so if fake news by other names has always been around why does it suddenly become the stuff of daily headlines during the 2016 campaign I did a little digging and I traced the effort to a nonprofit called first draft which appears to be about the first to use the phrase fake news of its modern context on September 13th 2016 first draft announced a partnership to tackle malicious hoax isn't fake News reports the goal was supposedly to separate wheat from chaff to prevent on proven conspiracy talk from figuring prominently in internet searches to relegate today's version of the alien baby story to a special Internet oblivion exactly one month later

President Obama shine did he insisted in a speech that he too thought somebody needed to step in and curate information in this Wild Wild West media environment nobody in the public have been clamoring for any such thing yet suddenly the topic of fake news dominates headlines on a daily basis it's as if the media have been given its marching orders fake news they insisted was an imminent threat to American democracy but as somebody who studied the industry that seeks to manipulate all of us on behalf of paid interests I know that few themes arise in our environment organically a noted propagandist told me it's like a movie he said and it gave me chills at the time nearly every scene or image that crosses our path at daily life he said was put there for a reason often by someone who paid a lot of money to place it here hat if the whole anti fake news campaign was an effort on somebody's part to keep us from seeing or believing certain websites of stories by controversial izing them or labeling them as fake news but who would want to do such a thing with connecting the dots I find it often helps to follow the money I wanted to know who was funding the nonprofit first draft and his anti fake news effort I found the answer it was Google Google's parent company alphabet was run by a man named Eric Schmidt Eric Schmidt as it happens had devoted himself to Hillary Clinton's election campaign offered himself up as a campaign adviser and became a top multimillion-dollar donor to it his company funded first draft around

the

started the election cycle not

surprisingly hillary was soon to jump

aboard the anti fake news train and her

surrogate David Brock of Media Matters

privately told donors he was the one who

convinced Facebook to join the effort
I'm not the only one who thinks the
whole thing smacked of the rollout of a
propaganda campaign Glenn Greenwald of
the Intercept wrote the most important
fact you need to realize is that those
who most loudly denounced fake news are
typically the ones most aggressively
disseminating it but something happened
that nobody expected the anti fake news
campaign backfired each time advocates
cried fake news Donald Trump called them
fake news until he'd co-op to the term
so completely but even those who
originally promoting it started running
from it including the Washington Post
which in January of 2017 wrote it's time
to retire the tainted term fake news in
fact it's now commonly Mis reported that
it was Donald Trump who thought up the
phrase actually it was just a hostile
takeover suffice it to say that each
side now defines fake news and terms
that call the other guy did the question
so what's the lesson in all of this I'm
not here to litigate who's right but I
can tell you there are two ways to tell
that powerful interest might be trying

to manipulate your opinion number one
when the media seems to be trying to
shave or censor facts and opinions
rather than report them number two when
so many of the media are reporting the
same stories promulgating the same
narratives relying on the same sources
even using the same phrases I mean think
of it there are literally thousands of
legitimate news stories that could be
reported in a given day and an incident
number of ways to report them when
everybody's on the same page it might be
the result of an organized campaign I'll
leave you with a final thought and a
warning it's about a new catchphrase
being bandied about media literacy as
and will tell you who to trust and who
not to trust media literacy advocates
are busy trying to get state laws passed
to require the fair version of media
literacy be taught in public schools
they're developing websites as resources
for journal
the public the partnering with
universities I think media literacy is a
new name promoted by some of the same
people who want to tell you what to

believe people with their own agendas
using terms designed to fool you into
thinking they're neutral authorities
what you need to remember is that when
interests are working this hard to shape
your opinion their true goal might just
be to add another layer between you and
the truth

2. In this era of incredible news stories, how do we know which ones are true? Hannah's talk explains how the usual method of vetting news stories no longer applies in this unprecedented period. In this humorous talk, this fourteen year old offers a new method that helps authenticate a story and helps stop the proliferation of fake news. Hannah Logue, 14, is a rising freshman at Ephrata High School. She was a captain of both her middle school soccer team and Quiz Bowl teams. She enjoys playing year round soccer with her club team, Penn United Force. Hannah also plays saxophone in the school band. She was the Public Relations officer for the middle school student council, and has been elected as a member-at-large for the high school student council. Hannah also has discovered an enthusiasm for video production, and her group recently won the regional "Outstanding Creativity" award in the statewide What's So Cool About Manufacturing video contest. She has interests in public speaking and politics as well. She has taken part in the county-wide Oratory Invitational at Cocalico, acted in various plays and musicals at both the middle school and high school levels, and loves to derail her teacher's lesson plans with debates on current events and other topics, just for the sake of argument. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

<https://www.youtube.com/watch?v=YDxGZIW8Z74>

the world is incredible
for example this man created an electric
card that doesn't require charging
scientists have been able to make
amazing creations like this lemon
pomegranate hybrid they've also taught a
gorilla to knit they've come up with
innovative cuisines such as pumpkin

spice Bologna all of these stories are
sensational
they are also fake and I have a feeling
some of you believe them people are
capable of conjuring up anything from
fictitious freaks of nature to political
propaganda and causing you to fall for
it
when we see these sensational articles
not only can't we wait to read them we
can't wait to share them shared doctored
photos like these alone will not be
toppling our democracy any time soon but
our refusal to look at information given
to us with at least an inkling of
skepticism can have real negative
effects even typical media outlets which
many consider to be a reputable source
for news are susceptible to falling for
false stories satirical news site The
Onion formulated an article detailing a
fictitious 75,000 word email sent to the
entire country by a frustrated President
Obama despite the over-the-top details
the article provided such as the email
allegedly closing with yes we can ugh
you know what forget it believe what you
want Fox is opinion website Fox Nation

used excerpts from the article in their own piece annex in a climate where we can't always trust that the Intel given to us by even traditionally trusted sources has been verified how do we determine what is true what is false and what is misleading when I was to write an informational speech for a club at my school I was told to focus on five things when gathering information currency reliability Authority accuracy and purpose while this elegantly named method may assist me in gaining enough knowledge to write a rambling seven-minute speech on a life and legacy of John Hancock it does not equip one for when misinformation has become so widespread and widely accepted that applying the crap method would not alert one to falsehoods that have been glossed over take for example the incident that took place in January of 2019 when a viral video allegedly showed Covington Catholic High School students yelling at and abusing a Native American elder in Washington DC let's write this using the

crap method is it current yes is it
reliable there's video evidence so yes
is it authoritative authoritative
sources such as the Washington Post the
New York Times and CNN all reported that
the students were verbally attacking the
elder to check for accuracy students are
told to check if other authoritative
sources are reporting the same thing
which as previously stated they were how
about purpose most viewers and readers
of this story would classify the purpose
of these news pieces as to inform using
the Kratt method this would seem like an
accurate story by simply watching the
original uncut footage of the incident a
much more complicated reality was
revealed the student prominently
featured in the video did not verbally
attack the elder the culprits of the
most egregious taunting were not even in
the short viral version of the video
incidents such as this exhibit that the
basic process that many have been taught
to evaluate information while offering a
great start is not completely adequate
so what can you do to combat
misinformation

well I took it upon myself to create my own acronym it may not be quite as amusing as the previous method but without further ado I present to you how to spot a fable f-find original footage figures and research to be sure you are educated on what is true and what is not without depending on others to summarize it for you I realize that's a lot of work and you may be thinking I simply don't have time for that however even a little research may uncover the truthfulness of a story analyse the headline was it written to elicit a reaction while some headlines can be both shocking and true many times a juicy headline may mean that the article is most likely not concerned with the truth according to a 2016 Columbia University study it was found that 59% of news links shared on social media were not even read by the user prior to sharing think about that almost six out of every 10 articles shared on social media we're not even read before they were shared B bias check your own your own personal biases can cause you to avoid

skepticism with both the President Obama
email and Covington Catholic stories
some of those who spread the stories the
most had internal biases that caused
them to wish the reports were true the
more a story plays into the narrative
that fits your worldview the more you
suddenly lose any desire to check for
accuracy and are instead met with an
urge to share it with others I look to
fact checkers such as Snopes or
PolitiFact they are quick and easy ways
to vet stories that you wish to share
and finally I'll exert self-control if you
aren't 100% sure that the hot scoop you
want to serve is accurate then don't
share it in reality it comes down to us
to prevent the spread of fake news I
understand it's not easy to stop
yourself from sharing an article
that seems to illustrate your position
perfectly but imagine if we all just
took a brief step back before sharing
and vetted the information first by
rising above and being conscious of the
impact of the content that we circulate
accuracy will become the norm until then
remember to be skeptical there's a lot

of baloney out there and none of it is

pumpkin spice

3. You will change the way you use any form of media after you hear this. Why? Because you are the media. Yes, you are responsible for everything you see online, in print, and on TV... even so-called fake news. Christina Nicholson is a former TV reporter and anchor who has worked in markets from New York City to Miami. She is still telling stories, but instead of doing it for a newscast, she's doing it to help businesses grow. With her business, Media Maven, she helps entrepreneurs reach thousands, even millions, of their ideal customers or clients in minutes instead of months through the power of media without spending big bucks on advertising. You can still see her in front of the camera as a host on Lifetime TV, in national commercials, on WPTV for her monthly segment, Steals and Deals, and read her work online in Inc. Magazine. Christina also has a local lifestyle and family blog, Christina All Day. She lives in South Florida with her husband and two young children. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

<https://www.youtube.com/watch?v=tRPDwSSjdOM>

4. Fake news is a problem that many wish would just go away. But it's a fact of life that we all must get used to. Separating what is fact from what is fiction is a skill that we must develop in order to make informed decisions. Complicating this process, is confirmation bias, which means that we tend to look for information that confirms or supports our preexisting beliefs. There is a clear need for better ways to evaluate the information we receive each day. Dr. Dan Bellack outlines a three step strategy to deal with the issue. Dan Bellack, earned a doctorate in psychology from the University of Kentucky and has now been a psychology professor for 30 years. Driven by his curiosity for what makes us human and his research for how people think, Dr. Bellack has taught researchers much about how we naturally operate, and how we can improve our thinking to create deep, lasting impact in the world. A psychology professor for the past 30 years, Dan Bellack is driven by his curiosity for what makes us human. Through his research for how people think, he helps us learn more about how we naturally operate, and how we can improve our thinking to create deep, lasting impact in the world. This talk was given at a TEDx event using the TED conference format but independently organized by a local community.

<https://www.youtube.com/watch?v=Xla2SFcGoZM>

so where do you go for facts I've been asking this question for years and obsessed with it and actually it started when I was a teenager my dad had this

really interesting policy we couldn't

eat dinner unless we came to the table

with a fact okay that was challenging

right so I had an encyclopedia I knew

how to do this I came to the table and I
had a fact the capital of Bolivia is La
Paz that worked well after a few days my
dad was like you know what Danny I'm
seeing a pattern here I know all of the
capitals of South American countries be
creative do something unique all right I
got this covered so the next night I
came back and I got this one
Miles Davis is the greatest trumpet
player that ever lived I was so proud of
that and my dad had this funny look on
his face and he went Danny that is not a
fact that's an opinion you're getting
facts and opinions confused it would be
dad it's it's like it's on the album
he's like no dinner for you and you know
like most 15 year olds I was quite
mature I thought and I I dealt with this
in a mature way I said I hate you and I
went to my room okay well many many
years later it looks like dad was right
and his inspiration made me go into
becoming a college professor and
teaching about facts doing research on
critical thinking and we do have a
problem we're getting facts and opinions
confused so let's start with some

clarity what is the fact a fact is a statement of information that is empirical which means observable objective and measurable this shirt is blue that is a fact not to be confused with an opinion which is none of those this shirt is awesome the shirt is amazing you can't do that here and then the worst possibility the fake facts misinformation this shirt gives me super powers out no it doesn't so what are we gonna do and how are we gonna get some clarity about facts well I decided to do some research looking at how people think about facts and what they do and how can they discriminate between what's a fact what's not a fact and we gave our subjects questions and actually statements that and we asked them to analyze them I'm going to give you an example of what we did with our subjects I'm gonna give you two statements one of the statements is true and one of the statements is not true okay raise your hand if you think this is true all bats are blind come on some of you got originally come on play with me here

even if you don't believe it alright the
next one we only use 10% of our brain
yeah there's some hands I see some hands
you don't see them but yeah that's
plenty of hands out there well alright I
lied
both of these facts were not true but
you know and not knowing that it's not
going to change your life but what was
interesting is how you began to think
about this and where you stored this and
where this all comes from so what we did
with our subjects we had subjects and we
gave them 10 statements and we told them
5 of the statements we told them were
true and 5 of the statements were not
true and just like ye we lied none of
the statements were true we also asked
them to rate their confidence how
confident they were in their facts now
the other thing we did with our subjects
we divided them into groups of five or
an individual and that seemed to be
interesting because number one the
group's the subjects in the groups of
five tended to be a lot more confident
in their fact than the individuals and
the other thing that happened was when

we told them that none of the facts were true the subjects in the were like you know I knew that was I knew that wasn't true I really did but everybody in my group was so confident I just decided yeah that's probably what it was what was happening here is a type of something we call in psychology confirmation bias confirmation bias happens when you have a belief and you look for support and information that supports your belief for example if you think vitamin C can cure your cold well you're gonna look for information that supports that belief and our subjects fell into that category what was happening here with our subjects it was more important for them to agree with the other subjects than it was for the validity or the objectivity or the measure ability of the fact agreement was driving their decision social value was driving their decision and now there's a whole bunch of emerging research that seems to say in neuroscience that our brain is involved in this when we agree our brain releases a neurotransmitter called dopamine you

may have heard of dopamine you're gonna
dopamine squirt whenever somebody gives
you a hug you get a dopamine squirt when
your team wins and you get a dopamine
squirt when you agree with somebody so
now what is driving our understanding of
facts are the social value of agreement
and this biological imperative of
dopamine squirts and we like to agree
we're a country of agree errs yeah there
are some people who don't agree they're
like become lawyers or Vice Principals
look look it was the vice principal
yesterday you were totally disagreed
with that so that made sense actually
and confirmation bias is not just
something that happens to adults it
happens when we're kids I was talking to
my grandson who just turned seven about
Santa Claus and I was saying you know
what Liam it takes us four hours to get
to Grandma's house right yeah but you'd
claim that Santa Claus could make it
around the world and one night how do
you explain that and he said you know
what pop up you know nothing about Santa
Claus you you're old
he had a point but he also had another

another thing about what he said led me
to another barrier we have when it comes
to fast and that has to do with the
credibility of the source granted I am
NOT a credible source when it comes to
Santa Claus I admitted that but when it
comes to facts what are we gonna do with
all this all the sources were getting
you know back in the 70s sorry I'm old
as my friend son pointed out back in the
70s we had two sources of information
for infor news claims and facts we had
the newspaper where we had editorial
boards with integrity newspaper stories
did not get published unless it was
vetted there was no such thing as fake
news and then we had television we had
Walter Cronkite you may know Walter the
most trusted man in America when Walter
said it everybody believed it was true
there was no confusion we had confidence
let's come to the present and what do we
have Google Twitter Facebook the
blogosphere snapchat seriously people
are getting their news from sources that
are not vetted that are not curated do
you know that Google has 3.5 billion
hits a day 40,000 searches a second if

you started tracking Google when I started talking we'd be well over a million searches with no control there's no organization that checks what's online this is a problem so what we've tried to do is come up with a way to at least get closer to the truth and to the facts and the information we get every day from the internet the first thing we've thought about was something called inoculation know you don't have to get a shot but we use it as a metaphor inoculation you go to the doctor prevents the flu well in social psychology we use inoculation to describe what happens with persuasion a lot of times in persuasion you just get one-sided arguments so researchers have found that if we force people to look at another perspective get out of there come zone it protects them against the dogma of the one-sided argument and think about Facebook you're in in this echo chamber where you're around people who agree with you you're getting new stories that you agree with you've got to get outside that zone and look for

different perspectives alternative
explanations it may not change your mind
but at least it gives you a start of
looking a sort of other perspective
another thing we are a nation of lazy
clickers we like to go to that first
page of Google and stop there and when
we asked our subjects about that they
said yeah the first page it must be true
that's on the first page no that's not
true
when you go on a search for Google on a
Google search and looking at links you
need to go to the third page the fourth
page beyond those first pages there's
something called Google Scholar which
provides you with peer-reviewed articles
that are done by people who've done
research and that you had a very very
good chance that that information has
been vetted and then there's another
feature called verbatim you may not know
about verbatim is really cool because it
filters out your search so that the only
words the words that you use in your
search take you to websites that have
all those words and not some random
words to take you some random crazy

website all right and the next experts
what's going on with experts I mean over
the last two years they've actually been
books written about this that we don't
rely on experts we don't need experts we
got WebMD who needs to go to the doctor
okay you need experts experts have done
their whole spent their whole career
doing research in areas that we have no
knowledge of experts are important I
mean who do you want flying your planes
Sully or some guy who just got his
license who do you want doing your
surgery an expert right who do you want
fixing your car an expert so why not
when you go online check for the experts
so the source of the articles or the
claims that are being made that's there
and by the way if you can't find a
credible source associated with a claim
or a fact online that fact is not true
so assume that that expert knows what
he's talking about give them some human
chance or her chance Oh
okay so the next time you go online I'm
going to ask you to do three things
inoculate don't be a lazy clicker and
trust experts they know what they're

talking about they fill in the knowledge
that you don't know all right well I'm
going to conclude with a quote and I
find this ironic because the quote has
been associated with Mark Twain and Will
Rogers and fact-checking tells us that
neither one of these guys said this it's
crazy man it was in a movie in an ad
Mark Twain it's like no he didn't say it
somebody said this so here's something
you can do when you do your google
search later find out who said this
quote because I think it does a great
summary of what I've been trying to tell
you and here's the quote it's not what
you don't know that gets you in trouble
it's what you know for sure but ain't so

5. What is real? What is fake? Certainly where you stand colors your answer. But what if you could be fooled, tricked by a special interest or simply trolled? Immersive journalism is set to become the next "fake news" battleground. Can the Fourth Estate save us from the future of fake news? Welcome to the most exciting and worrisome time for journalism. Robert Hernandez is an associate professor of professional practice at USC Annenberg, but he's not an academic. He's more of a "hackademic" and specializes in "MacGyvering" web journalism solutions. His current focus is exploring and developing the intersection of technology and journalism. He has worked for seattletimes.com, SFGate.com, eXaminer.com, La Prensa Gráfica, among others. This talk was given at a TEDx event using the TED conference format but independently organized by a local community

<https://www.youtube.com/watch?v=4XGTTKJJsEw>

it's a strange time to be working in
journalism when many Americans including
the president and his proxies talk about

the media as if reporting the news were
a threat to the Republic routinely
labeling the results of rigorous
investigations as fake news
America's founders whether you agree
with them or not
plays journalism on the same level as
the ministry or priesthood they
protected both a free press and the
freedom of religion right there first
thing in our constitution if that lends
us sense of sanctity to the work of the
Free Press well that also means that
nothing is sacred because in journalism
everything is fair game for
investigations I used to have an editor
who would say sacred cows they make for
great hamburger to deliver on the
responsibility that comes with that
freedom the force of state needs
journalists to be accurate credible and
most importantly ethical as a professor
of journalism I trained my students to
live up to those expectations to give
voice to the voiceless to comfort the
afflicted and to afflict the comfortable
our reporting our storytelling should
try to offer you something try to teach

you something offer you an insight even
if that's something challenges your
existing beliefs but it's not easy the
internet and all things digital brought
a wave of disruptions that essentially
challenges nearly every aspect of what
we do but with that wave of disruptions
have come new opportunities in new story
forms so my additional goal as a
professor of
digital journalism is to empower my
students to inform their communities
through new emerging technologies by
paper by pixels broadcast or broadband
journalism needs to remain relevant and
how it reaches and informs the diverse
communities it aims to serve accurately
informing by any ethical means necessary
by that I mean using a variety of
different technologies like snapchat or
Instagram stories hell let's use
minecraft in Pokemon go if we can inform
our communities that way that's my
specialty I hijacked emerging
technologies from other fields and apply
them to journalism think coding mobile
drones I'm a reluctant drone owner
wearable sensors they are vrms are those

last acronyms they've been the focus of my work for the last few years exploring immersive storytelling VR or virtual reality is the one that most people know but they tend to know virtual reality because well it's been over promised and over hyped for decades continually under delivering and only offering bad products and more experiences but recently virtual reality has become a legitimate reality this technology is here now and there are great experiences including immersive journalism pieces done by pioneers using this technology these stories help us understand the perspective help us closer understand what it's like to be a child in a refugee camp or how someone is adjusting to life after solitary confinement or Buzz Aldrin's dream of humanity exploring Mars my students were standing on the shoulders of these pioneers as we too produced these immersive stories like recreating a 30-foot storms that scientists predict could wipe out the Houston Ship Channel or a recent project about California's largest lake the Salton Sea which is dying in quickly

turning into one of the state's largest
environmental disasters we create these
stories under the name Severna listen
see what we did there a stupid type I
was turned into our cute name and we
trademarked it there's so much
fascinating research around virtual
reality and immersive technologies how
our brains accept this how you can
literally be put into other people's
shoes their skin their gender talk about
different perspectives
there are studies about how our brain
believes this immersive world it doesn't
care whether or not we've crossed the
uncanny valley it just knows we've left
this reality and have immersed it into
another a recent Google News lab study
found that we could be shifting from
storytelling to story living where we
feel and experience these immersive
stories holistically but of all the
studies that are out there my favorite
is the rubber arm test here the
researchers have you sit at a table and
they block your arm from view with you
piece of cardboard and they place a fake
arm in front of you it looks ridiculous

you know it's fake they tell you it's
fake and then they begin to touch your
real arm and your fake arm at the same
time
and nearly instantaneously your brain
adopts that limb and to prove that point
the researchers well
the researchers take a stab of your
newly adopted toothbrush the researchers
take a stab at your newly adopted living
you naturally pull away the alarming
fact is we can be persuaded by what we
see even though we know it's fake you
may have seen this video it made some
news it's been less than a week since
the deadliest mass shooting in American
history and foremost in all of our minds
has been the loss and the grief felt by
the people of Orlando but this video
it didn't make news because of the
tragic shooting it made news because
this video doesn't exist this video is
fabricated technologists and researchers
from the University of Washington had
developed a technology a lip syncing
technology that can take audio and
essentially fabricate video on the left
here is the real video on the right is

the fake especially our friends who were
lesbian gay bisexual or transgender I
visited with the families of many of the
victims on Thursday the one on the right
is fake I showed this to my students and
their jaws dropped too and in our
discussions about this technology I said
well at least as long as I don't say
anything foolish on tape or there isn't
technology that can fabricate me saying
something we're kind of safe right Oh
professor you don't know the student
pulled up this video on YouTube
it's from Adobe MAX 2016 were Princeton
researchers we're demoing their new
technology called hash tag voco using
the audio from actor director Jordan
Peele who was on stage they demoed how
the tech works they used audio from him
describing what he did in the morning
when he found out he was nominated I
jumped out of the bed and
and I kiss my dogs and my wife in that
order he kissed his dogs and his wife
with this technology in a matter of
keystrokes not editing the sound wave
but just editing and typing out words
they made him a better husband and I

kiss my wife and my dogs I kissed my
wife and my dogs and then they demoed
what this technology could do they first
made him a less good husband by changing
my wife to his name Jordan and everyone
freaked out what got my attention is
what happened next
this technology which is essentially the
Photoshop for audio after it analyzes
your your sound your voice can fabricate
words or phrases you didn't say to prove
that point they added the phrase three
times and I kiss Jordan three times I
kiss Jordan three times he went from a
good husband
to an ex-husband we live in the future I
want you to take a moment to acknowledge
how difficult it is to distinguish what
is real in this mind-boggling future
right now misinformation is being
deployed even weaponized for profit for
power or simply to troll Silicon
Valley's ethicists Tristen Harris talks
about getting your attention is like a
race to the bottom of your brain set
it's a stern reminder that outrage
fueled by your brain's negativity bias
is persuasion and propaganda

most potent ingredients fake news or the
accusations of fake news is attempting
to drown out accurate and ethically
reported information take a moment to
think about what's going to happen when
this technology goes mainstream and
people try to use it a bit not
not if but when people use it for
misinformation it could be a lot more
dangerous than just a rubber arm
immersive storytelling immersive
technologies are the next disruption
that's why I urge my students and I
implore my industry to become leaders
not only in developing new immersive
storytelling techniques but also to
apply journalism's traditional code of
ethics to help shape and frame this
emerging platform because if this
disruption is like any before it it's
not going to stop we're not going back
this next wave can change the world as
we know it
we need ethical storytellers we need
credible journalists we need a Fourth
Estate that we can trust and believe is
fighting for us and we need you de facto
reporters posting news and information

on worldwide social platforms we need
you to become more critical media
consumers because if you can be fooled
by a fake Facebook post where you gonna
have to be a lot smarter not to be
fooled by an immersive story it can
sound kind of scary but I have to admit
to you it's also really exciting my
students and I were excited at this
opportunity to help develop the first
drafts of immersive journalism and to
help shape this future these students
are working hard because we believe like
America's founders believe that a free
press that we can trust is essential to
a democratic society accurately
informing by any ethical means necessary

'Fake News – Fake Truth'

Tutorial 2 / project-based approach/

<https://www.youtube.com/watch?v=xf8mjbVRqao> !+ for students

Here's the script: With digital tools, it is easier than ever to create, edit, and publish your work to the world. But there's a cost. It's also easier than ever to spread misinformation. And fake news has become a real issue in recent times. We see this with students. According to a Stanford study, only 25% of high school students were able to identify an accurate news story when also given a fake one. Students also had a hard time distinguishing between real and fake photographs as well as authentic and staged videos. Researchers used the words "bleak" and "dismaying" to describe it. But it's not going away anytime soon and that's a very real problem. So, how do we fix it? Well, here's a five-step process that I've used with students. A word of caution. It's not perfect and there are probably other models out there but I thought I would share it just in case you might want to use it.

We call it the 5 c's of critical consuming.

#1: Context. Look at the context of the article. When was it written? Where does it come from? Have the events changed since then? Is there any new information that could change your perspective?

#2: Credibility. Check the credibility of the source. Does the site have a reputation for journalistic integrity? Does the author cite credible sources? Or is it satirical? Is it on a list of fake news sites? Is it actually an advertisement posing as a real news story?

#3: Construction. Analyze the construction of the article. What is the bias? Are there any loaded words? Any propaganda techniques? Any omissions that you should look out for? Can you distinguish between the facts and opinions? Or is it simply all speculation?

#4: Corroboration. Corroborate the information with other credible news sources. Make sure it's not the only source making the claim. If it is, there's a good chance it's actually not true.

#5: Compare. Compare it to other news sources to get different perspectives. Find other credible sources from other areas of the ideological or political spectrum to provide nuance and get a bigger picture of what's actually happening. See, when we teach students media literacy, and they learn how to consume critically, they learn how to think critically.

And critical thinking citizens are good for democracy. And that's good for everyone.

+! For students https://www.youtube.com/watch?v=cSKGa_7XJkg

Dive into the phenomenon known as circular reporting and how it contributes to the spread of false news and misinformation. In previous decades, most news with global reach came from several major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon.

+ for teachers <https://www.youtube.com/watch?v=ZJ8PgYFCN0M>

News Literacy Project Trains Young People to Be Skeptical Media Consumers

+ for teachers <https://www.youtube.com/watch?v=W-N56L578jo>

Can you teach students to spot "fake news?" A growing group of educators is trying. This New York City middle school teacher is one of many around the world trying to teach kids to be better at discerning fact from fiction on the internet. Can those skills even be taught?

+ for teachers https://www.youtube.com/watch?v=6wQCDqq_WUg

With fake news mania now gripping the U.S., some California schools are using Canadian classroom materials to teach media literacy.

The Newspaper Front Page

Objectives and goals:

- to facilitate students' understanding of the newspapers vocabulary;
- to learn about types of stories typical for newspapers;
- to analyse the role of the front page of newspapers;
- to help students realize how the front page layout and content attracts potential readers;
- to make students aware of the mechanisms that determine the selection/placement of newspaper stories.

Lesson Procedure

1. Analysis of the Front Page

The students are asked to describe the content and elements to be found on a typical front page. The teacher can create a chart/ a board list of elements which are most likely to be found:

Headlines Photographs Graphics Use of Colour Cartoons
Weather Articles Advertisements

- Distribute the front pages of various newspapers/use online versions of newspapers. Students should work in small groups of 2-3, so that only several front pages would be required.)
- Instruct students to complete the chart, using the front pages available.
- Analyze the results of this chart exercise and pose the following questions:
 - ❖ Which items had the largest headlines? Why?
 - ❖ Which items had the smallest headlines? Why?
 - ❖ Which stories had photos? Why?
 - ❖ Does the position of a story affect the reader's response?
Under the masthead /the title of a newspaper or magazine that is printed at the top of the front page/?

Above the fold /the upper half of the front page of a newspaper or tabloid where an important news story or photograph is often located/ ?
- ❖ Are particular viewpoints represented in the articles? Explain.
- ❖ What proportion of the page is fact/opinion?
- ❖ Which of the articles/news do you find most interesting?

2. Analysis of the News

Using pages from a major /online/ newspaper, ask the students to discuss the following questions:

What other information does the front page carry in addition to major news reports? (a joke or cartoon, "teasers" about stories inside the paper/an attention-getting opening presented at the start of a show)? How does the extra material affect the readers' attention?

Do all five W's appear in each front page story? (Who, what, when, where, why.) In what order do they appear? Why?

What is the source of each story? (Staff writer, news agency...)

How impartial or unbiased does the reporter appear to be?

How much of the story appears on the front page and how much is continued inside the paper? What makes the reader pursue the story into another section? Since any copy in a newspaper is designed to fit around the advertising, stories are written in a way that they can be "cut" virtually anywhere after the first few paragraphs. How much information can you drop from the end of the story without affecting the essential news content?

Into what sections is the newspaper divided? What types of information are contained in each? (Hard news, soft news, fillers, human interest, business, sports, advertising.)

How does the editorial page differ from the front page? (Comment, political analysis, criticism, effects and implications evolving from hard news)

How do colour, photos and headlines affect a reader's response to the news? (Try comparing a tabloid with a more conservative paper.)

Does the newspaper appear to support any political party or individual politician?

How does the journalist's style differ from other writers' material? (Short sentences, front-end-load of information rather than building to a climax)

Definitions and Comments about the News

Overview

In this lesson, students debate the question "what is news?" and analyze and assess their own personal news sources.

Objectives:

- to get aware of what constitutes "news";
- to get knowledge about the multiple sources of news.

Procedure

1. Ask students to provide a definition of "news." You may write a series of these student suggestions on the board.

2. Read and discuss **Definition of News** in class. There might be some duplication of the students' suggestions, but this can be beneficial and serve as reinforcement.

Definition of News in various sources:

Dictionary of Canadian English

- Something told as having just happened: information about something that has just happened or will soon happen.
- A report of a current happening or happenings in a newspaper, on television, radio, etc

Random House Dictionary

- A report of a current event.
- A report on current events in a newspaper or on radio or television.
- Such reports taken collectively.

American Heritage Dictionary

- Recent events and happenings.
- A report about recent events.
- New information.

Globe Modern Dictionary

- A report of events as given each day by newspaper, radio, etc.
- Information which was not known before.

Oxford Shorter Dictionary

- New things, novelties (1565).
- New information of recent events; new occurrences as a subject of report or talk.
- A newspaper.

Quotes About the News

- **Sophocles**: Nobody likes the man who brings bad news.
- **Milton** (1671): Suspense in news is torture.
- **Churchill** (1898): It is better to be making the news than taking it; to be an actor than a critic.
- **Motto of the New York Times**: All the news that's fit to print.
- **John Bogart** (1918): When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news.

2. Personal News Sources

Name _____

Estimate as closely as possible the percentage of information from each of the following sources:

	% Radio	% TV	% News- papers and Magazines	% Conversation	Other
World News	_____	_____	_____	_____	_____
National News	_____	_____	_____	_____	_____
Local or Community News	_____	_____	_____	_____	_____
School News	_____	_____	_____	_____	_____
News About Family & Friends	_____	_____	_____	_____	_____
Other: Describe	_____	_____	_____	_____	_____

Distribute **Personal News Sources**, and have student's work individually to complete it in class.

Discuss the various sources of news used by your students. (Less obvious news sources may include posters, bulletin boards, P.A. announcements, "word of mouth," mail etc.) Ask students to consider the following questions:

- Which of these is your primary news source?
- Which of these is the most accurate?
- Which of these is the most entertaining?

- Why do people provide the news?
- Why are people interested in receiving news?
- Does anyone control the news?

How to Analyze the News

A Framework for Deconstructing News: how to recognizing its components and the process of assembling it

The Stories: Have students create an itemized list of each story covered on a broadcast or in an issue of a newspaper. This is fascinating when compared to a paper or broadcast from the same day. If it is news, why do they not all cover the same stories, or cover them the same way?

The Sequence: Have students list the stories in the order in which they appear. This could be according to the front page, the lead or opening story etc. Students intuitively know that the most important story is up front. Comparing lead stories in newspapers and news programs again reveals the subjective nature of this priority.

The Scope: Here students concentrate on the running time, the space or column inches devoted to a story. Students will begin to note that some stories that do not rank as high in sequence, actually rank quite high on the scope scale, especially if there is graphic footage with entertainment values or high levels of conflict.

The Structure: How is the story structured? What does it consist of? This includes aspects such as a lead-in by the anchor, live interview in studio with a key figure in the story; analysis from a reporter or commentator; news box or graphics behind the anchor's head; on the scene report from place with high recognition, e.g. Congress, or the Supreme Court.

The Style: Related to the structure, this now deals with the look and feel of the piece. This can be described as the aesthetics or *mise en scene*. It can include posture and body language of the reporters and anchor as well as consideration of the camera angle. Students can begin to look at the framing process and ask not just what is shown but what is left out, what the camera is not showing. This helps them to recognize that the camera can lie by showing only a partial picture. The set in which the anchor is located also is part of the style. Tom Brokaw's newsroom, with its monitors and computer banks, seems like the control tower at Cape Kennedy or some government war room. The overall style conveys power upon the anchor or network and encourages the viewer to surrender to their authority and point of view.

The Statement and Slant: This can be presented on a simple scale of bias running from neutral in the center to positive or negative. Students need to evaluate each story in terms of its objectivity. When bias is detected, students have to agree upon the bias, locating it in terms of visual or verbal cues. We have described this elsewhere in terms of "weighted words," "loaded language," and "prejudiced pictures."

The Sponsor: Since the news exists because of advertising revenue, it should not be isolated from those who bring it to us. The advertisements enable us to read the news in terms of who brings it to us--and more importantly, what assumptions they have about us. By reading the commercials we are in fact reading ourselves. We intuitively know that Saturday morning cartoons are often presented by the makers of fast food, action toys and high-sugar cereals that are based on toy or cartoon characters. Those sponsors are targeting what they see as the nature and needs of young viewers. If television news is heavily sponsored by insurance companies, alcohol manufacturer's, headache relief remedies, hemorrhoidal suppositories and ocean cruises, what do we learn about audience demographics? What age group, what income bracket and what fears and fantasies does the news and its sponsors target? How might the content of the news shape the products that it promotes and vice versa?

Writing a Newspaper Article

Overview

In this lesson, students will write a news article for the school newspaper. The lesson begins with a discussion about freedom of speech and the important role it plays in journalism. Next, students will learn how to create news articles by developing 'lead paragraphs' and by using the 'inverted pyramid' model. Once this is done, they will be given time during class to select topics, conduct research, write their articles and proof read and peer edit their own and other's works.

Objectives:

Students will:

- understand journalistic terms and vocabulary
- understand the structure of news articles
- produce and publish written work, using appropriate technology

- analyse and assess the information and ideas gathered from a variety of print and electronic sources
- develop keyboarding skills
- develop peer editing and proof reading skills

Materials and Preparation

Photocopy the following student handouts:

1. Formula for a Well-Written News Article

1. First paragraph

In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.

2. Second/Third/Fourth paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective -- never state your opinion. Use quotes to express others' opinions!

3. Last paragraph

Wrap it up somehow (don't leave the reader hanging. Please don't say...."In conclusion" or "To finish..." (yawn!) Try ending with a quote or a catchy phrase.

- Use active words (verbs that show what's really happening.)
- Take notes when you interview. Write down quotes!
- Tell the really interesting info first!

