



Training Club Magazine

No. 4

2021

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- #NoFakeNews -

The diversity of news distributed via social media communication channels exposes citizens to large scale disinformation including misleading and false information. A consortium of five European organizations was established for

implementing the “Empowering youth to critically analyze fake news” Erasmus+ project. Aiming to enhance the capacity of youth workers and youth organizations to support young people to interpret, analyze and evaluate media messages, they run workshops, webinars and training courses.

The collection of good practices and solutions to empower youth to evaluate fake news and to detect disinformation campaigns across social networks are included in this magazine.



**Together
Everyone
Achieves
More**



TEAM4Excellence empowers youth community to share common values and responsibilities through experiences with young European citizens. Our vision is to share and to involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values. For Europe and for the world. Over 1000 young people from Constanta and about 100 European youth benefit from our activities every year. Together is better!



Project coordinators. The Association Team4Excellence (Romania) is an organization from Constanta focused on building a community of young citizens with the cooperation of Europe through European Solidarity Corps and Erasmus+. T4E shares and involves the local community, giving the opportunity to become educators or mentors and to train the future youth to share the same values.

T4E operates the brand name TRAININGCLUB.EU.



Foundation "Instytut Badań i Innowacji w Edukacji" (Poland) is an NGO promoting equal educational opportunities to all social groups, fighting against social exclusion, and supporting young people at risk of marginalization. INBIE cooperates closely with formal and non-formal educational institutions, local authorities, and the Czestochowa Centre of Non-Governmental Organizations.



The Training Centres for Active Education Methods (France) is a recognized association of public utility, complementary to public education. The association, permanently backed by action research work, implements the principles of new education through active education methods. CEMEA have chosen training as the main lever for action to transform society and wish to be an association of activists in the field, active and creative.



The social promotion association Petit Pas (Italy) is a structured associative reality, with a large number of associates and volunteers who have embraced the mission by recognizing the importance of having inclusive, peaceful and just societies.

Petit Pas aims to equip the local and surrounding community with the right knowledge and skills that will enable them to access the labor market and increase their chances of progress.



Solidaridad Sin Fronteras (Spain) contribute to the development, integration and wellness of the most vulnerable groups, promoting tolerance, justice, and social responsibility in cooperation with other organizations and public institutions. SSF works in close cooperation with the Directorate of Social Service and Social Integration of Madrid region, public administration and municipalities, educative centers, public and private organizations and companies.



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Erasmus+



Instytut Badań i Innowacji w Edukacji (Poland)

Solidaridad Sin Fronteras (Spain)



Petit Pas Aps (Italy)

CEMEA Rhone-Alpes (France)



TEAM4Excellence (Romania)





AU CONTRAIRE WORKSHOP

TEAM4Excellence

Purpose

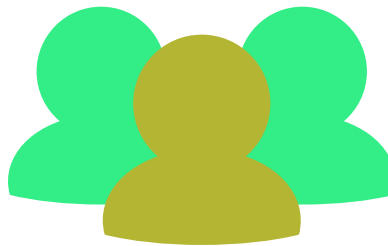
The purpose of this workshop is to demonstrate how hindsight bias works. This will contribute to developing the critical thinking of participants through experiential learning.

Target Group

Young people, pupils, students.
The number of participants can vary from 8 to 30.

Materials

Pens, A3 paper, coloured post-it



Time

50 minutes

Facilitation Steps

1. Divide participants in two groups.
2. Select a pair of proverbs that contradict each other.
For example: Look before you leap; He who hesitates is lost.
3. Distribute one proverb card to each group.
4. Explain the task. Ask each participant to think of examples and explanations that would support the proverb. Announce a time limit for this independent activity.
5. Ask participants to present their thoughts in their groups.
6. Bring both groups together.
7. Ask both groups to present their examples and explanations to prove that the proverbs contain an obvious piece of truth.
8. Invite the participants to present more examples and explanations in support of either proverb.

Debriefing

1. Explain that logical thinking would lead us to believe that both of them cannot be valid at the same time.
2. Suggest that once we accept a principle we feel that we know it all along.
3. Present this statement from Niels Bohr: "The opposite of a profound truth may well be another profound truth". Discuss how it is possible for two contradictory principles to be valid under different contexts.
4. Ask the participants to share other pairs of proverbs that contradict each other.

Participants voice



"We noticed that when people learn or accept a statement, they have no difficulty coming up with supporting evidence."

"Participants understood that fake news and other types of false information can take on different faces."

"We expect participants to be more aware of the importance of the source of news-related information."

Examples of pairs of proverbs that contradict each other

**Look before you leap.
He who hesitates is lost.**

**Hitch your wagon to a star.
Don't bite off more than you can
chew.**

**A stitch in time saves nine.
If it ain't broke, don't fix it.**

**Absence makes the heart grow
fonder.
Out of sight, out of mind.**

**Birds of a feather flock
together.
Opposites attract.**



Adapted from: <https://thiagi.net/archive/www/pfp/IE4H/february2013.html#Jolt>



WHAT IS SAID ON THE INTERNET

Solidaridad Sin Fronteras

Purpose

Understand the power of space (Internet and Social networks) to spread and viralize content and ideas that can describe or influence the way we understand other people.

Target Group

Youth workers and Youth

Materials

Any device with an Internet connection; computers, smartphones, tablet... The best thing is that there can be a parallel navigation from different work groups.

Time

Approx. 1 hour

Facilitation Steps

Step 1: Search for information in the Google search engine about different groups with a phrase that has a simple construction like: "The -----are----" / "Women/girls are" / "LGBTI people are" / "The gypsies are" / "Immigrants come" / "Young people are"

Step 2: The Google search engine tends to complete these phrases as they are typed. This is what is called "predictions", "predictive searches" or "auto-complete" and it is an option that can be disabled. The search queries offered by the "Auto-complete" function are a reflection of the search activity of all Internet users and the content of the web pages that Google indexes. If you are signed in to a private Google account and web history is enabled, you may also see query suggestions based on relevant searches that have been made previously.

Step 3: The exercise consist of attending these sentences and talking about them.

Participants voice



"It is really interesting to see how influenced we are regarding certain topics. It is important to be aware of this in order to stop the spread of negative stereotypes and ideas."

