

**MEDIA AND INFORMATION  
LITERACY THROUGH  
MOVEMENT, SPORT AND PLAY**



**DRILL BOOK FOR  
FACILITATORS**

# IMPRINT

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# 1. INTRODUCTION

Africa is a continent of opportunities, dynamic development and youth. Half of the African population of 1.3 billion is under the age of 25. Soon, the continent will be home to more than two billion people, close to a quarter of the global population. For this young generation to be a driver of sustainable development it needs peace, access to education and prospects. Often, they have only limited access to qualitative, participative formal and non-formal education offerings and development opportunities. Sport is an effective means to promote education, peace, violence prevention, gender equality and health. Young people who engage in sport acquire important life skills like communication, collaboration and leadership skills that increase their confidence and qualify them for the labour market.

Launched in 2014, the **Sport for Development in Africa (S4DA) Regional Project** establishes sport as a tool for achieving development goals in selected African countries on behalf of the **German Federal Ministry for Economic Cooperation and Development (BMZ)**. Building on the great enthusiasm for sport in Africa, the German development cooperation and its African partners constructed sports grounds, trained coaches and consulted organisations on fostering youth development through sport in 13 African countries by 06/2019.

From 07/2019 to 06/2022 S4DA will focus on **promoting development perspectives for children and youth through sport** in six African countries—Ethiopia, Côte d’Ivoire, Ghana, Kenya, Namibia and Senegal. Additionally, smaller-scale measures will be implemented in several other African countries.

The Media and Information Literacy Learning Initiative (MiLLi\*) was established in 2016 by the Media Arts Technology Studies (MATS) programme of the College of the Arts in Windhoek, Namibia. MiLLi\* is supported by Deutsche Welle Akademie, an agency that works on behalf of Germany’s federal government. The main aim of MiLLi\* is to make Namibian society media literate. MiLLi\* educates local facilitators who subsequently share their knowledge and experience in projects all over Namibia. MiLLi\* is a non-profit initiative that focuses on the urgent societal need for media education among young Namibians. It relies on a network of partners, including community radio stations and civil-society organisations at the local level, as well as the National Youth Council of Namibia, the National Institute for Educational Development, the Ministry of Education and the Ministry of Information and Communication Technology. MiLLi\* has also formed a partnership with the Sport 4 Development in Africa Programme described above.

Among other things, the initiative organises the annual MiLLi\* Summer School, a ten-day workshop in Windhoek targeted at youth from all parts of Namibia. At the time of completing this activity book MiLLi\* has trained more than 1,000 young people from all 14 regions of Namibia.

## 1.1 AIMS OF THE DRILL BOOK

This drill book is aimed at facilitators who have ideally been trained by MiLLi\* in raising awareness on Media and Information Literacy. The aims of the drill book are:

- (i) To equip facilitators with guidelines, tips and skills which will enable them to integrate messages on Media and Information Literacy into activity sessions involving movement, sport and play.

- (ii) To provide facilitators with sample activity sessions which integrate movement skills and games with messages on Media Information and Literacy.
- (iii) To integrate the Sport 4 Development approach into sessions on Media and Information Literacy.

## 1.2 ABOUT THE DRILL BOOK

- (i) The activities will target mainly school-going children between the ages of approximately 6 and 16.
- (ii) The exercises will also be appropriate for out-of-school youth.
- (iii) The activities can be adapted to suit different age and ability groups. A few guidelines and tips in this regard will be provided.
- (iv) The MiLLi\* activity drills should be adapted to conform with any “crisis conditions” at the time. As an example, should social-distancing rules still be in place, the facilitator can adapt the activity to ensure that all such rules are adhered to.

## 2. INTRODUCTION TO SPORT FOR DEVELOPMENT (S4D)

- i. S4D is the deliberate and intentional use of sport, physical activity, games and play as a tool to achieve holistic development objectives such as physical, cognitive, emotional and social development.
- ii. In this drill book the S4D approach uses sport, movement and games as a tool to raise awareness of and develop the skills to deal with the various aspects of Media and Information Literacy.
- iii. The S4D approach recognises the right of ALL individuals to participate—activities must be INCLUSIVE.
- iv. The S4D approach teaches VALUES such as respect, tolerance, self-discipline and fair play.
- v. The S4D approach empowers participants.
- vi. S4D Integrates sports outcomes (e.g., catching and running) with non-sport outcomes (e.g., life skills).

For more information on Sport for Development see <https://www.sport-for-development.com>



### 3. SAFEGUARDING IN SPORT, INCLUSION & GENDER EQUALITY

The overall goal of every facilitator involved in this programme should be to safeguard the participants and to create a set-up which is inclusive and supports integrated activities. Therefore, topics such as Safeguarding, Child Protection, Inclusion and Gender Equality are seen as mainstreaming topics which should always be addressed by the facilitators.

#### 3.1 SAFEGUARDING AND CHILD PROTECTION

The facilitators should always act in the best interests of the participants and ensure that they are safeguarded, and that they have a safe, positive and enjoyable experience of the sessions.

All facilitators should attend Safeguarding Training to practise the skills necessary to deal with safeguarding concerns. Here are a few key points to emphasise:

1. Safeguarding refers to the actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. The facilitators must proactively do everything possible to minimise risk and prevent abuse or harassment of any kind to the participants.
2. The participants should be made aware of the risks to their well-being, know how to avoid these risks, and know what constitutes acceptable behaviour towards them by fellow participants and adults. Participants should also know how to raise concerns with a trusted adult.
3. Facilitators have a “duty of care” towards all the participants, without exception.
4. All facilitators must:



- a. Adhere to the safeguarding policies of their organisation and should be vetted as being suitable to work with children.
- b. Understand the different types of child abuse, harassment and exploitation.
- c. Know how to respond appropriately to concerns of child abuse, harassment and exploitation. This includes knowing who to contact if you are worried about the well-being of a child.
- d. Know how to conduct themselves when running these drill sessions to create a safe, inclusive and positive environment for the participants.
- e. Sign and adhere to a code of conduct.

## 3.2 INCLUSION

Inclusivity is a fundamental, non-negotiable principle in this drill book. The drills must accommodate all participants, regardless of gender or disability. The drills should be adapted where necessary to meet the needs of different children and young people and to make them more inclusive. A simple approach to thinking about how we can adapt and make the drills more inclusive is the TREE Framework.

**T**

### Teaching or Instructional Style

- How do you organise and lead the session and the activities?
- How do you communicate during the sessions?

**R**

### Rules

- How do you make changes to the rules of the games and activities to promote inclusion?
- Remember, a Sport 4 Development approach is not tied to any rules which prevent inclusion.

**E**

### Environment

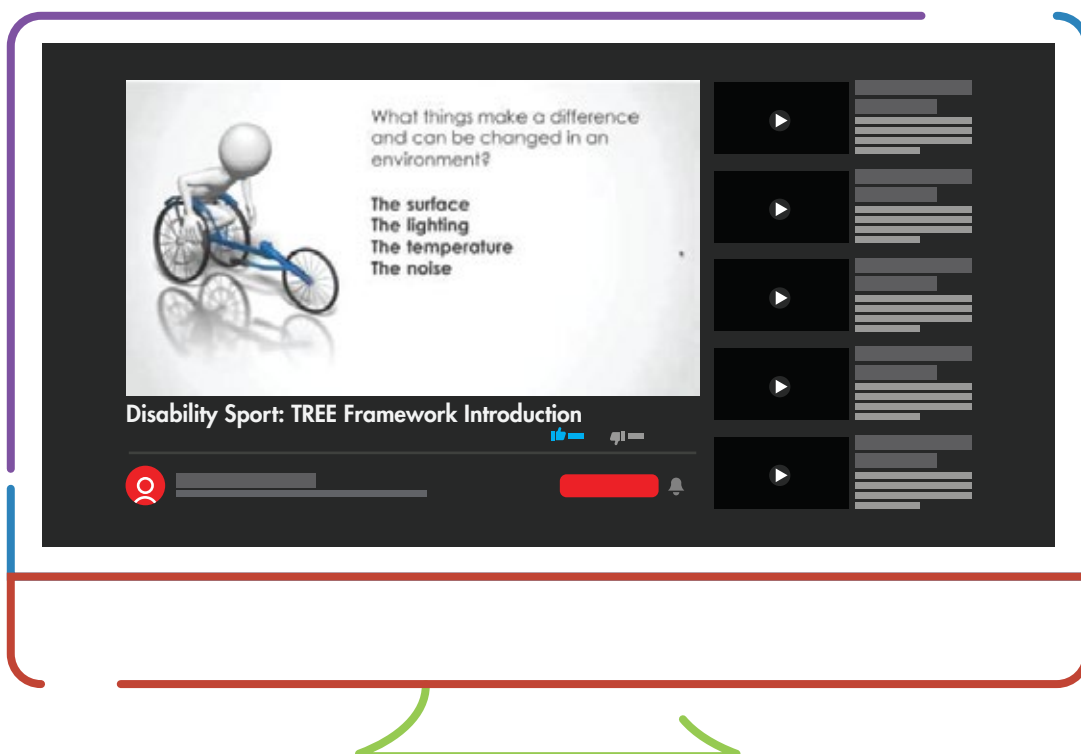
- How can you change the environment to promote inclusion?
- Can you make changes to the space to accommodate the whole group?
- Remember, the participants themselves can assist you in making the drill more inclusive.