2. Creating a Newspaper Article

1. Outline the purpose of your article

2. Choose an article topic

3. Research the article

4. Write the article

5. Edit the article - have a friend proofread it

6. Rewrite the article and type it on the computer

7. Do a spell check

8. Optional class activity: Use a software program such as PageMaker or QuarkXpress to create a newspaper that will contain all

Procedure

This unit should take approximately one-and-a-half weeks.

- Freedom of speech - 1 day
- Introduction to school journalism/brainstorming - 1 day
- Research articles - 2 days
- Write/revise - 3 days

Daily Lesson Plans

Day One

Start out your journalism unit with a discussion about freedom of speech and what it means. Intermediate school students have many strong opinions on this topic and it gives the teacher a nice opportunity to play *Devil's Advocate*. Begin by asking the following questions:

- Have you heard the term "freedom of speech"?
- Where does this phrase come from?
- Do you think we have freedom of speech in our country? Why or why not?
- Should we have complete freedom of speech, so we can say anything we want?"

If the class as a whole seems to agree that "yes, we should have total freedom of speech" ask them:

- Should racist remarks be allowed in the classroom?
- Should a teacher be allowed to swear in a classroom?
- Is it okay to tell lies and spread rumours about other classmates?

If the class as a whole seems to agree that "no, we should not have total freedom of speech" ask them:

- Do you think newspapers should get permission from the person they are writing about before a story is printed?
- What if the person won't give permission?
- What if a story is important and the key person won't give permission? For example, if you found out that the principal was

embezzling money from the school, do you think the principal would give you permission to print the story?

Tell students that they will be writing articles for a school newspaper. They will each be responsible for one article, but may work in pairs to write two articles. Tell them to think about a topic and bring ideas to class tomorrow.

Day Two

Distribute **Creating a Newspaper Article**

Lay out a big sheet of bulletin board paper on a table in the middle of the room. Ask students to form a circle around the paper. Brainstorm ideas for newspaper article topics. Encourage students to include all facets of the school, and its activities. You may need to remind them their topics will have to be approved by the principal. Explain what limitations there might be. In some cases, students may censor themselves too much, and you will need to explain that it is okay to take risks.

Once the list is finished, allow students to sign up for topics and form pairs if they wish. Limit the number of feature articles. Explain to students that space in a newspaper is an issue. Space costs money and we only have so much money, therefore, we only have so much space.

Talk about how to write a newspaper article. Distribute the handout **Formula for a Well-Written News Article**. Tell them that the 'lead' is the opening to their article and should hook the reader. It should answer the 5 W's: Who, What, When, Where, Why (and sometimes How). Tell them about the inverted pyramid. This means that articles should be written with the most important information first and the least important last.

Day Three

Take your class to the library. Read your students an article that includes facts or statistics. Explore with them how the facts or statistics support the article. Ask them where they think the reporter found these facts or statistics. Tell students they must try to find two or more facts or statistics to support their topic. This gives them practice in research and adds substance to their article. If your students wish to do school wide surveys to get their facts, you will need to prepare a short lesson on statistics and what makes them valid and invalid. Find out ahead of time if teachers will allow your students to interrupt their classes to conduct surveys. Some teachers will appreciate the opportunity for their students to be involved in a survey, others will resent the disruption. Limit the number of survey topics for students to do.

Days Four and Five

Continue researching and writing news articles. Tell students they will be due in two days.

Day Six

Have students exchange news articles and ask them to check that the 'lead' paragraph answers the 5 W's. Ask them to answer the questions, "Did this article 'hook' you into reading more? Why or why not?" You may want to make up a check sheet that the students can fill in and return to the article writers. Ask students to revise their articles if it is necessary.

Evaluation

- Completed articles, including peer edited drafts.

Media Literacy – a crash course

<https://www.youtube.com/playlist?list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY> - all

Introduction to Media Literacy: Crash Course Media Literacy #1

History of Media Literacy, part 1: Crash Course Media Literacy #2

History of Media Lit, part 2: Crash Course Media Literacy #3

Media & the Mind: Crash Course Media Literacy #4

Media & Money: Crash Course Media Literacy #5

Influence & Persuasion: Crash Course Media Literacy #6

Online Advertising: Crash Course Media Literacy #7

Media Ownership: Crash Course Media Literacy #8

Media Policy & You: Crash Course Media Literacy #9

The Dark(er) Side of Media: Crash Course Media Literacy #10

Media Skills : Crash Course Media Literacy #11

Future Literacies: Crash Course Media Literacy #12

<https://www.youtube.com/watch?v=sPwJ0obJya0&list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY&index=1>

<https://www.youtube.com/watch?v=AD7N-1Mj-DU>

<https://www.youtube.com/watch?v=oXf0F4GYzWQ>

<https://www.youtube.com/watch?v=9iUjvNtgWAs>

<https://www.youtube.com/watch?v=TAdkzxB4WFo&list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY&index=6&t=0s>

‘Fake News – Fake Truth’

Tutorial 3 / project-based approach/

Key Concepts for Media Literacy

Media educators base their teaching on key concepts for media literacy, which provide an effective foundation for examining mass media and popular culture. These key concepts act as filters that any media text has to go through in order for us to critically respond. To teach the key concepts to students see the resources in our [Media Minutes](#) program.

1. Media are constructions

Media products are created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. These decisions are based on the creators’ own point of view, which will have been shaped by their opinions, assumptions and biases – as well as media they have been exposed to. As a result of this, media products are never entirely accurate reflections of the real world – even the most objective documentary filmmaker has to decide what footage to use and what to cut, as well as where to put the camera – but we instinctively view many media products as direct representations of what is real.

Ask:

Who created this media product?

What is its purpose?

What assumptions or beliefs do its creators have that are reflected in the content?

2. Audiences negotiate meaning

The meaning of any media product is not created solely by its producers but is, instead, a collaboration between them and the audience – which means that different audiences can take away

different meanings from the same product. Media literacy encourages us to understand how individual factors, such as age, gender, race and social status affect our interpretations of media.

Ask:

How might different people see this media product differently?

How does this make you feel, based on how similar or different you are from the people portrayed in the media product?

3. Media have commercial implications

Most media production is a business and must, therefore, make a profit. In addition, media industries belong to a powerful network of corporations that exert influence on content and distribution. Questions of ownership and control are central – a relatively small number of individuals control what we watch, read and hear in the media. Even in cases where media content is not made for profit – such as YouTube videos and Facebook posts – the ways in which content is distributed are nearly always run with profit in mind.

Ask:

What is the commercial purpose of this media product (in other words, how will it help someone make money)?

How does this influence the content and how it's communicated?

If no commercial purpose can be found, what other purposes might the media product have (for instance, to get attention for its creator or to convince audiences of a particular point of view).

How do those purposes influence the content and how it's communicated?

4. Media have social and political implications

Media convey ideological messages about values, power and authority. In media literacy, what or who is absent may be more important than what or who is included. These messages may be the result of conscious decisions, but more often they are the result of unconscious biases and unquestioned assumptions – and they can have a significant influence on what we think and believe.

As a result, media have great influence on politics and on forming social change. TV news coverage and advertising can greatly influence the election of a national leader on the basis of image; representations of world issues, both in journalism and fiction, can affect how much attention they receive; and society's views towards different groups can be directly influenced by how – and how often – they appear in media.

Ask:

Who and what is shown in a positive light? In a negative light?

Why might these people and things be shown this way?

Who and what is not shown at all?

What conclusions might audiences draw based on these facts?

5. Each medium has a unique aesthetic form

The content of media depends in part on the nature of the medium. This includes the technical, commercial and storytelling demands of each medium: for instance, the interactive nature of video games leads to different forms of storytelling – and different demands on media creators – that are found in film and TV.

Ask:

What techniques does the media product use to get your attention and to communicate its message?

In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?

What are the expectations of the genre (for example: print advertising, TV drama, music video) towards its subject?

Tips for Integrating Media Literacy in the Classroom

Although media literacy is now a part of the official curricula of every province and territory, it's all too often left out or given cursory treatment in classrooms. This is the result of a variety of factors, such as limited access to equipment, teachers' lack of confidence with the material, and especially the perception of media education as a "frill" in an age of standardized testing and comprehensive curricula.

Here is some advice for making media education a meaningful and integrated part of your classroom practice:

Exploit "teachable moments"

When students have free time, take an opportunity to listen to what they're talking about. Most likely, it's related to the media they watch, play and listen to! Breaking news stories, blockbuster movies, and celebrity meltdowns are all great opportunities for media analysis.

Give students a chance to create media, not just analyze it

Although there's more to media education than just creating media, this is a key part of it: there's no substitute for hands-on experience to help kids understand how things like editing and music can influence the way a movie or TV show affects us emotionally. Camera phones, storyboards and even magazine collages are all affordable and easy options for bringing media production into your classroom.

Start and end with the key concepts

Media education, and the media world, can feel overwhelming when you start to analyze it. By always coming back to the [key concepts of media literacy](#) you can keep from getting sidetracked as you analyze media products or cultural artifacts.

Recognize that kids – and adults – enjoy media

It's important not to take a negative approach to media education. Teach kids that critiquing is not

necessarily the same thing as criticizing and that we can identify and talk about problematic issues in the media we love without losing our enjoyment of them. Don't forget to look at positive examples when discussing things like gender, stereotyping and so on.

Teach about media, not just with media

It's not enough to use media in your classroom unless students are learning about media as well. Any time you're using media in the classroom, look for a media education opportunity: for instance, if you're showing the movie version of a play or book, have students analyze the differences between the two using the key concepts. How are the commercial considerations of a movie different from those of a book or a play? What technical differences change how the story is told? How are the expectations of a movie audience different from those of a play or a book? How are the film-makers' values and assumptions similar to, or different from, the original author's? How do all of these differences affect the explicit or implicit meaning?

Make media education about asking questions, not learning answers

Even though you may feel strongly about an issue or a media product, give your students room to come to their own conclusions. This is especially important when you're dealing with issues such as stereotyping or body image, where your students (and you!) likely already have strong opinions: you need to model the practice of keeping an open mind and using a critical analysis, not your emotions, to lead you to a conclusion.

Fight the perception that "It doesn't matter"

Students often try to avoid talking about the implications of media products by saying "it's only a TV show" – or a video game, or a music video, or so on. Remind students that media can have meaning even if the creators didn't plan it, and that we rely as much on the media as on anything else to tell us about the world. For instance, research has shown persuasively that media consumption can affect how we see others and how we see ourselves, even if we don't realize it – a condition known as implicit or unconscious bias – and the presence or absence of different groups in media has been shown to affect how people feel about those groups.

Assess and evaluate media literacy work

"Will this be on the test?" By doing formal assessment and evaluation of the media literacy work students do, you communicate to them that it is valuable and important. Make sure that your evaluations are as well thought-out and objective as they are for all your other assignments, and keep them consistent: when in doubt, return to the [key concepts](#) to gauge your students' knowledge, understanding, insight and skill. See [Assessing and Evaluating Media Literacy Work](#) for tips on how to do this.

Let students bring their own media to the table

To get students more engaged, look for opportunities for them to do media literacy work with their choice of media products. You can deal with concerns about content issues by making your expectations clear and a part of the evaluation scheme (ethical and responsible use of media is a key part of media literacy) and by having students only present excerpts of media products in group or whole-class settings.

Keep up-to-date with media trends and developments

You don't have to be a media expert to teach media literacy, but it helps to be current about what

kids are watching, playing, reading, wearing and listening to, not to mention what they're doing online. This is a great opportunity to let kids be the experts and teach **you** about the latest thing!

Learning Newspaper Vocabulary

Newspapers use certain words all the time. You might call these words part of their style. In order to understand the newspaper you are reading, you should know the meaning of the following words and be able to use each in a sentence of your own. Read each newspaper sentence carefully, find the dictionary meaning of the circled word, and then use the word in a sentence of your own.

1. NEWSPAPER SENTENCE – The party’s leaders were unable to muster enough votes to pass the bill.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

2. NEWSPAPER SENTENCE – He added new evidence that the nation’s was picking up momentum.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

3. NEWSPAPER SENTENCE – The city sought a new fiscal package from the state legislature .

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

4. NEWSPAPER SENTENCE – India has decided to accept the refugees from East Pakistan .

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

5. NEWSPAPER SENTENCE – Opponents of a welfare reform program won a victory today.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

6. NEWSPAPER SENTENCE – The Warriors and the Chiefs are slated to tangle at 8 P.M. in County Stadium.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

7. NEWSPAPER SENTENCE – Local defendants in the case denied the accusations of the coroner.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

8. NEWSPAPER SENTENCE – Citizens will vote on the referendum in early June.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

9. NEWSPAPER SENTENCE – The incumbent, Thomas B. Jones, is favoured by the polls to win the election.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

10. NEWSPAPER SENTENCE – The alleged hijacker was picked up early yesterday morning.

DICTIONARY DEFINITION - _____

YOUR OWN SENTENCE - _____

Political Cartoons

Materials

Collect political cartoons from newspapers and the Internet. The larger your collection, the easier it will be to carry out the unit.

Objectives

to enable students to:

- decode political cartoons and explain their relevance
- discuss similarities and differences between various cartoons, grouped thematically or chronologically.
- create their own political cartoons
- describe the process of designing a political cartoon

Activities

1. Decoding and Understanding the Political Cartoon

(With the entire class)

- Define "political": that which is concerned with public affairs or government
- Define "cartoon": a sketch or drawing that interests or amuses by portraying persons, things, political events or situations etc. in an exaggerated way

(With full class participation or small-group discussion)

- Show students a political cartoon and ask them to answer the following questions:

What's your emotional reaction to this cartoon? Does it make you laugh, or feel angry, sad or concerned? Do you feel only one emotion or several at the same time?

Identify the message or main idea in the cartoon that triggered your emotional response. Decode the message by using the following method:

1. Scrutinize the characters. Can you name them by drawing on your knowledge of local and world events?
2. Examine the characters' attire and other visual clues.

For example: **facial expressions:** does the character's face convey anger, fear, intrigue etc.?

complexion: describe the character's facial appearance (clean-cut and shaven, scruffy etc.)

body expression and appearance: describe the character's physical appearance (slouched, arms waving frantically, small stature, broad and bold body etc.)

attire: what is the character wearing? (suit and tie, underwear, hats etc.)

exaggeration of facial or physical characteristics: compared to a photograph (e.g., chins, mouths, bulging eyes, long noses etc.)

3. Identify objects you see in the cartoon (buildings, fences, something the character is holding). Notice words on the objects and background features (sky, walls, water).
4. Discuss the main ideas expressed in the cartoon's text. Is there a common theme?
 - Pulling it together Do categories 1-4 complement each other? If so, how? Identify the main issues. Are they local, regional or global? Do you notice any use of stereotypes or relevant symbolism?

What effect does the cartoon have upon the audience? (Remember your first reactions and compare them with your classmates'.) What message is being conveyed by the media? (Positive? Negative?) Discuss.

Do you notice any other outstanding qualities that have not been mentioned?

2. Lecture or small groups

Present a selection of political cartoons relating to a central theme. (For example: national unity, the economy, situation in Bosnia, perceptions of a Prime Minister.) Examine the cartoons, as in Activity 1. Keep the ideas in chronological order. Note the similarities and differences between cartoons and the ways in which they relate to the main theme.

3. Individual

Have students collect political cartoons of personal interest and examine them, according to the questions set forth in Activity 1.

4. Individual

Have students pick a theme and draw a political cartoon, using the questions in Activity 1 as a guideline.

5. Small-group or open-ended class discussion

Examine political cartoons from various local papers, regions of Canada or foreign countries. Do the papers have similar or differing views of issues? Why? Compare and discuss what the cartoons from various regions or countries say about the audience, media and themes addressed.

6. Class project

Collect political cartoons for the entire school year beginning with day one and place them on the walls as a time line chart. (Note the date and newspaper for future reference.)

7. Take a field trip to observe a cartoonist designing a political cartoon from origin to publication. (Alternatively, you could bring her/him as a guest speaker to your school.) Ask students to develop, in advance, the questions they would like answered.

Evaluation

Students will be evaluated through individual marked assignments, class participation and a political cartoonist log of the entire unit.

Writing a Newspaper Article

In this lesson, students will write a news article for the school newspaper. The lesson begins with a discussion about freedom of speech and the important role it plays in journalism. Next, students will learn how to create news articles by developing 'lead paragraphs' and by using the 'inverted pyramid' model. Once this is done, they will be given time during class to select topics, conduct research, write their articles and proof read and peer edit their own and other's works.

Outcomes

Students will:

- understand journalistic terms and vocabulary
- understand the structure of news articles
- produce and publish written work, using appropriate technology
- analyse and assess the information and ideas gathered from a variety of print and electronic sources
- develop keyboarding skills
- develop peer editing and proof reading skills

Materials and Preparation

Photocopy the following student handouts:

1. Formula for a Well-Written News Article

1. First paragraph

In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.

2. Second/Third/Fourth paragraphs

Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective -- never state your opinion. Use quotes to express others' opinions!

3. Last paragraph

Wrap it up somehow (don't leave the reader hanging. Please don't say...."In conclusion" or "To finish..." (yawn!) Try ending with a quote or a catchy phrase.

- Use active words (verbs that show what's really happening.)
- Take notes when you interview. Write down quotes!
- Tell the really interesting info first!

2. Creating a Newspaper Article

1. Outline the purpose of your article
2. Choose an article topic
3. Research the article
4. Write the article
5. Edit the article - have a friend proofread it
6. Rewrite the article and type it on the computer
7. Do a spell check
8. **Optional class activity: Use a software program such as PageMaker or QuarkXpress to create a newspaper that will contain all**

Procedure

This unit should take approximately one-and-a-half weeks.

- Freedom of speech - 1 day
- Introduction to school journalism/brainstorming - 1 day
- Research articles - 2 days
- Write/revise - 3 days

Daily Lesson Plans

Day One

Start out your journalism unit with a discussion about freedom of speech and what it means. Intermediate school students have many strong opinions on this topic and it gives the teacher a nice opportunity to play *Devil's Advocate*. Begin by asking the following questions:

- Have you heard the term "freedom of speech"?
- Where does this phrase come from?
- Do you think we have freedom of speech in our country? Why or why not?
- Should we have complete freedom of speech, so we can say anything we want?"

If the class as a whole seems to agree that "yes, we should have total freedom of speech" ask them:

- Should racist remarks be allowed in the classroom?
- Should a teacher be allowed to swear in a classroom?
- Is it okay to tell lies and spread rumours about other classmates?

If the class as a whole seems to agree that "no, we should not have total freedom of speech" ask them:

- Do you think newspapers should get permission from the person they are writing about before a story is printed?
- What if the person won't give permission?
- What if a story is important and the key person won't give permission? For example, if you found out that the principal was embezzling money from the school, do you think the principal would give you permission to print the story?

Tell students that they will be writing articles for a school newspaper. They will each be responsible for one article, but may work in pairs to write two articles. Tell them to think about a topic and bring ideas to class tomorrow.

Day Two

Distribute **Creating a Newspaper Article**

Lay out a big sheet of bulletin board paper on a table in the middle of the room. Ask students to form a circle around the paper. Brainstorm ideas for newspaper article topics. Encourage students to include all facets of the school, and its activities. You may need to remind them their topics will have to be approved by the principal. Explain what limitations there might be. In some cases, students may censor themselves too much, and you will need to explain that it is okay to take risks.

Once the list is finished, allow students to sign up for topics and form pairs if they wish. Limit the number of feature articles. Explain to students that space in a newspaper is an issue. Space costs money and we only have so much money, therefore, we only have so much space.

Talk about how to write a newspaper article. Distribute the handout **Formula for a Well-Written News Article**. Tell them that the 'lead' is the opening to their article and should hook the reader. It should answer the 5 W's: Who, What, When, Where, Why (and sometimes How). Tell them about the inverted pyramid. This means that articles should be written with the most important information first and the least important last.

Day Three

Take your class to the library. Read your students an article that includes facts or statistics. Explore with them how the facts or statistics support the article. Ask them where they think the reporter found these facts or statistics. Tell students they must try to find two or more facts or statistics to support their topic. This gives them practice in research and adds substance to their article. If your students wish to do school wide surveys to get their facts, you will need to prepare a short lesson on statistics and what makes them valid and invalid. Find out ahead of time if teachers will allow your students to interrupt their classes to conduct surveys. Some teachers will appreciate the opportunity for their students to be involved in a survey, others will resent the disruption. Limit the number of survey topics for students to do.

Days Four and Five

Continue researching and writing news articles. Tell students they will be due in two days.

Day Six

Have students exchange news articles and ask them to check that the 'lead' paragraph answers the 5 W's. Ask them to answer the questions, "Did this article 'hook' you into reading more? Why or why not?" You may want to make up a check sheet that the students can fill in and return to the article writers. Ask students to revise their articles if it is necessary.

Evaluation

- Completed articles, including peer edited drafts.

STUDENTS MAKE DIGITAL NEWSPAPERS

DR. ELENA SAYANOVA

FAKE NEWS AMONG TEENAGERS

AGREEMENT N 2019-I-SI01-KA229-060523



Funded by the
Erasmus+ Programme
of the European Union

JOURNALIST SKILLS IN THE ENGLISH CLASSROOM

A student-generated newspaper for a real audience engages students in the real process of asking questions, writing articles and editing.

It is a beneficial way of motivating students to create pictures, stories, and features while covering topics they care about.

Undoubtedly, newspaper-creation projects and related activities can be incorporated into different classroom contexts.



BENEFITS OF CREATING A STUDENT-GENERATED DIGITAL NEWSPAPER



Builds a classroom community Works for a variety of abilities

Creates an authentic resource

Increases student motivation & vocabulary

Provides interaction

Provides practice in English

Develops 21st-century skill

(Lynch, 2006; Ono & Ishihara, 2010; Herrington & Moran, 2012; Hoyt, 2013)

ACTIVITIES FOR DIGITAL NEWSPAPERS

Online research

Surveys

Interviews

Reviews

Writing captions

Writing articles

Making collages



WRITING CAPTIONS

/A CAPTION IS A TITLE OR BRIEF DESCRIPTION OF AN IMAGE/



Ask questions to describe the photo.

- Who is in the photo?
- How old are they?
- Where are they?
- What are they doing?
- How do they feel?

Review basic sentence structure.

IDENTIFYING NEWSPAPER SECTIONS

A SMALL-SCALE PROJECT/ GROUP WORK



1. Every group is provided with different sections of various newspapers/their online versions.
2. Every group works on: examining the newspaper; identifying the section /world news, local news, editorials, sports, weather, classified ads, etc./ and write a description of their sections and present it to the others. They can focus on the following: • How many pages are in that section? • What kinds of stories are on each page? • Which stories have photographs? • Which story do you think is the most important story for this section? Why? • Which of the stories is the most interesting to you? Why ?
3. Students can be asked to compare the same section (culture, national news, etc.) from two different newspapers. They should also include their ideas about why different newspapers focus on different things. They can also do an oral report about the newspaper/s they prefer and why.)



WRITING LETTERS TO THE EDITOR

Ask the students to find the Letters to the Editor page of the newspaper.

Have students read a couple of Letters to the Editor and then discuss them.

They might consider the following: • Was the letter well-written and easy to understand? • Was the letter interesting? Why or why not? • Did the writer of the letter express an opinion? If so, what is the writer's opinion? • Does the writer give facts to support his/her opinion? • Do you believe the writer of the letter? Do you agree with the writer? Why or why not?

Ask students to write their own individual Letters to the Editor/they can select a newspaper article from the newspapers used in this activity. The story can be one that interests the students or makes them react in a positive or negative way.

WRITING A NEWS STORY



1. Students must choose an event they are familiar with or something that interests them, such as a sports match, a competition, a school activity, a local celebration or an event that has recently taken place or even one that will happen soon.
2. To help students, some questions can be written on the board.
 - What is the event?
 - What happened/will happen because of this event?
 - When did/will the event take place?
 - Who took part/will be taking part in the event?
 - Where did/will the event take place?
 - How...(there could be various “how” questions.)
 - Why: Why did/will the event happen? Why did/will the participants do what they did/will be doing?

INTERVIEWS



INTERVIEWS

Students can practice forming questions and answers in pairs.

They might give oral reports as well as written reports of their interviews.

If possible, they can record audio or video interviews. (Do not record anyone without permission.) After the interview, students should carefully listen to the recording several times, writing down the exact words that were said. Students can make some corrections and add to your notes any relevant information.

Sample Interview Questions – from “ENGLISH TEACHING FORUM” N 4

Tell students to choose among them or to adapt the questions to fit the person they plan to interview.

1. What is your full name? Is there a story about why you were given this name?
2. Where were you born? Where have you lived most of your life?
3. What do you like about living in this city?
4. What are your favourite things to do on a weekend or holiday?
5. Do you have a favourite actor, author, or musician? Why do you like that person?
6. What type of music do you enjoy most: rock, folk, classical?
7. What is your favourite subject (class) in school?
8. What do you plan to do after graduation?
9. What would you like to be doing ten years from now?
10. Do you have a hero? Who is it? Why do you like this person?
11. If you won the lottery, what would you do with the money?



NEWSEUM

WEBSITE

[Online | Newseum](#)

[Today's Front Pages – Freedom Forum](#)

Covid surges, but cabinet split means no extra curbs - for now

PM accused of failing to follow scientific instructions left to flounder

By Peter Walker
London

Prime Minister Boris Johnson's cabinet split over whether to impose a new lockdown to curb the spread of the coronavirus has left him floundering.

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Flagrant disregard: fury over No 10 event

By Peter Walker
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'I will unite Chile,' vows new leftist president

By Peter Walker
London

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latest issue online

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NEWSLAB

WEBSITE

NewsLab – school for
journalism&new media

<https://newslab.org/>



CREATING A SCHOOL NEWSPAPER

Stage 1 - PLANNING:

Discussing the format; the name; the audience; the newspaper sections; the layout;

Stage 2 - WRITING DRAFTS

Each section will have different types of tasks. For example, students who need to interview people will have to write interview questions. Some students may be drawing or writing comic strips. Some may need to review other newspapers or written sources for information to write about. Some may need to collect information about local events. It is very important that students write their own material and not copy something from the Internet

Stage 3: MAKING CORRECTIONS TO THE DRAFT

Students can get some feedback from other students or their teachers / discussing the contents; suggesting corrections in vocabulary or grammar/. Students should be encouraged to do as much rewriting as possible.

Stage 4: COMPILING THE NEWSPAPER

OUR SCHOOL NEWSPAPER



Publication3, Issue1.pub

HATE SPEECH MEANING AND CAUSES

tutorial



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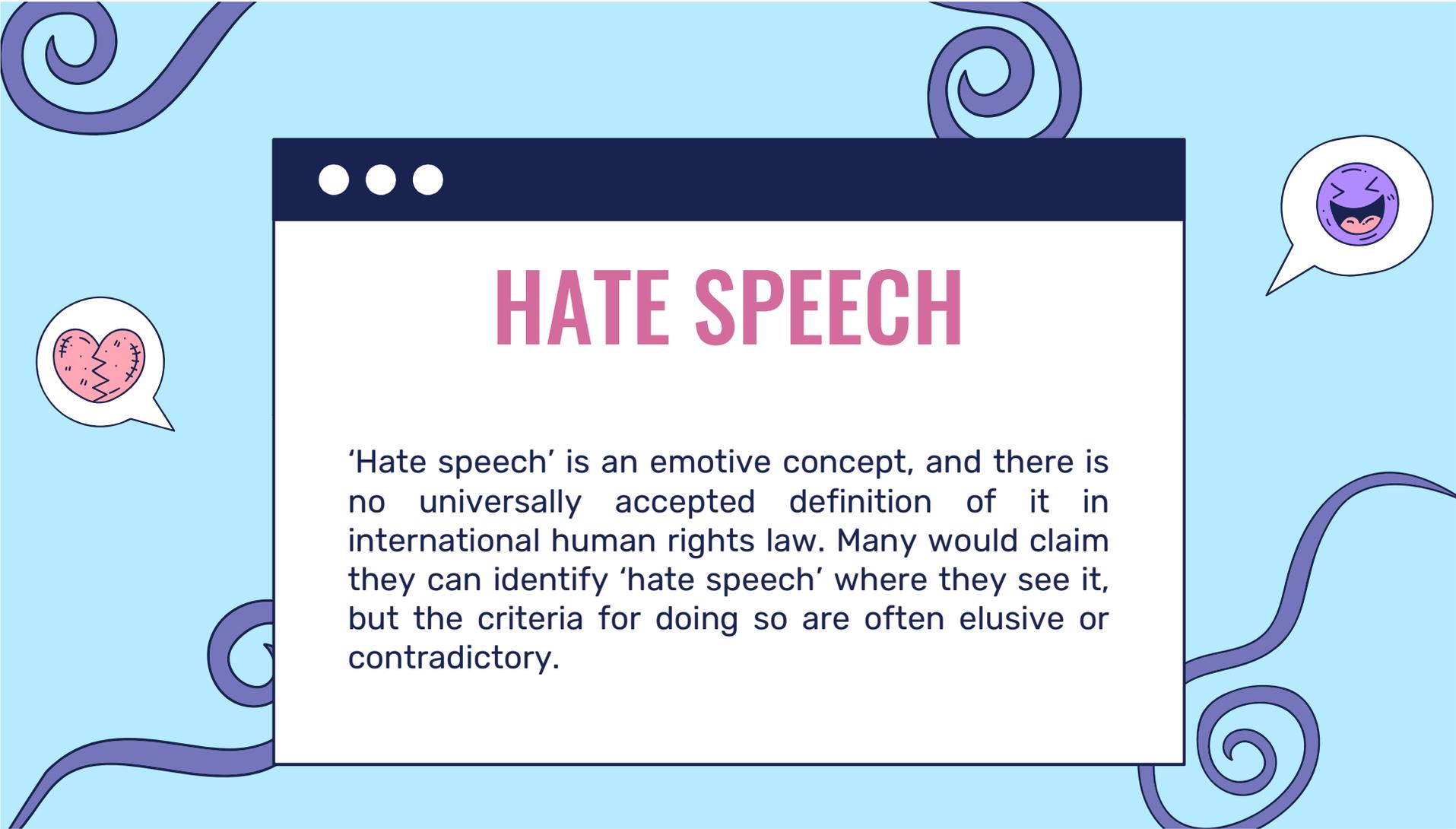




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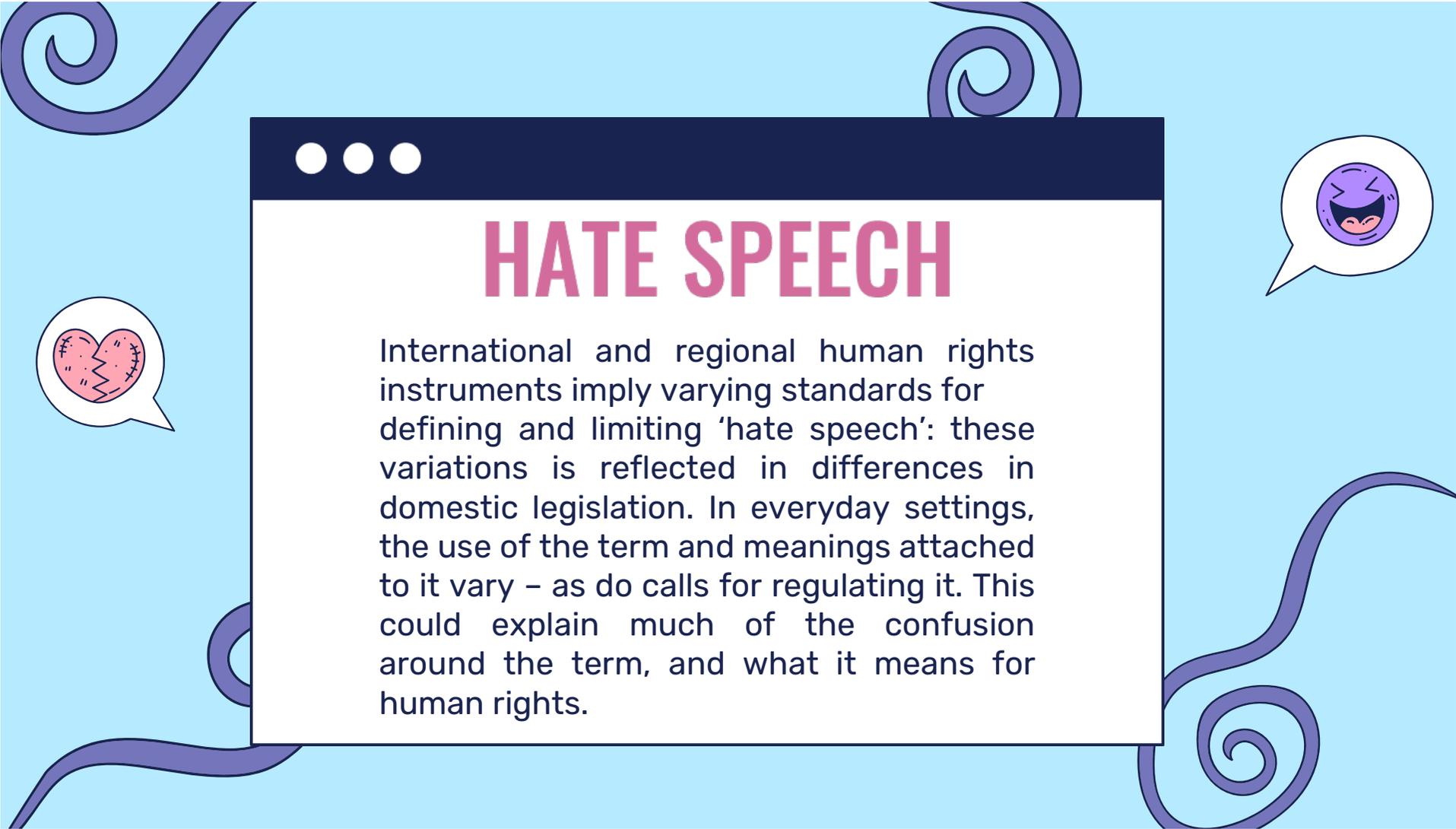
INTRODUCTION

What is Hate Speech?



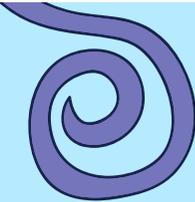
HATE SPEECH

'Hate speech' is an emotive concept, and there is no universally accepted definition of it in international human rights law. Many would claim they can identify 'hate speech' where they see it, but the criteria for doing so are often elusive or contradictory.



HATE SPEECH

International and regional human rights instruments imply varying standards for defining and limiting 'hate speech': these variations is reflected in differences in domestic legislation. In everyday settings, the use of the term and meanings attached to it vary – as do calls for regulating it. This could explain much of the confusion around the term, and what it means for human rights.

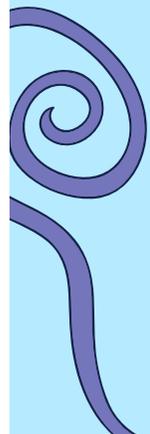
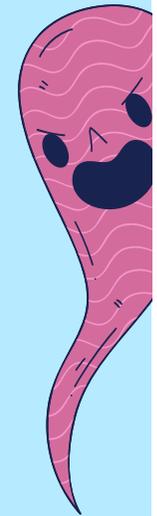


INTERNATIONAL DAY FOR COUNTERING HATE SPEECH



The United Nations considers hate speech “any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor.”

So then, The United Nations decided to recognize June 18th as “The international day for countering hate speech.”



02

TYPES

The Types of Hate Speech



Types of Hate Speech



Lawful Hate Speech

Hate speech which may be restricted to protect the rights or reputations of others, or for the protection of national security or of public order, or of public health or morals.



Hate speech that may be prohibited

Advocacy of discriminatory hatred constituting incitement to hostility, discrimination or violence.



Hate speech that must be prohibited

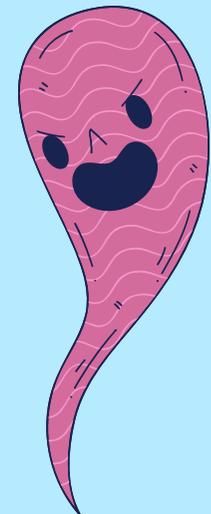
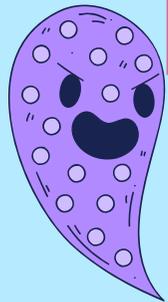
Incitement to genocide and other violations of International Law.



Hate Speech that must be prohibited

Under international law, Countries are required to prohibit the most severe forms of 'hate speech'. The prohibitions are tailored to preventing the exceptional and irreversible harms the speaker intends and is able to incite.