"I was amazed by the fact that so many stereotypes appear when you make a simple search on the Internet and how we are influenced by them without really noticing it."

"It must be really hard for those people to see that they are so stereotyped and that society believes most of those fake ideas and generalised prejudices. We have the power to stop this and we must do it."

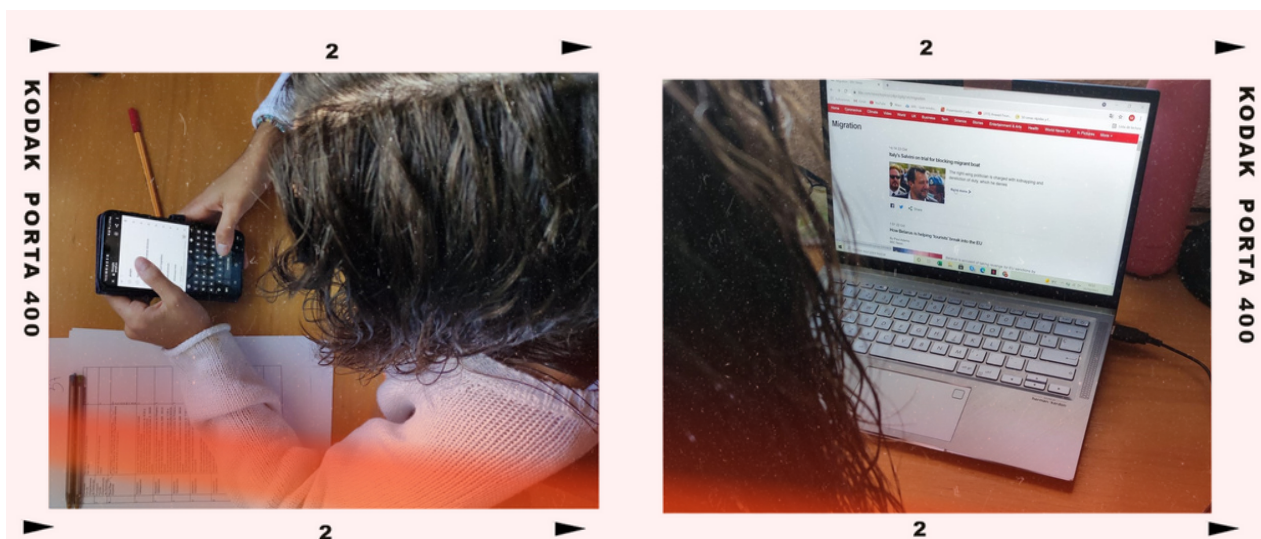
Ideas and questions for reflection

How has the exploration been?

Were you surprised by the results?

Do you think it can have an effect on the people who find these phrases in their searches?

Use some of these phrases or labels on the other social networks. Search, for example, "immigrant" on YouTube and see what the first five entries are and what kind of information is thrown about the group.





THE RUMOR

Solidaridad Sin Fronteras

Purpose

Reflect on the distortion of a message that occurs because it is not clear. In general, what most attracts attention, or what is considered most important, remains in the memory.

Target Group

Youth workers and Youth

Materials

Smartphone or any device with an Internet connection in order to use WhatsApp.



Time

Approx. 1 h

Facilitation Steps

Step 1: The facilitators prepare a written message and send it in the WhatsApp group of the project.

Step 2: At least 4 volunteers are selected to be actors in this activity. All, except for the first one, leave the room and wait outside. The rest of the class witness the distortion process that occurs to the message; their task is also to write down what varies from the initial version.

Step 3: The coordinator reads the message to No.1, then calls No.2. No.1 communicates to No.2 what was read to him, without the help of anyone. So on, until all the people waiting outside pass by.

Step 4: The last person, instead of repeating the message orally, writes it on the board. In turn, the moderator will write down the original message for comparison.

Participants voice



"We usually focus on different aspects of communication, remembering those aspects that WE consider that would be asked."

Many students FOCUSED on the number of the passengers, without remembering the number of ports of call or their name.

Assuming which aspects are the most important and critical can lead to INCORRECT FOCUS of attention.

Thus, it is important to always keep an OPEN MIND and not be selective in gathering information."

Ideas and questions for reflection

What happened? Has something similar ever happened to you? Why do you think this phenomenon occurs?

Were they talking about you or were you the ones who transmitted a distorted message? What were the consequences? How did you feel when you realized the error? What did you learn for the following occasions?

Reality weighs tons. It is difficult to retain and perceive all the details, which is why it is reduced, distorted, partially assimilated, or mixed with other data.

KODAK PORTA 400

2

Initial message "The ship Queen Mary leaves the port of Greenwich, London, with 4 passengers and stops in Amsterdam, where 10 more passengers came on board. Then it stops at the Kiel Canal and 3 more passengers board. The next stop is the port of Copenhagen, where 2 passengers leave the ship and 20 passengers board. Queen Mary continued her voyage until she reached Helsinki, where all the passengers disembarked."

Possible questions:

- o What was the port of departure?
- o How many passengers leave the ship at Copenhagen?
- o How many passengers boarded at Amsterdam?
- o How many ports of calls were in total?
- o How many passengers leave the ship at the final port of call?

2

KODAK PORTA 400

2

Universitatea Maritimă din Constanța

CONCURS
CAPITAN PE NAVA VICTORIE
27 NOIEMBRIE 20

BCC TEAM 4

2



THE MAP OF SOCIAL MEDIA NETWORK

Petit Pas Aps

Purpose

Encourage participants to explore new features of social media networks, their safety policies and also their settings.

Understand which social network is circulating the most fake news and how to avoid it.

Target Group

Youth workers and Youth

Materials

Smartphone or any device with an Internet connection
A4 and flipchart paper



Time

Approx. 1-2 h

Facilitation Steps

Step 1: Distribute participants in groups. Each group will represent the “Ambassadors of Social Media network/ Apps”. Let each group choose an App: Snapchat, Facebook, LinkedIn, Instagram, Pinterest, WhatsApp, etc.

Step 2: Each group will have 45 minutes to brainstorm and search info about their “Favourite social media network/apps” and prepare a poster with key facts, figures, new info, fake news, settings that changed during the last year.