**E**

### Equipment

- How can you change or improvise with equipment to be more inclusive (e.g., change the size, type of equipment, weight, colour, etc.)?

For more information on the TREE framework, watch the video below.



In the drills we will include an adaptation of the TREE Model and guide facilitators on how to make the activities easier or harder.

There are numerous resources available on the topic of Inclusion in Sport. Here is a good place to start:

<https://www.activityalliance.org.uk/get-active/at-home/adapting-activities>

### 3.3 GENDER EQUALITY IN SPORT

Women and girls still face significant obstacles, especially in Africa, to participate in sport. These include:

- Stereotypes in families that women and girls must attend to household chores and child-minding duties while males are free to participate in activities outside of the home.
- a lack of access to facilities—facilities tend to be dominated by males and women are harassed when they try to use the facilities.
- Parents fear for the safety of their daughters, and have concerns that they may be physically or sexually assaulted.

Sport is one of the most powerful platforms for promoting gender equality and empowering women and girls. Through sport we can challenge gender norms on and off the field of play. Access should be created for more girls and women to participate in sport but also to become facilitators and leaders in sport.





## 4. STRUCTURE OF AN ACTIVITY CARD

Each activity card will typically include the following information:



### 1. **The Media Literacy Topic**

What aspect of Media and Information Literacy are you covering?

### 2. **The Learning Outcome/s**

What must the participant be able to do by the end of the session?

### 3. **Introduction – Opening Circle**

- Bring the participants together and form a circle.
- Facilitate a **CONNECTED CONVERSATION** with the participants, asking leading questions to introduce the Media and Information Literacy topic.
- Remember, the facilitator should always be part of the circle.
- Depending on the topic, participants may not feel comfortable sharing in a group so the facilitator must also create opportunities for participants to talk to each other on a one-on-one basis, or in smaller groups.
- The opening circle should be brief and interesting. The facilitator must only mention a few key learning points, you must not lecture.

### 4. **Set-up and Equipment**

How much space do you need? What equipment do you need? Remember that these are guidelines, and you will need to be innovative and creative.

### 5. **The Activities**

- Graphic illustrations of the activity.
- Brief explanations of the activities.

6. **Learning Points** – Key messages on the Media and Information Literacy topic that should be covered.

7. **Core Competencies** – What are the key S4D competencies that you should try to achieve?

8. **Variation** – How can the activity be made easier or harder?

9. **Closing Reflection** – Briefly check for understanding of the key learning points. Ask for feedback on the session.



# SESSION 1 : WHAT IS MEDIA & INFORMATION LITERACY (MIL)?

**Description:** Introduce participants to MIL and how to analyse media and information messages.

## LEARNING OUTCOME(S)



By the end of this session participants should be able to:

- (i) Demonstrate an understanding of the concept of Media and Information Literacy.
- (ii) Demonstrate an understanding of the work of the Media and Information Literacy Learning Initiative (MiLLi\*) in Namibia.
- (iii) Explain how to analyse media and information messages.

## INTRODUCTION | OPENING CIRCLE



Call the participants together. Ask a few questions to introduce the topic such as:

- (i) Which social media platforms are you currently on?
- (ii) How many WhatsApp groups are you a part of?
- (iii) Have you ever been bullied, threatened or scammed on social media?
- (iv) What do you think Media and Information Literacy entails?
- (v) What do you know about the Media and Information Literacy Learning Initiative in Namibia?

Facilitate **connected conversations** on the topic. Provide the key learning points not mentioned by the participants. Introduce the learning outcomes for the session.

**Set-Up:** Participants form a circle, at least 1.5m apart.

**Equipment:** 3 Tennis Balls.

## ACTIVITY | FAKE NEWS AND REAL NEWS



- \* Facilitator explains the activity. Explain that some participants will receive a ball from somebody, and they will throw that ball to another person. Explain that they must remember who they threw the ball to since they must throw the ball to the same person every time.
- \* Facilitator tosses the ball to a participant and says “Hi, (participant’s name)”, the participants must respond and greet the facilitator “Hi, (facilitator’s name)”.
- \* Participant makes three statements about themselves; TWO statements must be FALSE (fake news) and ONE must be TRUE.
- \* Participant now tosses the ball to another participant, they must greet each other (“Hi ..., Hi ...”).
- \* The next participant must first try to guess what was fake and what was true. They must also explain briefly why they came to that conclusion.
- \* The “thrower” must reveal what was “fake” and what was “real”.
- \* This process is repeated until everybody has had a turn.
- \* Now there will be round of “catching” and “throwing” only.
- \* Focus on not dropping the ball. Participants must throw the ball to the same person and remember to greet them.
- \* The facilitator introduces the 1st ball, then the 2nd ball, then the 3rd ball. There should be 3 balls in motion throughout the game.

## LEARNING POINTS

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- (i) Media and Information Literacy (MIL) is about having the knowledge and skills to work with information in life.
- (ii) Young people must know what information they need, where to get information from and how to analyse information.
- (iii) MiLLi\* is an NGO in Namibia started in 2016.
- (iv) The main objectives of MiLLi\* are to train young people to be media- and information-literate citizens who are responsible users of media and can contribute positively to a national dialogue.

Communication,  
Concentration  
and Focus

Critical Thinking and  
Problem Solving

Creativity and  
Imagination

Citizenship

Stress to the participants that they can only do well in the activities if they communicate clearly with each other and give each other positive feedback. Emphasise to the participants that they will only be successful at throwing and catching if they focus and concentrate.

Ask the participants to explain how they would distinguish between fake news and real news.

Ask the learners to prepare their statements so that fellow participants have difficulty deciding what is **FAKE** and what is **REAL**.

Ask the learners to suggest how the ball game can be made harder, easier or more fun.

Ask the learners what they would do to ensure that their families or communities have a better understanding of Media and Information Literacy.

## VARIATION

**Easier:** Make the distance between the participants shorter whilst maintaining social distancing. Work with one ball only.

**Harder:** Make the distance between the participants longer. Introduce even more balls to the throwing and catching part of the activity. Let older participants also make **FAKE** or **REAL** statements about other people.



## SESSION 2 : SOURCES OF INFORMATION

**Description:** Collect sources of information in everyday life and discuss the differences between being informed by professionals, such as official spokespersons and journalists, and being informed by other people. Let the participants examine the different sources on their news feed or in newspapers.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Identify different sources of information.
- (ii) Differentiate between “professional” and credible sources of information and questionable sources.
- (iii) Examine and analyse different sources of information.
- (iv) Find relevant information concerning their daily lives.

### INTRODUCTION | OPENING CIRCLE



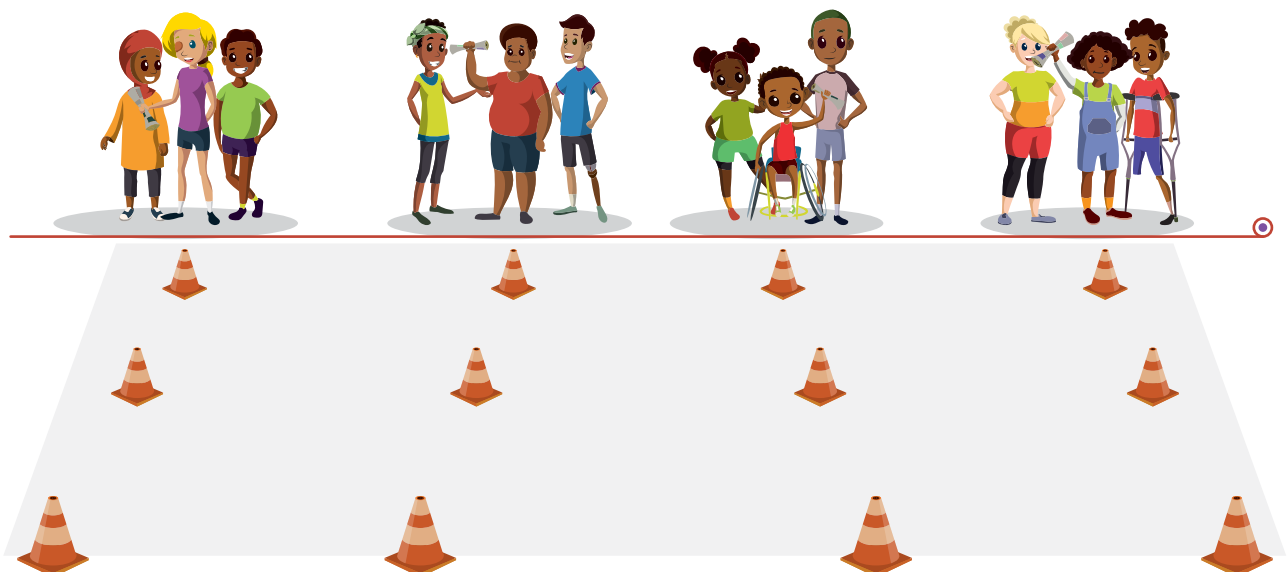
Call the participants together. Ask a few questions to introduce the topic such as:

- (i) Where do you get information from daily? Do you engage with the daily news or social media, how? (Radio, TV, newspapers, Twitter, Instagram, TikTok).
- (ii) Which sources of information do you prefer? Why? Which sources do you trust? Which do you not trust?
- (iii) What can happen if you get incorrect information? Does anybody have an experience they can share where they got the wrong information about something? A wrong date? A wrong time?
- (iv) Why is it important to examine different resources to validate information?
- (v) How do you determine if the information you consume is true or false?
- (vi) How can you avoid fake news?