Prohibition of incitement to other discriminatory violations of international criminal law, such as the war crime of persecution, is not required by either the Genocide Convention or the Rome Statute, but should be considered within this category.



Hate Speech that may be prohibited

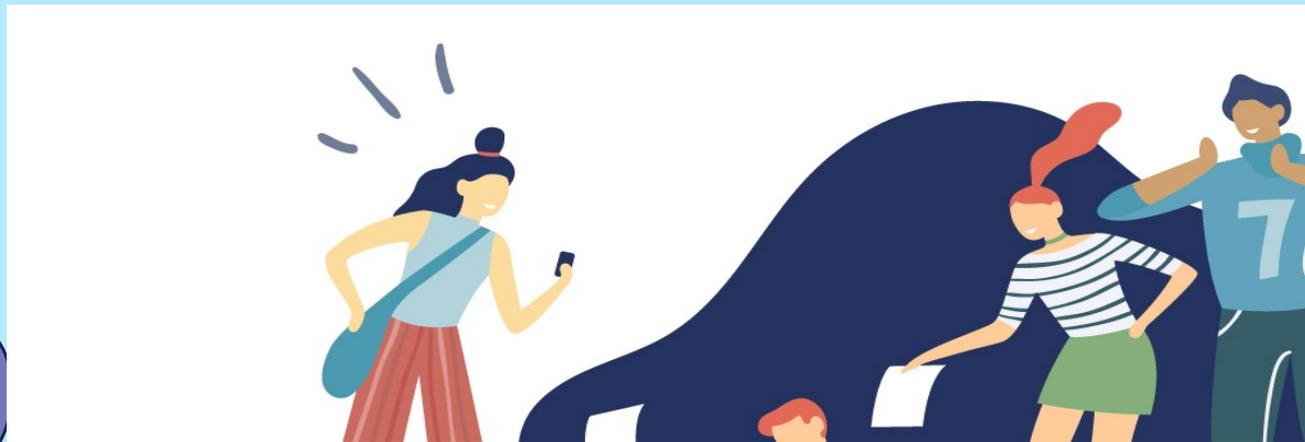
There are some forms of 'hate speech', which may be understood as individually targeting an identifiable victim. This may not fit within the borders of criminalised hate speech because the speaker does not seek to incite others to take an action against persons on the basis of a protected characteristic. These types of 'hate speech' include threats of violence, harassment and assault.





Lawful Hate Speech

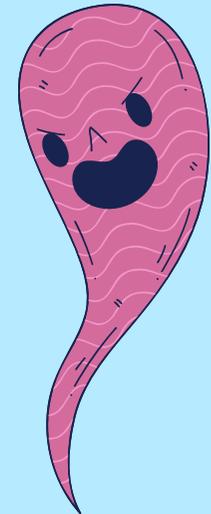
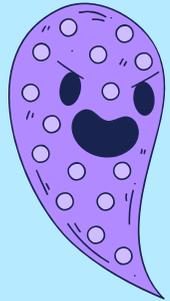
Expression may be inflammatory or offensive, but not meet any of the thresholds described above. This expression may be characterized by prejudice, and raise concerns over intolerance, but does not meet the threshold of severity, at which restrictions on expression are justified.

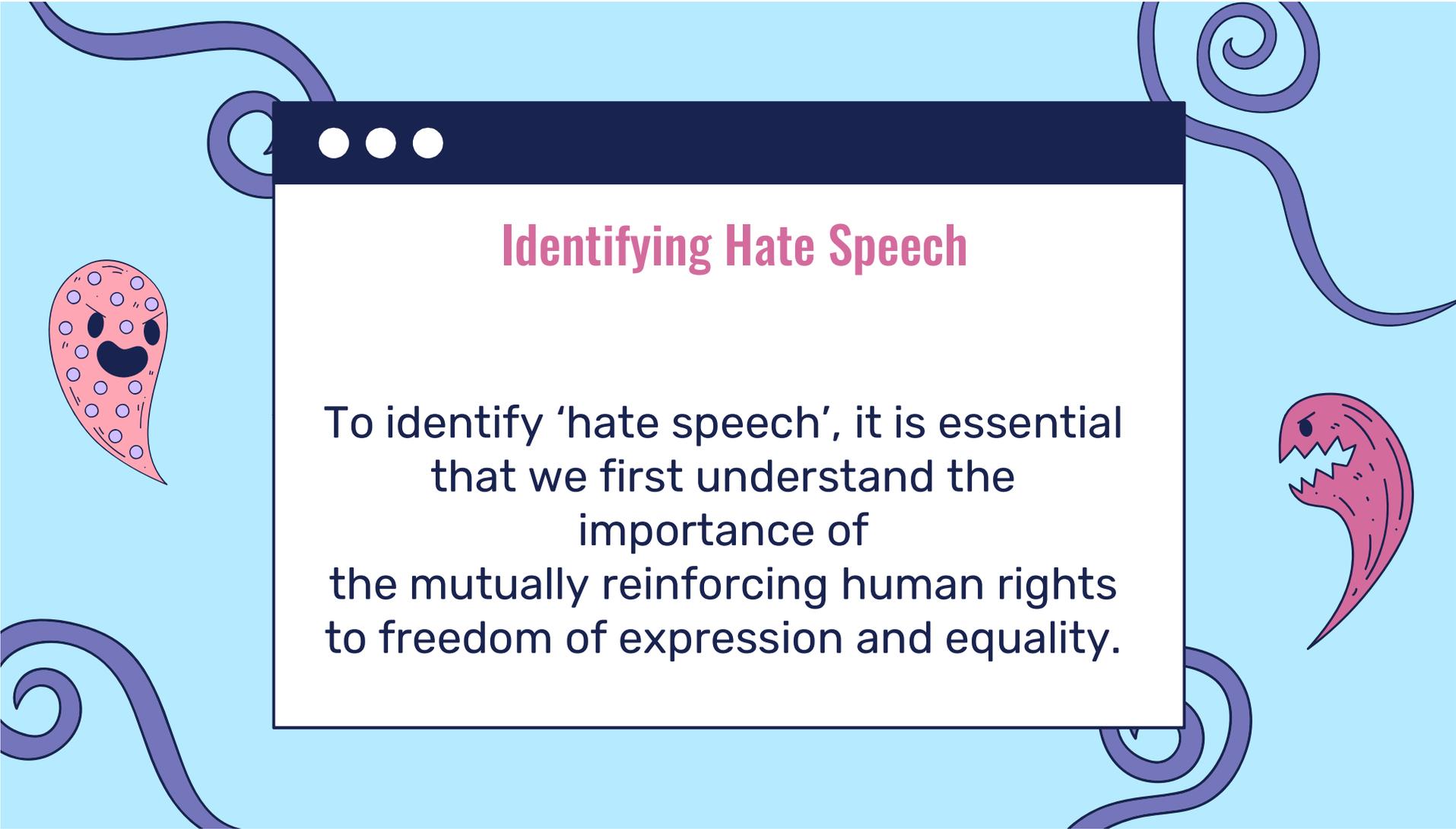


03

Identifying

Identifying Hate speech.





Identifying Hate Speech

To identify 'hate speech', it is essential that we first understand the importance of the mutually reinforcing human rights to freedom of expression and equality.



What does Hate Speech look like?

Typical hate speech involves epithets and slurs, statements that promote malicious stereotypes, and speech intended to incite hatred or violence against a group. Hate speech can also include nonverbal depictions and symbols. For example, the Nazi swastika, the Confederate Battle Flag (of the Confederate Countries of America), and pornography have all been considered hate speech by a variety of people and groups.





What does Hate Speech look like?

Using derogatory words, even if the word itself is not a racial or ethnic slur, can be hateful speech. Examples include using words like “animals” or “invaders” to describe immigrants; comparing people to “trash” or “garbage”; or alluding to certain groups of ethnic minorities as cockroaches or diseases, as was done in the Rwandan genocide.

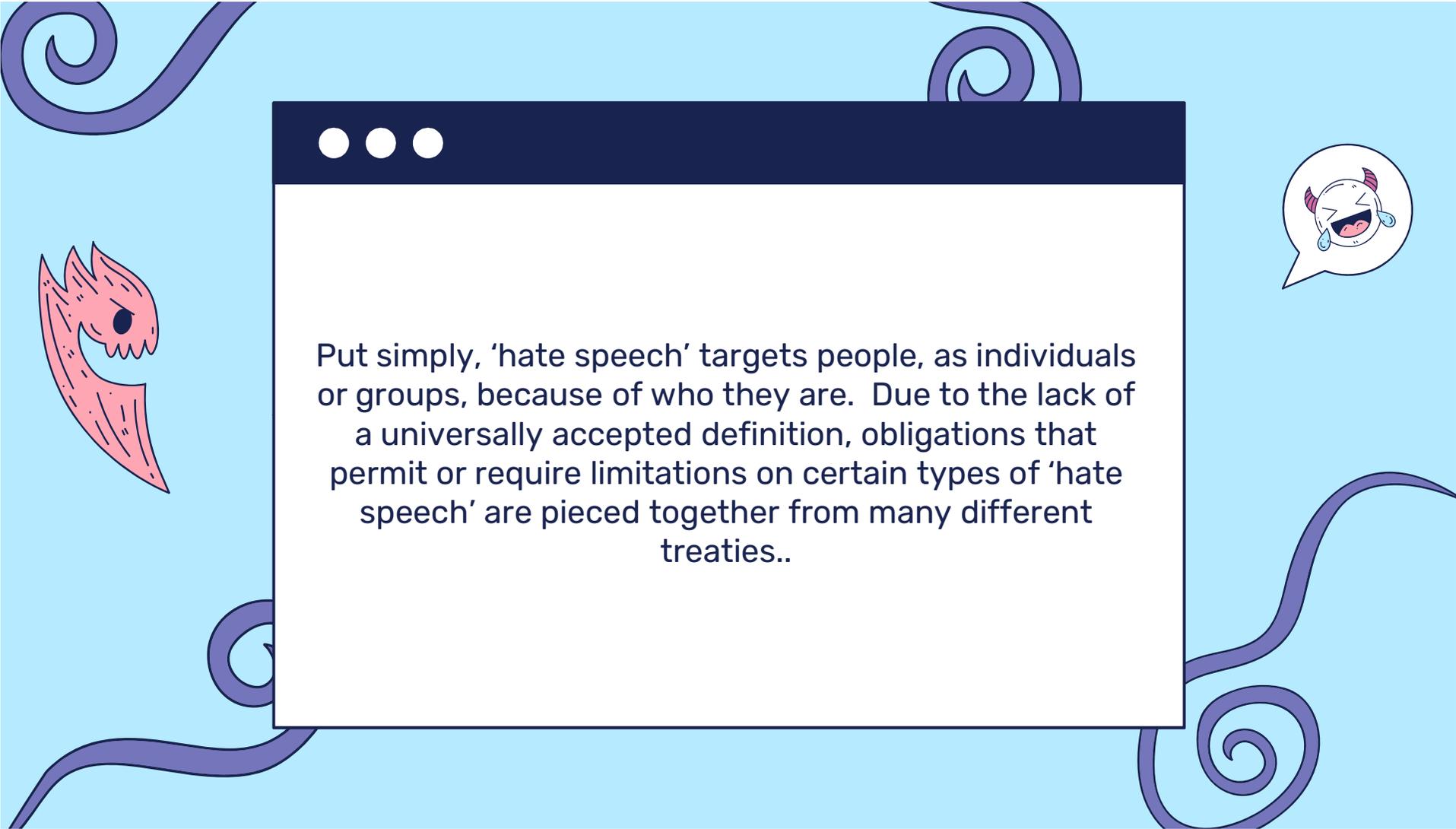


04

Targeting

Who and why are the targets of Hate Speech?





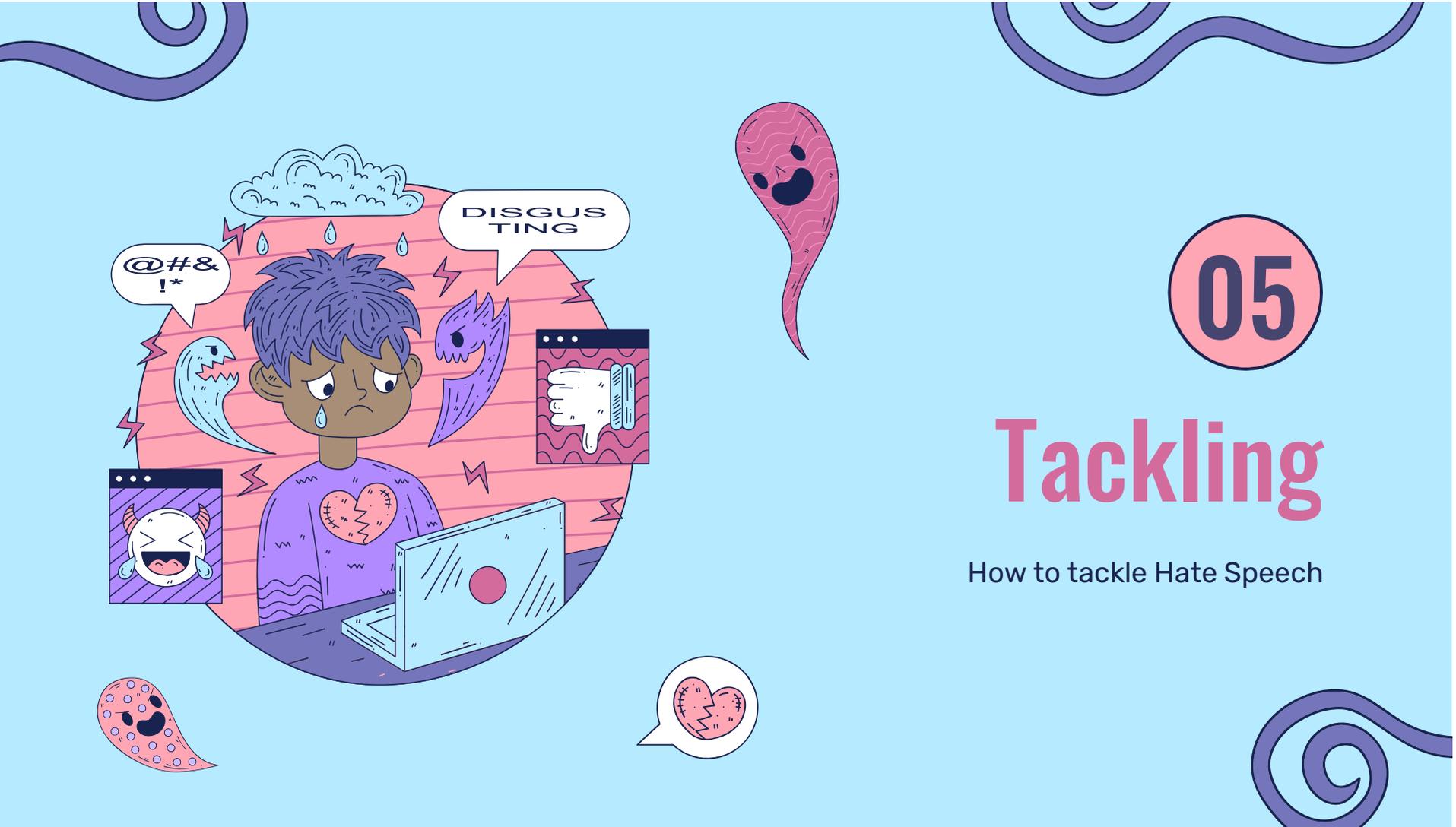
Put simply, 'hate speech' targets people, as individuals or groups, because of who they are. Due to the lack of a universally accepted definition, obligations that permit or require limitations on certain types of 'hate speech' are pieced together from many different treaties..



It becomes complicated, as not all treaties which deal with discrimination require Countries to prohibit hate speech.







05

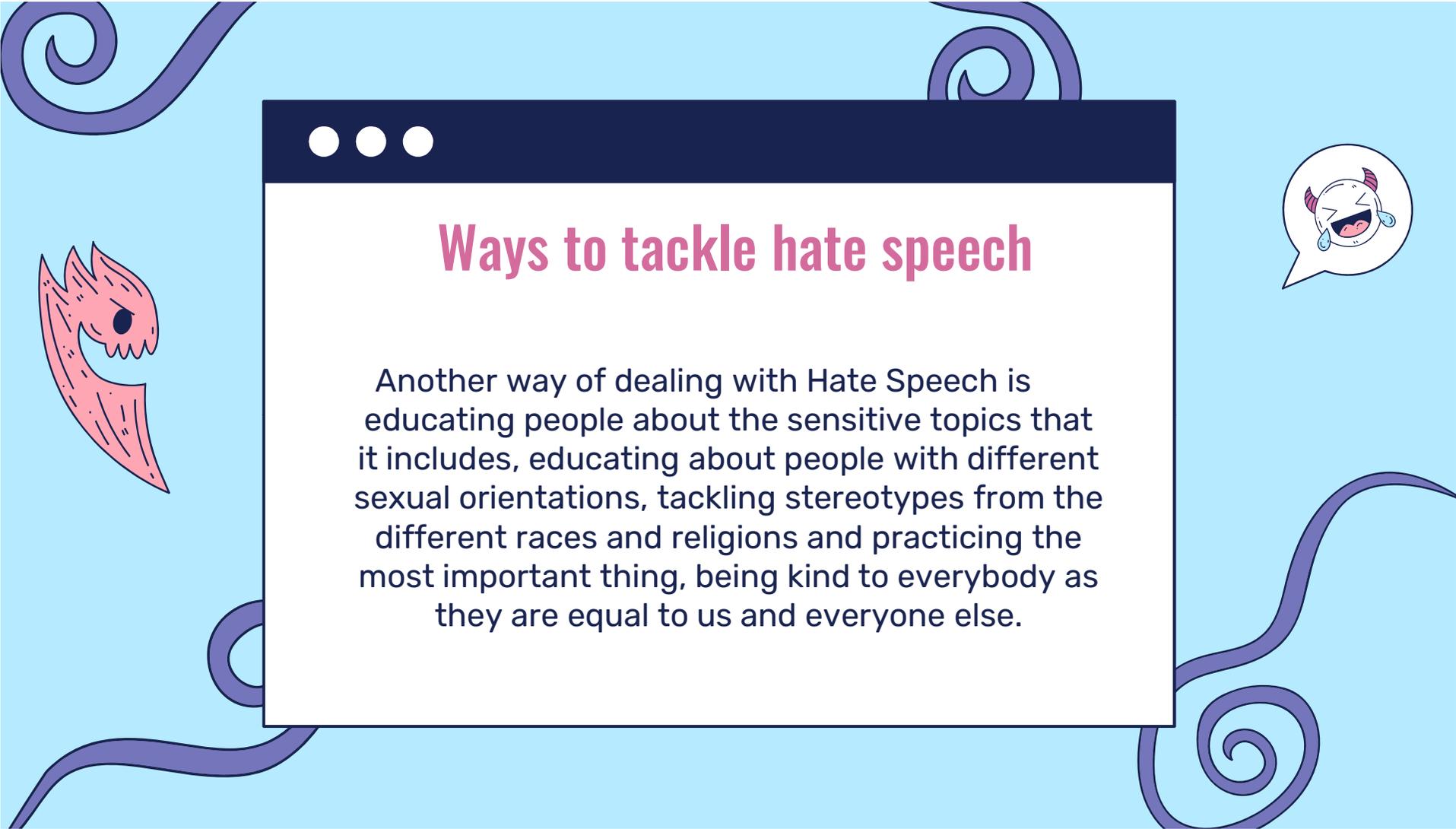
Tackling

How to tackle Hate Speech



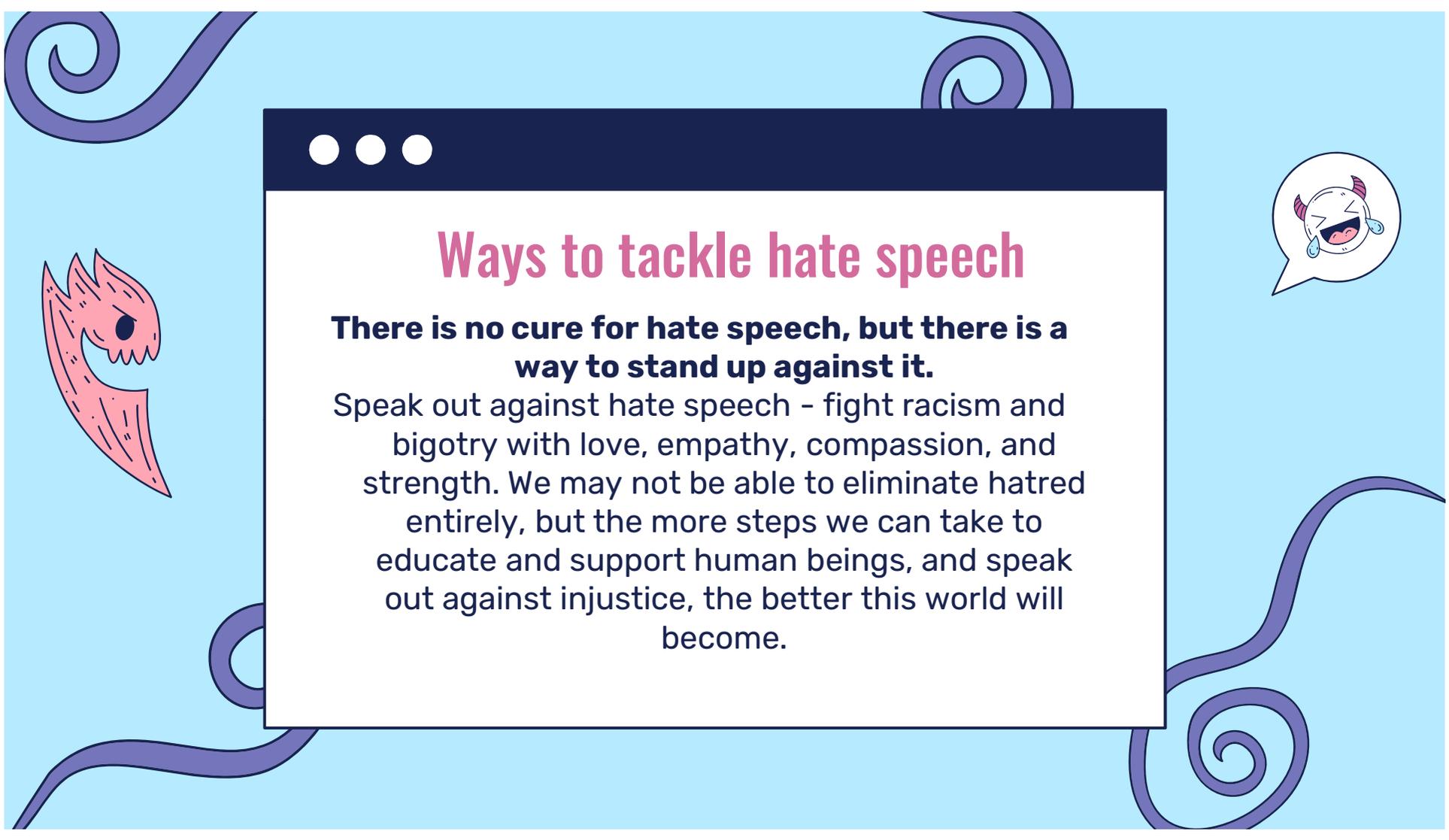
Ways to tackle hate speech

One of the ways we can fight hate speech is by speaking up about equality, inclusivity, and diversity. Some refer to this method as *counterspeech*. The more we can undermine hate speech with loving words, logical arguments, and truth-telling, the more that hate speech will begin to lose its power.



Ways to tackle hate speech

Another way of dealing with Hate Speech is educating people about the sensitive topics that it includes, educating about people with different sexual orientations, tackling stereotypes from the different races and religions and practicing the most important thing, being kind to everybody as they are equal to us and everyone else.



Ways to tackle hate speech

There is no cure for hate speech, but there is a way to stand up against it.

Speak out against hate speech - fight racism and bigotry with love, empathy, compassion, and strength. We may not be able to eliminate hatred entirely, but the more steps we can take to educate and support human beings, and speak out against injustice, the better this world will become.

Food Companies Targeting Kids Online



English Lesson

Food Companies Targeting Kids
Online



Learning Outcomes: Students demonstrate:

- an awareness of the many different types of advertisements they encounter daily
- an understanding about how they, as consumers, are influenced by these commercial messages
- an appreciation of their position as a desirable demographic for advertisers
- awareness of the health issues associated with over-consumption of snack foods and fast foods
- awareness of how the fast food and snack food industries encourage over consumption of their products through advertising and serving sizes
- an understanding of their own responses to advertising of fast food and snack food
- continuing awareness of the types of foods needed to maintain a healthy lifestyle
- continuing awareness of the principles of balance and moderation in fitting snack foods into a healthy

Food Companies Targeting Kids
Online



RESOURCES AND MATERIALS

A newspaper article

Food Companies Targeting Kids
Online



WARM-UPS: 1. CHAT:

- In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring:

Greed / consumerism / marketing / ploys / chocolate companies / tactics / nutrition / vocabulary / immorality / logos / peers / promotions / eye openers / obesity

- Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

Food Companies Targeting Kids
Online



WARM-UPS: 2. MARKETING

Ask your partner(s) about which of these products it is OK for companies to target children using ads. Write down from what age it is OK to target children. Share your thoughts with new partners.

- _____ Hamburgers _____ Cola
- _____ Sportswear _____ Condoms
- _____ Music CDs _____ Computer games
- _____ Cosmetics _____ Mobile phones

Food Companies Targeting Kids
Online



BEFORE READING / LISTENING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- a. Marketeers have found a way of protecting kids from consumerism.T / F
- b. Some kids are bombarded with advertising at school.T / F
- c. Over 80% of food companies use the Internet to target kids.T / F
- d. McDonalds ads for kids focus heavily on its burgers and healthy food.T / F
- e. “Advergame” may become a new English word.T / F
- f. “Viral marketing” is all about making children aware of bugs.T / F
- g. A report spokesperson said the findings were not so interesting.
T / F
- h. Advertising to kids on TV reaches deeper than advertising online.
T / F

Food Companies Targeting Kids
Online



2. SYNONYM MATCH

Match the following synonyms from the article:

- a.greedy
 - b.bombarding
 - c.tout
 - d.insidious
 - e.enticing
 - f.callous
 - g.lure
 - h.peers
 - i.incentives
 - j.reach
- impact
 - peddle
 - induce
 - uncaring
 - money-grabbing
 - contemporaries
 - sly
 - encouragement
 - inundating
 - tempting

Food Companies Targeting Kids
Online



3. PHRASE MATCH:

Match the following phrases from the article (sometimes more than one combination is possible):

- a.ensnaring children
 - b.tout
 - c.The latest insidious
 - d.analysis of the nature
 - e.exposes the questionable
 - f.increases
 - g.being blitzed
 - h.encouraging children
 - i.It raises
 - j.the reach of online advertising is
- pernicious ploy
much deeper than that of television
and scope of online food advertising
ethical concerns
into the net of consumerism
tactics of companies
to contact their peers
their wares
the likelihood of
with corporate logos

Food Companies Targeting Kids
Online

_____ -greedy corporate marketers have found a new means of ensnaring children into the net of consumerism. Not _____ with bombarding kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to _____ their wares to unsuspecting children. The latest insidious and pernicious _____ of more than eighty percent of the world's chocolate and snack food companies has been brought to _____ in a new report, entitled "It's Child's Play: Advergaming and the Online Marketing of Food to Children". It is "the first comprehensive analysis of the nature and _____ of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the questionable _____ of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap _____ toys than food.

Food Companies Targeting Kids
Online

*light
content
giveaway
ploy
ever
tactics
tout
scope*



The report _____ increases the likelihood of a new word entering the English vocabulary – the “advergame” – an immoral and callous technique to get kids _____ while having online fun. In addition, a variety of other advertising and marketing tactics designed to lure kids into spending an _____ amount of online time being _____ with corporate logos are employed on these sites. These include viral marketing (encouraging children to contact their _____ about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand _____ to TV ads (53%); and incentives for product purchase (38%). Kaiser’s William Dietz said the scale of this advertising was an “eye opener”. It _____ ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the _____ of online advertising is much deeper than that of television.

Food Companies Targeting Kids
Online

reach
unlimited
access
hooked
peers
raises
sadly
blitzed





AFTER READING / LISTENING

- 1. WORD SEARCH:** Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words **'lure'** and **'hook'**.
 - Share your findings with your partners.
 - Make questions using the words you found.
- 2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.
 - Share your questions with other classmates / groups.
 - Ask your partner / group your questions.
- 3. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.
- 4. STUDENT "ADVERGAME" SURVEY:** In pairs / groups, write down questions about the ethics of food companies using Internet games to tout their wares to children.
 - Ask other classmates your questions and note down their answers.
 - Go back to your original partner / group and compare your findings.
 - Make mini-presentations to other groups on your findings.

Food Companies Targeting Kids
Online



DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- Did the headline make you want to read the article?
- Have you heard of advergames before?
- Do you think it is just a sign of the times that food companies are targeting kids and nothing to worry about?
- Do you think the executives designing games to lure children to their products have bad morals?
- What kind of laws do you think should be placed on advergames?
- Do you think kids are sensible enough to know food companies are trying to manipulate them?
- What do you think of food companies placing advertisements in schools?
- Are you concerned that McDonald's ads that target kids focus on cheap, giveaway toys and not food?
- Would you allow your child to play online games that encourage children to buy hamburgers and soft drinks?
- What do you think of the word 'advergame'?

Food Companies Targeting Kids
Online



STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What do you think about what you read – was it an eye opener?
- What do you think of the technique of viral marketing whereby kids mail their friends to recommend a new product?
- Is it OK for junk food companies to tell kids they can get extra powers in games by buying products that contain special codes?
- Is television advertising or online advertising more dangerous?
- Do you like Ronald McDonald?
- Do you think the advergames could be good for kids?
- Games tell kids they can view TV ads online “over and over right now” instead of having to wait for them to be on TV. Is this OK?
- Would you like your child to have a McDonalds screensaver?
- Did you like this discussion?

Food Companies Targeting Kids
Online



AFTER DISCUSSION:

Join another partner / group and tell them what you talked about.

- What was the most interesting thing you heard?
- Was there a question you didn't like?
- Was there something you totally disagreed with?
- What did you like talking about?
- Which was the most difficult question?

Food Companies Targeting Kids
Online



HOMework

- 1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
- 2. INTERNET:** Search the Internet and find information about advergaming. Talk about what you discover with your partner(s) in the next lesson.
- 3. SURVEY:** Conduct a survey of your family and friends. Find out their opinions on advergaming. Share what you wrote to your classmates in the next lesson.
- 4. LETTER:** Write a letter to the advertising executives designing new tactics to get children to be consumers. Ask them three questions. Which letter did you like best and why? Your partner(s) will answer your questions in the next lesson.

Food Companies Targeting Kids
Online



THE ARTICLE

Ever-greedy corporate marketers have found a new means of ensnaring children into the net of consumerism. Not content with bombarding kids on TV, in the streets and at schools, marketing executives are utilizing Internet games to tout their wares to unsuspecting children. The latest insidious and pernicious ploy of more than eighty percent of the world's chocolate and snack food companies has been brought to light in a new report, entitled "It's Child's Play: Advergaming and the Online marketing of Food to Children". It is "the first comprehensive analysis of the nature and scope of online food advertising to children". The research was commissioned by America's Kaiser Family Foundation and exposes the questionable tactics of companies such as Mars, Hersheys and McDonalds in targeting children to promote their products. The latter company, in particular, focuses its ads more on enticing kids with cheap, giveaway toys than food.

- The report sadly increases the likelihood of a new word entering the English vocabulary – the "advergame" – an immoral and callous technique to get kids hooked while having online fun. In addition, a variety of other advertising and marketing tactics designed to lure kids into spending an unlimited amount of online time being blitzed with corporate logos are employed on these sites. These include viral marketing (encouraging children to contact their peers about a specific product or brand, found on 64% of sites); sweepstakes and promotions (65%); memberships (25%); on-demand access to TV ads (53%); and incentives for product purchase (38%). Kaiser's William Dietz said the scale of this advertising was an "eye opener". It raises ethical concerns about the role food advertising plays in childhood obesity. Kaiser vice president Vicky Rideout warned the reach of online advertising is much deeper than that of television.

Food Companies Targeting Kids

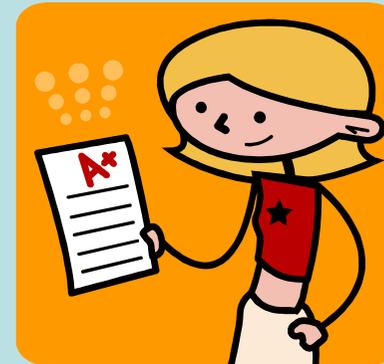
Online

[back](#)



ENGLISH

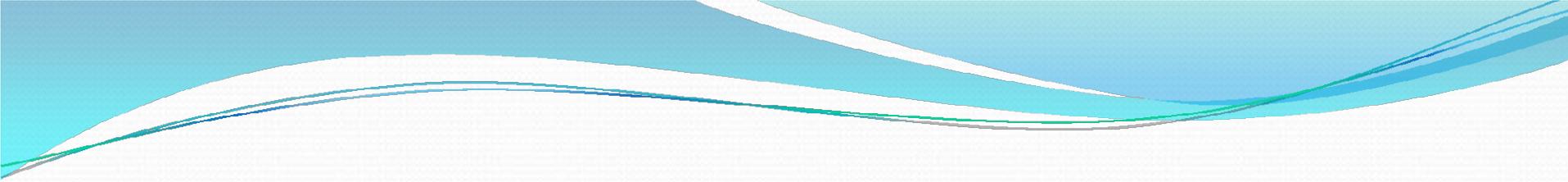
**Thank you for
your
attention!**



Food Companies Targeting Kids
Online

Cyber security

workshop



What Exactly is Cybersecurity?

- To improve your ability to keep yourself and your loved ones cybersecure, you need to understand what cybersecure means, what your goals should be vis-à-vis cybersecurity, and what exactly you're securing against. As you can see in these slides, these answers can vary dramatically between people, company divisions, organizations, and even within the same entity at different times.

Cybersecurity Means Different Things to Different Folks

- While *cybersecurity* may sound like a simple enough term to define, in actuality, from a practical standpoint, it means quite different things to different people in different situations, leading to extremely varied relevant policies, procedures, and practices.
- An individual who wants to protect her social media accounts from hacker takeovers, for example, is exceedingly unlikely to assume many of the approaches and technologies used by Pentagon workers to secure classified networks.

for example:

- For **individuals**, *cybersecurity* means that their personal data is not accessible to anyone other than themselves and others whom they have so authorized, and that their computing devices work properly and are free from malware.
For **small business owners**, *cybersecurity* may include ensuring that credit card data is properly protected and that standards for data security are properly implemented at point-of-sale registers.
For **firms conducting online business**, *cybersecurity* may include protecting servers that untrusted outsiders regularly interact with.



What is at risk?

- **Personal risks:** Many people store private information on their electronic devices, from explicit photos to records of participation in activities that may not be deemed respectable by members of their respective social circles. Such data can sometimes cause significant harm to personal relationships if it leaks. Likewise, stolen personal data can help criminals steal people's identities, which can result in all sorts of personal problems.

Getting to Know Common Cyberattacks

- In this chapter, you find out about the different types of problems that cyberattackers can create through the use of attacks that commonly impact individuals and small businesses.

Phishing



Example

- For example, a criminal may send an email that appears to have been sent by a major bank and that asks the recipient to click on a link in order to reset his or her password due to a possible data breach. When the user clicks the link, he or she is directed to a website that appears to belong to the bank, but is actually a replica run by the criminal. As such, the criminal uses the fraudulent website to collect usernames and passwords to the banking site.

more tags find speech send receive

Reply Reply All Forward

BO Bank of America <zephyrshakos@cox.net> 0 Group address icon

https://mole4.000webhostapp.com/index.php: Sign-in to Online Banking Locked
Click or tap to follow link. Fake Bank Of America email address

Bank of America Suspicious link

Your online account was incorrectly accessed while signing in to online banking.

Dear Member ,

Our records show that one of the following information is outdated :

- Personal ID
- Password
- Contact Information

We ask you to verify your information
failure to verify your information will result in account suspension

Please, [Click Here](#) to verify your information

Sincerely,
Bank Of America

Please do not reply to this email as the mailbox is not monitored.