Step 3: After brainstorming, groups create presentations to introduce their social network. Each group will have maximum 5 minutes to present. At the end of all presentations, define on which social network the most fake news circulate.

Step 4: Reflection session. Use the reflection questions to guide participants in exploring thoughts and feelings.

Participants voice



Why fake news are so popular?

"Nowadays, people spend time daily to read, like, share or comment on social media because they need social interactions in their lives. With so much information circulated online, it is difficult to control the quality of what is being spread around."

As our workshop shown, some of the information is false. Fake news may appear unintentionally from individuals, or can be brought up with various intentions (e.g. marketing, sales, elections).

When social network users find an information they like or they are interested in, they share it to the others, sometimes creating a viral snowball. It is the internal need of people to like what others liked already which spreads fake news even further.

Most people say they don't want to spread fake news; they genuinely think they are sharing true stories and facts. However, if you ask them how they verify the news, they will not know what to say. More awareness to the topic could make people more cautious."

Ideas and questions for reflection

How safe are the social media networks? Is any of them free from fake news?

Why people spread fake news in social media networks?

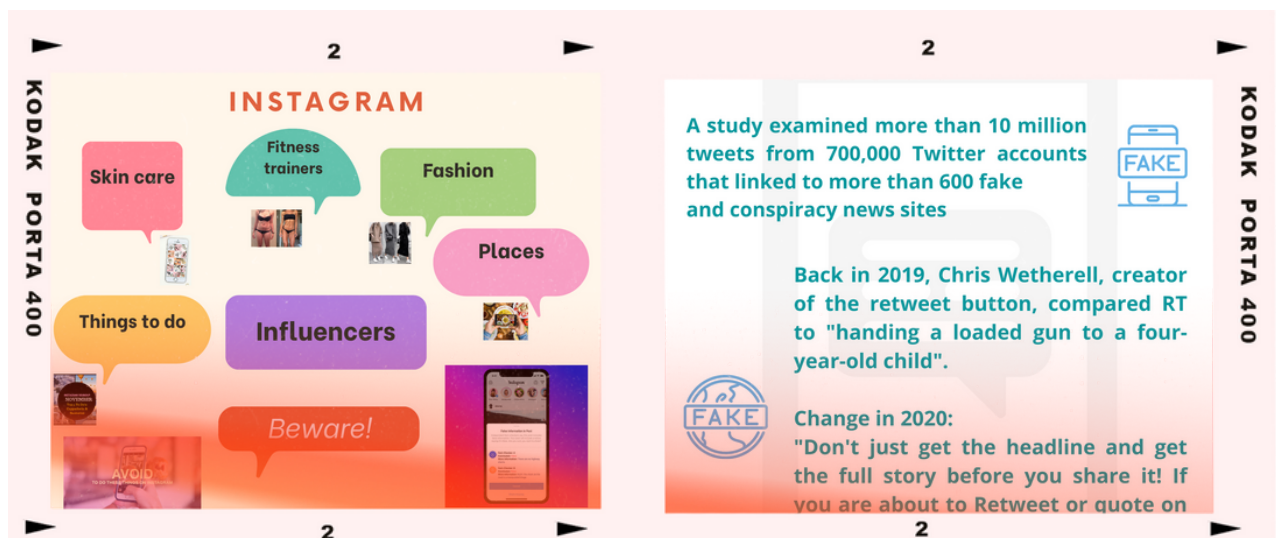
Which social media networks spread more fake news and why?

What social media network administrators do to limit the amount of fake news?

What shall we do to avoid spreading fake news?

How can we best educate people to avoid fake news?

Are social networks a necessary evil? Why? Why are fake news so popular?





KEYWORDS FOR YOUTH ENGAGEMENT

TEAM4Excellence

Purpose

To understand the process of choosing keywords for content management.

To create a keyword list for the "Fake News Training" topic.

Target Group

Youth workers and Youth



Materials

Excel file – keyword planner
Laptop, projector
Pen, notebook/blank paper
Flipchart, paper



Time

Approx. 3-4 h



Facilitation Steps



1. Find the main 20 words that define: Fake News Training Topic. Think about your goals, values, things that define you, target groups, geographic segmentation, criteria and family words (use 5WH in mind map), company, association. Write them down into 20 columns into a spreadsheet.
2. Each participant finds and writes down in her/his spreadsheet 20+ synonyms for each of the 20 words above.
3. Present all the keywords. One of the participants will consolidate all words into a single spreadsheet and will eliminate the duplicates.
4. Choose the top 5 of all the 20s.

How to use this further?

For a blog article: H1: use 1 of the 20 keywords at the top of the table; H2: use 3 of the top 5 keywords; H3: Use 1 of the 20 keywords at the top of the table + Use 1 of the Top 5 keywords + Use 3 of the Top 100 keywords.

For a social media post: Choose 3-5 keywords to describe your post; The best tip is to use one of all the Tops if you use 5. If you use 3, choose one of the three Tops.

Participants voice



How can you use keywords in the communication of your organization?

"To choose and use the keywords in the communication of our organization, we normally think about who our target audience is and what they are looking for. So, keywords depend on the things we want to communicate (for example the communication about the information of a specific training or a volunteer opportunity etc.)."

Once we have gathered input from the target audience and have an idea of what people are searching for or are looking for, we think about a series of keywords that are related not just to the target audience but that are also reflecting the identity of our organization, for example our values, goals and what define us in general.

Also it depends on the media that we use, for example in Instagram we use more keywords and in LinkedIn we don't use too many keywords."

Ideas and questions for reflection

Is Google always showing you the best content? What about Google Ads?