**Set-Up:** Mark out a starting line with a rope, line or cones. Place cones per team at 10, 15 and 20m away from the starting line.

**Equipment:** Masking tape, old newspapers from the most well-known newspapers in the country, notepaper, pens, cones.

### ACTIVITY | INFORMATION RELAY



- \* Divide participants into 4 teams. Each team receives a different old or current copy of a well-known newspaper. This is also the name of the team, e.g., The Namibian, Namibian Sun, Republikein or New Era.
- \* The teams are given the task to roll up the newspapers and secure each one with the masking tape to make a relay baton. Teams line up behind the starting line.
- \* On your whistle, the 1st participant takes the newspaper “baton”, walks briskly to the 1st cone, rounds the cone and hands the baton to the next participant. Stress that this is only an exercise and not a competition.
- \* Next, they can jog to the next cone and back, and finally run to the last cone and back. After the last round the teams must sit down about 15m from each other. They must undo the masking tape carefully.
- \* The rest of the newspaper is divided amongst the team members. Each team member should also have a notebook and a pen. Each team member must be given a few minutes to read the articles on their sheets.
- \* Now they must choose the article they found the most interesting and share the main points with the group one by one. The group must now decide which bit of news they found the most interesting.
- \* The group must discuss and summarise 4 key facts from one story and write them down on a piece of notepaper.
- \* Now one member of each group must be appointed to walk to the next group and share the story with the next group (e.g., The Namibian reported that ...). The designated team member can refer to their notepaper, but the receivers cannot take notes, they must help each other to remember the 4 key facts.
- \* Now a different person from each group must be appointed to share the same story from each newspaper with the next group. This is repeated until each story from each newspaper is told by different people to each group.
- \* Now a person from the last group to hear each story must tell the story to the whole group (e.g., we heard that the New Era reported that ...). Now each group gets a turn to announce to everybody what the true story is. What was still correct and what was changed.
- \* Reflect on the exercise and the difference between the original story written by journalists and how the information changed when it was passed from person to person. Ask the participants how this can be avoided.



**Note to Facilitator:** This activity is a version of the “broken telephone” game. Instead of one message being passed from one person to another, multiple messages are being passed from one group to the next.

## LEARNING POINTS

Information Sources, Different Types of Information Sources:

- (i) An information source provides us with information and knowledge that we use to make informed decisions.
- (ii) Information sources can be people, or media sources such as books, newspapers, magazines, radio, TV, the internet or social media.
- (iii) If people are our information sources, be aware that the average person will most likely include their perspective or opinion when sharing information and that journalists are trained to report objectively and be neutral when providing information.
- (iv) If the same information comes from many sources, it is more likely to be true.
- (v) The integrity of information can be protected if the information is in writing and the source of the information is clearly identified.

**Communication,  
Collaboration &  
Self-Esteem**

**Critical Thinking and  
Problem Solving**

**Creativity and  
Imagination**

**Citizenship**

Stress that the participants must summarise their articles well and try to convince their teams that their article is the one that should be used.

Ask the learners to come up with innovative ways to analyse different sources of information.

Ask the learners to suggest how the game with newspapers can be adapted to reach the outcomes of the session (try out some of the ideas of the participants in follow-up sessions).

Stress the impact that false news can have on communities. Ask the participants if they have any examples. Ask the participants what they could do to avoid false news being spread in their communities.

CORE COMPETENCIES

## VARIATION

**Easier:** Select predetermined and shorter articles instead of letting the participants choose. Choose only sports-related articles. Instead of passing the messages from one group to the other, let the message be spread from person to person in the same group (i.e., the normal “broken telephone” activity).

**Harder:** Increase the number of facts that must be passed on.

## SESSION 3 : QUALITY OF INFORMATION

**Description:** Guide participants to be better able to evaluate the quality of information with the help of quality criteria. Introduce the **5W-1H** - questions. Information sharing.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Explain the importance of sharing and receiving true information.
- (ii) Evaluate the quality of information.
- (iii) Apply the **5W-1H** questions.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Ask a few questions to introduce the topic such as:

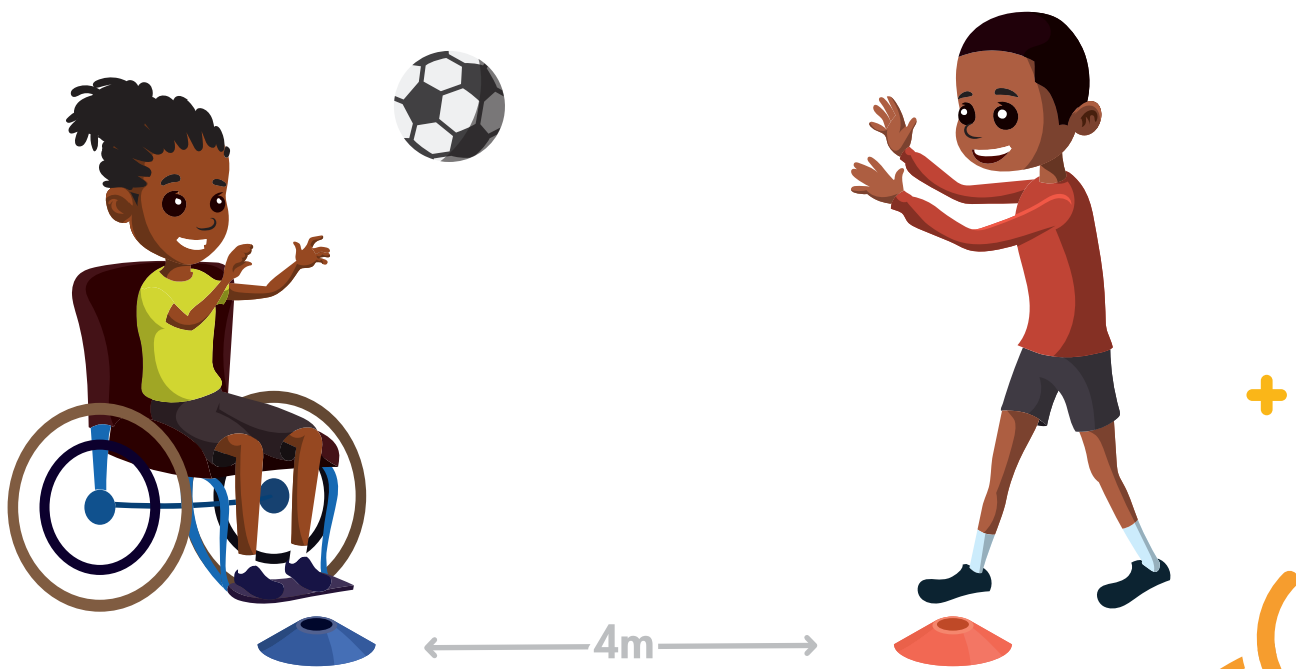
- (i) Where and how do we get information in our daily lives? (Radio, newspapers, TV, social media, friends, family, etc.)
- (ii) Can we believe all the information we receive?
- (iii) Are some sources of information more trustworthy than others?
- (iv) Why is it important to evaluate the quality of information?

Now tell the participants that there is a way to evaluate the quality of information they receive called the "**5W-1H**" method. Ask them what they think this stands for. Take them through the **5W-1H** method as per the learning points below.

**Set-Up:** Mark out an area with cones so that each participant can face a partner, 4 metres apart.

**Equipment:** Soccer or basketball balls (1 ball for every two learners), cones.

### ACTIVITY | 5 Ws AND AN H





- \* Each participant finds a partner (if the group has an odd number of participants, three people can throw to each other).
- \* Start by throwing two-handed chest passes to each other 5 times as a warm-up; remember to push the ball away from your chest.
- \* Now 1 person must make up a sentence starting with “I heard that ...” before throwing the ball (the ending of the sentence could be real or made up). E.g., I heard that:
  - (i) Covid-19 vaccinations can cause illness.
  - (ii) Mary is pregnant and John is the father.
  - (iii) Our teacher has a drinking problem.
- \* The receiver of the ball and information must ask one of the **5W-1H** questions before throwing the ball back. The “reporter” must answer. E.g., to **(i)** above:
- \* **Who** told you that vaccinations cause illnesses? **Where** did you hear this? **Why** did they tell you? **How** did you hear this? The “reporter” must provide answers, real or made up, until the “receiver” says “I think it’s TRUE” or “I think it’s **FAKE**”. The participants must then switch roles and continue passing around the ball.