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Document is pixelated indicating a copied scan. Document itself is also a link

CEO Fraud

From: Robert Smith <rsmith@yourdomain.com>
To: Sue Brown
Cc:
Subject: Please get back to me asap.

Sue,

Please do you have a moment? Am tied up in a meeting and there is something I need you to take care of.

We have a pending invoice from our Vendor. I have asked them to email me a copy of the invoice. I will be highly appreciative if you can handle it before the close of banking transactions for today. I can't take calls now so an email will be fine.

Robert

Personal data theft

- *Criminals often try to steal people's data in the hope of finding items that they can monetize, including:
 - *Data that can be used for identity theft or sold to identity thieves
 - *Compromising photos or health-related data that may be sellable or used as part of blackmail schemes
 - Information that is stolen and then erased from the user's machine that can be ransomed to the user
 - *Password lists that can be used for breaching other systems
 - *Confidential information about work-related matters that may be used to make illegal stock trades based on insider information
 - Information about upcoming travel plans that may be used to plan robberies of the victim's home

Malware

- *Malware*, or malicious software, is an all-encompassing term for software that intentionally inflicts damage on its users who typically have no idea that they are running it. Malware includes computer viruses, worms, Trojans, ransomware, scareware, spyware, cryptocurrency miners, adware, and other programs intended to exploit computer resources for nefarious purposes.

• UNDERSTANDING MALWARE = **MAL**icious soft**WARE** •

An umbrella term for a type of software that is typically installed on a website by cybercriminals; intended to steal data, damage or disable a computer.

TYPES OF MALWARE



Worms

Live in your computer's memory and rely on security failures to spread itself to other computers across a network. They can quickly infect large numbers of computers, consuming bandwidth and overloading a webserver.



Virus

A piece of code that is loaded onto your website or computer without your knowledge, attaching themselves to files or programs and rapidly spreading to computers of everyone in your contact list.



Bots & Botnets

A collection of programs remotely controlled to perform automated tasks. They can consist of millions of infected computers and can send spam or be used in DDoS attacks to bring down a website.



Trojan Horses

Like the myth, a Trojan is a malicious program that disguises or embeds itself as a legitimate-looking file and tricks users into downloading it. Frequently, they open a backdoor to capture keystrokes to enable sensitive data collection.



Ransomware

Encrypts, denies or restricts access to your files and demands payment through Bitcoin in order for access to be granted again.



Spyware

Malware that is designed to spy on a user's activity, harvesting your data and collecting personal information such as usernames, passwords and surfing habits.



Adware & Scams

Automatic advertising software that delivers unwanted promotions and pop-ups while you are browsing the web; if you click on one of these ads you will be redirected to a malicious site.



Spam & Phishing

A social engineering attack by sending fake emails or text messages to look like they're from authentic companies to fraudulently acquire personal and financial information.

Viruses

- Like biological viruses, computer viruses can't spread without having hosts to infect. Some computer viruses significantly impact the performance of their hosts, while others are, at least at times, hardly noticeable. While computer viruses still inflict tremendous damage worldwide, the majority of serious malware threats today arrive in the form of worms and Trojans.

Ransomware

- *Ransomware* is malware that demands that a ransom be paid to some criminal in exchange for the infected party not suffering some harm.
Ransomware often encrypts user files and threatens to delete the encryption key if a ransom isn't paid within some relatively short period of time, but other forms of ransomware involve a criminal actually stealing user data and threatening to publish it online if a ransom is not paid.



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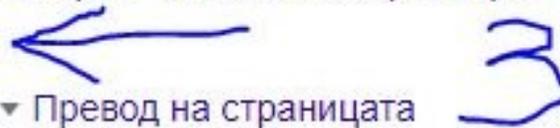


Изтеглете безплатен софтуер за ... - DriverPack Solution

Изтеглете драйвери за Windows XP, 7, 8, 8.1 и 10.

[Bluetooth устройство](#) · [Звукова карта](#) · [Dell лаптоп драйвери](#) · [Четец на карти](#)

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DriverPack Solution Online Download Free 2020 Full Version

DriverPack Solution Online is a software which within few clicks, help you to download all the required and competitive drivers to your computer. It is available in ...

Ooops, your files have been encrypted!

English



Payment will be raised on

5/16/2017 00:47:55

Time Left

02:23:57:37

Your files will be lost on

5/20/2017 00:47:55

Time Left

06:23:57:37

What Happened to My Computer?

Your important files are encrypted.

Many of your documents, photos, videos, databases and other files are no longer accessible because they have been encrypted. Maybe you are busy looking for a way to recover your files, but do not waste your time. Nobody can recover your files without our decryption service.

Can I Recover My Files?

Sure. We guarantee that you can recover all your files safely and easily. But you have not so enough time.

You can decrypt some of your files for free. Try now by clicking <Decrypt>.

But if you want to decrypt all your files, you need to pay.

You only have 3 days to submit the payment. After that the price will be doubled.

Also, if you don't pay in 7 days, you won't be able to recover your files forever.

We will have free events for users who are so poor that they couldn't pay in 6 months.

How Do I Pay?

Payment is accepted in Bitcoin only. For more information, click <About bitcoin>.

Please check the current price of Bitcoin and buy some bitcoins. For more information, click <How to buy bitcoins>.

And send the correct amount to the address specified in this window.

After your payment, click <Check Payment>. Best time to check: 9:00am - 11:00am

GMT from Monday to Friday

[About bitcoin](#)

[How to buy bitcoins?](#)

[Contact Us](#)



Send \$300 worth of bitcoin to this address:

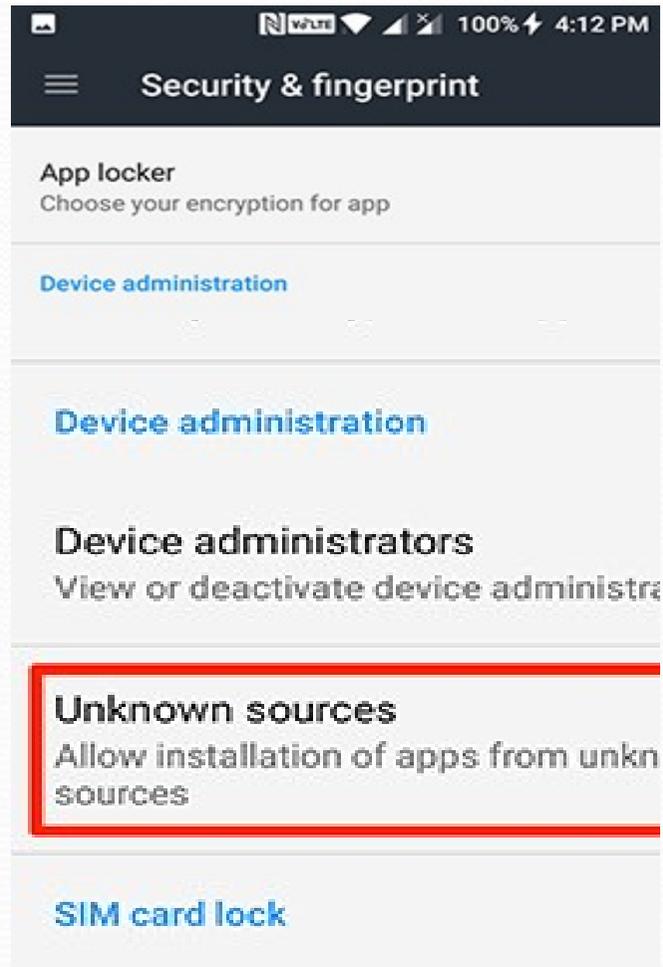
12t9YDPgwueZ9NyMgw519p7AA8isjr6SMw

Copy

Check Payment

Decrypt

Prevention on mobile devices



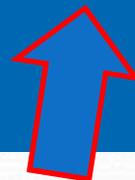
Prevention on a pc



Windows protected your PC

Windows SmartScreen prevented an unrecognised application from starting. Running this application might put your PC at risk.

Application: ForexStrategyBuilderPro (3).exe
Publisher: Unknown Publisher



Run anyway

Don't run

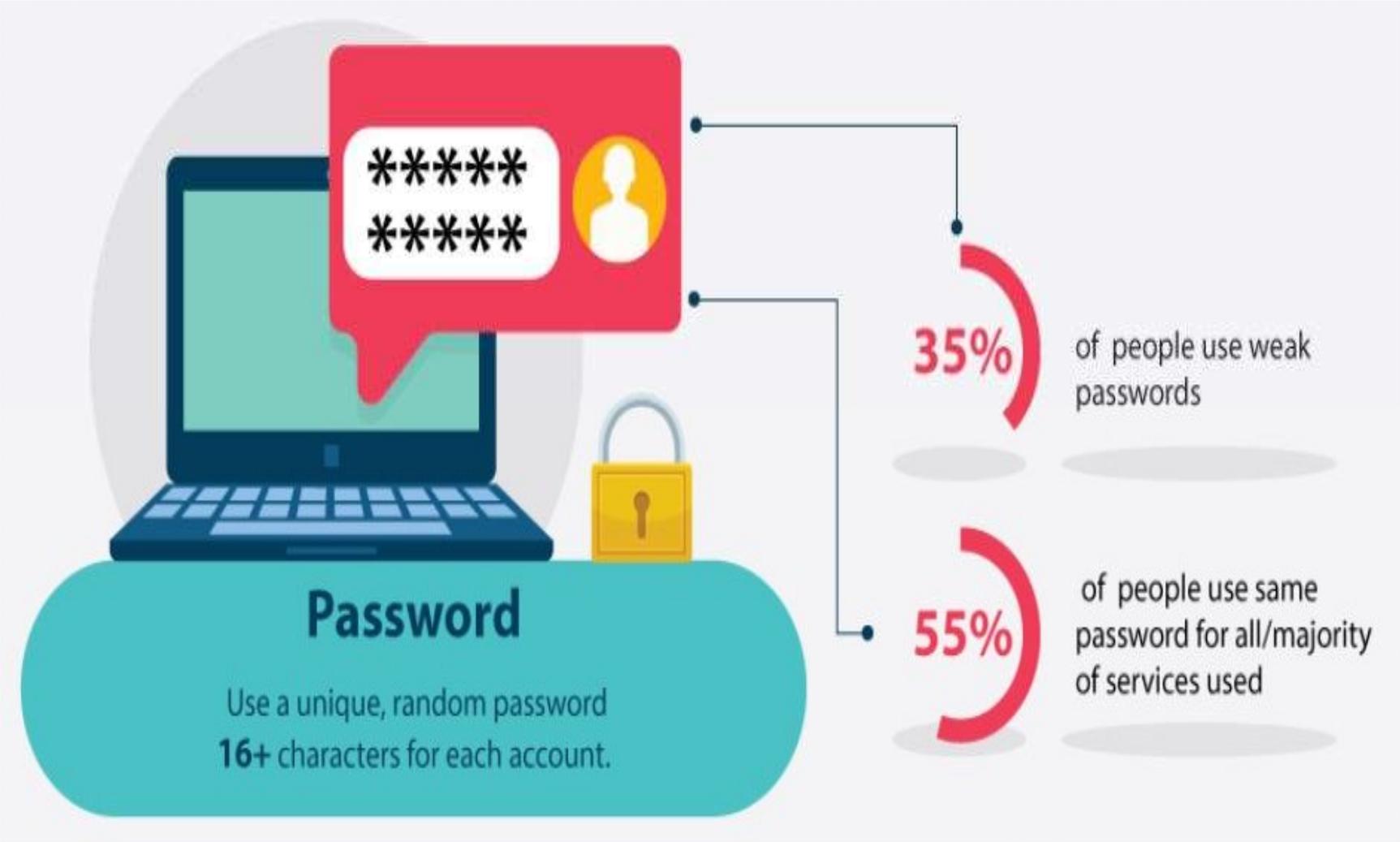
Improving Your Own Personal Security

- *Understand why you may be less cybersecure than you think.
 - *Find out how to protect against various cyberdangers.
 - *Learn about physical security as it relates to cybersecurity.



Your home computer(s)

- Your home computers may suffer from one or major types of potential problems relevant to cybersecurity
- Lets check some awesome Cybersecurity facts



28%

of people don't use any lock screen password

25%

of people use pincode

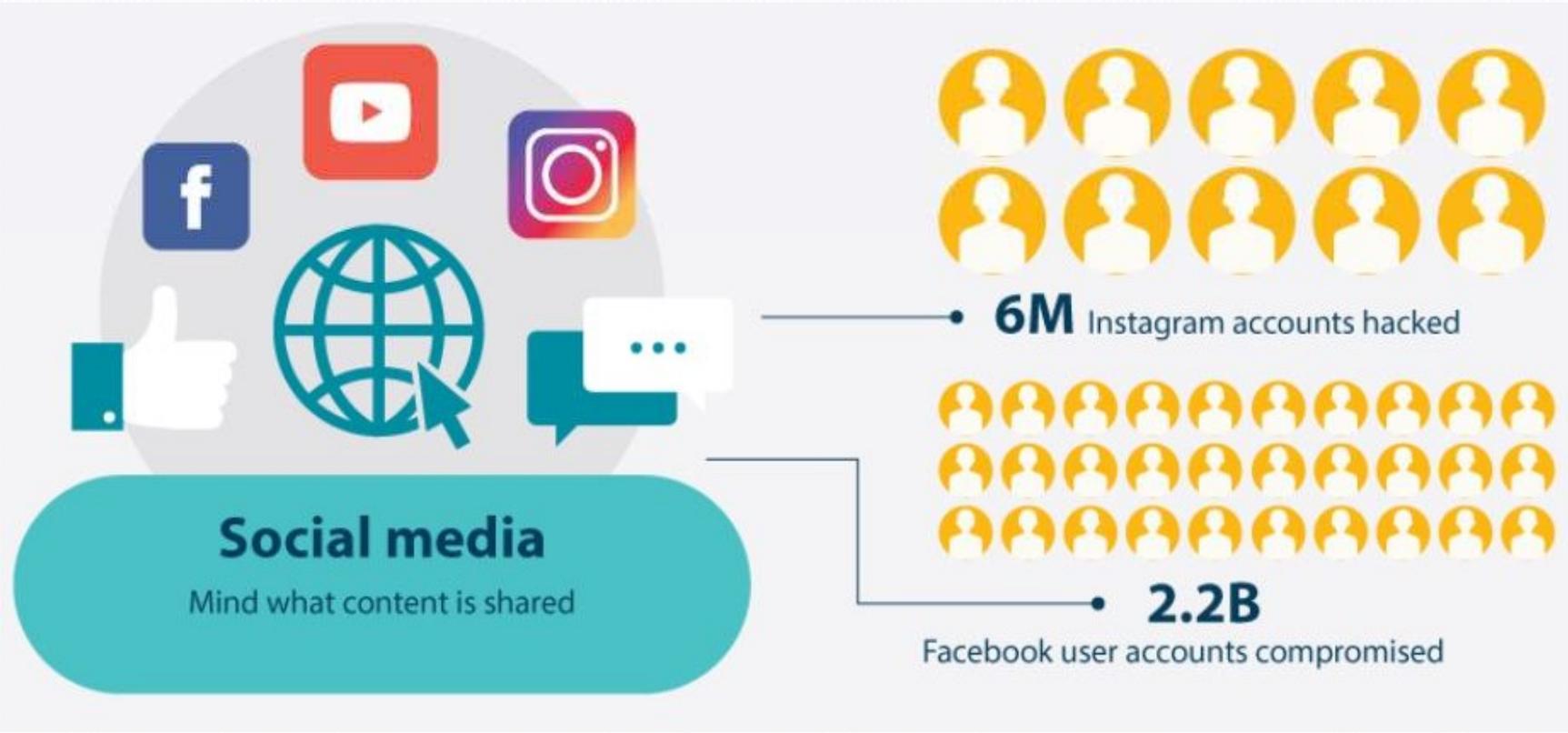
23%

of people use fingerprint scanner



Mobile device

Use a passcode and fingerprint scanner





97%
of people are unable to identify phishing mail



Email

Use two-tier authentication. Never open unexpected attachments without scanning.
Use a robust spam filter.



76%
of organizations experienced phishing attacks



Funded by the
Erasmus+ Programme
of the European Union



MEDIA LITERACY QUESTIONNAIRE

Your name:

Your email:

1. Which country are you from?

2. Are you male or female?

Female

Male

3. How old are you?

4. How much time do you spend online every day?

Don't have regular access

More than 5 hours

Less than 1 hour

1-5 hours

5. How do you access the Internet?

Please select all that apply.

Places:

School

Community center

Club

Own computer at home

Internet cafe

Devices:

Own laptop

Games console

Computer at home

Tablet

Mobile phone

6. Which of the following activities you do regularly online?

Please select all that apply.

Shopping

Listening/Downloading music

Listening/Downloading films

Watching TV

Checking and sending email

Keeping up with what friends are doing

Playing games

Researching topics you are interested in or pursuing hobbies

Doing schoolwork

Keeping up with what's going on in the world

Checking the weather, traffic, or public transport timetables
Finding information about events, restaurants, etc.
Other:

7. People use information, including news, in different ways. What are the main reasons you, personally, tend to use news and information?

Please select all that apply.

School and education
Solve problems
Stay informed and be a better citizen
Find it enjoyable or entertaining
Find places to go and things to do
Like to talk to friends, family, and colleagues about news
Feel connected to my community
Take action to address issues I care about
Stay healthy
Other:

8. Now think of the last time you spent a fair amount of time online getting news or other information, or learning about something (looking into something fairly deeply, not just casually searching). What were you searching for?

Your answer:

9. For centuries, literacy has been referred to the ability to read and write. Today, we get most of our information through an interwoven system of media technologies. The ability to read many types of media has become an essential skill in the 21st Century. Media&Information literacy is the ability to access, analyze, evaluate, and create media and produce pieces of information. Do you consider yourself media literate?

Yes

No

I don't know

10. Which media channel do you consider to be the most influential nowadays?

The Internet

Radio

Television

Newspapers

Other:

11. Which new media channels do you consider to be the most influential nowadays?

Social Networks (like TikTok, Facebook, Telegram, LinkedIn, Clubhouse, Twitter Spaces, Instagram Reels, Spotify Greenroom / Spotify Live, Discord)

Blogs and Vlogs
Streaming (like online television or radio)
Micro blogging websites (like Twitter)
Social news sites (like Reddit)
Content communities (like YouTube)
News websites (like Google news, CNN news, BBC news)
Wikis (like Wikipedia)
Other:

12. Which are your favourite social media?

Your answer:

13. "Hard news" is serious news concerning politics, current affairs, and the like. Which of the following new media channels do you, personally, use to get informed on "hard news" topics? Please select all that apply.

Blogs
Wikis (like Wikipedia)
Social news sites (like Reddit)
News websites (like Google news, CNN news, BBC news)
Social Networks (like Facebook, Telegram, LinkedIn)
Streaming (like online television or radio)
Content communities (like Flickr and YouTube)
Micro blogging websites (like Twitter)
People's blogs and Vlogs
Other:

14. Have you ever questioned (had doubts about) the information found on the Internet?

Yes
No

15. Have you ever tried to verify (check) information found on the Internet?

Yes
No

16. If yes, how?

Your answer:

17. Information on the Internet is mostly unfiltered, requiring extra caution in selecting reliable sources. Do you think you are able to evaluate the validity (credibility, reliability) of various information sources?

Yes
No
I don't know

18. If yes, how?

Your answer:

19. Which of the following url endings would indicate the LOWEST level of research reliability?

.gov
.edu
.com
.org
.net

20. What is the best way to quickly check whether an author has used accurate facts in their article?

- Use common sense to decide if they sound professional enough to lie
- Make sure they have other internet sources listed
- Do a quick search to see if other articles say the same things
- Do a Google search on the author to make sure that they graduated from college
- Make sure they have many sources listed to support their work, and that their sources are reliable, non-internet sources

21. Critically evaluating content on the Web is important because

- Web authors are always biased
- Printed information is always more accurate than information found on the Web
- Web authors are always less professional
- Anyone can publish on the Web. There's no guarantee that what you're reading is objective and has gone through standard fact-checking and editorial reviews

22. What is "fake news"?

Your answer:

23. If you saw an article on social media that you believed was "fake news" and there was an option to visibly flag it as untrustworthy would you do so?

Yes
No
Maybe

24. If you saw an article on social media which had been visibly flagged as "fake news" by numerous people would you still read it?

Yes
No
Maybe

25. If you saw an article on social media which had been visibly flagged as "fake news" by numerous people would you trust its content?

Yes
No
Maybe

26. Who should be responsible for identifying "fake news" on social media? *Please choose all that apply.*

- The social media platform
- The government
- An independent body
- The public
- No-one
- I don't know

27. What do you think is the biggest threat to you when you go online?

Please choose all that apply.

- Bullying or harassment by friends or acquaintances
- Unwanted sexual approaches in a chat room, social networking site or on email
- Coming across sexual images or content
- Being sent sexual images or content
- Someone using my photos in an inappropriate way
- Someone taking unwanted photos of me and circulating them
- Someone stealing my personal information or identity
- Other:

28. With your secret codes and passwords, you should:

- Give them out to only your best friends
- Give them out to strangers
- Never give out your passwords, except to your parents
- Other:

29. What is used to prevent unauthorised communications from a computer?

- A firewall
- Not following links from an email
- Anti-virus software

30. Which of the following is a simple way to stay safe online?

- Don't connect the computer to the internet
- Don't give out personal information
- Don't leave the computer on overnight

31. What is cyberbullying?

- Being mean to someone through the use of technology
- Chatting online
- Posting a gross video on YouTube

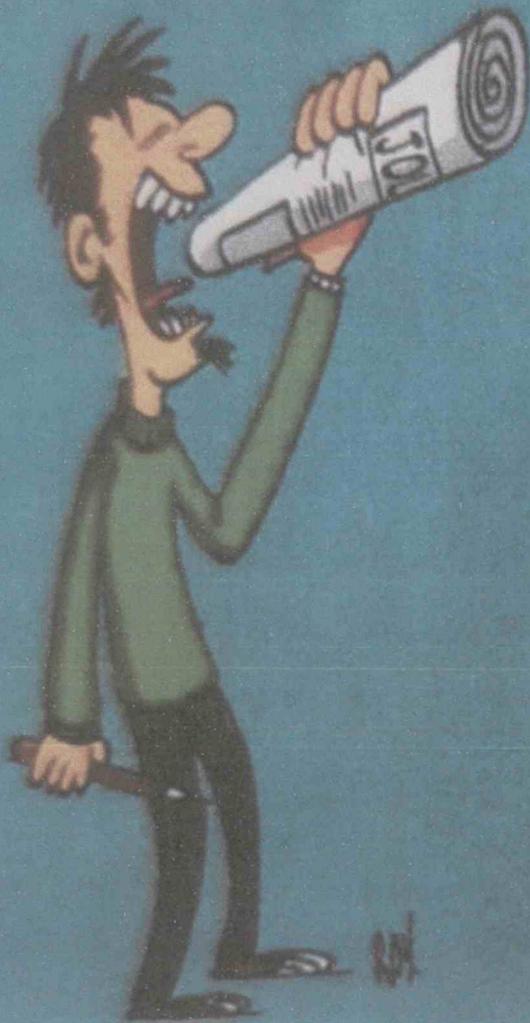
32. Do you think you are influenced by advertising?

- Yes
- No
- I don't know

33. Have you bought something recently because of an ad?

- Yes
- No
- I don't know

LYCEEENS PRENEZ LA PAROLE FAITES UN JOURNAL



ENGAGEZ-VOUS ET PARTICIPI
À LA VIE DE VOTRE LYCÉE

DONNEZ VOTRE AVIS SUR TOUT,
MAIS SURTOUT VOTRE AVIS

UN JOURNAL QUI VOUS RESS
UNE ÉQUIPE QUI VOUS RASS

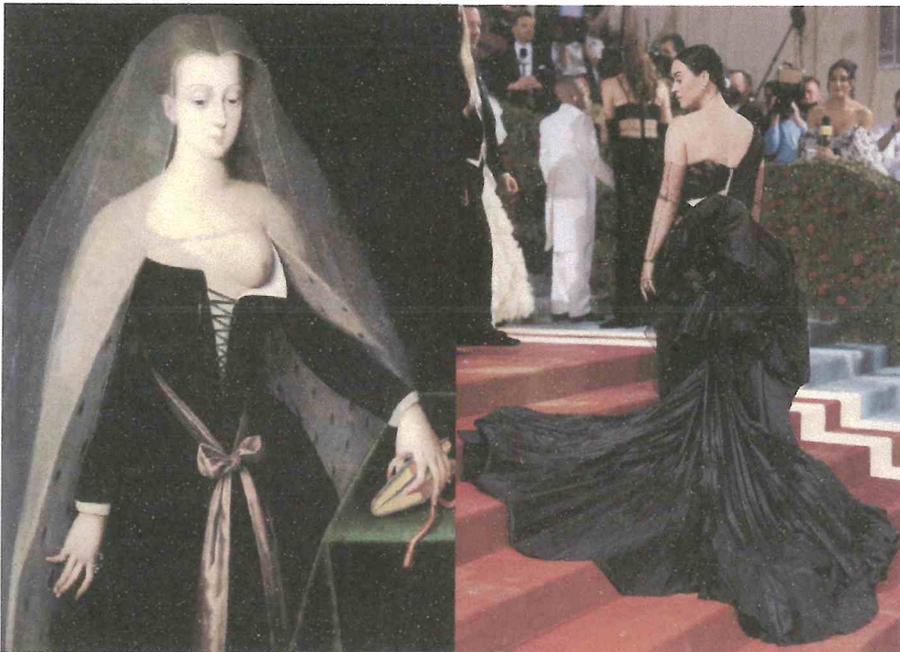
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"All the News,
All the actuality"

The TCVA Times

Late edition
\$5,00

NEW YORK, MONDAY, MAY 2, 2022



Painting: Jean Fouquet

Credit: Getty Images

A French Inspiration for Katy's Dress

The 37 years old artist confessed to her 160M followers about the inspiration for the dress on her Instagram account.

In fact, the designer made this creation because of Agnès Sorel. Also known by the sobriquet Dame de Beauté, she was the favorite mistress of the French King, Charles VII.

"Katy Perry is a vision in a custom black silk chiffon and lace gown with draped corset bodice and pleated silk taffeta bustle.

Hand-crafted taffeta roses line the skirt of her dress." told *Oscar de la Renta* on the social networks.

The elegant look of the black hair singer fully embraced the event's Gilded Glamour dress code.

We can say that Katy Perry has not finished to Roar and is still in the competition even 14 years after the publication of her first successful album: *One of the Boys*.

-written by E.W

Katy Perry joked: 'Don't Ask Me How I'm Going to the Restroom'

Everybody knows Katy Perry with her original and colorful looks. The last time we saw her at the Met Gala is the proof; she was dressed as a chandelier and then changed into a cheeseburger costume. And this year again, the popstar was perfectly in the theme: indeed, she showed up on the red carpet in a chic black dress.

"I feel great, I mean it's not my first rodeo so I feel like I can relax. You know last time I came to the Met I was a cheeseburger I loved it and I was like I'm just accepting the darling darkness." she told *Vogue* on the red carpet. The iconic and romantic dress was tailor-made by the designer Oscar de la Renta and adapted to the curves of our favorite California Gurl.



Credit: Don Braun



Mbappé among the Madrid ?



Carlos Ancelotti's club offer a starting place in the Madrid Club with his friend Achraf Hakimi.

The club is ready to offer an astronomical sum to afford Killian Mbappé. He would be ready to offer 255 millions euros to Paris-Saint-Germain + 48 millions for Hakimi.

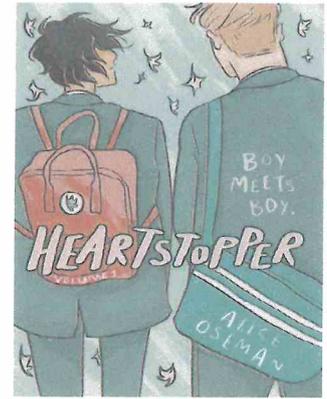
Paris-Saint-Germain would therefore earn 303 millions d'euros.

Mbappé will earn 2,3 millions d'euros per month so 27,6 millions per year and Hakimi will earn 1,6 million euros per month so 19,2 millions per year.

A.M

HeartStopper

LGBTQIA+



HeartStopper is an English series inspired by a graphic novel written by Alice Oseman. It highlights the LGBTQ+ community, showing the daily lives of LGBT people.

We follow the love story of Nicholas Nelson and Charlie Spring, where we discover the homophobic harassment experienced by Charlie and the bi questioning of Nick.

We often hear the name LGBT but do you know what it means? The L is for lesbian , the G is for gay, the B is for bisexual and the T is for transgender. However there are many other letters to represent other members beyond the LGBT community.

This series show the situation of the people of this community, in many cases she is in judged, insulted, harassed or even killed. This series is there to raise awareness and show the living conditions of these people but it also allowed some people in this community to take responsibility and see that they are not the only ones in this situation.



Arcane



The recent Franco-American series Arcane takes place in the world of League of Legends video games. It was produced by Riot Games



It is made by Fortiche production and streamed by Netflix. It is a 9 episodes anime series. The main characters of Arcane are: Vi, Caitlyn, Powder or Jinx, Jayce, Heimerdinger, Viktor, Ekko, Silco, and Vander. It takes place between two Piltover towns constituting the upper and rich part of the city; Zaun its unsanitary undergrounds, whose population suffers from poverty

Title first broadcast Act 1

1 Welcome to the Playground November 6, 2021 Orphan sisters Vi and Powder cause a stir on the underground streets of Zaun following a heist in upscale Piltover.

2 Some Mysteries Should Never Be Solved November 6, 2021 Idealistic researcher Jayce attempts to master magic through science despite his mentor's warnings. The criminal Silco tests a powerful substance.

3 This crass violence necessary for change November 6, 2021 two old rivals face off in a spectacular challenge that proves fateful for Zaun. Jayce and Viktor take big risks for

their research.

Act 2

4 Happy Progress Day! November 13, 2021 As Piltover takes advantage of their technology, Jayce and Viktor ponder what to do next. A familiar face emerges from Zaun to wreak havoc.

5 The Common Enemy November 13, 2021 Caitlyn, the do-it-yourself peacemaker, scours the underworld to find Silco. Jayce becomes a target while fighting corruption in Piltover.

6 When the Empire Crumbles November 13, 2021 a protege discredits his mentor in front of the Council because of rapidly evolving magical technology. Pursued by the authorities, Jinx must confront her past.

Act 3

7 The Little Savior November 20, 2021 a protege discredits his mentor in front of the Council because of rapidly evolving magical technology. Pursued by the authorities, Jinx must confront her past.

8 Water and Oil November 20, 2021 Disavowed heiress Mel and her mother trade battle tactics. Caitlyn and Vi forge an unlikely alliance. Jinx undergoes an amazing transformation.

9 Cogs and Gears November 20, 2021 Close to war, the leaders of Piltover and Zaun face an ultimatum, until a fateful clash changes both cities forever.

Lionnel Messi's trophies

Lionel Messi is the only player to have won 7 golden balls and 6 golden shoes, i.e. the best player of the year for men and the top scorer. Lionel Messi won his first Ballon d'Or in 2009, the other Ballon d'Or were won in 2010, 2011, 2012, 2014, 2019 and 2021. His first golden shoe was won in 2010 and the others in 2012, 2013, 2017, 2018, and 2019. These two trophies are the main individual trophies that Lionel Messi has won. In terms of collective trophy, Lionel Messi has won 4 Champions League, that is to say the best team in Europe of the season, times the Olympic Games in 2008, 10 times the liga that is to say that they finished 1st in the Spanish championship, 1 only copa America with Argentina in 2021, 7 King's Cup, Spanish Super Cup, UEFA Super Cup, Club World Cup in 2009, 2011 and 2015, 1 Audi Cup in 2011 and 4 Joan Gamper Trophies and finally he has just won Ligue 1 in 2022 with PSG. They will win many trophies and claim that he is one of the best players in the history of Football if not the best



Ichigo the alternate shinigami....

Immerse yourself in the world of souls with bleach manga, this pillar or the word-nen-selling shonen history

The most popular shonen are the emblematic figures of the entire genre of manga. If One piece has been at the manga top since 1997, Naruto, bleach are not left behind : the two manga have been replicated for yaers in the weekly shonen jump. Bleach is far from stealing place in this shock trio and plunges the reader between the world of humans and thats souls : whether in manga or anime, it is one of the greatest.



The story of Bleach takes place in an alternate version of our world where shinigami, the reapers of souls, protect the human species and the souls of the dead from the hollows, the bestial form of lost souls. This incessant struggle, invisible to the eyes of a very large majority of humans, is done in particular with the help of Zanpakutō,

spiritual swords linked to their masters who can transform themselves. This alternate reality is made up of several parallel worlds among which, in addition to Earth, are Soul Society, the world of the shinigami (aka paradise), Hueco Mundo, the world of the hollows (tortured souls) and the Hell (where evil spirits go who have done evil deeds in their earthly life).



Kurosaki Ichigo, a 15-year-old high school student, has been able to see, hear and touch the souls of the dead since he was a toddler. One evening, his daily routine is turned upside down following his encounter with a shinigami, Rukia Kuchiki, and the arrival of a monster called hollow. The latter having come to devour the souls of his family and the shinigami who came to protect him having been injured by his fault, Ichigo agrees to become a shinigami himself in order to save them. However, the transfer of power, supposed to be temporary and partial, is complete and does not end. Ichigo is forced to take responsibility for Rukia Kuchiki's task. He therefore begins the hunt for hollows while protecting human souls. The beginning centers on a hunt for relatively weak evil spirits, with a simple sword. The story will gradually move towards a vast mystical-political plot after the appearance of the first other shinigami. The saber battles of the beginning will then metamorphose into dantesque combats with weapons with surprising and varied powers, and sometimes of gigantic proportions.

Tite kubo's work is undoubtedly one of the most important in the history of manga. With phenomenal sucess since its release in 2001, it has unfortunately lost popularity fillowing the many filter filler episodes of the anime and a sudden loss of interest on

the part of readers after the conclusion of the major part of story that should have been the last. It is a deeply humanistic work that deals with self-confidence and its construction in a society that imposes moral dictates and codes of honor on us. He has no desire to become « someone », like Luffy or Naruto He just wants to « be »

For the anime, Studio Pierrot is in charge and thos therofore ensures a very high quality of animation, which is widely welcome for such a long work that fans will follow for years. This is also what contributed to the sucess of bleach: fans of the manga automatically turned to the anime and those of anime wanted discover the originel manga. Both are equal ans it would be a shame to sacrifice one for the other. Bleach's great flaw is that it has been able stop at the death of the best villain in the series when the latter had the opportunity to conclude in style.

Social networks



« Be careful not to become addicted to social networks »

To use social networks well it's wrong, first of all, keep your personal life yourself so that someone doesn't post your personal life on their account, then there's also deprive one's account, keep any intimate photos to yourself add only people you know and do not get hooked on the networks.

The most frequent dangers on the networks are identity theft, wich means that someone is pretending to bey ou. The others risks on the networks are cyber harassmt so you harassed in relation to social networks, moral and sexual harassmt, then there is also private life, suicide and intimate photo leaked.

The very first social network was created in 1995 by **Mr.Randy CONCRADS**. It is in 1997 that appears the first social networks, **sixdregress.com** of wich everyone has forgotten.

The most used social networks in the world is **Facebook** and the least used network is **Lime**



By OM and JG

Page 7

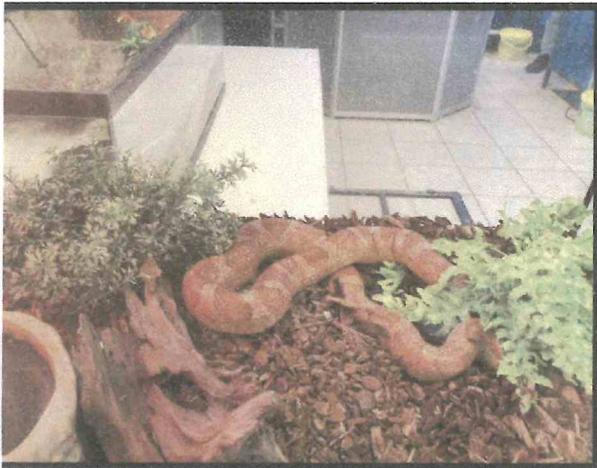
OUR SCHOOL SURROUNDED BY ANIMALS

We are the Jeanne Antide high school in Haute Savoie. We are lucky to have a pet store directly on site in direct contact with one of the tanks offered, the technical tank for sale in pet stores. It is composed of various installations such as :

- rodent batteries*
- bird batteries*
- are aquarium*
- terrarium*
- a chicken coop*
- a basin*
- and finally an aviary*



Some of its facilities are located directly in the yard such as the aviary, the henhouse and the basin which allows us to be able to see the animals on a daily basis.