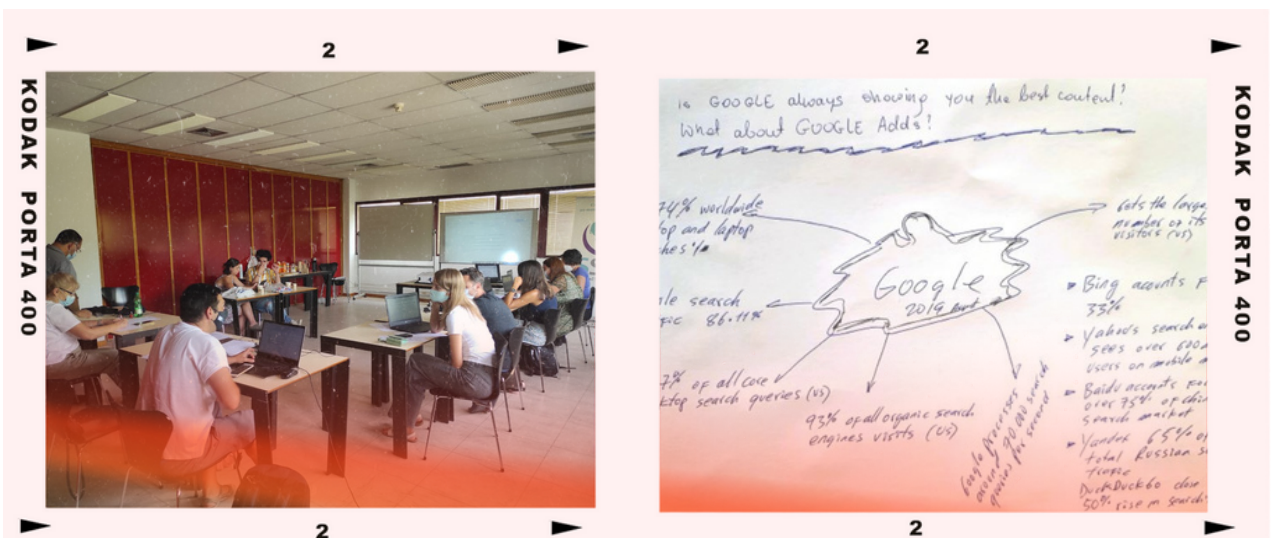
How can you use keywords in the communication of your organization?

How can you protect yourself from falling from top appearances in Google?

How can you use the keyword workshop in your organization?

How can SEO and keywords bring you to a page to read fake information?

Divide participants in groups and encourage group reflection.





THE IMPACT OF FAKE NEWS

Solidaridad Sin Fronteras

Purpose

Sensibilize people on the impact that fake news can generate.

Help to understand the power of internet and social networks to spread and viralize content and ideas that can influence the way we understand other people.

Help to reflect on the distortion of a message that occurs because it is not clear.

Target Group

Youth workers and Youth

Materials

Prezi presentation + Board
Telephone with internet connection in order to play the online games.



Time

Approx. 1-2 h

Facilitation Steps

Step 1: The facilitators present the topic and make an initial ice breaker game.

Step 2: Then the facilitators present the theoretical part and start a debate.

Step 3: Play 3 games:

- Role play
- The rumor
- What is said on the internet

Step 4: The Kahoot quiz is used to evaluate what the participants learned during the workshop.

- <https://prezi.com/p/7n7jfz9o1s0b/?present=1>

Step 5: Reflection

Participants voice



How do you think that the fake news have impact on society?

"The phenomenon of fake news contributes to increasing levels of anxiety and causes a negative impact on a social level, for example with regard to trust in the role of experts."

In fact, the Italian Federation of Psychologists almost weekly organizes Facebook live shows on the theme of fake news, during which it is also possible to interface with the speakers. This helps to create healthy information about social media."

Another important thing is that through social media, public and private news are mixed in a disturbingly homogeneous way and for this reason the level of depth of public news does not have the right importance. The important thing is to give a signal of participation in order not to remain outside this bubble."

Ideas and questions for reflection

How important is for a subject to be in the public agenda?

How do you think that the fake news can discriminate LGBTI people and women?

How do you think that fake news impact our society?

How can young people be more aware of this negative impact?

Do you think fake news can generate hate? How?

How can we fight against the hate that fake news can generate?

Launch the set of questions and encourage reflection.





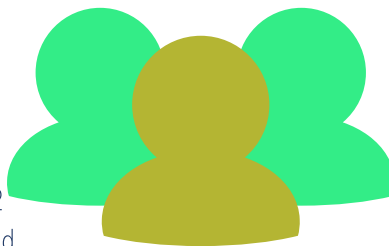
Purpose

To identify and call out dodgy logic wherever it may appear, in order not to be fooled.

To develop participants' critical thinking through experimental learning regarding fallacious arguments overwhelmingly present on the Internet, notably social networks and the mainstream digital Media.

Materials

Pens, A3 paper, coloured post-it,
2x4 or 3x4 printed sheets containing 2
different fallacious arguments, printed
evaluation quiz



Time

Approx. 2-3 h

Facilitation Steps

Step 1: Discover the context (15 min). Gather participants by Jigsaw groups. Each group is given a set of sheets (each participant/ one sheet contains the description of 2 different fallacious arguments):

- **Appeal to authority / Anecdotal**
- **Appeal to emotion / Strawman**
- **Appeal to nature / Fake dilemma**
- **Bandwagon / Slippery slope**

Step 2: Expert Discussions (30 min). Participants are gathered by group of expertise to master the content of their specific sheet. They will discuss, exchange, take notes, invent new examples, etc. After this step, they will be considered as "experts" of their sheet and will be expected to be able to explain their 2 fallacious arguments to the other participants who didn't have the same sheet.

Step 3: Knowledge sharing (30 min). The initial Jigsaw groups are reformed. The goal is now for each of these groups to collectively master the content of each of the sheets. Each "expert" needs to explain the sheet to the rest of his/her group and train them.

Step 4. Collective output creation (40 min). Each Jigsaw group creates and executes a collective task/activity to put knowledge into practice. The goal is to use fallacious arguments to ensure that everyone understand them.

Step 5. Evaluation quiz

SAY NO TO LOGICAL FALLACIES

CEMEA Rhone Alpes

Target Group

Youth workers and Youth (8-12)

Participants voice



"Fake news are a real and urgent challenge the modern society is facing. While dealing with fake news, one may need a process to follow, a set of tools to use and skillset to assist him/her while following the process and using the tools. Among these skills, the analytical skills stand out, because are an enabler in the decision making process. Therefore, improving analytical skills is a fundamental goal while dealing with the fake news.