**Note to Facilitator:** Be careful about giving the above examples—allow for some creativity and imagination first. If you give an example, the participants may give only similar examples. Only give examples if they are stuck or if they run out of ideas. Prompt the group to suggest information that varies from serious to personal, funny or frivolous (gossip).

## LEARNING POINTS

- (i) In our everyday life, we receive information from different sources, with different levels of quality. E.g., we receive information from the radio and TV, at church, at school, at home from family, from friends, etc.
- (ii) Before we believe and act on the information and pass it on to others, we need to evaluate the quality of the information we receive.
- (iii) See if it includes answers to the **5Ws** and **1H** questions: Who, What, Where, When, Why and How?
- (iv) Ask yourself, is the information balanced, fair and does it contain different viewpoints?

Communication,  
Collaboration &  
Self-Esteem

Critical Thinking and  
Problem Solving

Creativity and  
Imagination

Citizenship

Stress that they can only do well in the activities if they work as a team, communicate with each other, and give each other positive feedback.

- Ask the learners how to evaluate the quality of information?
- Ask the learners to utilise the 5W-1H questions on a news article to describe the quality of the information provided by the article.

Ask the learners to suggest how the game can be made harder, easier or more fun.

Ask the learners what they would do to ensure that their families or communities have a better understanding of utilizing the 5W-1H questions.

## VARIATION

**Easier:** Make the distance between the cones shorter while maintaining an appropriate social distance.

**Harder:** Make the distance between the cones longer. Include overhead passing and catching. Let the participants run on the spot while passing and relaying information.



## SESSION 4 : GLOSSARY OF DISINFORMATION TERMS

**Description:** Getting to know participants' prior knowledge. Use a playful method to examine participants' prior understanding of key terms around information disorder in social media.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Distinguish between information disorder, misinformation, disinformation and malinformation.
- (ii) Describe the possible consequences of the above.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Ask a few questions to introduce the topic such as:

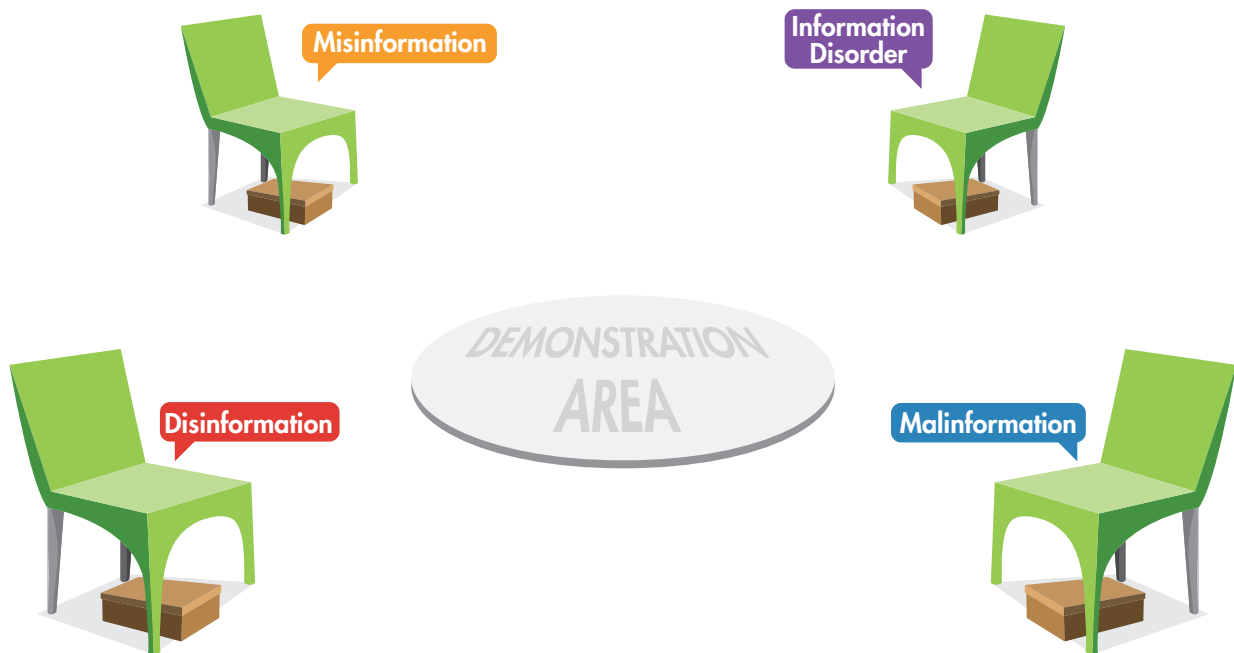
- (i) What is social media? Give examples (such as Facebook, Twitter, YouTube, WhatsApp).
- (ii) What are **YOUR** favourite social media platforms? (Ask individual participants).
- (iii) What information do you receive via social media? Give real examples from your mobile phones.
- (iv) Have you ever read some news on social media and discovered later that it was false? (Let a few participants share personal experiences, referring to their phones.)
- (v) Why is spreading false information on social media bad?
- (vi) How would you validate information you got from social media?

Let the participants respond to the questions and discuss the topic further. Supplement the discussion with information from the learning points below.

**Set-Up:** Mark out a square of about 15m X 15m, with 4 chairs marked "information disorder", "misinformation" "disinformation" and "malinformation" Each chair should have a shoebox under the chair, and one shoebox in the middle of the demarcated area.

**Equipment:** 4 chairs, 5 shoe boxes, 4 sets of flash cards in different colours with (i) the words "information disorder", "misinformation", "disinformation" and "malinformation", (ii) an explanation of the terms, (iii) a basic movement skill (in a different colour). Printed sheets of paper with 1 example of information disorder, misinformation, etc. (preferably screenshots of actual posts) on each.

## ACTIVITY | INFORMATION DISORDER AND MISINFORMATION



- \* Divide the participants into 4 teams. Each team must move to one of the chairs.
- \* Under each chair there is a shoebox. Inside the box is a sheet of paper containing an explanation of what the term means.
- \* Somebody in the team must read the explanation, another person must then repeat what they have heard (they must **NOT** read from the paper), the next team member must agree or add something that is missing.
- \* The "reader" must read the explanation again and make sure everybody understands the term. Next the group must look at the basic movement skill in their box and practice the skill.
- \* Now the team must appoint a person to explain the terms and a different person to demonstrate and lead the movement exercise.

### Movement Exercises

1. Star jumps.
  2. Run on the spot with knees raised as high as you can, arms moving.
  3. Squat down as low as you can.
  4. Push-ups, while resting on your knees.
- \* Now 2 members of each team in turn must move to the centre and firstly announce their "term", read the explanation of their term, then ask a person from another group to repeat what they have said. The other team member must explain and demonstrate the movement exercise and let everybody do the exercise for 1 minute.

- \* A fellow teammate can keep time. They then return to their teammates and the next team takes their turn. When all the teams have had their turn, each team must choose a “runner”. On the facilitator’s whistle each runner must collect the example of information disorder, misinformation, etc. from the shoebox in the middle.
- \* The words must not be there, just the example. They must take the example back to their team and the team must decide whether they are still at the right chair or whether they should be moving to a different station. Let each team (a different person) read the example and the facilitator must agree whether they are correct.
- \* Close the session with some stretches and reflect on the main points of the session.

## LEARNING POINTS

### Glossary of Terms

- (i) **Information Disorder:** A chaotic supply of information with different levels of quality, truthfulness and harmfulness.
- (ii) **Misinformation:** Unintentional mistakes, not intended to cause harm.
- (iii) **Disinformation:** Deliberately false information, intended to cause harm.
- (iv) **Malinformation:** Information that is intended to cause harm; can be based on the truth and can be the deliberate publication of private information.



**Communication,  
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Imagination**

**Citizenship**

Stress that they can only do well in the activities if they work as a team, communicate with each other and give each other positive feedback.

Ask the learners to work out a plan to ensure that social media is used effectively.

Ask the learners to suggest how the game can be made harder, easier or more fun.

Ask the learners what they would do to ensure that their families and communities utilise social media appropriately. How can their families and communities avoid fake news from social media?

CORE COMPETENCIES

## VARIATION

**Easier:** Make the exercises easier, e.g., run on the spot, stretches. Increase the group size to increase creativity faster.

**Harder:** Make the learners do more strenuous exercises, e.g., sit-ups, burpees, push-ups.

## SESSION 5 : USE OF CORRECT TERMINOLOGY

**Description:** Sensitise participants to use exact terminology when talking about media literacy information . Explain key terms from the glossary by showing examples.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Demonstrate an understanding of different types of disinformation.
- (ii) Show how to use the terms correctly.
- (iii) Distinguish between facts and emotive language in advertising.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Ask a few questions to introduce the topic such as:

- (i) Have you ever heard the term ...? (Go through each of the terms in the learning points below).
- (ii) What do you think it means? (Let a few participants try to answer, then supplement briefly with the correct explanation).