The animals we have are, first of all, mammals with rats, mice and hamsters of different kinds. Then in terms of reptiles we have several species of snake (non-venomous) as well as small lizards such as leopard geckos and a pogoona. Then we have birds such as 2 cockatiels, wavy parakeets, Japanese sparrows, canaries, diamond doves and padder. Finally in terms of aquatic animals we have various fish and shrimp and finally an aquatic turtle and axolots.

To ensure the proper functioning of the animal facility, a schedule has been put in place. Every week, every day for two hours six high school students go to take care of the high school animals. During this two hours we have to change their cage, feed them, fetch fruits for the reptiles. Senior high school students learn how to take care of animals to first year high school student during the holidays a high school student in the last year volunteers goes to the high school pet shop to take care of the animals every day.

Each year in high school tries to improve the pet shop, very soon the pet shop will be able to expand thanks to the space left by the old boarding school.

From next year at the pet store there will be a terminal one first one second instead of a terminal two terminal two first and two second.

The pond fountain will also soon be repaired. And there is also a rabbit enclosure under construction and soon several rabbits.

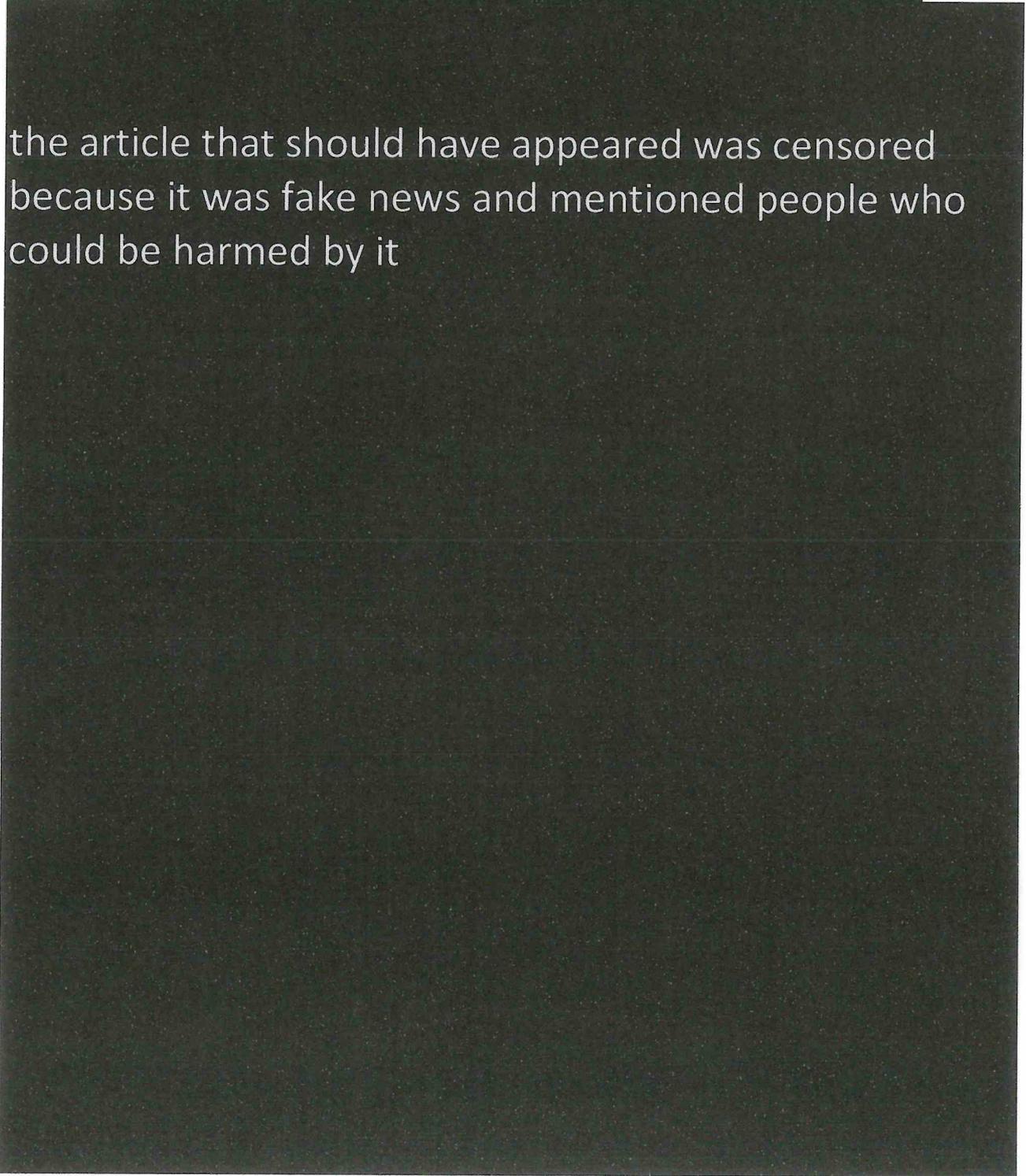


This article was written by : eloane, clarisse and ambre



censored article

the article that should have appeared was censored because it was fake news and mentioned people who could be harmed by it



NEWS ON WOLVES

Jeudi 12th May 2022

Wolf attack in Haute-Savoie



—> Photo of a wolf on a road of Haute-Savoie

Source : Francebleu

A recent attack of wolf show that they are present in Chambéry.

2 donkeys was found dead in Saint-Cassin. In the same village a veal has been killed in November, and in Vimines sheeps were killed in May.

We count 1 or 2 wolves. One has been filmed in December crossing the road in Montagnole.

From what the agriculture president of Savoie Montblanc said, there have been near 500 attacks of wolves in 2021 and also 300 in Haute-Savoie.

A bit more than 620 wolves circulate on the french territory.



CHICKEN OR SHREDDED CHICKS ?



12/05/22

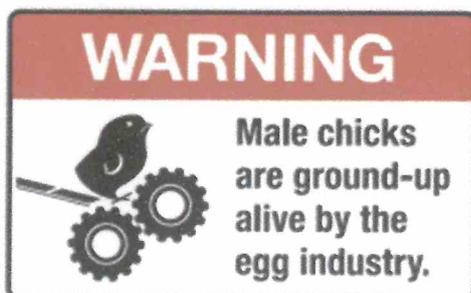
Do you all remember the rumor that Mcdonald's nuggets were made from group up chicks ? Well that is FALSE !

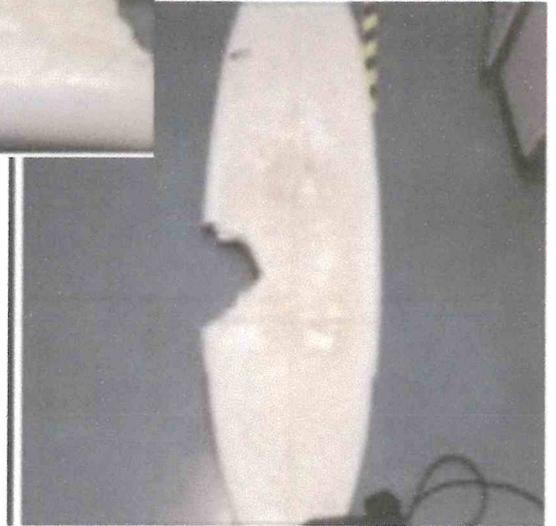
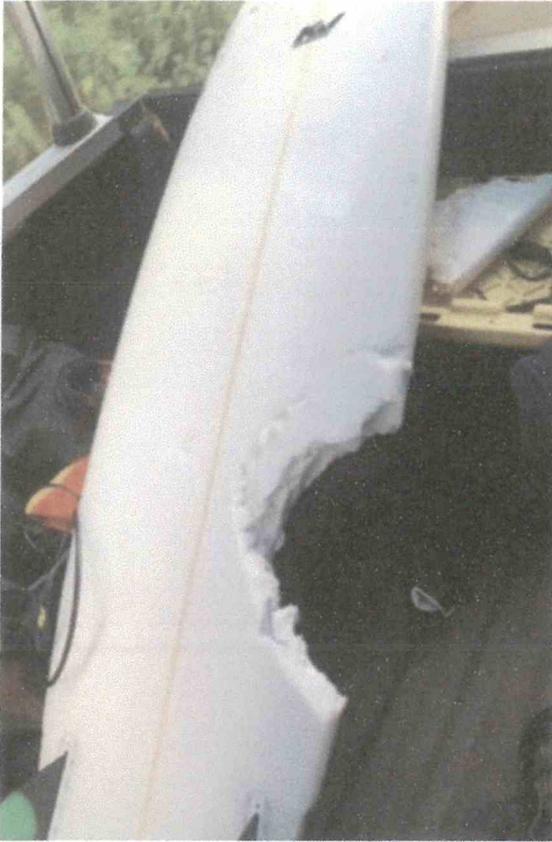
McDonald's claims that their nuggets contain only 7 ingredients : eggs, breadcrumbs, salt, pepper, flour, oil and course chicken breast.

But where does this video come from where we see live fish being crushed ? This video has nothing to do with McDonlad's nuggets.

Currently, 50 million male chicks are crushed or gassed each year in France on laying hen farms because it is not profitable to feed them. Unlike females, males cannot lay eggs and their growth is too slow for meat, their are routinely killed.

K.A , J.S





Hawaiian authorities published the images of the board of the surfer who died after a shark attack the week of December 13, 2020 while practicing his favorite sport.

The 56-year-old surfer succumbed to his injuries the doctors who took care of him could not cope with the severity of the injury.

An attack that left a mark of 43 centimeters.

Terrible images testifying to the violence of the attack have been published on social networks.

The tragedy caused the suspension of the world surfing championship to take place in Hawaii.

The organization is already working to ensure that competition can resume safely.

Shark attacks in Hawaii are extremely rare.

Since 1828, there have been 116 confirmed shark attacks.

This represents less than one attack per year, and about one death every 20 years.

BMW



Mercedes A-Class, BMW 1 Series: an uncertain future :

Among the reasons cited, a common point linked to the current context: the forced march electrification of the ranges. A source from Autocar, for example, indicated that the current base used by BMW's compact family was not really for electrification. Manufacturers fear that the Euro 7 standard, the precise contours of which are long overdue, will require all cars with a combustion engine to be rechargeable hybrids.

Source : <https://www.caradisiac.com/mercedes-classe-a-bmw-serie-1-un-avenir-incertain-196040.htm>

IC ,IB

The make-up :



Source :<https://images.app.goo.gl/Y5b3SSJR4yNqVgPU9>

The benefits of make-up are numerous, when you put on even light make-up, you feel more beautiful, more feminine, more fulfilled. The fact of feeling beautiful makes us in a good mood, more attentive to our own, we have more self-confidence.

The misdeeds of make-up, the foundation, by its composition, can have a comed effect. Despite careful make-up removal, residue can be captured in pores and clogged. Results, this causes blackheads, pimples, skin reactions.

Jade, virgil

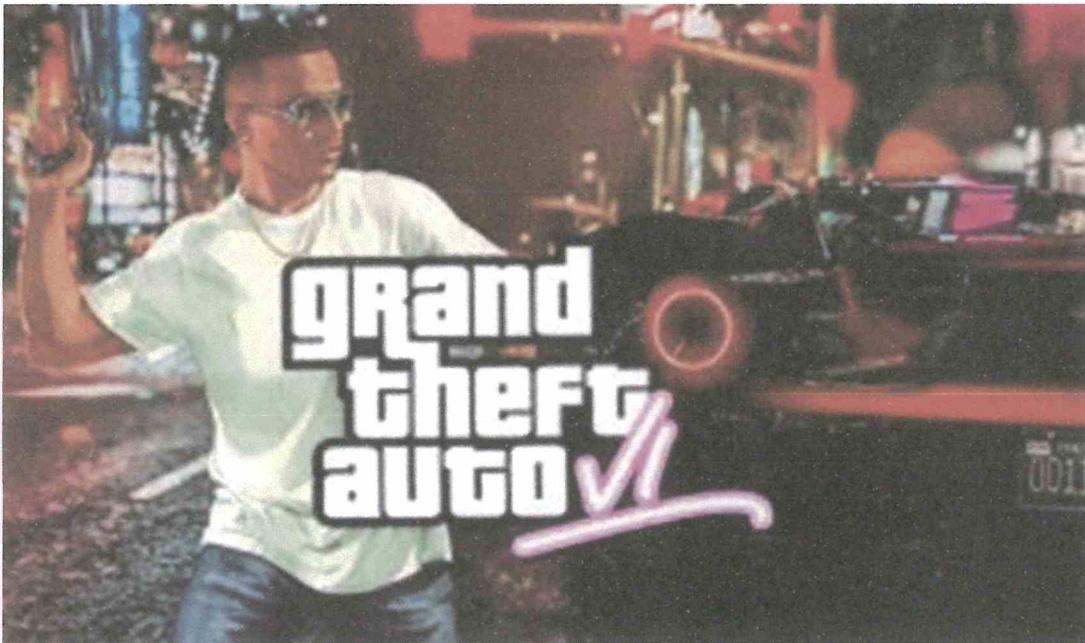
THE EXPECTED OUTPUT TEMP OF GTA-6

Everything about GTA 6, two things crystallize the expectations of fans around the world. its release date, of course. Even though everyone knows Rockstar should wait a while before releasing it, it makes sense that it's so expected.

The other point at the center of attention, the city in which the adventure will take place.

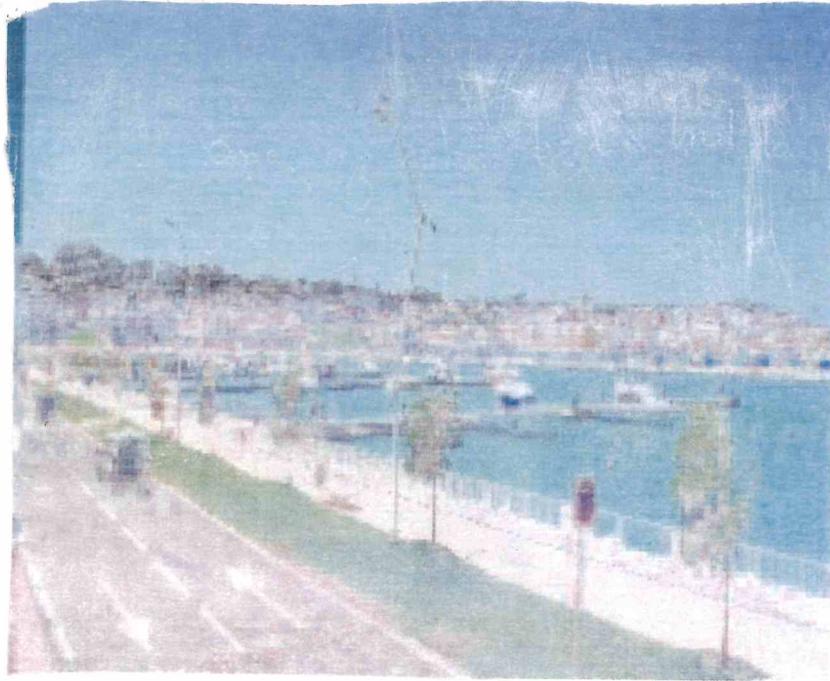
so much so that an online betting site has even opened bets on the issue to allow fans to win some money.

and the series totally surprised us by allowing us for the first time to travel to France?



My .

one of the best holiday
destination in Morocco!

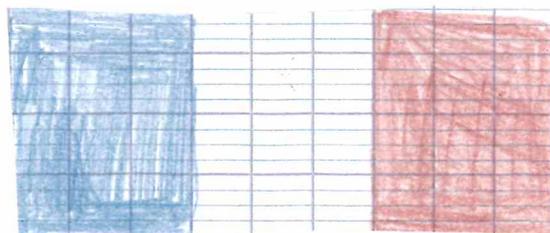
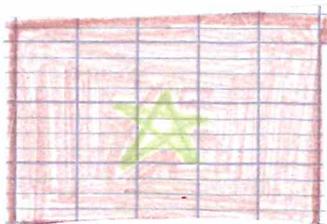


Marrakech and the number 1 destination
in Morocco and Africa.

One of the best destinations for the French.
because it is winter between 20 and in summer up
to 40 degrees.

We can walk in the Sahara desert (quad, bike, buggy,
dromader, camels).

French people love hot weather.



Lesson on media

03/05/22

Warming up: *how often do you check the news?* _____ *Where?* _____

Why? _____ You want to know _____ someone told you and you check

1) Presentation of the British and French media (Press and social networks)

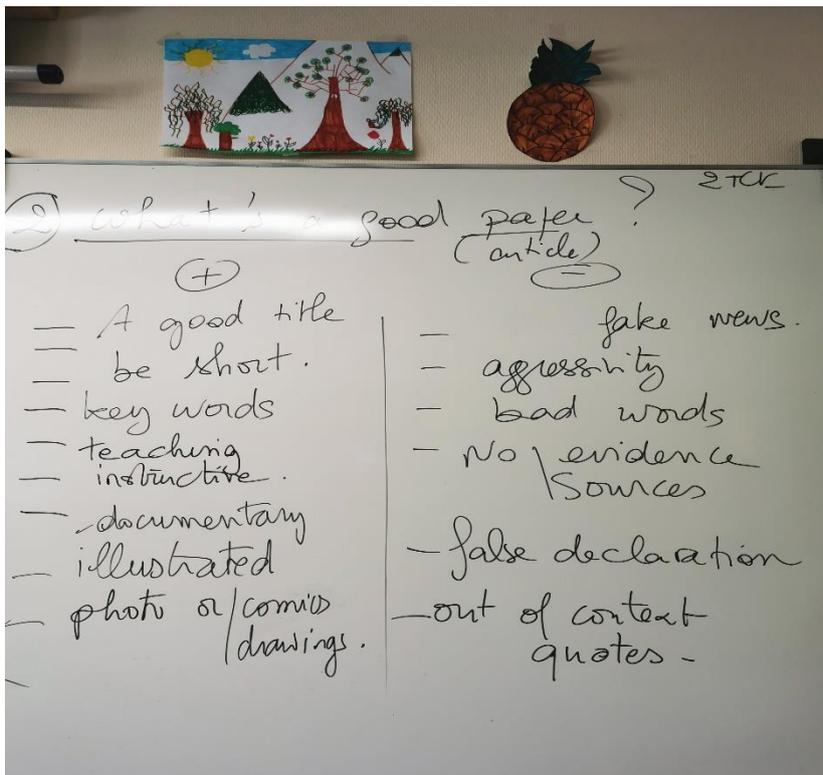
Check the names of the papers

Check the category of the papers (tabloids or quality papers)

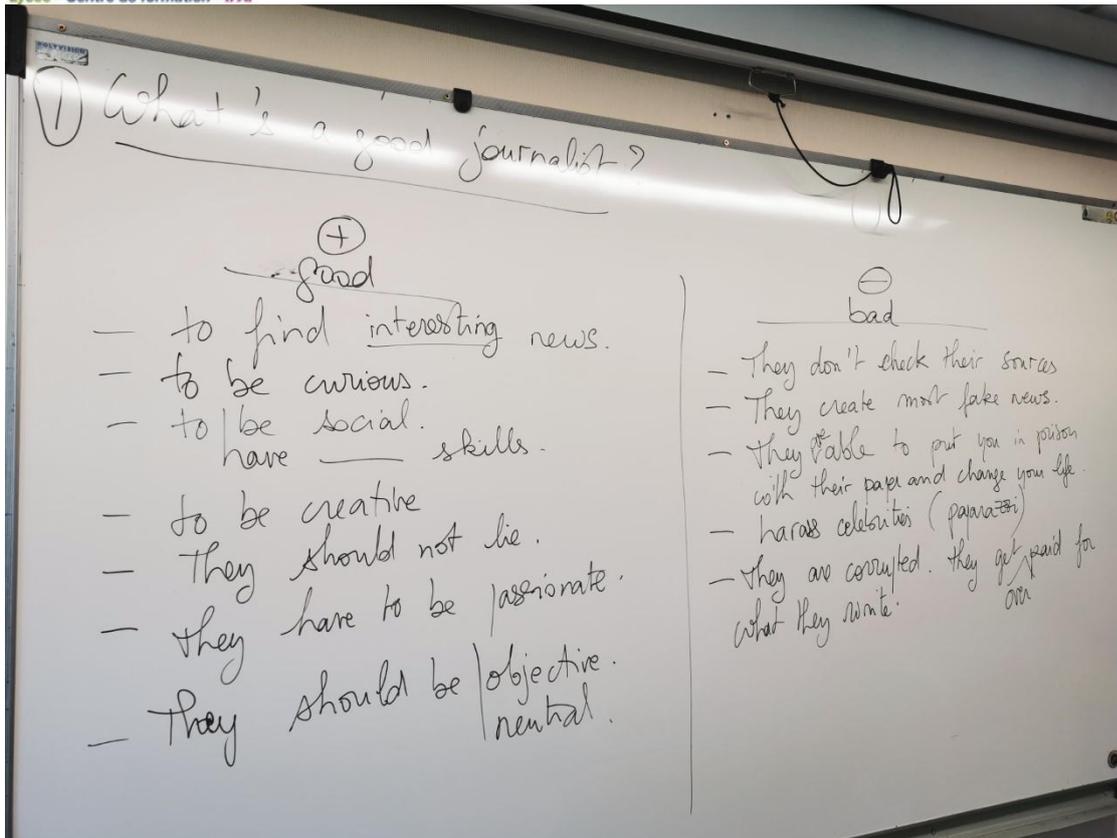
2) Choose and compare the categories

- Scandals
- Pictures
- Titles and articles
- Main issues
-

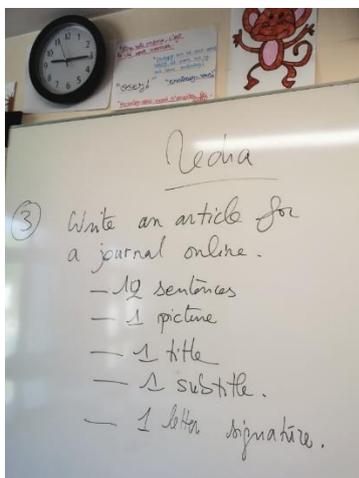
3) What is a good article?



4) What is a good journalist?



5) Write an article that will be put online:



6) Check how to write an article:



How to write an article for your scho



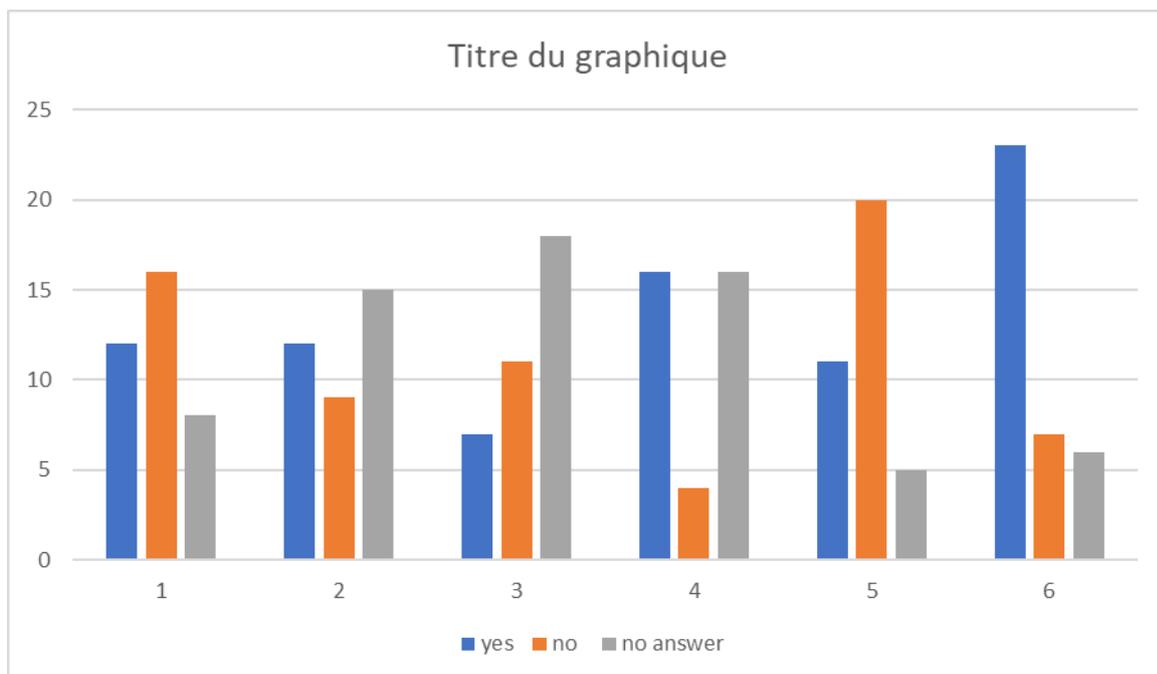
How to write an article.mp4



HOW TO WRITE AN ARTICLE FOR CAMBF

At the end of the lesson and the printing of the articles, 20 students were asked:

1. Is it easy to be a journalist? (16 students said 'no' and 12 said 'yes', 8?)
2. Did you censor yourself? (12 said 'yes' and 9 said 'no', 15?)
3. Is it pleasant to see the censored page? (7 said 'yes' for safety and 11 said 'no' for freedom of speech, 18?)
4. Is it difficult to write an article? (16 said 'yes', 4 said 'no', 16?)
5. Is it difficult to assume the responsibility of your writing after the printing in the newspaper? (20 said 'no' and 11 said 'yes', 5?)
6. Is it easy to choose a picture or a photo? (23 said 'yes' and 7/16 said 'no', 6?)



Thank you for participating.

Lesson 2 on media

14/16 years old

1. Find the hidden words

Get prepared
Discover the key words

Here are ten words related to media. Reorder their letters!

- LIST-NA-JOUR
- OR-REP-TER
- GA-MA-NE-ZI
- PHO-MI-CRO-NE
- VI-TER-IN-EW
- TER-IT-TW
- BO-CE-FA-OK
- AT-FO-IN-RM-ION
- TA-ET-BL
- TION-MU-CA-COM-NI

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2. Are you a good photographer?



Is it easy to take a picture?
What do you have to be careful about?
What is a good picture?

3. Have you got an idea about the media of the future ?

Learn about... **The media of the future**
OBJECTIF : Annoncer ce qui va arriver
Revoir l'expression du futur avec « will »

Read and understand



1. Look at these photos. Match the descriptions with the photos.
2. Choose the right description between the two proposals.
3. For each innovation find its consequence.
4. For you which innovation is the most useful?
The most probable?
The most important? Why?

Words
to display = afficher ;
to fold = plier ; to last = durer ; next = prochain ;
to roll = enrouler ; screen = écran ; traffic signs = panneaux routiers ;
useful = utile ; a way of + Ving = une façon de ...

4. Will the media of the future be more comfortable? Riskier? More reliable?

Description of the innovation	Consequences
Cars will communicate with other cars and with traffic signs and lights. <input type="checkbox"/>	<ul style="list-style-type: none">• People will have immediate information on what they see.• You will be able to roll them and carry very large tablets in your pockets or bags.• They will be able to avoid accidents.• We'll be able to display a lot of different information at the same time.
Cars will fly. <input type="checkbox"/>	
Mobile phones will be larger and foldable. <input type="checkbox"/>	
Mobile phones won't exist any longer. <input type="checkbox"/>	
There will be miniature screens everywhere. <input type="checkbox"/>	
Large multimedia touch screens will be common. <input type="checkbox"/>	
Nobody will wear glasses. <input type="checkbox"/>	
Lots of people will have connected glasses. <input type="checkbox"/>	

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5. Would you like to have this new TV? What is new? Would the news be more exciting?

→ Prepare the final mission: find arguments to sell a new machine

S'entraîner à exprimer des prévisions

Groupwork. Look at this project for a new type of connected television. Find arguments to sell it. Prepare a short speech with your group. Then present your arguments to the class or to another group.
Ex.: With this TV you will... you will be able to... there will be...

CHARACTERISTICS

- Foldable
- 3D uses the 5 senses (sight, hearing, taste, smell, touch) with a helmet connected
- Voice command

A future city



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6. Give your opinion about the future?

2. Écoute ces phrases. Entends-tu *won't*, *want* ou *went*, le passé de *go* ?

	a	b	c	d	e	f
won't						
want						
went						

Discuss Give your opinion about the future.
Speak about: your home, transport, job, societies, games, the planet...

Prepare the final mission: find arguments to sell a new machine



A future city

7. What media do you check for information?

Prepare the final mission: which news media do you prefer?

S'entraîner à utiliser des comparatifs

The BBC is conducting a survey on their website.

Answer the questionnaire.

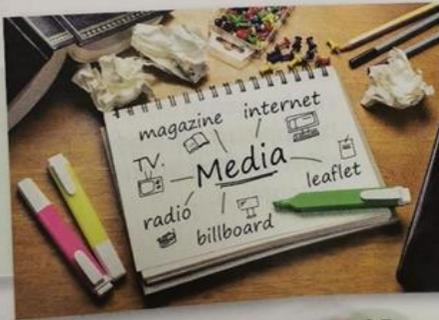
Write why you prefer this media using comparatives in your arguments.

Ex.: There is / are more famous people/games/ videos / music.

It's more varied/ funnier / easier to read / to understand...

When you want information which media do you use?

- the radio
- TV
- a website
- newspapers
- magazines



8. What do you think about newspapers? Tabloids? Traditional quality papers?

OBJECTIF : Comparer pour choisir

Learn about... **British newspapers**
Savoir utiliser le comparatif

Read and understand

1. Look at these two newspapers front pages.
- What's the name of the two newspapers?
- When were they published?
- Which page is more recent than the other one?
- More classical ? more dynamic?

TACTICS Ne pas confondre : *The Times* qui est un journal britannique avec *TIME* qui est un magazine américain, et le *New York Times* (journal américain).



The image shows two newspaper front pages side-by-side. On the left is the Daily Mirror, featuring a large headline 'GAZZA RAGE' with a photo of a man, and another headline 'PHEW!' with a photo of a man. On the right is The Times, featuring a large headline 'Winter is here!' with a photo of a man, and another headline 'Secret bid to oust Corbyn' with a photo of a man.

2. Compare the two pages and tick the correct sentences.

a. There are more photos in the *Daily Mirror*. R W

b. The letters are bigger in the *The Times*. R W

c. *The Times* is more attractive than the *Daily Mirror*. R W

d. *The Times* is more serious than the *Daily Mirror*. R W

3. Read these two definitions then what sort of newspapers the *Daily mirror* and the *The Times* are.

- In the UK, a broadsheet is a large size serious paper with more articles about politics.
- A tabloid is a smaller popular newspaper with more articles about celebrities.

> The *Daily Mirror* is a... and *The Times* is....

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Words

a font = une police de caractères ; GMTV = programmes TV du matin en 2008 ;
phey! = ouf ! ;
to turn down = refuser une offre

Give definitions, advantages and drawbacks. What is the solution?

9. Study these pictures. Which ones are the best?

Culture ZOOM Ads and traditions
References in British ads

Words
an advertisement (ad) = une publicité
papier : advertising = la publicité
en général : a commercial = une publicité radio ou télévision; a dream = un rêve; efficient = efficace; proud of = fier de; Vodafone = a multinational telecommunications company

1



2



1. Look at these two advertisements and answer.
a. The first ad is not for the film. It's for... The second one, on the taxi, ...
b. The person in the first ad is famous / unknown. Who is he?
c. He looks happy / serious.
d. The photo on the poster is a black and white / colour photo.
e. What is the British symbol in these ads: British taxis, the flag, London buses.
f. The message of the ads can be: We love our nation and traditions. Our flag has nice colours. England is proud of its future.
g. The poster and the taxi give an impression of experience / incompetence / seriousness / joy.

2. Which ad is the most efficient? The taxi ad, where there is less information to read or the poster, which is more complicated? Use the arguments given to explain your opinion and write a short paragraph.
Other possible arguments: can be seen in more places, can be approached, bigger, uses other symbols (money, power, strength...)

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9 bis: Study these pictures. Which ones are the best?

Unit 8 Media **Lesson 3**

The American dream in ads in the USA

Replace these words in the text.
James T. Adams wrote a ... of "the American Dream".
... was an ideal life "... and richer and fuller for ...". It has been
... for lots of ... to the USA. The Statue of ... is a symbol of
... the American Dream.

List: 1931, definition, better, everyone, dream, immigrants, Liberty.

A 
Help keep the American dream alive

B 

Look at these ads.
Find which ad the ideas below correspond to. Explain your answer.

- a. Happiness for everyone.
- b. A country of creativity and dynamism.
- c. A warm welcome.
- d. Movement, progress and success.
- e. No difference between people.
- f. America is open to the world.
- g. A big rich family.
- h. People from all over the world can succeed.

3. Describe this ad for Coca Cola.
Write four or five sentences.



10. Make a poster on today's media.

- ▶ • Choose a media
- ▶ • Find a logo
- ▶ • Find a slogan
- ▶ • Make a picture
- ▶ • Write an article to sell your media

Vocabulary

Verbs (*= irregular)

- sell*** = vendre
- prefer** = préférer
- advertise** = faire de la publicité pour
- compare** = comparer
- suggest** = suggérer
- last** = durer
- avoid** = éviter

Nouns

- a target** = une cible
- a product** = un produit
- an advertisement** = une publicité écrite
- a commercial** = une publicité dans les medias
- a newspaper** = un journal
- a program** = une émission, un programme
- a series** = une série

Adjectives

- same** = même
- efficient** = efficace
- immediate** = immédiat
- next** = suivant
- last** = dernier
- dynamic** = dynamique
- unknown** = inconnu

Other

- a way of + Ving** = une façon de
- more ... than** = plus... que
- much more** = bien plus
- sometimes** = parfois
- in my opinion** = à mon avis
- everywhere** = partout
- another** = un/une autre

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11. Now check your image on internet before you get a job

4. Prepare your job interview. 2 piste 26

Listen to what Angela says about your image online and complete the script with the words you hear.

Having a clean _____ on social _____ is important because _____ are tracking you online. They won't give you the job if you make _____. For example they _____ not run the _____ of working with somebody who makes _____ comments about his previous _____. They will look at your _____ page, so don't put inappropriate _____ in your Timeline. They will _____ your comments, so don't _____ grammar or spelling mistakes. Recruiters will also _____ your interests: be careful when you express your _____.

5. Pairwork. What will you do to check your image on the Internet?
Take down notes then explain your partner orally.

@  To check my image on the Internet ...

TOOLS
will, le comparatif, le lexique des medias

101

12. Make the quiz on social networks

My Job Page

Managing information

1. Quiz.
Do you know the Web?
Answer the questions.

1 Facebook and twitter are...
 Music websites
 Social networks
 Commercial pages

2 Explorer, Firefox and Safari are...
 Web Browsers
 Programming languages
 Computers

3 With Google, you can...
 Draw a picture
 Look for information
 Compose music

4 An email address and a webpage address (URL) are...
 The same thing
 Different things

5 Google maps gives you...
 Geographical information
 Historical data
 Economical figures

Your score : /5

Results

5/5 correct answers: you're certainly better than other people when it comes to surfing on the Web!

3 or 4 correct answers: Very good indeed! And you can do better!

0, 1 or 2 correct answers: It can be dangerous to use the Web without knowing what you do!