From old times (e.g. Socrate, Aristotel, etc.), people were taught about analytical skills. However, the complexity and speed brought to our lives by the digital era require new ways of training for improving analytical skills. In an online and mobile era, a way to improve critical thinking are using online apps.

From our experience while working with many online apps, these are useful, effective, reliable, easy to use and attractive, especially for young people. However, users must not forget that these apps are a mean, rather than a goal themselves. Another point raised is that overanalyzing and overemphasizing the importance of analysis may lead to paralysis by analysis."

Ideas and questions for reflection

Here is a list of arguments. Define for each one what type of fallacious argument it is:

If we start decriminalizing Marijuana, soon we will legalize same sex marriage, and then why not decriminalizing rape or even legalizing it?

If some dentists recommend this toothpaste brand, it means it should be good for our dental health.

Love America, or leave it!

Try our new organic shampoo, made with mint extract, guaranteed 100% natural and chemical free!

If we let immigrants in our country, they will steal our jobs and destroy our culture!

Nadal is stronger than Federer: Spanish people are better at tennis than other nations.

You believe in evolution theory: do you really think my grand father was a gorilla?





FAKE WEBSITES

CREATION

Solidaridad Sin Fronteras

Purpose

To understand the intentions of the fake news creators.

To develop participants' critical thinking through the strategies that the fake news creators use

Target Group

Youth workers and Youth

Materials

Laptop with internet connection in order to play the online games.

Papers, pens (for the draft version)

Time

Approx. 1-2 h

Facilitation Steps

Step 1: Split the participants into 2 teams. Their task will be to design a website that will spread fake and sensational news, with the purpose of making money by increasing their number of followers, thus the income coming from online advertising.

Step 2: They will need to think about:

- The title of the website
- The slogan of the website
- The type of audience they will target
- The type of news they will publish.

Step 3: Each team presents its plan for the fake news website to the whole group.

Step 4: Reflection.

Participants voice



"It's amazing to see how quickly you can create a website without any computer knowledge. It's scary to think what you can create and disseminate if you have more resources and computer knowledge."

"I believe that people who send fake news or create spaces to spread them only want to harm other people and create chaos and fear in society."

"I am now more prepared not to be a victim of fake news and I want to share this knowledge with more people to reduce the target groups of fake news creators."

"From now on I will check the source of the news. I will read and go to official websites so as not to be influenced by fake news."

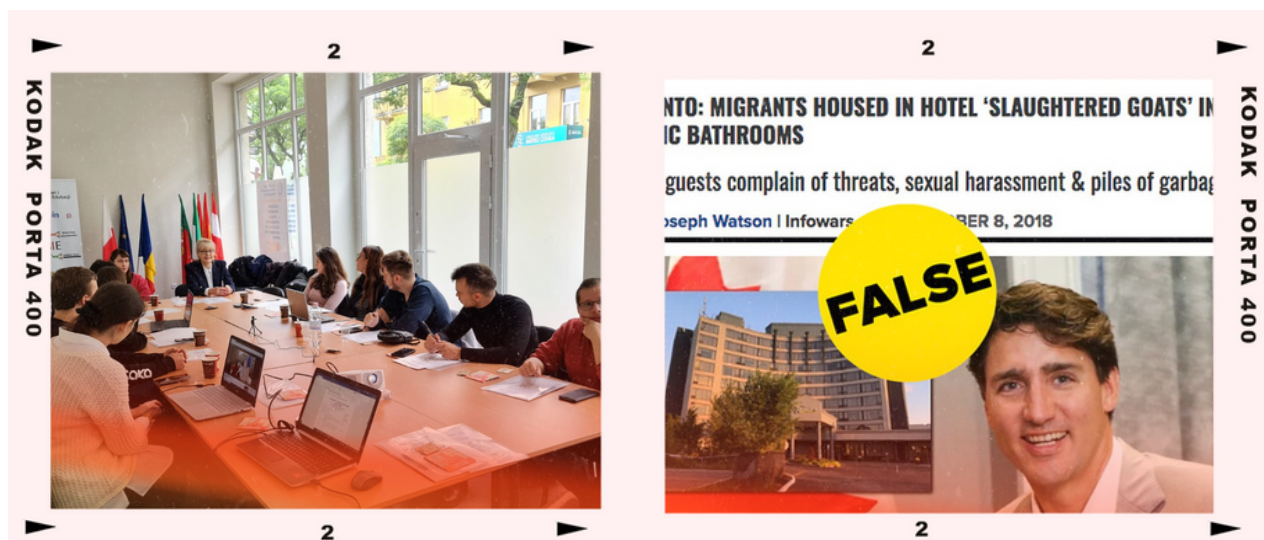
Ideas and questions for reflection

What do you think of the ease of creating websites to spread fake content?

After this activity, how important do you think it is to check whether a website is official or not in order to trust the information it contains and avoid scams and fake news?

Do you think you have the tools to more easily identify if a website is spreading fake news?

What do you think people who spread fake news or create spaces to create fake news are after?





CHANGING THE REALITY

Solidaridad Sin Fronteras

Purpose

To show how easy it can be to change the reality.
To understand the power of WhatsApp on the spread of the fake news

Target Group

Youth workers and Youth

Materials

Smartphone or any device with an Internet connection in order to use WhatsApp.



Time

Approx. 1-2 h

Facilitation Steps

Step 1: One of the participants will receive WhatsApp messages and will be guided by a facilitator to explore the possibilities to present it in wrong ways to intentionally create a false view of reality.

Step 2: The others participants will be encouraged to share their own expertise to add value to the training session.

Step 3: Reflection.

Participants voice



"I think it is quite impressive to see how easy you can distort reality. It is the same when you tell a story to someone; at the end, the story may have nothing to do with what really happened. If you really want to know about a topic or if you want to check the truthfulness of news, you should go directly to a reliable source!"

"I feel bad knowing that I may have once believed, and even shared, news that weren't true. From now on I will try to check the veracity of the things I share so as not to encourage the spread of fake news".

"Changing a few words of a text, can change completely the purpose or the essence of a message".

"We need to reflect on the importance of words and the power they have in telling stories or news".