**Set-Up:** Divide the group into 4 teams. Assign one of the terms below to each team. After you have explained the activity, allow the group to assist in setting up the teams. Start by choosing 4 “leaders”, each leader chooses one member of the group to join the team. Now the chosen team member becomes a “leader” and chooses the next member of the team, and so on until everybody has been placed into a team.

**Equipment:** Each team to find their own “props” to make their adverts as real as possible.

### ACTIVITY | INFORMATION RELAY

- \* Divide participants into 4 teams. Explain that they will be competing to produce the best role play.
- \* Explain that there will be awards given for various categories. E.g., Best Role Play, Best Teamwork, Best Male Lead, Best Female Lead, Best Demonstration of “Information Disorder Terminology”, Best Demonstration of “Sport” or “Fitness” Services, etc.
- \* The role play involves producing a 60-second television advert for a new sports club or gym that they will be launching. In their role play they must show the audience what sports or fitness activities they will be selling and they must demonstrate the glossary term assigned to their team.
- \* The instructions for each team must be repeated in writing on a “script sheet”, preferably laminated. The script sheet must contain an explanation of the glossary terms as per the learning points below and indicate which term must be included in their role play.
- \* Give each team about 15 minutes to prepare. Alternatively, spread this session over two sessions—one focusing on preparation, rehearsals, etc. and a separate session for the performances.

- \* This will also give the teams an opportunity to find or make props. If the performances happen during the session, make sure that the audience (the remaining teams) focuses on the role plays and applauding each role play. When the time allocated for preparation is up, everybody must stop preparing and focus on each other's role plays.



**Note to Facilitator:** Make these role plays fun by arranging award certificates and prizes (related to movement and fitness, e.g., balls, ropes, hoops). Arrange for somebody in the group to record some of the preparation for the advert with a mobile phone and somebody else to take a few pictures. Arrange for “celebrity judges”, e.g., the school principal, a local community leader or a local sports star to judge the videos and decide on the awards. Have a separate “awards ceremony”. Show video extracts of the winning awards. Invite parents and family members to the awards. I.e., try to make a big fuss about these role plays.

## LEARNING POINTS

### Glossary of Terms (Information Disorder)

- (i) **Information Pollution:** The pollution of information supply with irrelevant, unwanted and low-quality information.
- (ii) **Information Overload:** The large amount of information we receive daily.
- (iii) **Fake News:** A deliberate mix of facts with false information or passing off outright lies as news.
- (iv) **Rumour:** A rumour is a story that is passed from person to person but has not been proven to be true or false yet.
- (v) **Advertisement:** It is information that tries to persuade people to buy a product or a service by highlighting the supposed benefits for the customer.



Communication,  
Concentration  
and Focus

Critical Thinking and  
Problem Solving

Creativity and  
Imagination

Citizenship

Stress that their role plays will only win awards if they all come up with ideas as a team and communicate effectively with each other. Stress that the judges will also be looking at teamwork in the planning and preparation stages.

Stress that the learners are to come up with innovative ways to demonstrate an understanding of the terms above but should also involve sport and movement in their role plays.

Stress that the learners must make their role plays as entertaining as possible but also use their imagination to bring the key learning points across. Remind them that they are trying to attract customers to join their new club or fitness programme.

Ask the learners what they would do to ensure that their families get the messages on disinformation.

CORE  
COMPETENCIES

## SESSION 6 : INFORMATION DISORDER

**Description:** Sensitise participants to use exact terminology when talking about information disorder. Explain key terms from the glossary by showing examples.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Verify the truthfulness of information.
- (ii) Avoid believing any news without fact-checking.
- (iii) Demonstrate an understanding of the risks that fake news may pose in society.

### INTRODUCTION | OPENING CIRCLE



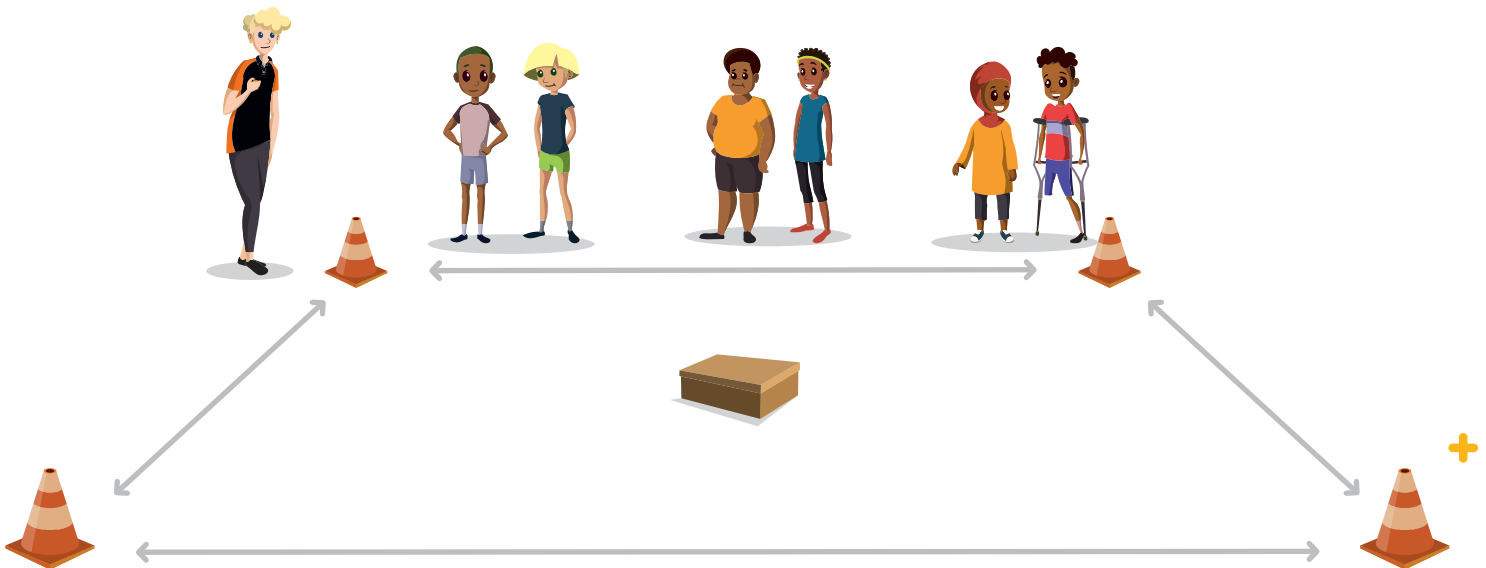
Call the participants together. Recap on the terminology from the previous session. Ask a few participants to recall what is meant by “information pollution”, “information overload”, “fake news”, “rumour” and “advertisement.” Now ask questions to introduce the new terms such as:

- (i) How do you receive information daily?
- (ii) Who has received information today? Share with us what information you received. How did you receive this information? From whom? (Take a few examples.)
- (iii) Ask the same participants: Do you think the information you received is true and correct, or are you not sure? Why do you think it’s true? Why are you unsure?
- (iv) Now summarise briefly what the terms “verification”, “fact-checking” and “debunking” mean.

**Set-Up:** Mark out an area of about 20m X 20m with cones. Place containers with uninflated balloons in the middle of the area.

**Equipment:** Balloons (one for every two participants, have a few spare balloons), a shoebox or other container to hold the balloons.

### ACTIVITY | Fake or True?





- \* Before the session begins, the facilitator must have prepared written copies of the glossary terms and their explanations on separate sheets of paper.
- \* One term and one explanation (not matching) must be folded and put into each balloon.
- \* Participants start by walking briskly around the area in single file. The facilitator leads the way. When the facilitator blows the whistle, they stop. The facilitator must run to the middle of the area.
- \* All the participants must face him or her. The facilitator says “Hello everybody, my name is ... and I like to ...”—the facilitator must make a movement and everybody must follow (e.g., I like to dance, I like to hop on one leg, I like to box, kick, wave, etc.).
- \* Then the facilitator says “Have you heard?”—Now the facilitator must share some information that can either be true or false (e.g., last night we had spaghetti for supper.
- \* My sister is pregnant. My uncle gave me a new computer as a present. Tomorrow is the president’s birthday (be careful about giving specific examples, otherwise the participants will focus primarily on your examples).
- \* Now the participants can shout “True” or “Fake, fake”. They can shout together, it does not matter if there is a bit of chaos at this stage.
- \* Now the facilitator reveals which statements are “True” or “Fake” and moves to the back of the line. The walking starts again until the whistle.
- \* The next person in line takes their turn and the process continues. Let a few participants have a turn, keeping an eye on the time. In the next part of the activity, let the participants pair off. If the class consists of an odd number of participants, there can be one group of 3.
- \* Each team must collect 1 balloon from the middle and inflate the balloon. Once inflated, they must stand back-to-back and try, without using their hands, to burst the balloon.
- \* Each participant must take a piece of paper that falls out of the balloon and try to find a match.
- \* They must agree with their partner that it is a match. Now wrap up the activity by letting somebody read out a glossary term and somebody else the explanation. Make sure you cover all three terms. Continue for as many repetitions as time allows.
- \* Have a closing reflection to summarise and stress the importance of information verification, fact-checking and debunking.