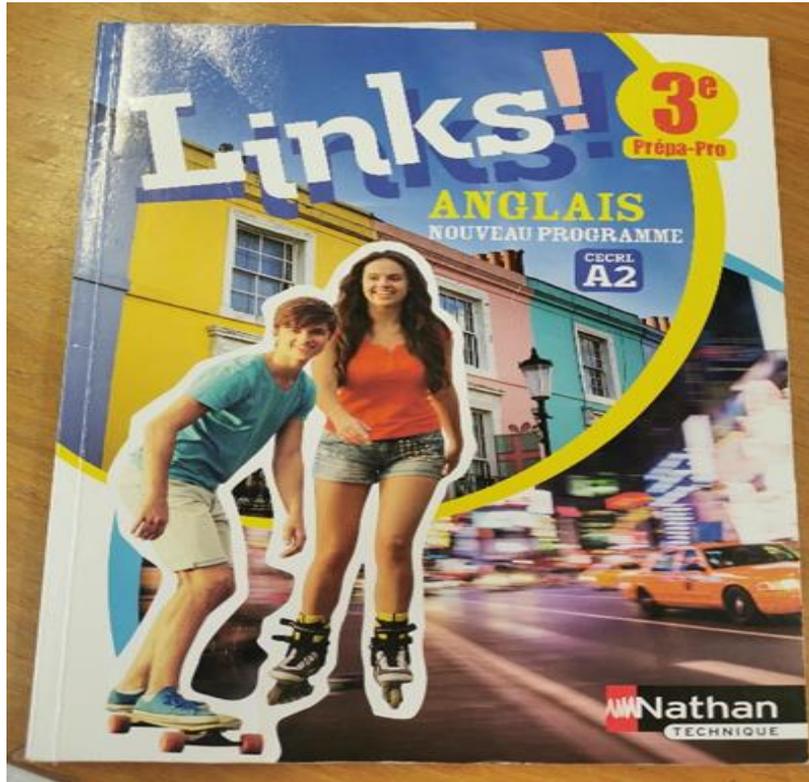
Answers: 1. Social networks; 2. Web Browsers; 3. Look for information; 4. Different things; 5. Geographical information

100

Further thinking

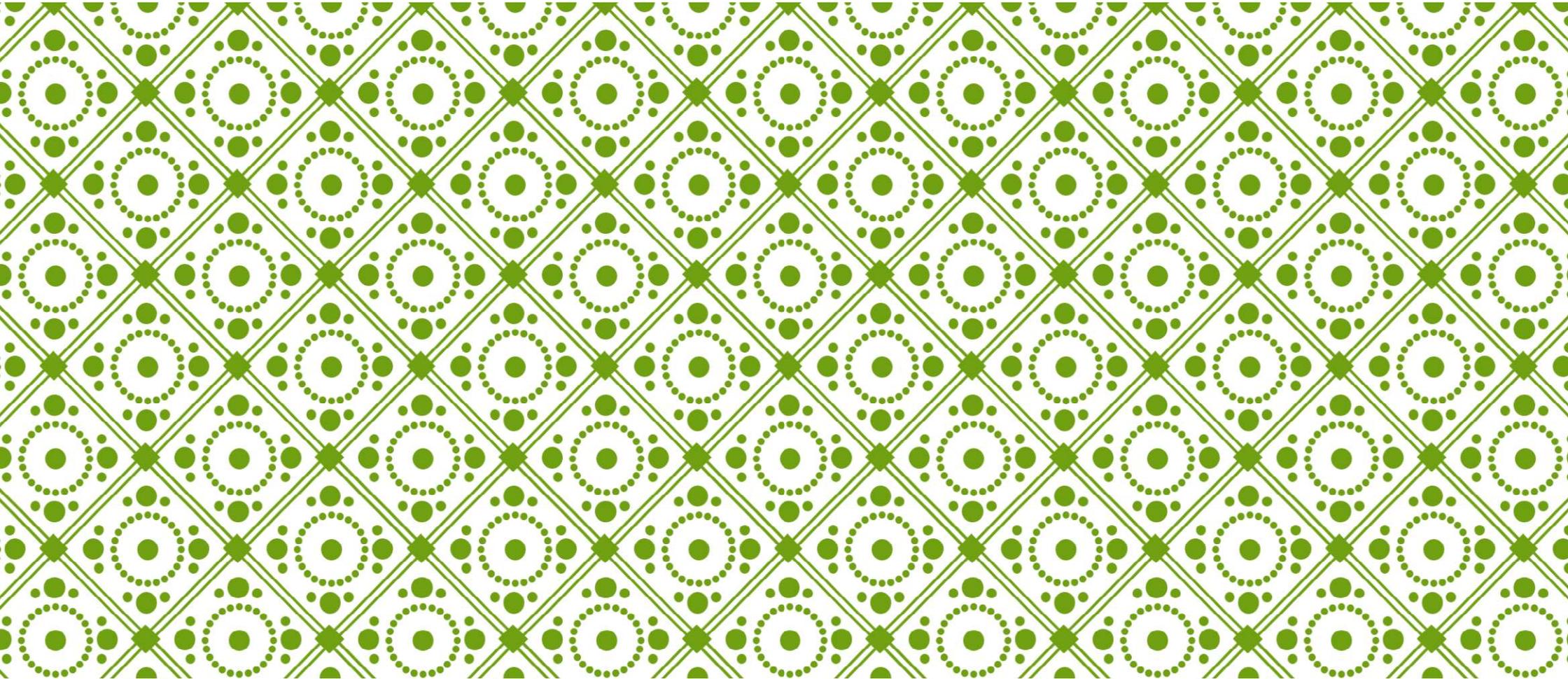
- ▶ 13. Who is Mark Zuckerberg? Who is Rupert Murdoch?
- ▶
- ▶ 14. Would you be a better journalist or reporter, a photographer? Explain.
- ▶ 15. Would you rather be an influencer? Do they do the same job? What is common between the two?
- ▶ 16. Your conclusion about the media?

Main source:



Anglais, Links!
3e chez Nathan

This book has been used for
the lesson as it is the book
used in English class for the
14 15 years old students.
(end of middle school)



INTRO

Erasmus+ Fake News project,
Slovenia, 2021
Marko Majce

FEW WORD BY OUR HEADMASTER

LABELING // FORMING GROUPS

Everybody uses first name and country code (AT, BG, DE, FR, SE, SI):

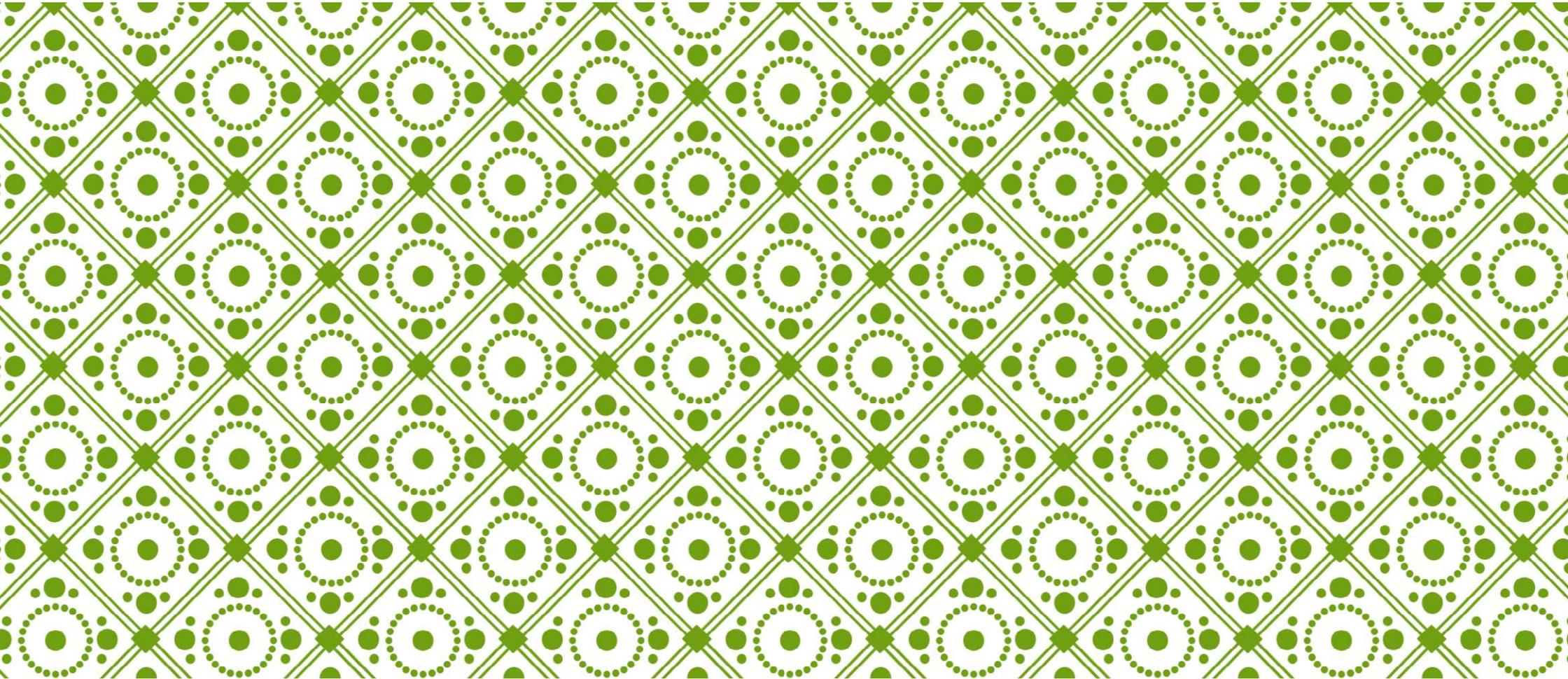
Example: Marko, SI

How will you do it:

- Go to participants – on the top of the list, there is you
- click on your name, then go to MORE, and choose RENAME and rename yourself

Please enrol in different international groups (WHITE, YELLOW, GREEN, RED, BLUE):

<https://docs.google.com/spreadsheets/d/1nrOX2PQVq5FS7MjP5NRq1WhBIfBX7LWeE1HLN2qKzcY/edit?usp=sharing>



POPULISM & FAKE NEWS

Erasmus+ Fake News project,
Slovenia, 2021
Marko Majce

WHAT IS POPULISM

tion first positive (USA in the second
f of the 19th century) – against
neyed elites of the East

cCarthy – populism on the right
ing (1950s) – attacking intellectual
ites

Wallace – attacking Vietnam War
oposers, media, liberals

Bernie Sanders – socialistic ideas

Donald Trump – attacking elites and
berals

e:

<https://www.youtube.com/watch?v=uGBzXzr4>

WHAT IS POPULISM

Explainity:

<https://www.youtube.com/watch?v=jRZURSFV9hk>

»When it comes to complicated issues, populist usually provide simple solutions.«

WHAT IS POPULISM

Yascha Mounk, John Hopkins University:

<https://www.youtube.com/watch?v=RUNzEhKphno>

Anti-elitist element

Anti-pluralist element

Two fundamental values: Liberal democracy = democratic republic (collective self-determination) + liberalism (individual freedoms)

Illiberal democracy --> illiberal dictatorship

14.000 GDP per capita, at least two turns of democratic government

WHAT IS POPULISM

Mentimeter 1: Name a party or a politician from your country, which you see as a populist.

<https://www.menti.com/bxty5mn261>

8524 9680



WHAT IS POPULISM

Mentimeter 2: Do you think, there is more populism in your country now than a year ago?

<https://www.menti.com/bxty5mn261>

8524 9680



WHAT IS FAKE NEWS

“Fake news is a false or misleading information presented as news.”

“Bad news sells.”

The aim of fake news is to attract attention, often for political or economic reasons.

Fake news are considered to be a means in election campaigns.

Slovenian examples of fake news: Bitcoin city. (Scam)

The phenomenon not new, but social media favoured the spreading of fake news.

No journalistic professionalism in social media!

Detecting fake news – algorithms to uncover it

WHAT IS FAKE NEWS

Mentimeter 3: Have you ever been deceived by a fake news?

<https://www.menti.com/2uof2nz2hz>

The voting code 4922 5234 is valid now and expires in 2 days.



WHAT IS FAKE NEWS

Mentimeter 4: Do you know, how to uncover fake news?

<https://www.menti.com/2uof2nz2hz>

The voting code 4922 5234 is valid now and expires in 2 days.



HOW ARE POPULISM AND FAKE NEWS RELATED

Populism is considered to have a more black-white worldview – simple solutions for complex problems.

Fake news is a news which is usually very striking and supports non-elitist, non-liberal thinking.

It usually addresses our views that are more underlying, biased and serves us as a confirmation of our presentiment. (“I knew it!”)

Populist politicians are acting as a sole speaker of one social group – therefore they usually don’t choose means to represent themselves as such.

HOW ARE POPULISM AND FAKE NEWS RELATED

Mentimeter 5: Are politicians in your country using fake news?

The voting code 7957 9469 is valid now and expires in 2 days.

<https://www.menti.com/uo9he56zzp>



WHY SHOULD WE AVOID POPULISM?

Politician sets himself as a spokesperson for particular group of people –
antidemocratic

- Idea of toleration – accepting the realities of the others
- Notions of self-restrain

The worldview of a populist – *I have right to anything needed to impose things because I'm right.*

To eliminate a populist, moderate politicians become populist ... death spiral,
everybody is pushing to the maximum → democracy very fragile.

WHY SHOULD WE AVOID POPULISM?

Mentimeter 6: Do you think democracy is the best way of running a state?

The voting code 7957 9469 is valid now and expires in 2 days.

<https://www.menti.com/uo9he56zzp>



QUIZ – SOLVING IT TOGETHER – IN **INTERNATIONAL TEAMS**

<https://forms.gle/GqthGYZytuBB3Lzy5>

DRAFTING A SUMMARY TOGETHER – IN INTERNATIONAL TEAMS

Go to your teams and discuss a short summary. Go to the common document and write some keywords/short summary of the lesson.

Breakout rooms are labelled with colours and have their specific documents:

- **White group** - <https://docs.google.com/document/d/11J-yMvIPI8HstN-x0HvTmvsdPOCri-GalGgn6vMve0Y/edit?usp=sharing>
- **Yellow group** - https://docs.google.com/document/d/13ZgMne73smMMNcX3fXbuzDXdH4_a6cX_joa1jh3Vm7k/edit?usp=sharing
- **Green group** - <https://docs.google.com/document/d/1NZyEPWq4CzhaeMu3DaBbyOJSvq76XyvbTGB6LdxluCQ/edit?usp=sharing>
- **Blue group** - https://docs.google.com/document/d/1O9_vqW_86NzI7PBnhL1iBmCGI62sLFy9ImjKcPSsR14/edit?usp=sharing
- **Red group** - https://docs.google.com/document/d/1PtF1yaOeEcMQZe6H04teXu2-daX_hj1f-ODF0vHtpgk/edit?usp=sharing

ANSWERING SOME QUESTIONS AND PRESENTING THEM TO THE OTHER GROUPS – IN INTERNATIONAL TEAMS

WHITE: In which situation do you think populism makes sense?

RED: Are there countries in Europe, where there is less populism as elsewhere? Why?

BLUE: Why are situations like covid pandemics threats to democracy?

YELLOW: How can citizens prevent polarization in the society?

GREEN: How a society can fight misinformation?

Breakout rooms are labelled with colours and have their specific documents:

- [White group](https://docs.google.com/document/d/11J-yMvIPi8HstN-x0HvTmvsdPOCri-GalGgn6vMve0Y/edit?usp=sharing) -
<https://docs.google.com/document/d/11J-yMvIPi8HstN-x0HvTmvsdPOCri-GalGgn6vMve0Y/edit?usp=sharing>
- [Yellow group](https://docs.google.com/document/d/13ZgMne73smMMNcX3fXbuzDXdH4_a6cX_joa1jh3Vm7k/edit?usp=sharing) -
https://docs.google.com/document/d/13ZgMne73smMMNcX3fXbuzDXdH4_a6cX_joa1jh3Vm7k/edit?usp=sharing
- [Green group](https://docs.google.com/document/d/1NZyEPWq4CzhaeMu3DaBbyOJSvq76XyvbTGB6LdxluCQ/edit?usp=sharing) -
<https://docs.google.com/document/d/1NZyEPWq4CzhaeMu3DaBbyOJSvq76XyvbTGB6LdxluCQ/edit?usp=sharing>
- [Blue group](https://docs.google.com/document/d/1O9_vqW_86NzI7PBnhL1iBmCGI62sLFy9ImjKcPSsR14/edit?usp=sharing) -
https://docs.google.com/document/d/1O9_vqW_86NzI7PBnhL1iBmCGI62sLFy9ImjKcPSsR14/edit?usp=sharing
- [Red group](https://docs.google.com/document/d/1PtF1yaOeEcMQZe6H04teXu2-daX_hj1f-ODF0vHtpgk/edit?usp=sharing) -
https://docs.google.com/document/d/1PtF1yaOeEcMQZe6H04teXu2-daX_hj1f-ODF0vHtpgk/edit?usp=sharing

PREPARATION FOR THE NEXT PRESENTER

1. Is this video real?

<https://www.youtube.com/watch?v=6y2I0xAPSQk>

2. Is this news true?

A robot lizard has been built that can climb up walls just like the real thing. A team at the University of the Sunshine Coast, Australia, created the robot to study lizards' movements and what makes them so efficient. They found that, for lizards and robots alike, a "Goldilocks" approach of going not too fast and not too slow is best.

3. How did you find out?

PREPARATION FOR THE NEXT PRESENTER

More videos:

<https://www.youtube.com/playlist?list=PLNhGUTG3M27Z5tYPUeGI0R29txjwaf0EY>

Advertisements

1. Discuss these questions in a group:

1. Do you remember a specific ad or a unique commercial (=Werbespot) that you really liked or really disliked? Why do you remember it? What made it special?
2. In the past, have you ever bought something just because you saw an ad for it? Why? Do you remember which part of the advertisement convinced you to buy it?
3. If yes, did the product turn out to be as good as you thought it would be?
4. How can companies get you to buy a product? Which advertising strategies have you come across in your life (on the radio, on TV, on the internet, in newspapers, on boulevards...)? Make a list.



<https://i.pinimg.com/originals/eb/b0/83/ebb083705172f04eb0ada6bdd64ccb38.jpg>

2. Compare and complete the list with the results from your classmates.

3. Read about the AIDA principle:

e.g. <https://www.consuunt.com/aida-model/>

4. Group work: Analysis of advertisements, see below.

5. Evaluation: Which advertisements did you find most convincing and why?

6. Create your own advertisement for a product of your choice.

Group 1:

Analyze the given advert, then present your findings to the class. Make sure everyone in your group will speak for an equal amount of time when presenting your results.

- a) What is the ad for?
- b) How can you tell?
- c) What is the brand name?
- d) Who is the target audience?
- e) What's the focus in this ad on?
- f) Does the ad grab your attention? How?
- g) Do you think it is a good advertisement or not? And Why?
- h) Which strategy is used to persuade (=überzeugen) people to buy it?
- i) Would you buy this product? Why (not?)



<https://www.researchgate.net/profile/Asli-Cazorla-Milla/publication/340433231/figure/fig5/AS:881650628055040@1587213298011/Burger-King-vs-McDonalds-comparative-ad.png>

Group 2:

Analyze the given advert, then present your findings to the class. Make sure everyone in your group will speak for an equal amount of time when presenting your results.

- a) What is the ad for?
- b) How can you tell?
- c) What is the brand name?
- d) Who is the target audience?
- e) What's the focus in this ad on?
- f) Does the ad grab your attention? How?
- g) Do you think it is a good advertisement or not? And Why?
- h) Which strategy is used to persuade (=überzeugen) people to buy it?
- i) Would you buy this product? Why (not?)

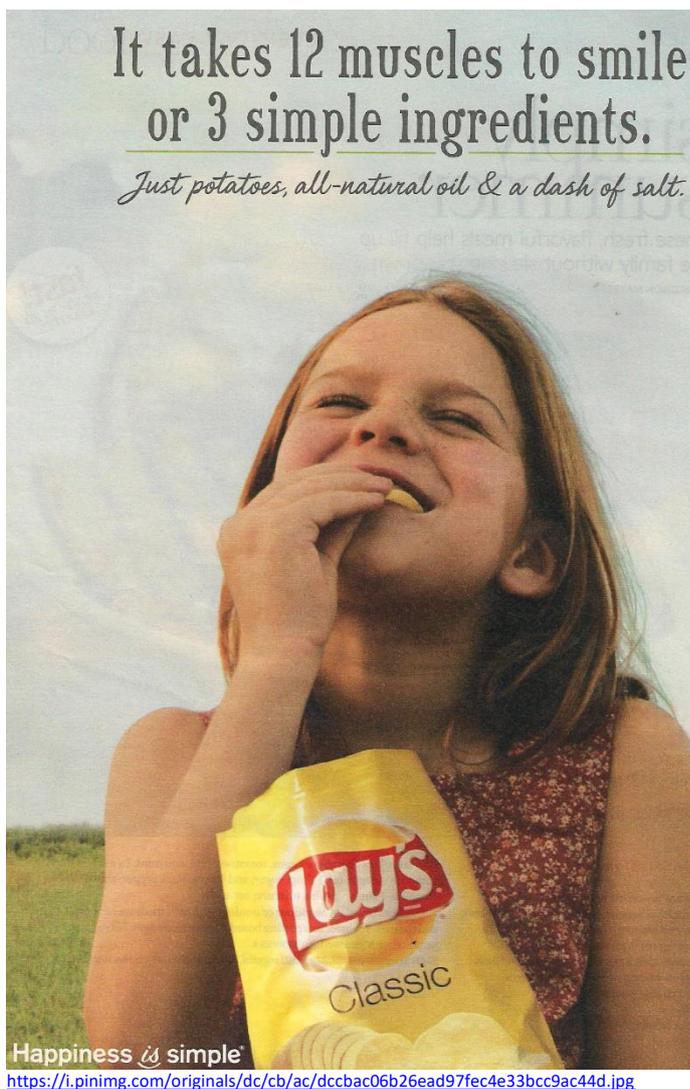


https://sites.google.com/site/chloemargueenglish120/_/rsrc/1553738131421/project-1/image1.jpg

Group 3:

Analyze the given advert, then present your findings to the class. Make sure everyone in your group will speak for an equal amount of time when presenting your results.

- a) What is the ad for?
- b) How can you tell?
- c) What is the brand name?
- d) Who is the target audience?
- e) What's the focus in this ad on?
- f) Does the ad grab your attention? How?
- g) Do you think it is a good advertisement or not? And Why?
- h) Which strategy is used to persuade (=überzeugen) people to buy it?
- i) Would you buy this product? Why (not?)



Group 4:

Analyze the given advert, then present your findings to the class. Make sure everyone in your group will speak for an equal amount of time when presenting your results.

- a) What is the ad for?
- b) How can you tell?
- c) What is the brand name?
- d) Who is the target audience?
- e) What's the focus in this ad on?
- f) Does the ad grab your attention? How?
- g) Do you think it is a good advertisement or not? And Why?
- h) Which strategy is used to persuade (=überzeugen) people to buy it?
- i) Would you buy this product? Why (not?)

The advertisement is for Cadbury Dairy Milk Bubbly. It features a large, tilted image of a Bubbly chocolate bar on the left. A trail of white bubbles flows from the bar towards the right, where several stylized figures in black are shown in various dynamic poses, appearing to be playing with the bubbles. The background is a gradient of purple and blue. In the top left corner, the Cadbury Dairy Milk logo is visible. The main headline 'Share the joy' is written in a large, white, serif font. Below the headline, the text 'Buy 2 blocks* and get FREE Mini Go-Pak (worth S3.95)' is displayed in a white, sans-serif font. To the right of this text is a small image of a Mini Oreo Go-Pak. At the bottom left, the website 'www.facebook.com/CadburyDairyMilkSingapore' is listed. At the bottom right, there is a small disclaimer: '*175-220g Cadbury Dairy Milk blocks. Offer valid from 1-29 Feb 2012. Collect free Oreo/Kitz/Chips Ahoy! Go-Pak at check-out counter, while stocks last.'

<https://i.pinimg.com/originals/26/29/d5/2629d504d76eabfb4c6bdf8272b034b3.png>

Lesson: Too much social media consumption? (English lesson, grade 11)

1. **Provocative quote** to get started: “Today’s teens spend too much time on social media“, discuss in pairs if you think this is right or wrong.
2. **Group work on students habits:** discuss how much time you spend on social media, why, what for, where, when. Then present your group’s results.
3. Students present their results, making sure every students speaks for about the same amount of time. -> Are there general trends in class?
4. Individual work: **Reading comprehension** „Briton’s spend 62m hours a day on social media – that’s an average one hour for every adult and child.“ You can find the text under this link:



<https://www.independent.co.uk/tech/britons-spend-62m-hours-a-day-on-social-media-that-s-an-average-one-hour-for-every-adult-and-child-8567437.html>

5. **Check comprehension and evaluation:** The teacher asks students questions on the text. -> Questions on content and questions on vocabulary and reactions of students to the studies presented in the text. Did this information surprise you? Why (not)? Do you agree with the text’s findings? Why (not)?
6. **Video:** Leave away smartphone when around people “**Smartphones destroy our relationships**”. Watch the video with students (reduce the speed to make it easier for students to understand it).



<https://www.youtube.com/watch?v=la1lRcq2-LU>

7. **Reactions:** Ask the students, if they agree with the person in the video. Why (not)? How do they feel when someone is looking at their phone while talking to them? Let them discuss first in pairs, then with another pair, then in class. How much media use is ok and in which situations is social media use ok for them and in which situations not? Should students reduce their mobile phone time? Why (not)?

8. **Collect arguments for and against a mobile phone limit** in a chart. (Possible to do this in pairs: one pair collects pros and another pair collects cons and then share results).
9. **Homework:** Have students write an **essay** on the pros and cons of mobile phone limits. (If students are used to writing pros and cons essays. Otherwise it can be addressed in the next lesson how to write a pros and cons essay and then write an essay together or in groups.)

Everywhere in the world and also in Slovenia we can see an attack on the fundamental values of a democratic society. Digital media is part of this problem, but it can also be part of the solution. But the question arises, how can we be " fit " for democracy?

YOU WORK IN GROUPS!

1. Read the text on freedom of speech (photocopy!) And hate speech. Where is the line between freedom of speech and hate speech? Base on the example!

2. John Stuart Mill was a British philosopher (1806-1873). Find some information about him online.

3. World Philosophy Day 2019 will be dedicated to the broader theme of 'reevaluation of values'. As we witness rapid change today, values and attitudes towards it are also changing. The values associated with a democratic culture are:

- Respect for human dignity and human rights
- Respect for cultural diversity
- Respect for democracy, justice, equality and the rule of law

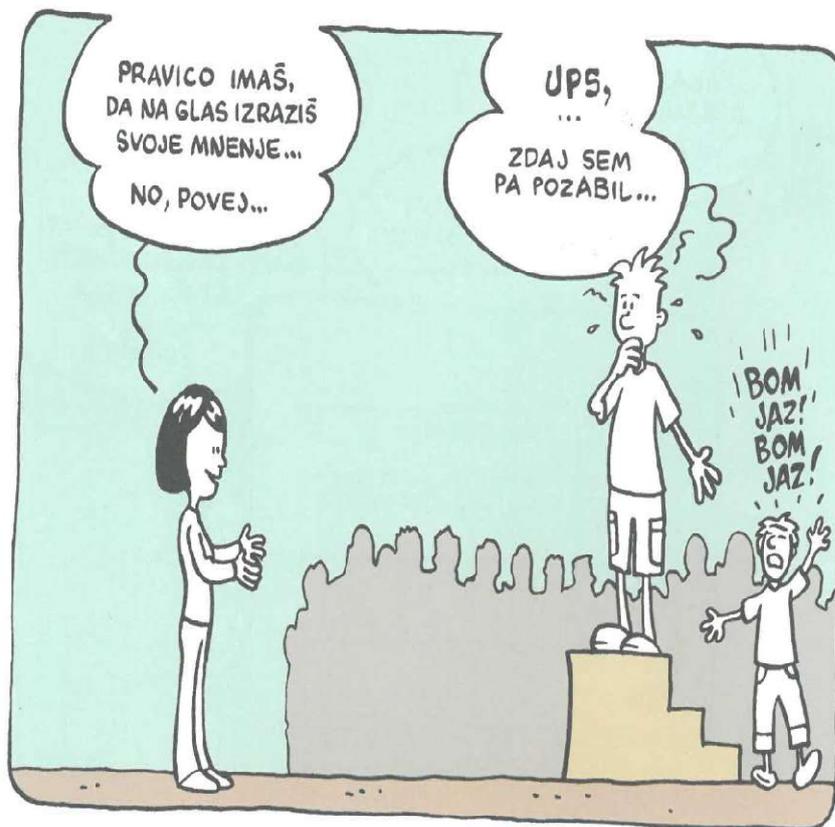
a) Discuss the above values in the group? Write down a concrete example from life that relates to these values.

b) How the Internet affects the above values! Are upper values changing because of the internet? Do we have more or less human rights?

4. How can we learn active democracy?

5. What do the following words have in common: agora, forum and internet.

SVOBODA IZRAŽANJA



;

You have the right to express your opinion aloud. Well tell me!

Oops , now I forgot.

It will be me, it will be me!

Philosophy and Fake News by Sofia Baskarad Lesson tutorial

ERASMUS + FAKE NEWS PROJECT

Truth or lie

WHAT IS REAL?

???

▶ FACTS OR EMOTIONS.

What is the criterion for reality?

- ▶ How do we get to know each other?

PLATO

- ▶ So you don't know that the real, the real lie -
if we may say so - do all gods and people hate?

"No one wants to be deceived in their soul and remain in error about the truth, everyone wants to know the mistake, no one likes to carry it and have it with them."

State, p. 67

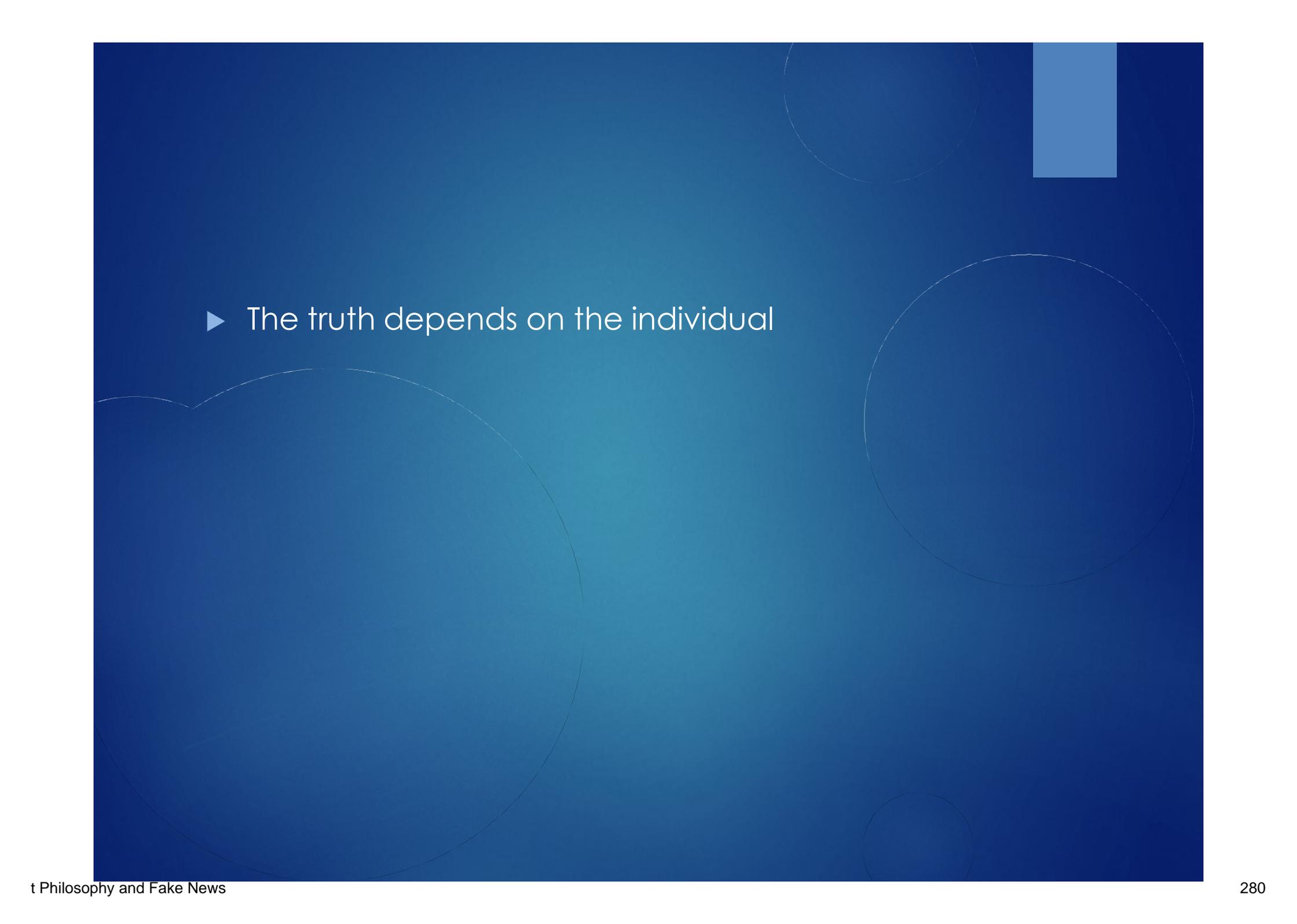
A fiery lie

- ▶ In his portrait of the philosopher king, Plato wants to ensure that he has the power to formulate images that will later represent a noble lie, a good myth.

Protagoras - homo mensura

- ▶ *The measure of all things is man, living as they are, not living as they are not. "*

(Protagoras , Pre-Socratics , p. 140)

The background is a dark blue gradient. It features several light blue circles of varying sizes and a light blue rectangle in the top right corner. The text is centered in the upper half of the slide.

▶ The truth depends on the individual

RELATIVISM

- ▶ is the view that the reality of cognition depends on the experiences, interests, and needs of the cognizant.
- ▶ The task
- ▶ Is it possible that one and the same fact ("It's raining in Ljubljana on New Year's Eve 2013") exists and does not exist at the same time?
- ▶ If this is not possible, how could a relativist prove that the same sentence can be true and false at the same time?

FACTS - FACTS

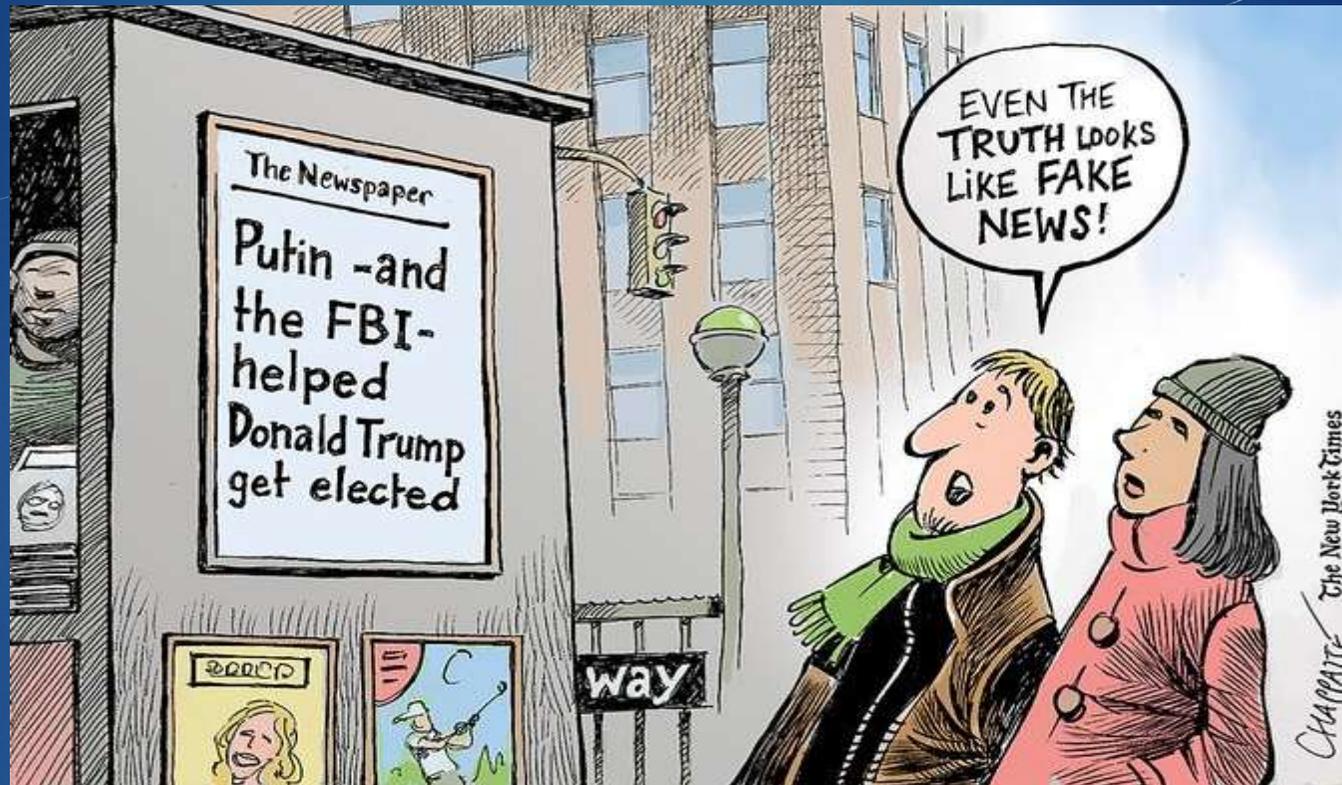
- ▶ The truth or untruth of a given judgment does not depend on us, but only on the facts we judge

IGNORANCE

▶ Enlightenment

PLATO	SOFISTS
the truth	opinion

Fake news



Fake news



PHOTOGRAPHS

▶ <http://www.fakefilter.de/>

- ▶ <https://i.pinimg.com/564x/7a/47/ce/7a47ce6cdb0f530fc034d073f32343ac.jpg>
- ▶ <https://www.br.de/nachrichten/post-truth-design-verbrauertauschung-100.html>



WORLD PRESS FREEDOM DAY IN THE CLASSROOM

ERASMUS + PROJECT FAKE NEWS

LTT C7 BULGARIA 2022

WITH SOME INFO ON WPFD

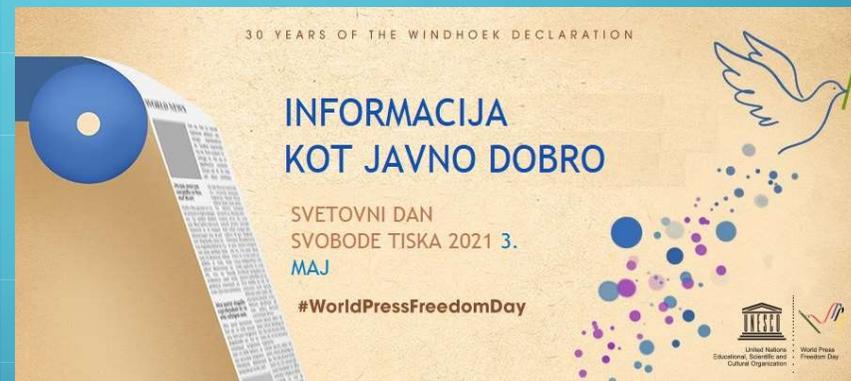
- Survey
- Info sheet
- Special lessons , dedicated to WPFD



INFO SHEET

UNESCO 1991

- May 3 acts as a reminder to governments of the need to respect their commitment to freedom of the press. At the same time, it is also a day of reflection among media employees on the topics of freedom of the press and professional ethics. It is also important that World Press Freedom Day is a day of support for the media that are the target of restrictions or the abolition of freedom of the press. It is also a day of remembrance for those journalists who lost their lives while following the story.