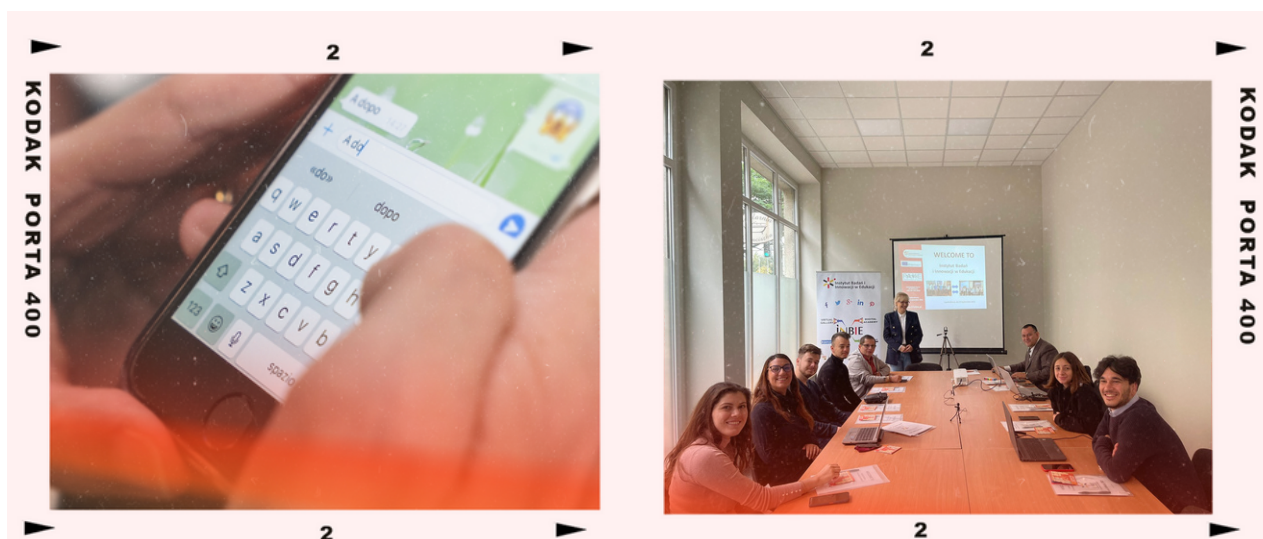
Ideas and questions for reflection

Do you see yourself as playing a key role in preventing the spread of fake news through social media?

Why do you think fake news are generated?

Will you check the news before sharing it, knowing the impact it has on other people's lives?

Have you ever been affected by a false story? Did you find it difficult to disprove it? Imagine if you were a migrant person and the news was told in the media and thousands of people shared it on social media?





MIGRANTS: THE IMPACT OF FAKE NEWS

Solidaridad Sin Fronteras

Purpose

- To comprehend the intention of fake news directed to migrants and fake news about migrants.
- Understand the effect that fake news can generate on migrants and the society in general.
- To fight fake news that can cause more vulnerability on migrants.
- To fight fake news that can cause racism and hate.



Materials

- Prezi presentation
- Telephone or computer with internet connection in order to make the online games Board.



Target Group

Youth workers and Youth



Time

Approx. 1-2 h



Facilitation Steps

- Step 1: The facilitators present the topic with an introduction.
- Step 2: The facilitators talk about fake news directed to migrants.
- Step 3: Then, the facilitators present 5 examples of fake news about migrants and migration in general.
- Step 4: A case study is presented and debated.

Participants voice



What impact can fake news about migrant people generate?

"Hate and isolation from the people inside the host country."

Why do you think is important to fight fake news about migrants?

"Because there are also people with good will among those people."

How can we report or denounce fake news when we spot them?

"Report and comment that it's fake."

For what reason do you think people don't normally report or denounce fake news?

"They just go over those news if they realise that it's fake, but they don't know that somebody can trust those and may be manipulated".

Ideas and questions for reflection

What impact can fake news about migrant people generate?

Why do you think it is important to fight fake news about migrants?

How can we report or denounce fake news when we spot them?

For what reason you think people don't normally report or denounce fake news?

Did you ever report fake news?
How?

Launch the set of questions and encourage reflection.





USE APPS TO RECOGNIZE FAKE NEWS

Fundacja Instytut Badan
i Innowacji w Edukacji

Purpose

Present paid and up-paid applications that help youth to recognize fake news on the Internet.
Practical inside to Smart News Apps to help youth avoid Fake News.

Target Group

Youth workers and Youth



Materials

Laptop with Internet connection in order to work online and gain experience in fake news recognition.



Time

Approx. 2 h



Facilitation Steps

Step 1: The trainer introduces some Smart News apps that recognize fake news on the internet:

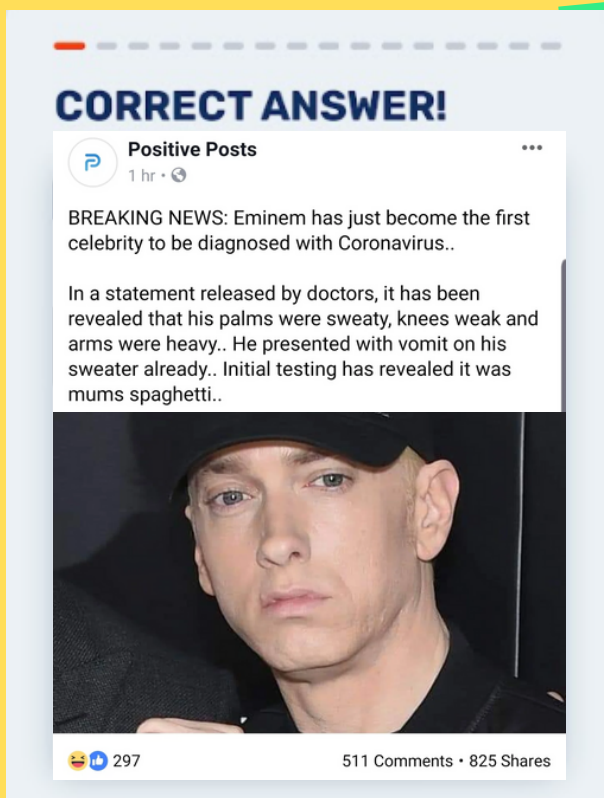
- Fajnie, że wiesz! (It's nice that you know!)
- Oigetit Fake News Filter (<https://oigetit.com/>)
- Test News: Is news fake? (Detect fake news)
- Deepware | Scan & Detect Deepfake Videos

Step 2: Divide the group in small groups (of three persons) and guide them to compare the apps.