Communication,  
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Creativity and  
Imagination

Citizenship

Make sure everybody applauds the person in the middle when their turn is done.

Ask the participants to think of fun movements that are not too strenuous or difficult.

Ask the participants to be creative and think of interesting bits of information to share which could trick the rest of the participants. I.e., if they are going to spread “fake” information, it should not be obvious that it is fake.

Ask the participants if they have come across fake information in their communities, who spread this info, why do you think they did it? Was there any negative impact? What can they do to ensure the verification, fact-checking and debunking of information in their communities?

## VARIATION

**Easier:** Make the distance between the cones shorter for younger learners.

**Harder:** Add the glossary terms from the earlier sessions. Let the participants all sprint from one side of the area to the other and try to get a balloon (in this case ensure you have a few containers for the balloons, otherwise the participants may run into each other and hurt each other).

## SESSION 7 : HEARSAY, MULTI-TASKING, INFORMATION OVERLOAD

**Description:** Playfully introduce hearsay, multi-tasking, information overload and the loss of accuracy of information when it is passed on by different people.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Demonstrate an understanding of the terms “hearsay”, “multi-tasking” and “information overload”.
- (ii) Understand the advantages and disadvantages of multi-tasking.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Recap on the key messages from the previous session. Emphasise again the potential harm that can be caused by fake news and spreading untruths, gossip and rumours. Introduce the outcomes for the session by asking questions such as:

- (i) What do you think multi-tasking is? Can somebody share their experience of multi-tasking?
- (ii) What is information overload?
- (iii) Why is it important to avoid spreading rumours?

Let the participants answer and supplement their information with some of the learning points below. Remember to acknowledge and praise their contributions.

**Set-Up:** Place hoops in a circle about 3 metres apart.

**Equipment:** Hoops, 1 per participant (can be substituted with cones), 4 soft balls (stress balls are ideal).

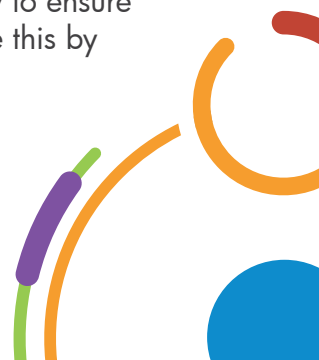
### ACTIVITY | 1. BROKEN TELEPHONE HEARSAY, LOSS OF ACCURACY OF INFORMATION

- (i) Participants warm up by stepping in and out of the hoop for about 30 seconds. Then jog lightly on the spot inside the hoop.
- (ii) Increase the pace as they run on the spot, and let the participants raise their knees higher.
- (iii) On the facilitator’s whistle, participants move in a clockwise direction with raised knees to the next hoop, where they jump with two feet in and out of the hoop twice, and then move to the next hoop. Repeat this sequence until they have jumped in at least 5 hoops. Then they must remain in their hoops, but they must keep moving all the time, either stepping in and out of the hoop or jumping or both, as long as they keep moving.
- (iv) Now the facilitator gives a written message to the 1st participant. The participant must read the message, make sure they understand it, hand the message back to the facilitator, then jog in a clockwise direction around the circle until they reaches the participant on his or her right. Now the participant must relay the message. The next participant does the same until the message has moved around the circle.



**Note to Facilitator:** If the group is too big you may stop after about 5–7 participants have received the message.

- (v) Let the last participant announce the message. Let one of the participants read the message. Let participants reflect on the difference. Ask the participants to suggest how they can improve the accuracy of information being passed on. E.g., divide the information into a list and number the list.
- (vi) Now issue a new message and start the exercise again. Reflect on whether there was an improvement. Ask for another suggestion to ensure that accurate information is passed around. If they don't suggest it themselves, tell them a good way to ensure information accuracy is for the information to be in writing. Demonstrate this by letting them pass the written message on to each other.



## 2. BROKEN TELEPHONE INFORMATION OVERLOAD

- (i) Continue the activity above but, after the message has reached a few people, pass on a new message, and then a 3rd or 4th message. It may get quite chaotic and frustrating, but that is fine. At this stage they do not have to run around the circle but can move swiftly to their neighbour.
- (ii) Reflect on their recollection of the messages, emphasise the issue of information overload. I.e., they received too much information at the same time.
- (iii) Reflect on what information they remembered best, e.g., information that was relevant or interesting to them.



**Note to Facilitator:** Make up simple age-appropriate messages related to Media Information Literacy. Here are a few examples:

### For younger participants (primary school):

- (i) Busi woke up, then she brushed her teeth with a yellow toothbrush and then she checked her messages.
- (ii) Busi got into the back seat of the taxi, then she sanitised her hands and then she went to the doctor's surgery.
- (iii) We need good information to make good decisions.
- (iv) Bad information spreads faster than the coronavirus.

### For older participants adapt the above messages and add a level of detail and/or complexity. E.g.:

- (i) Busi woke up, then she brushed her teeth with a yellow toothbrush and then she checked her messages. She saw a message from Thabo that said his brother had turned into a goat after taking the vaccine.

## 3. MULTI-TASKING

Participants stand inside their hoops. Hand a tennis ball to one participant They must call another participant and then throw the ball to them. Then add a 2nd and 3rd.

Once all the balls are moving around the circle hand out a few laminated headlines from newspapers, ask them to quickly go to a person not throwing or catching a ball and read the headline to them.

That person must do the same, etc. Let the chaos continue for a few minutes. Reflect on the exercise and whether it was easy to multi-task.



**Note to Facilitator:** If any of the activities are too lengthy for one session, you may split them into two separate sessions.

## LEARNING POINTS

### Glossary of Terms

- (i) **Hearsay** - Information received from other people which is not supported by other facts or other sources.
- (ii) **Loss of Information** - The changing or altering of facts as information is passed on in an incorrect way.
- (iii) **Multi-tasking** - Trying to do too many tasks quickly at the same time. You should remain focused on one task while keeping an eye on other tasks.
- (iv) **Information overload** - Through social media in particular, young people are exposed to too much information at the same time. Constant exposure to information leads to distraction. Having too much information slows down your productivity. Young people are not sure what information to believe, and this could cause confusion and frustration.



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Effective communication lies at the heart of the “Broken Telephone” exercise. Stress that they must work together and take their time in passing on information; participants should not try to trick one other.

Let the participants come up with ways to improve the transfer of information. Acknowledge and try out the ideas from the participants to improve the transfer of information.

Ask the participants to suggest interesting and fun messages relating to Media Information Literacy. Ask them for suggestions to make the activities more enjoyable while learning about Media Information Literacy at the same time.

Ask the participants to reflect on what fake information is being spread among their family or community members and what they could do to stop the spread of incorrect information in their homes or in their wider community, e.g., in church or at their sports club.

CORE COMPETENCIES

## VARIATION

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**Easier:** Make the exercises easier, e.g., run on the spot, stretches. Increase the group size to increase creativity faster.

**Harder:** Make the learners do more strenuous exercises, e.g., sit-ups, burpees, push-ups.



## SESSION 8 : UNDERSTANDING MEDIA MANIPULATION, MISINFORMATION, DISINFORMATION & MALINFORMATION.

**Description:** The different purposes and degrees of harm of impostor content, manipulated content and fabricated content. Identify disinformation. Participants identify suspicious posts from their news feeds, analyse their types, their intentions and their harmfulness.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Explain why social media platforms are used for spreading disinformation.
- (ii) Identify disinformation on their news feeds.
- (iii) Analyse information disorder types and their intentions.
- (iv) Identify ways to curb false and misleading content.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Recap on the key messages from the previous session. Emphasise the importance of not relying on “hearsay” and instead verifying information. Introduce the outcomes for the session by asking questions such as:

- (i) Who has seen false information online? Do you still have a copy, can you share what you saw with us?
- (ii) Has anybody ever “liked” or forwarded false or unverified content that they received? Why did you like or share the false content?
- (iii) Were you aware that it was false content before you shared it?
- (iv) How did you feel when you found out it was false content?
- (v) What should you do when you see fabricated content if you know the truth regarding the content?
- (vi) Has anyone ever spread rumours about you? How did you feel about it?
- (vii) Have you heard the terms “misinformation”, “disinformation” and “malinformation”? Do you know the difference between them?