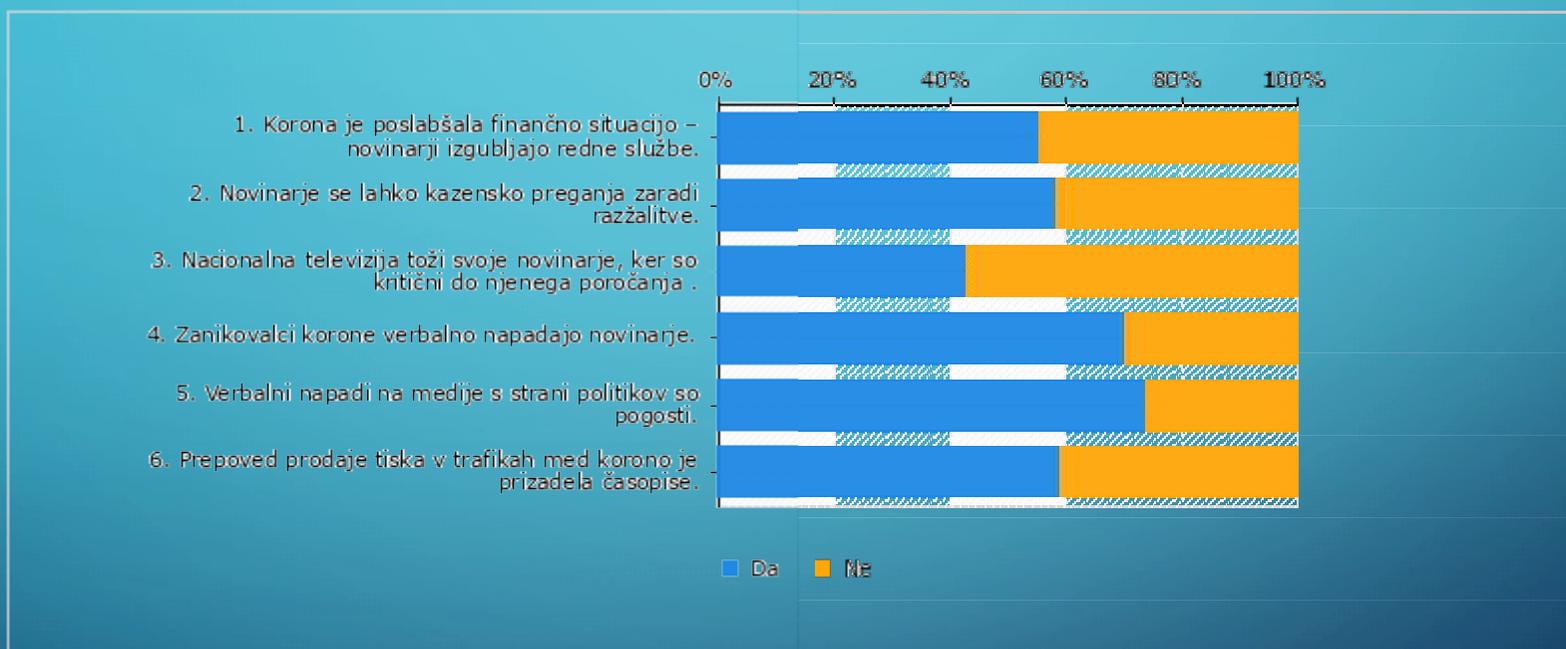
- *The theme of this year's Press Freedom Day, "information as a public good", emphasizes the indisputable importance of verified and reliable information. It draws attention to the essential role of independent and professional journalists in creating and disseminating this information by managing misinformation and other harmful content.*

Audrey Azoulay , Director-General of UNESCO

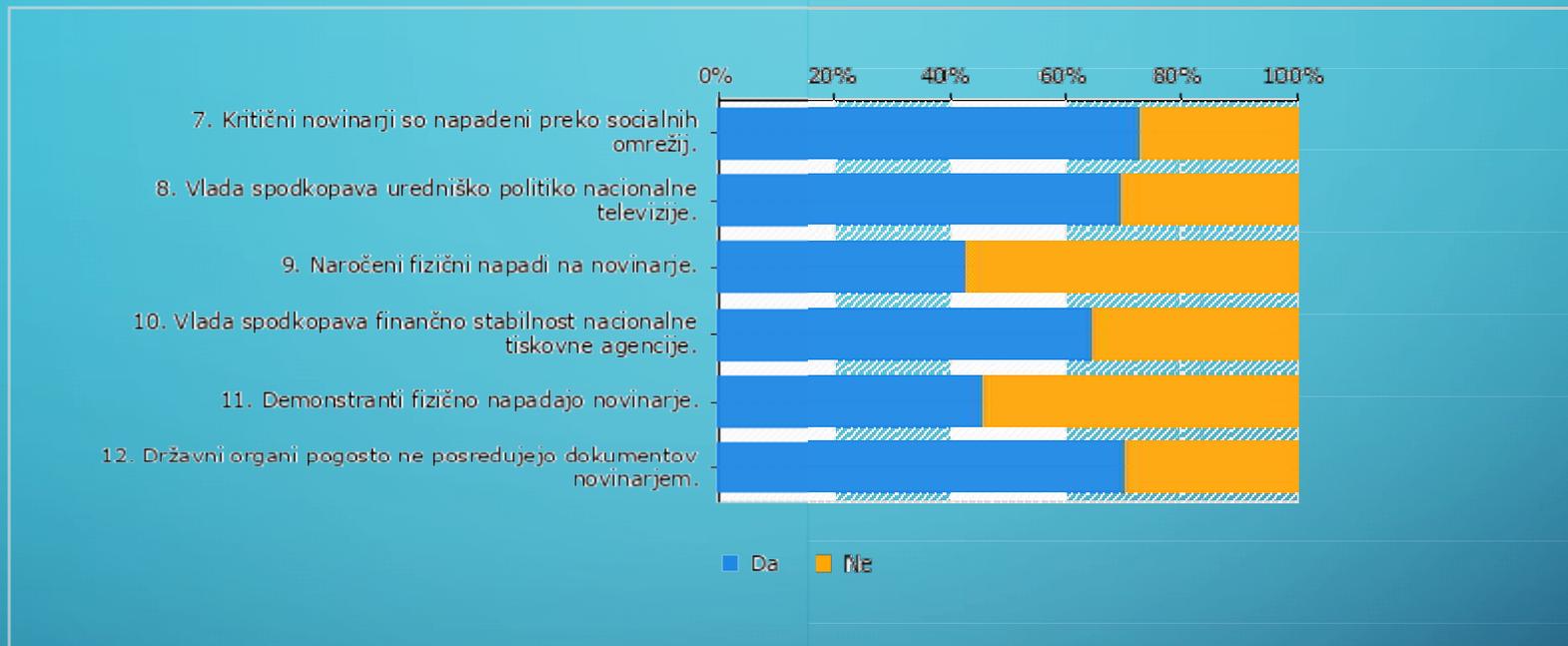


SURVEY

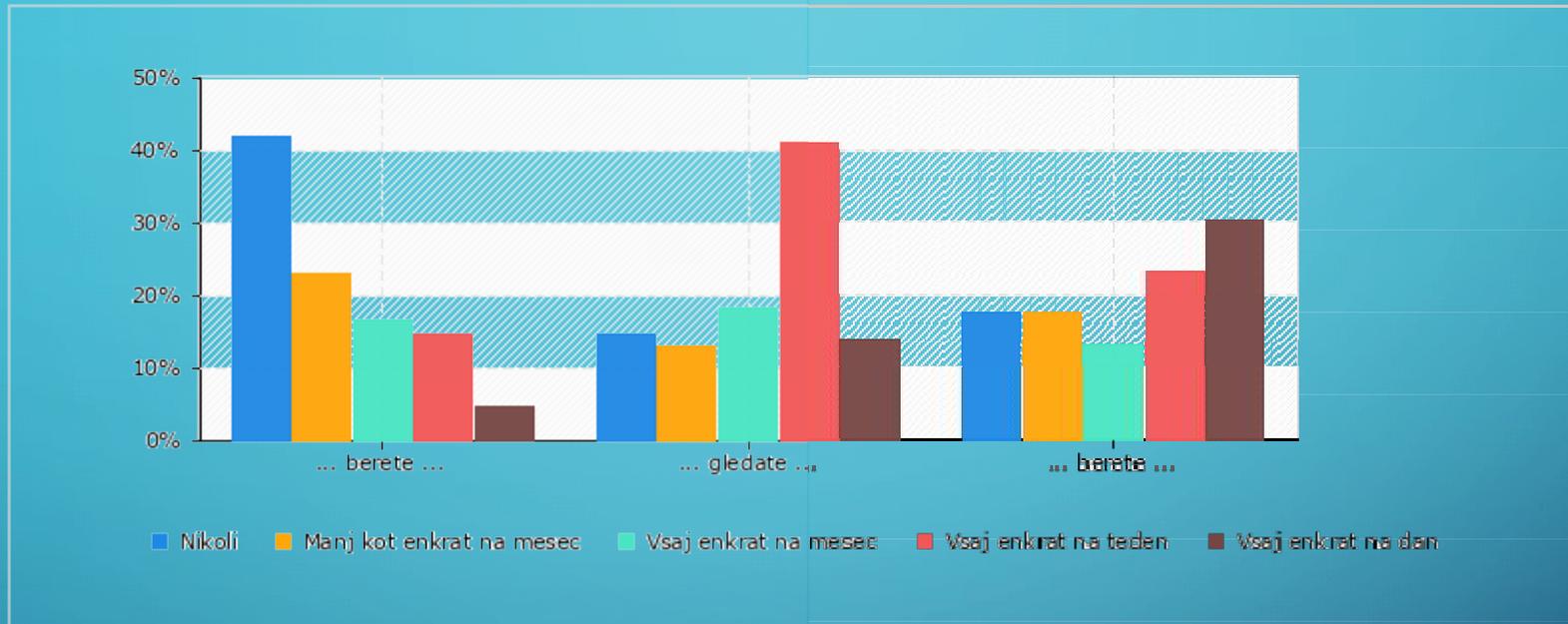
According to the World Press Freedom Index, Slovenia ranks 36th. Neighboring Austria is in 17th place, Italy in 41st, Croatia in 56th and Hungary in 92. Below are some descriptions of the situation in these countries, but please indicate which of these you think is the problem in Slovenia: (n = 128)



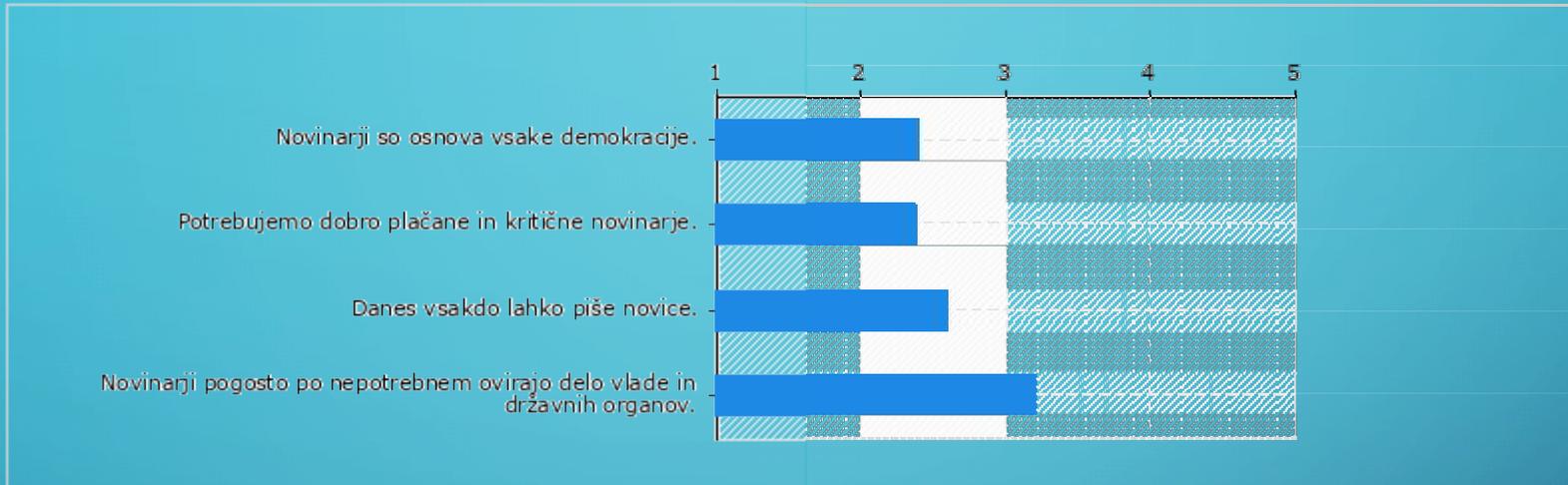
In your opinion, is this a problem in Slovenia: (n = 107)



Now we would like to ask you about your attitude towards the media. How often: (n = 110)



Indicate on the five-point scale how you agree with the statements below. (n = 110)





THE LESSON



MAY 3, PRESS FREEDOM DAY

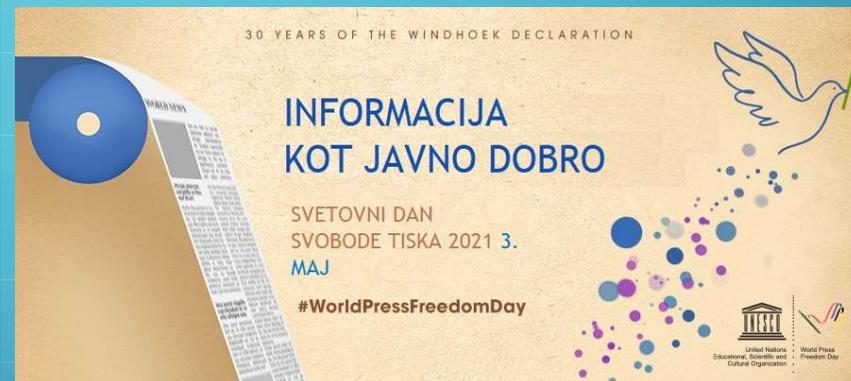
ERASMUS + FAKE PROJECT NEWS , 2021

SURVEY

1ka.arnes.si/a/22010

UNESCO 1991

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UNIVERSAL DECLARATION OF HUMAN RIGHTS

[HTTPS://SL.WIKIPEDIA.ORG/WIKI/SPLO%C5%A1NA_DEKLARACIJA_%C4%8DLOVEKOVIH_PRAVIC](https://sl.wikipedia.org/wiki/Splo%C5%A1na_deklaracija_%C4%8Dlovekovih_pavic)

T. i. constitutive, state articles of the declaration:

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas in any manner and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one shall be compelled to join any association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public services in his country.

3. The will of the people is the foundation of public authority; this will shall be expressed in regular and fair elections subject to universal and equal suffrage and by secret ballot or by any other equivalent procedure free voting.

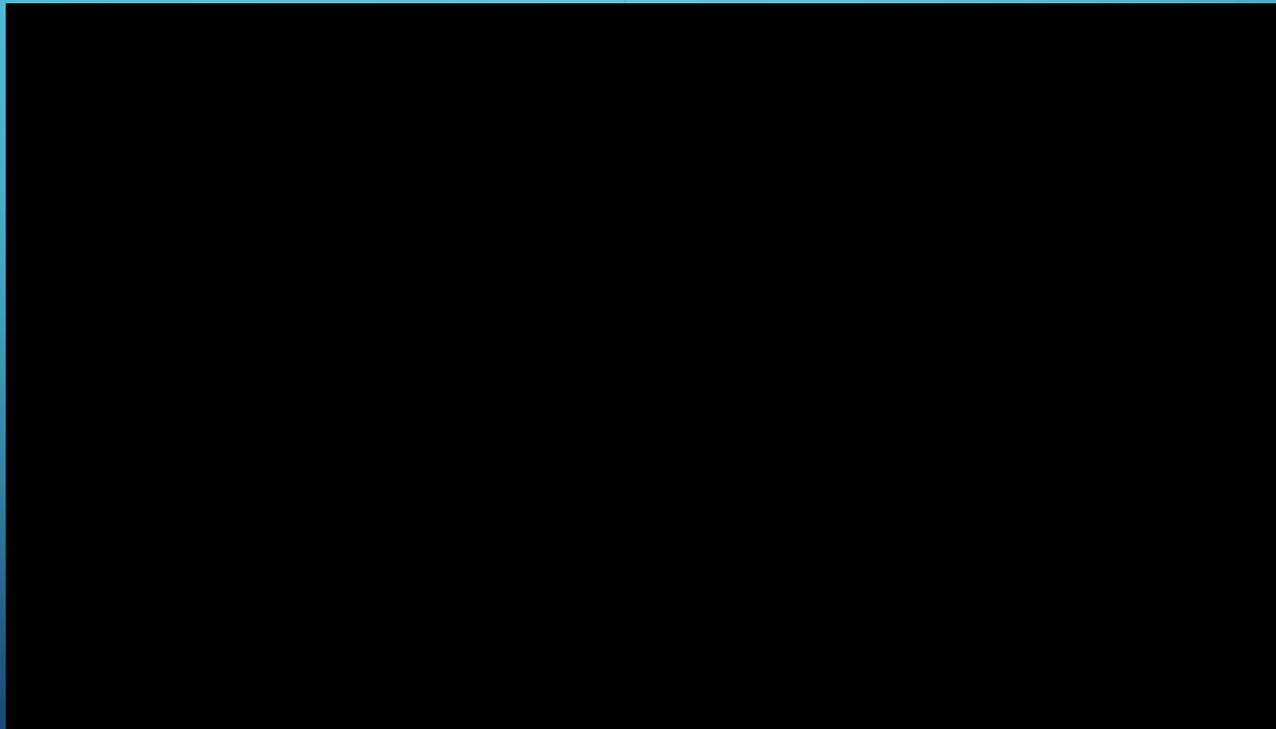
WHAT DO THE MEDIA MEAN TO ME?



MENTI.COM 6873 2147

ADDRESS BY THE UN SECRETARY-GENERAL

- https://www.youtube.com/watch?v=NW3NqY4hr_0



AM I CO-RESPONSIBLE FOR THE STATE OF THE MED



6873 2147

WHO IS RESPONSIBLE FOR THE STATE OF THE MEDIA IN SLOVENIA AND HOW CAN WE ENCOURAGE IT TO IMPLEMENT IT?



- [Menti.com 4504 8282](https://www.menti.com/join/45048282)

WHISTLERS - JAMES RISEN ...

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=A-OVJJAW2JO](https://www.youtube.com/watch?v=A-OVJJAW2JO)

<https://www.youtube.com/watch?v=A-OvJjAw2Jo>

Fake news – Factfulness (Nicolai Winter, Mathilde-Planck-School)

Phase	Content	Media / social form in class	
ES	<p>Students are dealing with a kahoot about global facts. It is anticipated that most of the students will make a lot of mistakes to illustrate the misconception of their worldview / their knowledge of the world.</p> <p>Factfulness might also help you to deal with / to debunk fake news</p> <p>Transition to fake news and a brief overview over fake news in history</p>	<p>Kahoot based on Hans Rosling's book Factfulness:</p> <p>https://create.kahoot.it/share/factfulness-english/377b80b5-6b8c-47b5-88ab-09549b856429, Access: 30.05.2022</p>	
ER I	<p>Students read the introduction of Hans Rosling's Factfulness to get the significance of a factbased worldview</p> <p>Students are divided into different groups to cover all the different topics that are mentioned in the introduction</p> <p>Students present their results in class.</p>	<p>(Group work)</p> <p>Introduction</p>	
TR I	<p>Students reflect on their worldview and collect ideas how a factbased worldview might help them in their lives</p>	<p>Open discussion</p>	

„Fake news“ in history (one example):

- „Dolchstoßlegende“ → Fake news / misinformation that harmed / damaged the Weimar Republic severely

ES = warm-up

ER = working out

TR = transfer or knowledge



News & Reporting

PRINT MEDIA AND
OTHER MEDIA



News in abundance

Thanks to our digitalised world, it is now possible to access countless news and information at any time.

With this abundance, it is not possible to read or know everything. You have to make a choice or let an app do it for you, for example.

Which media do you use regularly to inform yourself? Tick 3 points.

- newspaper (*print OR online*)
- News magazine (*print OR online*)
- TV news (*subject to public law OR private*)
- Radio news (*subject to public law OR private*)
- Social networks (*Tiktok, WhatsApp, Facebook, etc.*)
- Internet providers (*e.g. google news, t-online, gmx...*)



Media consumption

On the following three pages you will see news reports from the last few years.

Evaluate the credibility of each one spontaneously and give brief reasons for your decision.

IN SEINEN GOLFCLUBS

Trump hängt gefälschtes „Time“-Cover auf

AKTUALISIERT AM 27.06.2017 - 22:27



Donald Trump wird nicht müde, CNN und New York Times als Fake News zu beschimpfen. Jetzt muss er sich ebendiesen Vorwurf gefallen lassen – in seinen Golfclubs hängt ein Time-Titel, den es nie gab.

MERKEN ☆ 25 | 1 Min.

Der amerikanische Präsident Donald Trump, der Medien beharrlich das Verbreiten falscher Nachrichten vorwirft, schmückt sich in seinen Golfclubs mit einem gefälschten Titelbild des „Time Magazine“. Das gerahmte Bild zeigt Trump mit verschränkten Armen in die Kamera blickend. Unter Bezug auf Trumps TV-Show lautet die Schlagzeile: „Donald Trump: „The Apprentice“ ist ein Riesen-TV-Erfolg!“ Das Cover ist auf den 1. März 2009 datiert. Eine solche „Time“-Ausgabe hat es nie gegeben. Wie die „Washington Post“ berichtet, hing es in mindestens vier der 17 Trump-Golfclubs.

credible

incredible

reason:

reason:

credible

incredible

Diplomatische Krise

Türkei weist holländische Kühe aus

Die diplomatischen Verstimmungen zwischen der Türkei und den Niederlanden treffen jetzt auch die Tierwelt. Der türkische Fleischverband schickt holländische Kühe zurück in ihre Heimat.

15.03.2017, 19.19 Uhr



Kühe in den Niederlanden Remko De Waal/ picture alliance / dpa



19. August um 20:13 · €

Traurig, dass die deutsche Regierung da nicht von selbst drauf kommt. Verbietet den Negerkuss, das Zigeunerschnitzel, aber nennt die Fahrerlaubnis nach wie vor Führerschein...



EU verbietet deutsche Führerscheine

Sie haben noch einen Führerschein? Der ist grundsätzlich ungültig, so die Verlautung aus Brüssel. Heißt es Driving licence, Permis de conduire oder Prawo jazdy, so ist es gültig - wenn auch unsere Nachbarn ihren Führerschein so in der...

NACHRICHTEN.DE.COM

credible

incredible

reason:



credible

incredible

reason:

"Wir sollten solche Attentate wie in Paris nicht als Islamhass ausschlichten, sondern als einen Teil unseres Lebens akzeptieren, um die Integration unserer muslimischen Mitbürger nicht zu gefährden"



credible

incredible

reason:

reason:



Switzerland

16. Nov. 2014 at 8:03 pm · 🌐

Diese Situation haben wir dem Westen zu verdanken! Sie unterstützen die Faschisten in Kiev.

blick.ch/news/ausland/p...



**THIS IS DEMOCRACY, BABY
UKRAINIAN ARMY IS KILLING DONBASS PEOPLE**

👍👎 500k

261 Comments 10,054 Shares



Like



Comment

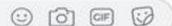


Share

View more 261 Comments



Write a comment...



credible

incredible



Fake News

PRINT MEDIA AND
OTHER MEDIA

Fell for it?



Among the six news reports, there was also fake news or disinformation. Did you spot them?

Find out on the next page.



Switzerland
16. Nov. 2014 at 8:03 pm
Diese Situation haben wir dem Westen zu verdanken! Sie unterstützen die Faschisten in Kiew.
blick.ch/news/ausland/p...



**THIS IS DEMOCRACY, BABY
UKRAINIAN ARMY IS KILLING DONBASS PEOPLE**

500k 261 Comments 10,054 Shares
Like Comment Share
View more 261 Comments
Write a comment...



Click on the respective image to learn more about its background and truthfulness.

What are fake news?

Write a short, spontaneous definition in complete sentences:

Fake News, Fakenews, die



Wortart [INFO](#)

Gebrauch [INFO](#)

Häufigkeit [INFO](#)

Pluralwort

umgangssprachlich



Rechtschreibung [INFO](#)

Von Duden empfohlene Schreibung

Fake News

Alternative Schreibung

Fakenews

Worttrennung

Fake News, Fake|news

Bad News

Now try your hand at creating fake news yourself.

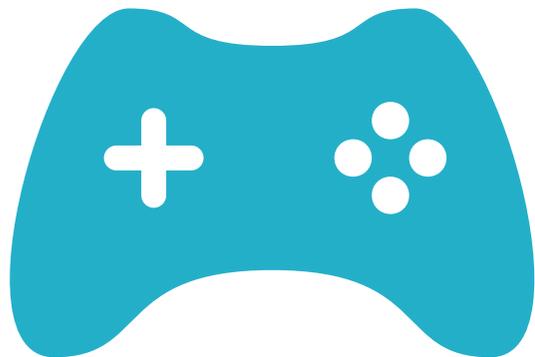
Play the game "Bad News".

Save your follower count in the end:

Follower:



Have fun!



Reflexion (Please enter)

How did you feel when you played?

How did you feel?

What was going through your mind?

Evaluate whether it is sensible to use the game in school.

Summarise:

What is Fake News?

What methods do Fake News use?

What goals do the producers of Fake News pursue?

What goals do the spreaders of Fake News pursue?

News / Fake News

PRINT MEDIA AND
OTHER MEDIA

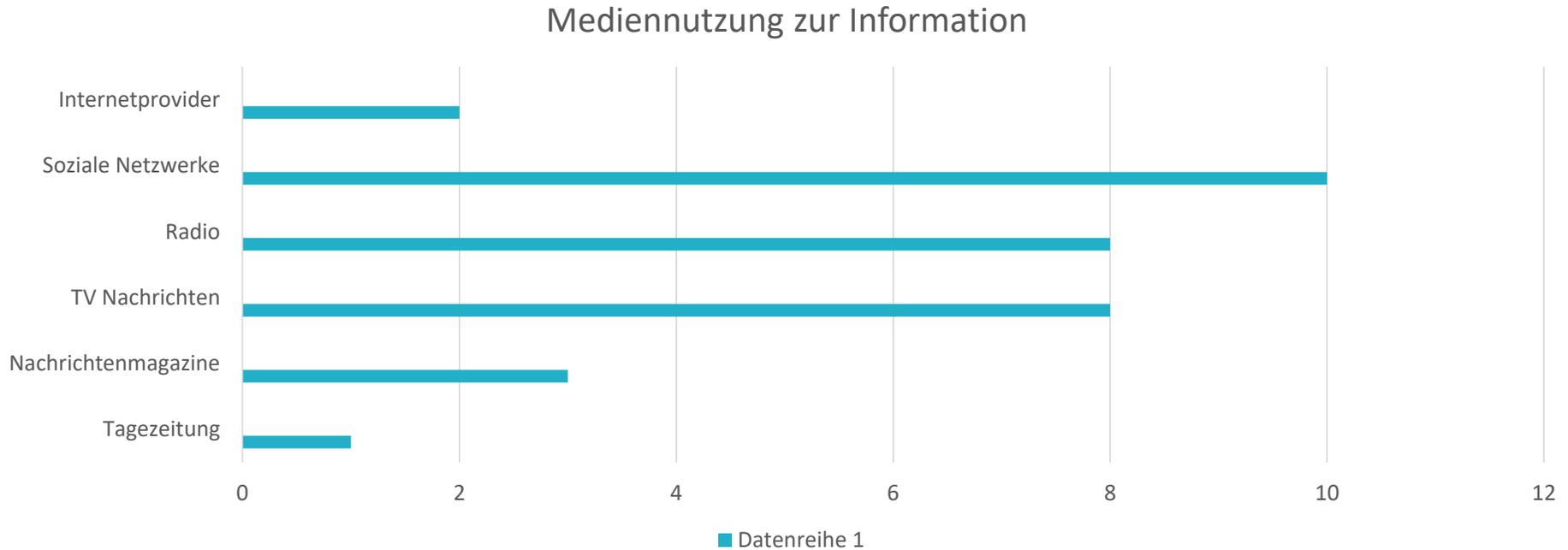


Last time I asked which media you use to inform yourselves.

ON THE FOLLOWING PAGE YOU CAN SEE WHAT IT LOOKS LIKE IN THE CLASS.

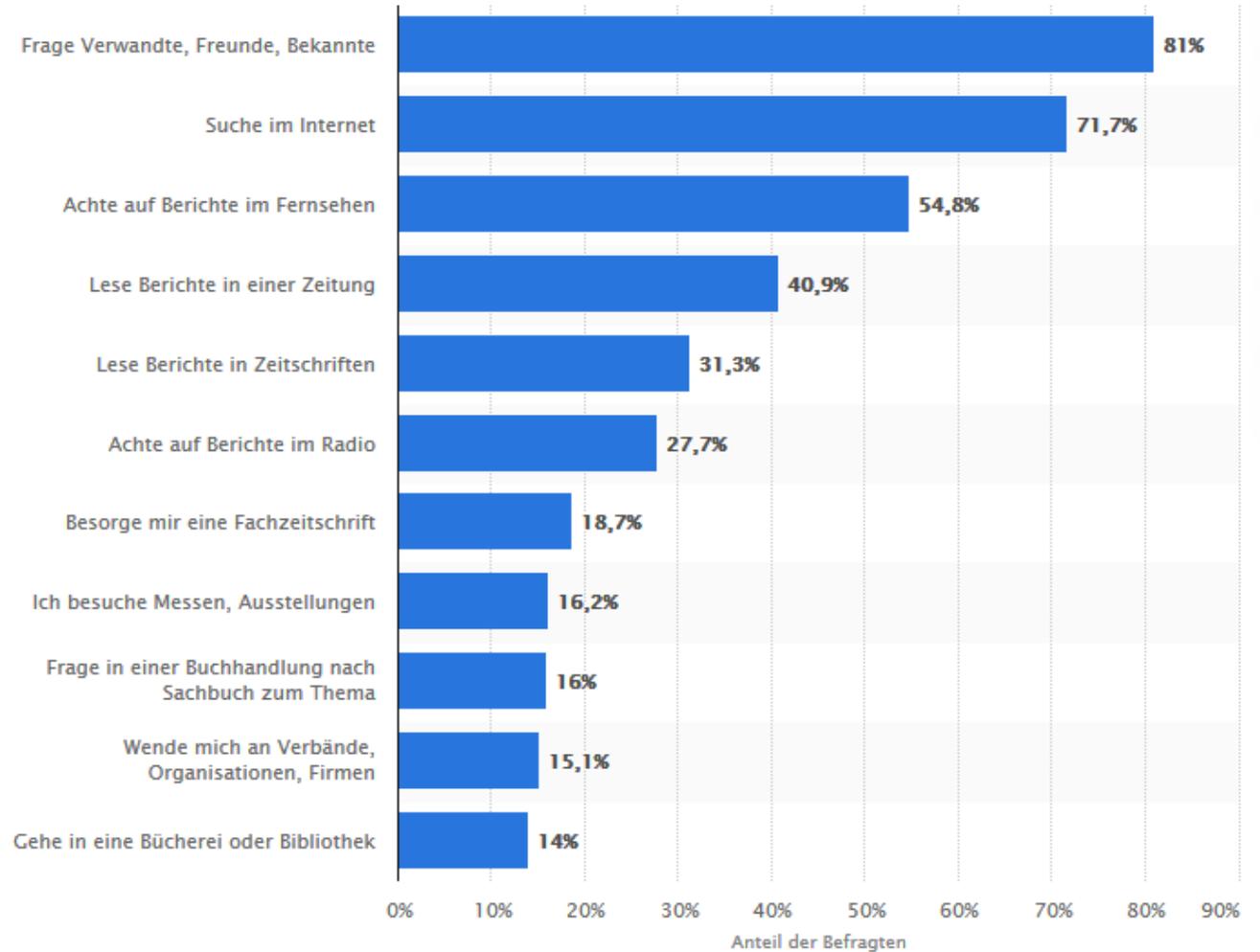
Which media do you use regularly to inform yourself? Tick 3 points.

(class results)



Now compare the class result with a Germany statistic (next slide).

Most-used sources of information by the population in Germany in 2019 (age: 14 and over)



Statistik einklappen

How do the results come about?

Consider, for at least 3 sources, why this is used by people.

Note down your conclusions.

Let's continue with a few visual impulses...

LOOK AT THE NEWS AND THINK ABOUT WHETHER THEY ARE TRUE/FALSE AND HOW YOU CAN TELL.



Zuerst denken - dann klicken! ✓

2 Std. · 🌐

Hallo ist da was dran ich glaube eher nicht

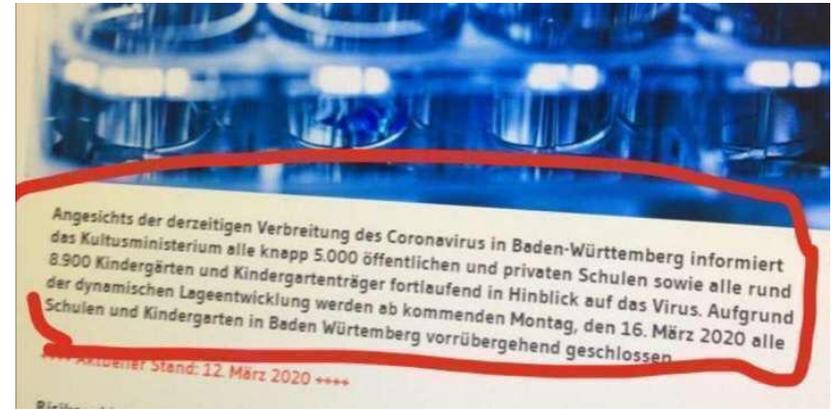
EILMELDUNG

N24
Nachrichten

3 Vergewaltigungen in Köln eine davon eine Polizistin ihr wurde die Dienstwaffe entnommen! Ihr gelang es nicht sie zurück zu holen dabei wurde sie mehrmals angefasst und zum Schluss vergewaltigt von mehreren Asylbewerbern!