Step 3: The last step will cover the presentation of their findings to the whole group.



Participants voice



Ideas and questions for reflection

Do you know any other app that can help you recognize Fake News?

What is your opinion about the website "Fajnie, że wiesz"?

How do you rate "Deepwear"?

What do you think about "Deepwear" and what did you change in this app?

How would you rate the apps that we currently on the market?

What do you think an app for recognizing FAKE NEWS should be like?





SOCIAL MEDIA

MYTHS

Petit Pas Aps



Purpose

During this activity the participants will develop a greater critical sense about social media and be able to publicly expose their thesis.

Materials

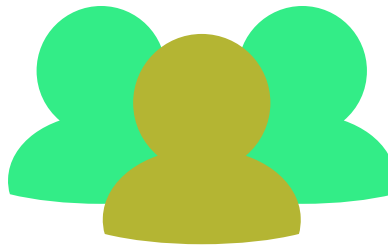
Paper tape, sheet with questions

Target Group

Youth workers and Youth

Time

Approx. 1h



Facilitation Steps

Step 1: Divided the activity room in 2 areas: Agree side and Don't Agree side.

Step 2: The trainer reads 2 debatable statement (choose from 8 statements below).

Step 3: Participants choose sides for the statement according to their beliefs.

Step 4: Participants from each side will justify their position. Some participants may be convinced by arguments to switch sides.

Step 5: Repeat the process for all the statements.

Step 6: Debriefing about the role of social media in our lives and how people changed their behaviour since the usage of these networks.

Statement 1: Technology and social media have brought power back to the people.

Statement 2: It takes discipline not to let social media steal your time.

Statement 3: The more social media we have, the more we think we're connecting, yet we are really disconnecting from each other.

Statement 4: Social media is reducing social barriers. It connects people on the strengths of human values, not identities.

Statement 5: Social media – it's not real life.

Statement 6: It's a dialogue, not a monologue, and some people don't understand that. Social media is more like a telephone than a television.

Statement 7: When you meet people you've interacted with on social media, they are not like they are on social media.

Statement 8: I don't live my life seeking validation from people on social media.

Participants voice



"This activity is always very appreciated as it allows you to develop lively debates, giving the opportunity to share thoughts and offer your own experience about the topic, helping to develop an idea about it even to those who do not have clear ideas."

"Discussing about myths made us realise how many stereotypes we have about many topics. Thanks' to this activity, I've learnt that generalisation is in fact a way of manipulation."

Ideas and questions for reflection

What are the challenges of social media-addicted persons?

What did you learn about social media addiction during the activity?

Have you changed some of your thoughts? If so, explain why.

What is the social media that spreads the most fake news?





FAKE NEWS BECOMES GOOD NEWS

TEAM4Excellence

Purpose

To understand that news are fabricated and learned information is transformed into fake news or good news.

Target Group

Minimum 6 participants, young people aged 16 - 30 years old, youth workers, teachers

Materials

- papers
- pens
- flipcharts
- markers
- at least 1 phone or laptop
- internet connection

Time

part I - around 15 minutes
part II - around 10 minutes
part III - around 20 minutes
Debriefing - around 20 minutes

Facilitation Steps

This activity is divided in 3 parts.

- Part I: divide participants in 2 or 3 groups depending on how many they are. Each group has to search for 3 news, of which at least one should be fake. After research, each group reads the news and the other groups have to guess which is fake;
- Part II: brainstorm about the difference between fake news and good news. There will be 2 flipcharts: one with the title "fake news" and the second one with the title "good news". Each participant will fill in each flipchart with what it comes to their mind when they hear about "good news" and "fake news";
- Part III: the participants have to modify the fake news into good news. After that they will read what they did. Depending on how many participants are, we can split them in 2 or 3 groups and each group will work at least on 1 fake news.

Evaluation:

- Observation during group activity
- Self reflection

Participants voice



How do we recognize a fake news?

"First of all, you should analyze who the author of a given post/information is. Secondly, you could think about how many facts agree with the general truth and whether this person has other articles/posts that turned out to be fake news."

What shall we do when we spot fake news?

"Don't just ignore it, because surely there are some people out there who did not realise that it is fake. They may share it with others and help spreading fake news. So, flag and report fake news right away."

"Add a comment with evidence that this information is false to warn other younger or older readers."

Ideas and questions for reflection

How do you feel?

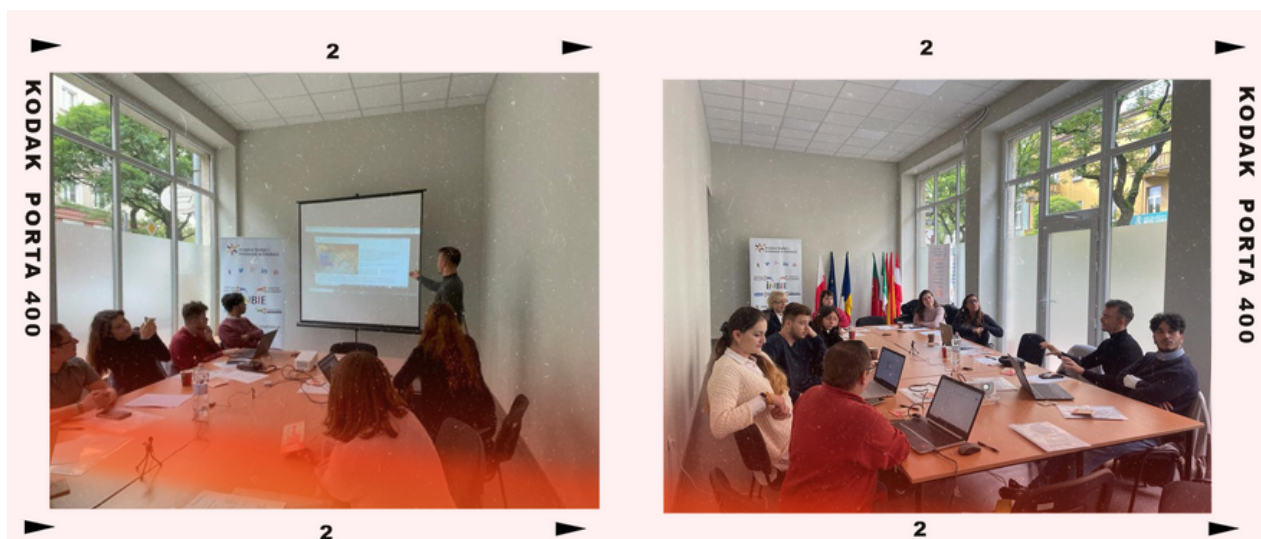
How was the process?