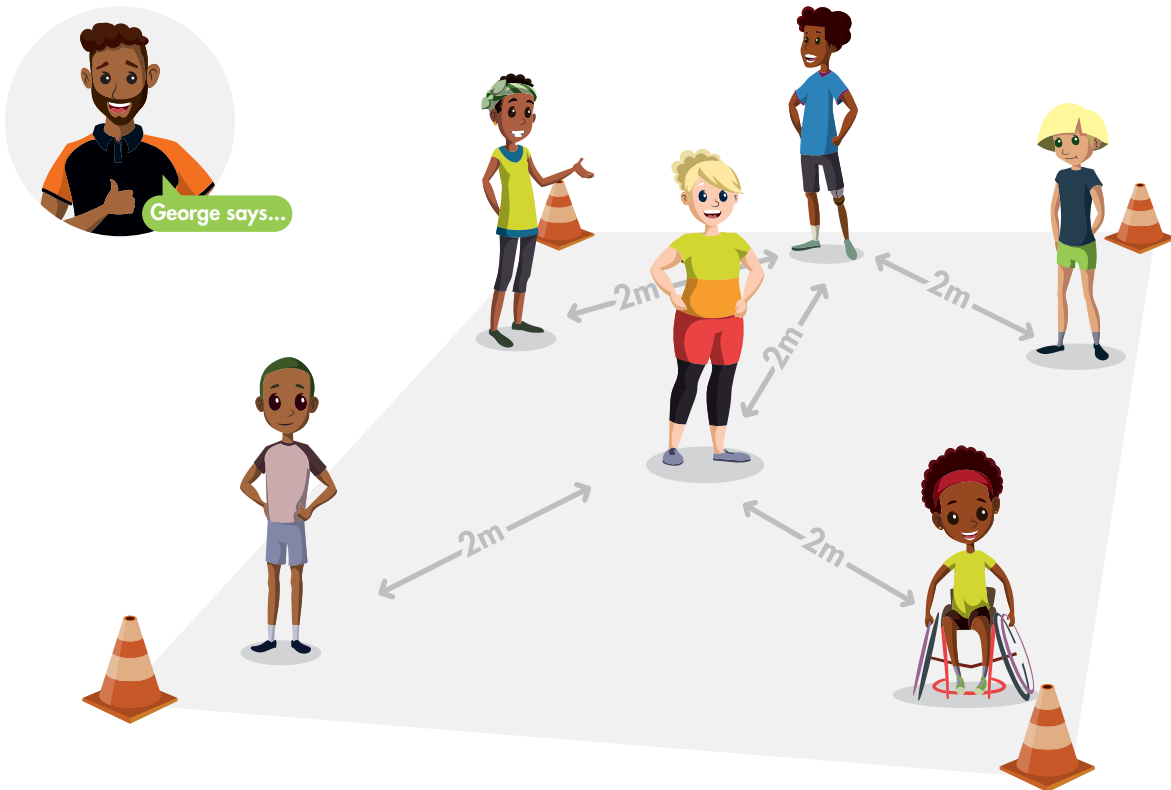
Let the participants engage with each other and have conversations around these topics. Since they may be reluctant to own up to you as a facilitator, you may want to let them talk in groups and share examples with each other. Make sure that you create a safe space for an open and honest discussion. This opening circle may take slightly longer than normal—that is in order.

**Set-Up:** Mark out a suitable area with cones. Participants position themselves around the area so that everyone can see the facilitator. Make sure the participants are at least 2 metres apart.

**Equipment:** None.



## ACTIVITY | GEORGE SAYS



- \* Ask the group whether they think it is a crime to spread fake news about Covid-19.
- \* Tell them the true story of a man called George who was arrested in Windhoek on 3 June 2020 for spreading disinformation related to Covid-19.
- \* Explain to the group that they must NOT listen to George. If you start an action with “George says ...”, they must NOT do the action.
- \* If you or one of their peers gives an instruction, it must be followed. Demonstrate a few activities. E.g.:
  - George says ... jog on the spot.
  - Jog on the spot.
  - George says ... pretend to wash your hands.
  - Hop on one leg
  - Lunge forward.
  - Pretend to sanitise your hands, etc.
- \* If they follow the “disinformation” spread by George, they are “out”. Relate this to how they may be rejected by their friends and the community and may fall foul of the law if they spread disinformation.
- \* After a few demonstrations ask for a volunteer to lead. Give a few participants an opportunity to lead.

## LEARNING POINTS

### Glossary of Terms (Information Disorder)

- (i) **Misinformation:** False information but the person sharing it believes it to be true. Can be damaging but the intent is not to cause harm. Examples include inaccurate information, e.g., wrong date and time of an incident, incorrect names, correct photo but incorrect story, etc.
- (ii) **Disinformation:** This is fabricated or deliberately manipulated content. False information deliberately created and shared to cause harm. Its main goal is to confuse people and influence how they think or act. Disinformation also includes deliberately created rumours or conspiracy theories, e.g., garlic can cure the coronavirus.
- (iii) **Malinformation:** The deliberate publication of private information, deliberately changing times and dates for intentional harm. E.g., publishing an old video and pretending that it is new to show somebody not practising social distancing.
- (iv) It is important to evaluate why somebody supposedly publishes misinformation, disinformation or malinformation—we need to consider the source of the information. It is important to first identify which kind it is—misinformation, disinformation or malinformation—and then one can figure out the potential purpose behind its creation.
- (v) Whether a piece of misinformation, disinformation or malinformation can do harm or not is strongly dependent on us, the audience.
- (vi) The more people believe in it, the more people it can upset or anger. The more social media users share it, the more harm it can do.



a. The harm can be real, e.g., increased mistrust and hate among people and groups in societies, misleading people, influencing decisions, manipulated elections, etc.

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Creativity and  
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Citizenship

Stress that the participants must assist each other in everyday life to distinguish between misinformation, disinformation or malinformation. Emphasise that they must improve their communication with each other and with their communities. Encourage them **NOT** to forward posts without verification.

Ask the learners to come up with actions to avoid the spread of misinformation, disinformation or malinformation.

When listening to someone, are there any strategies to put in place so you don't get confused or misled by paying attention to the "wrong" things?

Ask the participants what they would do to ensure that their families and communities decrease information disorder.

CORE COMPETENCIES

## VARIATION

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**Easier:** Use very simple, fun low-intensity movements in the activity that are easy and inclusive.

**Harder:** Focus on more strenuous activities to build some strength and endurance. These activities must still be fun, just a little more challenging.



## SESSION 9 : VERIFICATION OF INFORMATION SOURCES

**Description:** Guide participants to evaluate the trustworthiness of information sources. Demonstrate the tools for verifying sources and content on social media.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Evaluate the trustworthiness of information sources.
- (ii) Explain the importance of verifying the credibility of information sources.
- (iii) Demonstrate the tools for verifying sources and content on social media.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Recap briefly on the key messages from the last session. Emphasise the importance of not spreading disinformation. Introduce the learning outcomes for the session by asking questions such as:

- (i) What information do we need to function effectively every day? As an example, is it important to know the weather? Traffic conditions? The time of a soccer match you want to attend? The arrival and departure times of public transport?
- (ii) Where do you get your information from every day?
- (iii) Why is it important to evaluate the credibility of an information source?
- (iv) How do we verify if an information source is trustworthy?

Let the participants respond and have conversations with each other on the questions above. Supplement the discussion with key points from the learning points below.

**Set-Up:** Place 5 cones in a line about 5 metres apart. At the end of the line place 2 further cones as goal posts. The cones must only be placed once the participants have been paired.

**Equipment:** Soccer balls; cones; stopwatches, blindfolds.

### ACTIVITY | BLIND TRUST WALK



- \* Divide participants into groups of 3.
- \* One member of each trio is blindfolded. The other will act as a source of information and guide the blindfolded member to slowly dribble a ball in a zig-zag pattern through the cones without touching a cone or their source of information or another participant.
- \* The aim of the blindfolded person is to score a goal. The 3rd person in each group is a “referee”.
- \* When team 1 has reached the 1st cone the next team can start. If there are too many participants, you can create more rows of cones.
- \* If you touch a cone, you must go back to the previous cone and start again. The guides must also try to distract other blindfolded participants with false information.
- \* Once all the blindfolded participants have scored their goals form a circle quickly with the group and reflect on the activity.
- \* Who was successful? Why? Who struggled? Why? What kind of information did you get from your partner?
- \* Allow the referees to share their observations on the quality of information provided.
- \* Now let them dribble back without blindfolds and compare the ease of reaching their goals when they could verify with their own eyes where the cones and the goalposts were.
- \* If there is enough time remaining, have another round but change roles and re-arrange the cones slightly.

## LEARNING POINTS

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- (i) Content available through the internet and social media is often not verified by independent sources. It is important that young people learn to read content with a critical eye and not take everything that they see at face value.
- (ii) Verification helps us to sort information so that we are not misinformed or even disinformed. We can verify the source of information and its trustworthiness to help us navigate more confidently through information disorder. There are various techniques to verify information including:

a. Account verification: Several social media platforms offer account verification services by a check-mark icon which confirms a new or existing account is owned and operated by a specified real individual or organisation.

b. “About” sections: These provide further information about the author of content such as their full name, address, email address, web address, phone number, photograph. Check if the contact details are correct by sending an email or calling the number, or check the website. Failure to provide information is usually a sign that false information is being spread.

- (iii) We can search the internet for more information on the source and check whether the link to the web address exists and if it is an individual or an organisation.