Meldung wurde soeben auf RTL bestätigt!

Die Wahrheit "24h News"



SPiegel Politik

Nachholunterricht

Bayern beschließt Kürzung der Sommerferien

Aufgrund des durch den Coronavirus ausgefallenen Unterrichts in den 3 Wochen vor Ostern, haben sich der Kultusminister zusammen mit der Staatsregierung auf eine Kürzung der Sommerferien an bayerischen Schulen um 3 Wochen geeinigt.

Von Kevin Hagen und Christian Teevs
01.04.2020, 08:46 Uhr

🏠 💬 📄 📧 🔗

Zuerst denken - dann klicken! ✓

2 Std. · 🌐

Hallo ist da was dran ich glaube eher nicht

EILMELDUNG

N24

Nachrichten

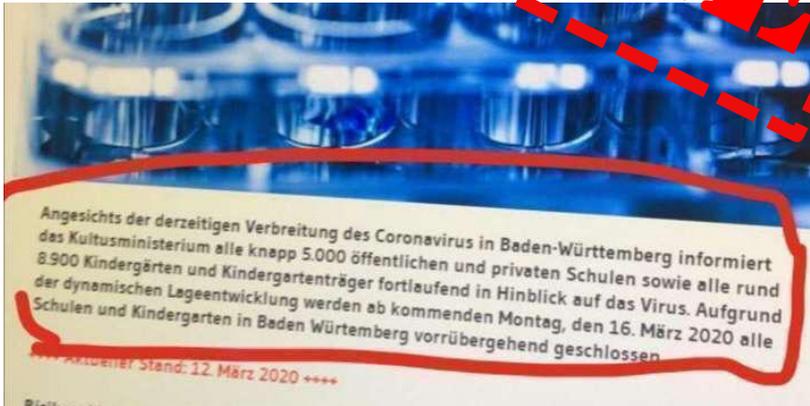
3 Vergewaltigungen in Köln eine davon eine Polizistin ihr wurde die Dienstwaffe entnommen! ihr gelang es nicht sie zurück zu holen dabei wurde sie mehrmals angefasst und zum Schluss vergewaltigt von mehreren Asylbewerbern! Meldung wurde soeben auf RTL bestätigt!

Die Wahrheit "24h News"

Reason

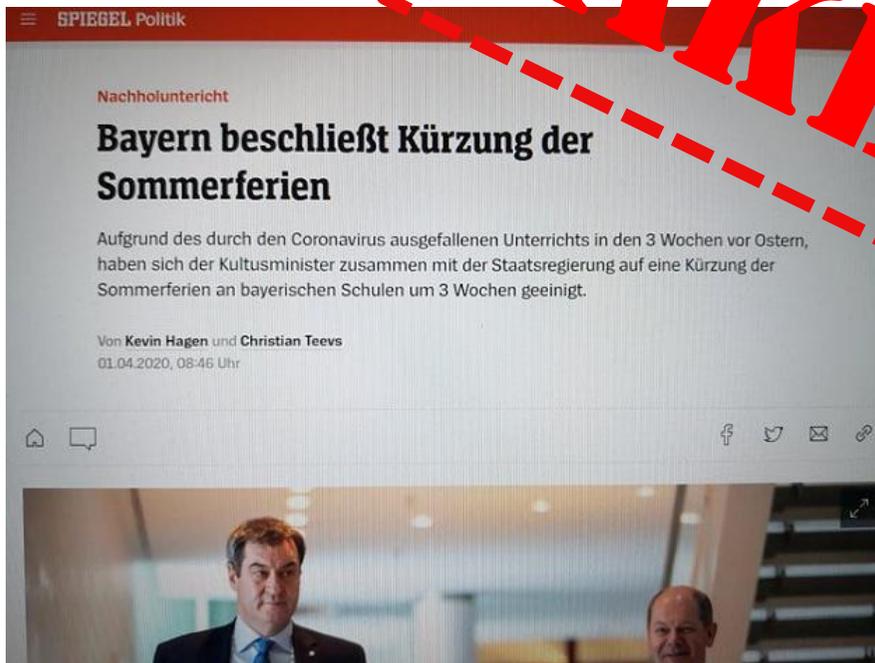
- Numbers are not written out -> unserious for a news magazine.
- Punctuation is wrong (commas, exclamation marks) -> you can't become a journalist without a certain knowledge of spelling and style...
- Word choice incorrect, "taken" - like Dr. Bibber or what?
- Upper/lower case after exclamation mark wrong
- Sentence structure too complicated for "breaking news".
- Desperate reference to other less reputable source. How is one supposed to know where RTL got the news from? + reference to "truth"
- Click on the picture for more info on the fake salary.

Reason



- photography from the screen is supposed to prove authenticity -> but: no source
- Missing comma after "16 March 2020".
- "Kindergarten" in the plural without ä
- Dissemination via social media (in this case WhatsApp) instead of serious news portals.
- Consequence: the page of the Ministry of Culture was so overloaded afterwards that one could not retrieve any information at all - i.e. could not inform oneself.

Reason



- photograph from the screen is supposed to prove authenticity
- Numbers are not written out, lack of spelling skills exposes the report as fake
- Unnecessary comma after "Easter".
- Date: April Fool? ;)
- Click on the picture for more information.

With the pictures of the first "hour", you gave similarly good reasons.



- Emotionalised
- Not a reputable source
- The fact is that the thing is STILL called a driving licence.

FAKE

FAKE



- Image has been edited
- Text is real, picture is false -> taken out of context.
- Dubious and tasteless, does not fit to a party like the CDU

FAKE



- A picture and a quote do not necessarily belong together.
- No source apparent
- Choice of words inappropriate/unusual for Chancellor Merkel
- Dot missing at the end

FAKE



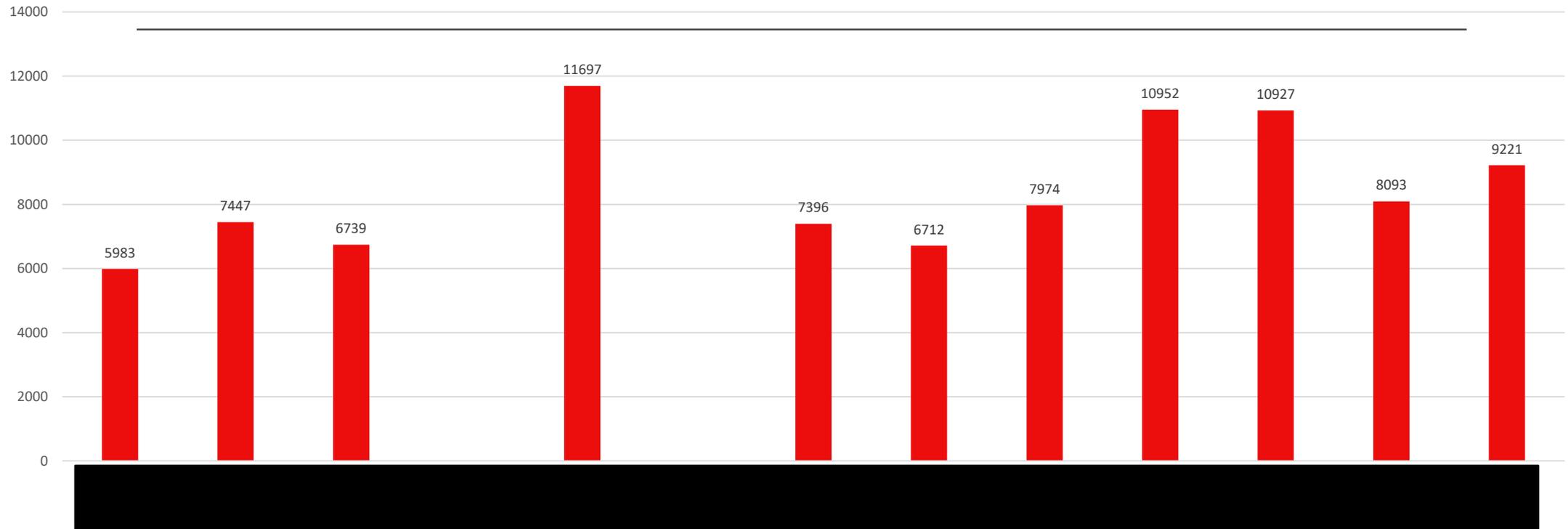
- Author: Why should a country express itself in this way? That would be highly undiplomatic.
- Supposed link is meant to feign authenticity.
- Image is meant to emotionalise and provoke, in the style of a meme, therefore highly inappropriate for a supposedly reputable source.
- Picture taken out of context, originally from a Russian film
- Fake post was created by me personally (as the original can no longer be found), so such messages can easily be imitated using tools from the internet

How good were you at creating fake news?

THE WINNER WAS FLORIAN! 🙌

HERE FOLLOWS THE CLASS HIGH SCORE (AS OF 18.06.2020, 22:30)

Gewonnene Follower im Spiel BadNews



Test again how you judge news reports now.

Play the SRF (Swiss Radio and Television) quiz:

<https://www.srf.ch/sendungen/myschool/fake-news-quiz>

How often were you right? / 12

Let's conclude...

Fake news is made up of two terms. "Fake" means "fake" and "news" means "news". So it is fake news. With lurid headlines, fake pictures and allegations, lies and propaganda are spread. Fake news gives the impression that it is real news.

Why does fake news exist?

Fake News is meant to impress people. Readers are supposed to click, like and forward the Fake News. This is how money is made. Criminals use fake news for fraud.

Why do friends/relatives send me Fake News?

Especially when it comes to emotional topics that can also affect one's own health and safety, fake news is often spread among close acquaintances.

There is usually no malicious intent behind it, but rather concern and ignorance. The concern concerns close people whom one would like to warn, e.g. about scammers "[doing the rounds disguised as firefighters](#)" or [various false reports in connection with Covid-19](#). Ignorance often comes from the emotionality generated: one wants to quickly warn people who are important to one. But in doing so, people forget that such news should first be checked themselves.

If you get dubious messages forwarded to you, check them first, e.g. using common debunking sites like [mimikama.at](#). Then point out to the sender that he or she has unfortunately been taken in by a false report. This is the best way to stop the spreading.

Dangerous Fake News

Some fake news introduces computer viruses. With their help, users' personal data is spied out. This is also called "phishing". This data can be misused. Fake news is also used for political agitation. False allegations, invented scandals are meant to shake the credibility of politicians.

This is particularly dangerous in an election campaign. Because in an election campaign, people want to be seriously and correctly informed - as they would otherwise. Politicians are therefore dependent on people believing them. With fake news, however, false things are claimed. The aim is to create a mood. People are manipulated.

Recognising Fake News (1)

It is often not easy to recognise whether it is real news or fake news. Four steps can help: look carefully, think for yourself, read critically and check sources.

Look at the news carefully

Look at the news carefully. If it all looks like a headline, if it is mainly about sensation, then be careful. If it's just an opinion, without explanation, if it's trying to create a mood, then be careful. Always think before you pass on a message. If you have doubts about the authenticity of the message, don't share it.

Read critically

Often numbers and quotes are mentioned in fake news. They appear without you being able to see where they come from. Caution is advised. Check whether the article is very one-sided. Is only one opinion expressed or are other views also expressed?

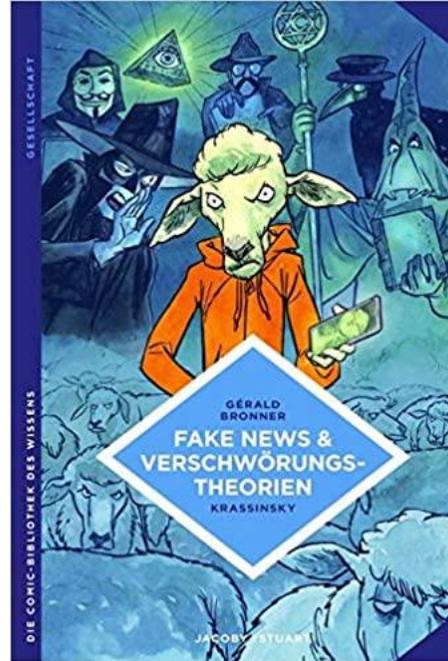
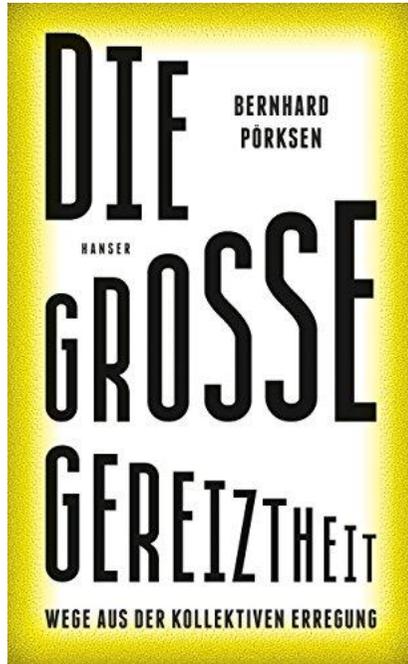
Recognising Fake News (2)

Check sources

Real news comes from reliable sources. Check who is spreading the news! There must be an "imprint" on every publication. This must contain the name, address and contact details of the person responsible for the news on the page. If this information is missing or incorrect, there is reason for caution. If other media do not distribute the message, there is reason to doubt the accuracy of the message.

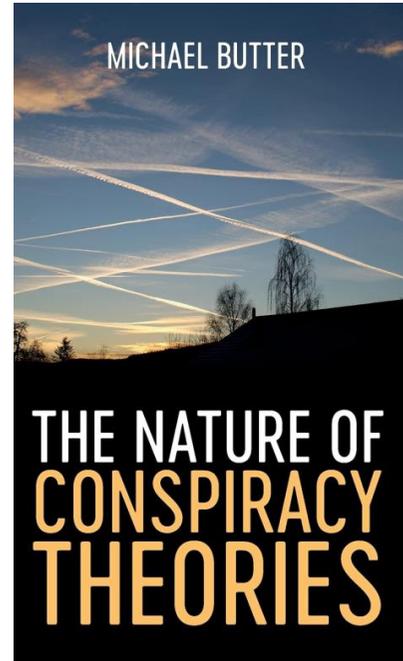
Spelling is not for fun ;)

You may have already seen it in the examples at the beginning of the slide: Fake news more often contains spelling, style or punctuation mistakes. This can be a first indication that something does not come from a reliable, verified source. Maybe one or two of you will want to use the spelling trainer again ;)



Further book recommendations

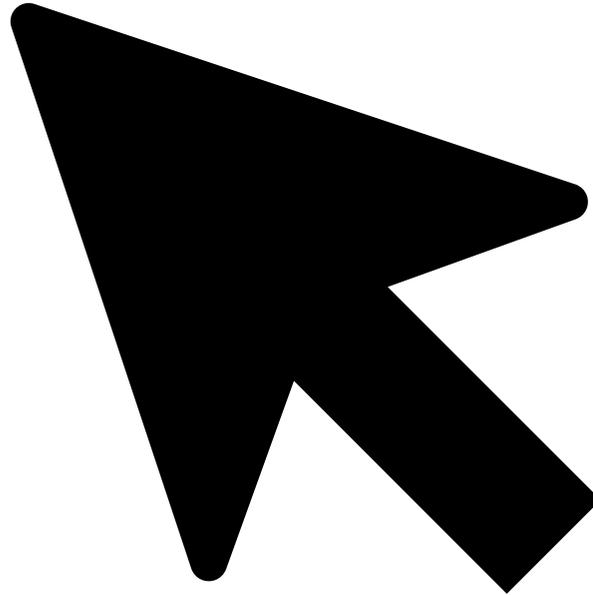
PARTIALLY AVAILABLE FOR LOAN IN YOUR LOCAL LIBRARY



Further book recommendations

PARTIALLY AVAILABLE FOR LOAN IN YOUR LOCAL LIBRARY

One final quiz...
(click)



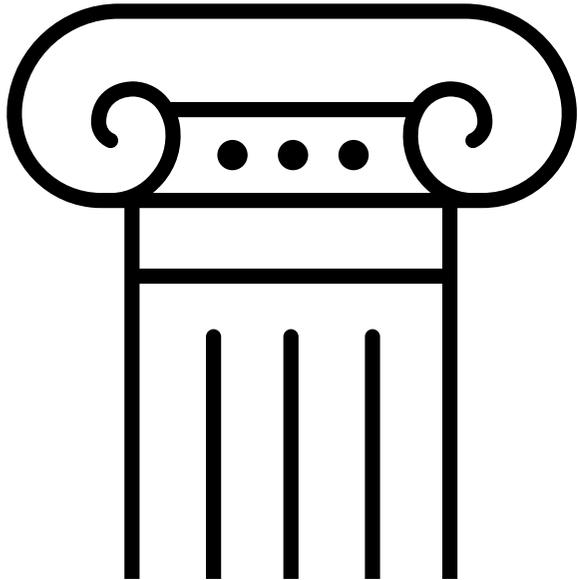


Fake News in time

PRINT MEDIA AND OTHER MEDIA

What big/global impact can
fake news have?

Jot down some thoughts.



Name a few fake news stories that have gone down in history. What impact did they have?

Watch the video (click on the image) and comment on the content.

The topic can be your thoughts while watching the video or further reflections.





Research 2-3 major fake news stories of the last 10 years. Explain their content and impact.



News Media - Between Information and Opinion-Making

PRINT MEDIA AND OTHER
MEDIA



Read through
the statements.

Then comment
on two of them.

Truth is a cultural construct.

Fake news has always existed. Classical journalism has acted as a gatekeeper until now. Due to media developments, fake news is now more in the focus of everyday life. Anyone can send anything into the world at any time...

The treacherous **filter bubble**: If you only look at what is presented, you only see one side. This can harden one's own views.

Information is fast, but truth takes time.

List at least two advantages and two disadvantages of covering this topic in online classes.

ADVANTAGES



DISADVANTAGES



Summarise what you
have learnt and
experienced in this
“short unit” on the
topic of “fake news”.

Your media habits – Dice game



Throw the dice twice. The first time will indicate you the horizontal fields, the second time will indicate you the vertical fields. Then talk as long as possible about the question of your field, at least one minute. Give an explanation and reasons for your opinion.

	1.	2.	3.	4.	5.	6.
1.	Do you prefer surfing on a smartphone or on a computer ?	Which types of media do you like ?	How often do you go on social media every day ?	Which app do you use to listen to music ?	Have you ever had a negative experience on a social network ?	Are you worried that one day your (future) boss will find photos of you on the internet ?
2.	Do you share photos on social networks ?	Do you read a newspaper ? Which one ?	Do you follow the news on your smartphone ?	How many email addresses do you have ?	Do you follow anyone ?	Have you ever used a dating website like Tinder ?
3.	Could you live without social networks ?	Do you post videos online ?	Do you have an app on your phone with which you do sports ?	Do you have use a calendar in paper or a calendar on your phone ?	Do you set a status of what you are currently doing ?	Which things do you buy with your smartphone ?
4.	Do you often watch videos online ? Which ones ?	Do you use a learning app e.g. to learn new words ?	Do you listen to web radio or FM radio ?	Which TV shows don't you like ?	Do you read any Twitter news or post anything on Twitter ?	What is your most used app ?
5.	Do you follow any influencer ? Who ?	Do you prefer the radio or the TV and why ?	What is your favorite TV or streaming show and why ?	Do you prefer watching a film at home or in the movie theater ?	Do you prefer text messages, voice messages or phone calls ?	What are your favorite apps ?
6.	What do you prefer ? Computers or tablets ?	Do you use a social network ?	Which book genre do you like reading ?	Could you live a week without your smartphone ?	Do you put filters on photos ?	On which topic would you like to write a blog ?

<https://www.reputationsciences.com/how-to-use-social-media-optimization-in-your-reputation-management-strategy/>
https://live.staticflickr.com/1876/43617178595_0c8ac1b22b_b.jpg

Web quest: Fake news

1. Collect 3-5 examples of Fake News in Germany, Britain and the USA and say why it is fake.
2. Who spreads Fake news?
3. Why do some people spread fake news?
4. In which areas have you come across Fakenews? (for example political/...)
5. What are the dangers of Fake news?
6. How do you know if something is fake? What can you do to be sure that the information is true? Make a list of tips.
7. In that regard also explain the concept of “media literacy”.
8. Often the concept of “populism” is mentioned in the context of Fake News. What does “populism” or “populist” mean?

Web quest: Social media in politics

1. Find examples of social media usage during or after presidential elections.
2. Explain the concept of “filter bubbles”.
3. Find 3 examples of populist tweets by politicians from at least two different countries and explain why they are populist.
4. What are advantages and disadvantages of tweets by politicians?
5. How can political parties use social media platforms to their advantage?

Write an essay to the following topic:

What role do social media play in politics today? Discuss positive and negative effects.”

Web quest: Fake news

1. Collect 3-5 examples of Fake News in Germany, Britain and the USA and say why it is fake.

a. in Germany:

- **WhatsApp voice message: covid-19 is getting worse when taking ibuprofene.:**
it was difficult to realize that this message was fake. Signals that it was fake were that the person just quoted "a friend" without mentioning the name, that this news hadn't been published by famous newspapers or news shows before, the date: that this wasn't found out until three months after the coronavirus first broke out in China and once it went viral, newspapers, and newscasts on TV and on the radio warned about it that it was fake.

b. in the UK:

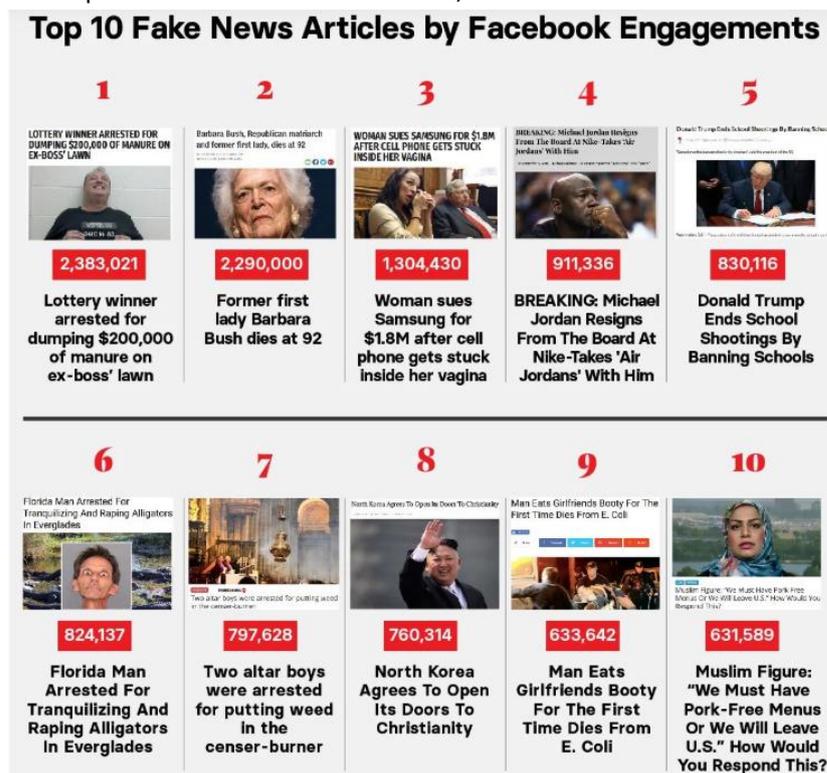


- This is fake because no such thing happened. After mass panic and widespread confusion, the British Transport Police clarified that an evacuation of Oxford Circus took place because of "an altercation" between two men, and not – as far-right ogres had prematurely gloated – an attack by Islamic terrorists.

https://www.vice.com/en_uk/article/ne4ve7/the-top-ten-uk-fake-news-stories-of-2017

c. in the U.S.:

- for examples from the U.S. presidential election in 2016 see below in the section Web quest on social media in Politics, No. 1.



<https://www.socialmediatoday.com/news/the-top-10-fake-news-articles-on-facebook-in-2018-infographic/545165/>

- American/Swedish example:

Shortly after American rapper ASAP Rocky was put in prison in Sweden because of a street fight, people) started accusing the Swedish prison of holding the rapper in prison under inhumane conditions “ASAP Rocky is being held in a Swedish jail with shockingly inhumane conditions -- feces hurled about and not cleaned up, wretched food and facilities that are not fit for human beings ... this according to sources with direct knowledge of Rocky's situation..”

Many Americans believed this fake news and celebrities demanded that ASAP Rocky should be set free. Even President Trump got involved telling Swedish Prime Minister that they should treat Americans fairly. However, the news about the inhumane treatment was fake. ASAP Rocky was in a normal cell. The prison defended itself saying the prison had been renovated a couple of years before and published a photo of a prison cell similar to the one ASAP Rocky was held in which shows a very nice prison cell.



<https://www.bbc.com/news/newsbeat-48934378>

<https://www.tmz.com/2019/07/09/asap-rocky-inhumane-conditions-jail-swedish-sweden/>



-> fake article about food supplements helping to lose weight. The ad claims to be from reliable newspapers; however, it's all fake and the ad just wants you to buy food supplements.

https://www.truthinadvertising.org/wp-content/uploads/2012/09/Screen-shot-2011-08-18-at-4_51_19-PM.png

2. Who spreads Fake news?

Difficult to say:

- people who care more about making profits than about moral issues
 - people who want to increase their power
 - platforms who want to attract lots of views (-> find a list on wiki https://en.wikipedia.org/wiki/List_of_fake_news_websites)
 - users who mistake the news for being correct
 - people who want to create uproar against a (leading) political party or the government to split the nation
- <https://www.poynter.org/fact-checking/2020/whos-mainly-responsible-for-curbing-disinformation/>

3. Why do some people spread fake news?

see answer above

4. In which areas have you come across fake news? (for example political/...)

- health: fake news on coronavirus
- politics: e.g. during the U.S. presidential election
- advertisement: e.g. fake news on dietary products
- celebrities: fake news on celebrities e.g. having done plastic surgery, stars being obese....

5. What are the dangers of Fake news?

- recipients might be more likely to buy a certain product or to avoid a different product
- readers might believe the news especially if the domain or url sounds like it is from a respectable source or if it's accompanied by a photo or just sounds plausible.
- the reputation of a person or a company might be ruined even though it was not true what was said about them
- readers might start taking (violent) action against a person or a company
- even if readers read a piece of fakenews and know that it is fake, after a couple of days, they might forget that it was fake and just remember having read about a certain issue
- <https://30secondes.org/en/module/impacts-of-fake-news/>

6. How do you know if something is fake? What can you do to be sure that the information is true? Make a list of tips.

Fake news often contain

- dubious domain names (e.g. com.co) or dubious website names
- spelling errors
- capital letters
- grammar mistakes
- biased information
- information that is not available on other sites

Tips:

- use a fact-checking website: e.g. FactCheck.org, Snopes.com
- find out who the author of the information is
- analyze sources and quotes
- do a reverse search for images

<https://www.summer.harvard.edu/inside-summer/4-tips-spotting-fake-news-story>

<http://library.pfeiffer.edu/Fake-News-Worksheet.pdf>

Here's a **video** on how to spot fake news:

<https://www.bbc.com/news/av/embed/p0874kmv/52086284>

7. In that regard also explain the concept of "media literacy".

"Media literacy, by its widely accepted definition, is of various types (visual, auditory, printed, etc.) to be able to access media messages, to analyze and evaluate the accessed media from a **critical** point of view (and to produce their own media messages)."

<https://www.igi-global.com/dictionary/media-literacy-and-framing-of-media-content/18156>

→ That means to learn about the media so that know about the dangers and risks and know how to surf the internet safely. In German you would translate this concept with “Medienkompetenz”

8. Often the concept of “populism” is mentioned in the context of Fake News. What does “populism” or “populist” mean?

Populism refers to political activities or ideas that claim to promote the interests and opinions of ordinary people. <https://www.collinsdictionary.com/de/worterbuch/englisch/populism>

→ Populism often means having a **very easy solution** to a very complex problem. Obviously the solution is often insufficient , but politicians use such easy solutions to appeal to (perhaps less informed) voters.

cf. <https://en.wikipedia.org/wiki/Populism>

Web quest: Social media in politics

1. Find examples of social media usage during or after the U.S. presidential elections.

There were many fake news about Hillary Clinton and Trump in the 2016 election

- e.g. the headline “WikiLeaks confirms Hillary sold weapons to ISIS... Then drops another bombshell.”
- the headline “FBI agent suspected in Clinton’s email leaks found dead in apparent murder-suicide” published by the “Denver Guardian”, but there is no newspaper called “Denver Guardian”, there is only the “Denver Post”.
- the headline “Pope Francis shocks world, endorses Donald Trump for president”
- The “Pizzagate” case in 2016: There were tweets about a pizza shop in Washington claiming that the pizza restaurant was the base for a pedophile sex ring led by Hillary Clinton. After the tweets the restaurant received many threats and bad comments on social networks and one man even went to the restaurant and started shooting to save the (as he believed) trapped kids.

<https://www.marubeni.com/en/insight/potomac/backnumber/19.html>

<https://www.cnn.com/2016/12/30/read-all-about-it-the-biggest-fake-news-stories-of-2016.html>

<https://www.denverpost.com/2016/11/05/there-is-no-such-thing-as-the-denver-guardian/>

- Heavily biased pro-Trump site '70news' redirected to a WordPress blog page that said that Trump had won both the popular vote and the Electoral College. Moreover, when Internet users searched for ‘final election numbers’ or similar phrases in Google in the days after the presidential election, Google's top search result directed users to the link of this fake news blog. Google's top search result was actually fake news: it claimed that Trump had won both the popular vote and the Electoral College, when, in fact, Trump had won the Electoral College, but not the popular vote - Hillary Clinton did.

https://libraryguides.vu.edu.au/evaluating_information_guide/fakenews2016

2. Explain the concept of “filter bubbles”.

People are in a **filter bubble** when they only get information on social media that agrees with their viewpoint. This is a result of personalized searches and algorithms that guess what a user would like to see. https://en.wikipedia.org/wiki/Filter_bubble

This often goes hand in hand with the concept of “**echo chambers**”.

An echo chamber is defined as “an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered.” https://www.lexico.com/definition/echo_chamber

Filter bubbles and echo chambers can be dangerous. Here’s an example:

E.g. if a person is a racist and often searches for racist information on the internet, he will be more likely to get much more racist information, racist news and racist ads, that support his viewpoint and less info contradicting it. Then, he might believe that he is justified in his way of thinking because of all the information he gets confirming his viewpoint and might not even find out about things that don’t fit to his viewpoint.

3. Find 3 examples of populist tweets by politicians from at least two different countries and explain why they are populist.

- *“It is time to free the French people from an arrogant elite.”* (Marine le Pen during the presidential election in 2017) <https://www.cnn.com/2017/04/23/le-pen-time-to-free-french-arrogant-elite.html>
→ This statement portrays the French as being run by an arrogant elite, simple solution: vote for Marine le Pen and everything will be good.
- *“Brazilian prisons are wonderful places ... They are places for people to pay for their sins, not live the life of Reilly in a spa. Those who rape, kidnap and kill are going there to suffer — not attend a holiday camp.”* (Bolsonaro in 2014)
<https://www.cnn.com/2018/10/29/brazil-election-jair-bolsonaros-most-controversial-quotes.html>
→ Bolsonaro doesn't want to renovate existing prisons or build more prisons to improve the conditions in the crowded prisons and justifies political inaction.
- *“Every decision on trade, on taxes, on immigration, on foreign affairs will be made to benefit American workers and American families. We must protect our borders from the ravages of other countries making our products, stealing our companies and destroying our jobs.”*(Donald Trump)
<https://www.sandiegouniontribune.com/opinion/the-conversation/sd-most-populist-lines-from-trumps-speech-20170120-htmlstory.html>
→ Trump portrays immigrants as the root of all economic problems having to do with trade or taxes, his solution for the economic problems: close the borders.
- *“We will build a wall [...] and Mexico will pay for it!”* (Donald Trump)
<https://www.rttnews.com/2688554/trump-we-will-build-a-wall-and-mexico-will-pay-for-it.aspx>
→ The wall is the solution to economic problems, the Mexicans paying for the wall is the easy solution because American taxpayers don't want to pay for the wall.

4. What are advantages and disadvantages of tweets by politicians?

advantages	disadvantages
<ul style="list-style-type: none"> - direct communication with readers - fast spreading of news - ability to reach a wide audience - possibility to react to other tweets or to news - puts politicians and “normal people” on the same level 	<ul style="list-style-type: none"> - fake news can be spread quickly - contrary to newspaper articles, tweets are usually not examined by a higher authority before being published. - accounts can be hacked and misused - possibility to spread propaganda

5. How can political parties use social media platforms to their advantage?

- they can inform social media users about the party's interests and stance on certain issues
- they can post pictures/videos and other material about the party's activities and events
- they can make live chats with users -> closer to the people -> less hierarchy

- they can comment on questions or other posts by social media users
- by looking at the number of followers or users “liking” an article/comment/video... they have a feedback on what voters want
- They can appeal to younger voters who are more like to use social media platforms unlike older generations who are more likely to read printed newspapers.
- They can attract new party members.
- They can reach a large audience.
- They don’t need to go from door to door. Once a comment is out there on the net it can be spread by followers.

Write an essay to the following topic:

What role do social media play in politics today? Discuss positive and negative effects.”

Positive effects	Negative effects
<ul style="list-style-type: none"> - Spreading of awareness for some topics - People can find out / learn about political parties or about politicians - Direct contact to politicians and political parties - Politicians can directly react to events or answer messages. - Politicians can reach a bigger audience. - Make it easier to organize political events: to invite people 	<ul style="list-style-type: none"> - Spreading of news from everybody. The news might be fake, inaccurate or incomplete or taken out of context. - Political parties or politicians can have to face “shitstorms” or may be presented in a bad light. - Possible radicalization of some people because of echo chambers: They only get information shown on social media that fits to their way of thinking. - No censoring of what is written. - Politicians can directly write/post something which might not be agreed on by their party. - Influence from foreign countries e.g. Russia’s assumed manipulation of U.S. elections

Questionnaire – Social network habits

		Me <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	my partner <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
1	Do you use multiple (=mehrere) social networking sites?		
2	Do you visit your social networking sites with no goal or specific purpose (=ohne bestimmte Absicht) in mind?		
3	Are you usually surprised by how much time you spend on a social networking site?		
4	Have you ever said "no" to an activity with your family or friends because of social networking sites?		
5	Have you ever ignored a responsibility like homework or chores (=Aufgaben im Haushalt) because of social networking sites?		
6	Do you ever stay up late or get up early to spend more time on social networking sites?		
7	Have you ever hidden your time on social networking sites from family or friends?		
8	Have you ever used social networking sites when a parent or teacher has told you not to?		
9	Do you prefer to talk to people on social networking sites rather than face to face?		
10	Has anyone ever commented on how much time you spend on social networking sites?		
11	Do you have more friends on your social networking sites than you do in your real life?		
12	Do you become frustrated or angry when a social networking site goes down and doesn't work?		

Are You Addicted to Social Networking Sites?

If you answered "yes" to between one and four questions then you are most likely not addicted to social networking sites. You probably use social networking sites to extend your relationships with family and friends but recognise that keeping up with these sites are less important than strengthening the relationships that exist outside of the Internet. You're likely very choosy about who you are friends with on social networking sites and realise the dangers of allowing strangers to view your personal information. If you continue these patterns you should have no problems with becoming addicted to social networking sites.

If you answered "yes" to between five and eight questions then you may be addicted to social networking sites. For the next week try to write down every time you visit a social networking site and how long you spend on it. If you want to, also include information on what you did while you used the site. You might want to take note of any time someone else mentions your use of social networking sites as well. At the end of the week total your notes to determine how much of your life you really spend on social networking sites. You might be surprised by the results.

If you answered "yes" to nine or more questions then you are likely to be addicted to social networking sites. Your use of these sites is most likely getting in the way of your real life and you may even be using them as a substitute for getting out and making friends, or nurturing the friendships that you already have. Try to wean yourself off of social networking sites by spending less time on them each day, and more time on activities away from the computer. Join a club at school, take up a new hobby, study somewhere without Internet access or organise an activity for your family or friends. With so much going on in your life your enthusiasm for social networking sites will be no doubt soon fade on its own.

Source: <https://www.teenissues.co.uk/addicted-social-networking-sites.html>