What did you learn?

What do you need in order to have good news?

How can we recognize fake news?

What do we do when we find that an article is a fake?





SAFETY, SECURITY AND PRIVACY

Petit Pas Aps

Purpose

During this activity the participants will acquire more knowledge and skills on SAFETY, SECURITY AND PRIVACY.



Materials

Room for the theater scene, good vibe



Facilitation Steps

Target Group

Youth workers and Youth



Time

Approx. 2h



PART 1

The facilitator divides the participants into groups and assigns them a keyword. After discussing the topic in a group, they create a theater scene where they will represent this keyword.

PART 2

- A. Sharing- Illustrates how sharing news, even through word of mouth, can be dangerous if you do not know a topic.
- B. Privacy issues
- C. Scams – Illustrate how to spot fraudulent content on social network services and potential consequences of falling prey to these schemes.
- D. Information Permanence (Most of the times, what appears online tends to stay there forever, impacts public perception and is not something you can always control).

PART 3

After representing the keyword, there is a discussion on the topic and on the representation from which participants come up with 10 tips on the safe use of social media.

Participants voice



What types of communication do you think social networks are best for?

"Intercommunication between people, massive communication, political information, current events."

What kind of information is appropriate to share and what isn't?

"Reliable information which has to be checked by everybody. Pay attention to the target audience!"

10 tips for safe social networking of young people:

- Don't trust everything
- Always check
- Don't save your date and password
- Don't send you credit card details to anyone
- Don't limit yourself to reading just the title
- Don't send photos
- Only trusted page if possible
- Check the sources
- Password must be always long and don't share it
- Use different password for every account.

Ideas and questions for reflection

How can we take action when we notice scams cases?

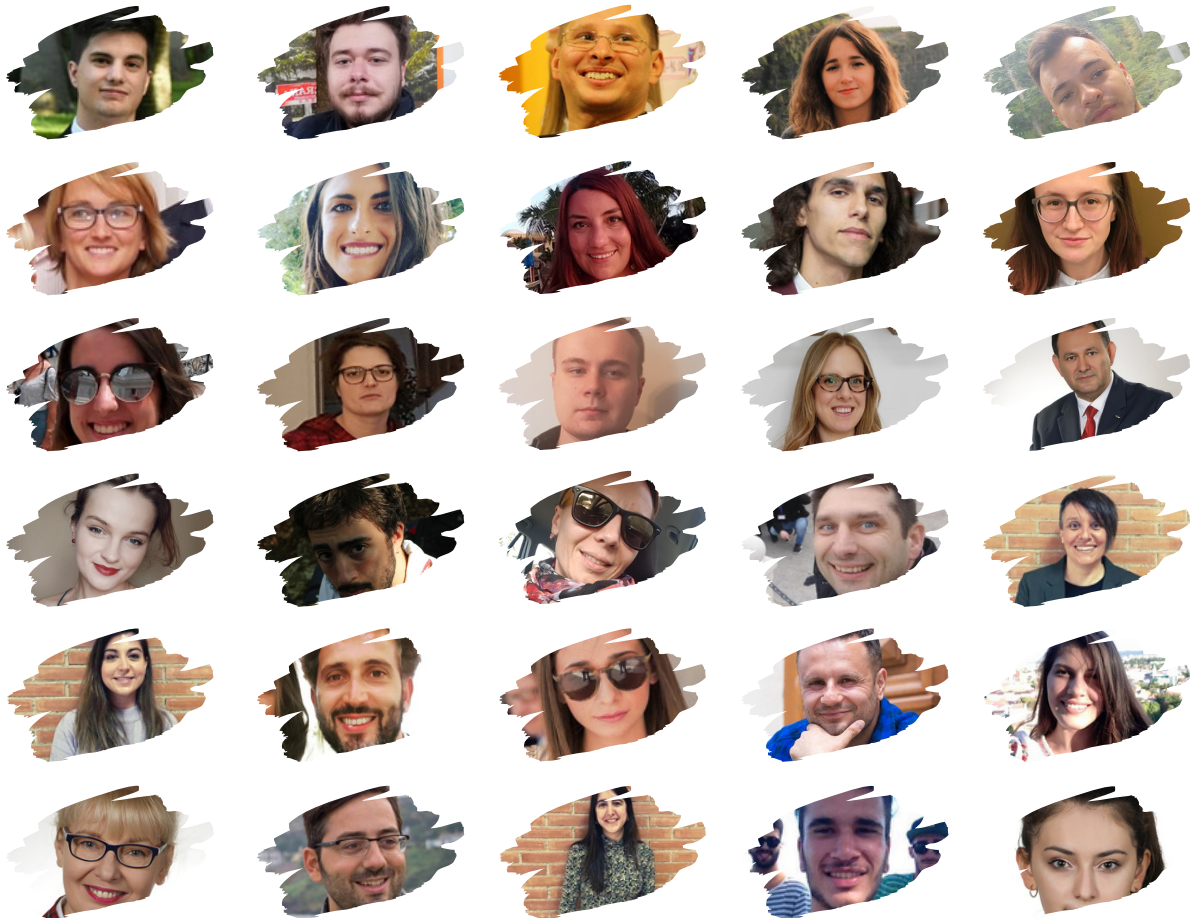
How to protect our online privacy?

How to deal with the information which remains online forever?





Erasmus+



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