- (iv) Odd domain names are usually an indicator of information that might be equally odd and rarely truthful. If the domain name is a slight variation of a well-known news website, it is usually a sign that the website we are referring to is a fake version.

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**Creativity and  
Imagination**

**Citizenship**

Stress the importance of relying on each other to get quality information and to verify the quality of information. Applaud and recognise the teams that were effective in reaching their goals. Encourage the teams that were struggling to understand why they were not as successful as others.

Ask the participants why it is important to verify their sources of information? How would they investigate the trustworthiness of a source of information?

Ask the participants to suggest how the game can be adapted to integrate the verification of information from different sources even more.

Ask the participants what they would do to ensure that their families and the communities verify their sources of information to avoid believing unreliable information.

CORE COMPETENCIES

## VARIATION

**Easier:** Make the distance between the cones wider and bring the goalpost closer to the ball so that it will be easier to score.

**Harder:** Make the distance between the cones shorter and move the goalpost further away from the ball. Add more obstacles such as chairs or hoops.

## SESSION 10 : VERIFICATION OF CONTENT, INCLUDING PHOTOS

**Description:** Guide participants to evaluate the quality of content, and how photos and videos can be manipulated. In a quiz, participants are asked to distinguish genuine from manipulated photos.

### LEARNING OUTCOME(S)



By the end of this lesson participants should be able to:

- (i) Explain the importance of verifying content.
- (ii) Understand that videos and pictures can be manipulated.
- (iii) Recognise manipulated photos and videos on social media.

### INTRODUCTION | OPENING CIRCLE



Call the participants together. Recap the key messages from the previous session. Emphasise again the importance of verifying sources and checking multiple sources instead of only relying on one source. Introduce the topic for the day by asking questions such as.

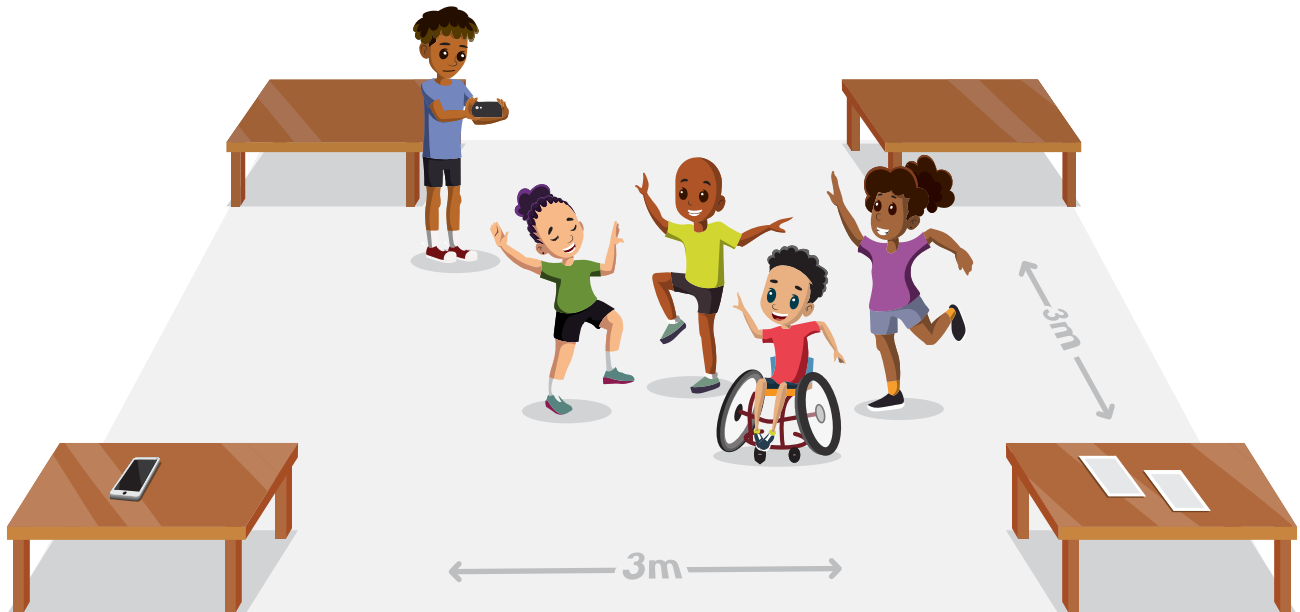
- (i) Has anybody ever used their mobile phone or a computer to change a photo? Can you show us the photo? Can you show us how you did it?
- (ii) Has anybody ever sent you a photo or a video clip that was fake or manipulated? Can you show us?
- (iii) Is it easy to manipulate a photo? Is it easy to tell the difference between an original and a fake photograph? Who knows how to tell the difference?
- (iv) Why do you think people edit their photos and videos?

Let the participants engage and share images with each other and with you. Wrap up the opening circle by summarising a few of the key points below not mentioned by the participants. Remember to avoid lecturing the participants. Let them rather experience and engage practically with the issue of image manipulation.

**Set-Up:** Set up 4 image workstations with 4 small tables about 10 metres from each other. Place 2 copies of images on each table. Divide the participants into 4 teams.

**Equipment:** Laminated copies of genuine and manipulated photographs as below. Clearly number the photographs. Mobile phones, at least two per group.

## ACTIVITY | LETS DANCE, FAKE PHOTOS



- \* Let each group appoint one person to be the group photographer. The groups will have the task of deciding on a piece of music from one of the phones.
- \* The group must come up with a simple dance to their chosen music.
- \* Give them about 10 minutes to prepare. Each group must perform their dance to the music. The photographer must take a few photos of the performance.
- \* The other groups must follow and try to imitate the dance movements.
- \* When all the groups are done, they must go back to their workstations.
- \* The photographer must quickly show the images to the group and together the group must decide on one photo that they will try to change.
- \* While 2 or 3 people are working on the manipulation, the rest of the group must look at the two photographs on the table and decide if they are genuine or not.
- \* Give the groups a further 10 minutes to complete this exercise.
- \* Now everybody gathers at the 1st workstation. The group shows their original and manipulated image and gives feedback on the two images.
- \* The facilitator indicates whether they are correct or incorrect. Now everybody walks briskly to the next station until all the stations are covered.





**Note to Facilitator:** If you are not confident that the participants will be tech-savvy enough to manipulate photographs using their mobile phones, warn them a week in advance and let them do some research and prepare beforehand.

## LEARNING POINTS

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- (i) Nowadays, image editing tools such as Adobe Photoshop and others are readily available to manipulate images. Practically anyone can take a photo and edit it in ways that may be hard to detect. Most times it is not easy to tell the difference between a genuine image and a manipulated image. Sometimes images can be manipulated for artistic reasons, but many times images are manipulated to spread incorrect information.
- (ii) There are a few techniques that could help us to detect manipulation, such as:
  - a. Check the edges – Sometimes the edges of the image may be jagged, or unusually smooth.
  - b. Look for reversed text – If you see text written correctly in one part of the image but incorrect in another, this is a sure sign of manipulation.
  - c. Examine the shadows – Mistakes in the shadows can reveal that an image has been manipulated.
  - d. Missing reflections – Look for shiny objects and mirrors. If some objects have a reflection and others not, it is a sure sign of manipulation.
  - e. Consider the source – If the source is a reputable news agency, the picture is likely to be authentic. But if it has been posted on social media by an unknown person with other questionable posts, you may want to question the authenticity of the image.
- (iii) If an image seems suspicious, we can do a reverse image search using Google Images. This will reveal any previous occasions when the image was published online.
- (iv) Content verification helps us to assess information that we find in official media outlets like newspapers, TV, radio or online news and on social media.
- (v) Check if the information is neutral, without bias and whether it shows all sides of the topic.
- (vi) Check if there is a further credible source named.
- (vii) We can analyse whether the text contains spelling mistakes, whether it uses words that are very emotional or even curse words.
- (viii) Conduct further research and compare the content.

Communication,  
Collaboration &  
Self-Esteem

Critical Thinking and  
Problem Solving

Creativity and  
Imagination

Citizenship

Teamwork and sharing experience, knowledge, expertise and even images is essential to the success of this activity. Stress the importance of collaborating and working towards common goals. Acknowledge the work of all the teams.

The participants must think of ways to detect the difference between genuine and manipulated images.

Participants must come up with a creative dance and choose their favourite music to dance to.

Ask the participants what they would do to ensure that their families and communities are made more aware of image manipulation.

## VARIATION

Due to the varied nature of the activities, by now facilitators should be best placed to adapt the activities to suit the target audience. Depending on the availability of technology such as smart phones, tablets, data and internet facilities, the activities can be adapted in various ways. Facilitators should not restrict themselves to the examples below. Adaptation is also dependent on how “tech-savvy” the participants are. This may differ from setting to setting.

**Easier:** Remove the requirement for the teams to manipulate their image. Let the entire team discuss the two images.

**Harder:** Let the participants do online research on the matter and summarise why people manipulate images, how to spot the difference and show a few examples. Make the distance between the cones longer.



