



II. Politics & Social Media

The goal of the activity

The goal of the following activity is to show students how the media they are consuming might be manipulated, fake, or simply present underresearched, even false information. The students will learn how to fact-check certain types of media. In the second part of the lesson, students will learn how the media content they share on their social platforms might influence them or the people around them, understanding the power of social media.

Suitable participants

The materials are most suitable for high school students from the age of 14 or 15 till the age of 19. However, the activity can be suitable for youth up to the age of 30. They might have some prior knowledge of politics.

The duration of the activity

The recommended duration of the activity is 60 - 80 minutes. It should not take longer than 90 minutes.

Tools and materials

Suggested apps to use: Ahaslides, Kahoot, Miro, Canva or Whiteboard.

While it is also possible to use a regular whiteboard, content from apps is more easily shareable and can be saved.

The teacher should prepare a presentation of statements and ways on how to fact-check them.



DEBATE NOT ARGUE

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Introduction

The teacher will prepare 5 statements by politicians. These can be either false statements (fake news), true and correct statements, or a mix of both. The statements could be an article in a newspaper, a tweet, billboards, or even a short video from a TV programme.

Kyiv's clubs and bars to stay open later as curfew relaxed to midnight

Ukraine's capital trying to return to new normal after Russian invasion, with latest move hoped to boost business



Donald J. Trump ✓
@realDonaldTrump

Follow

Afterwards, the teacher asks the students to decide whether these examples are true, or whether they are fake news, based purely on the students gut feelings.

This should be the topic of a debate, the teacher can ask multiple students directly or use apps such as **Kahoot**, **Miro** or **Ahaslides** to make the students decide anonymously. This way the teacher can see the percentages.

Afterwards, the teacher reveals which statements were true and which were false. A discussion on strategies of politicians, fake news and fake posts should follow.

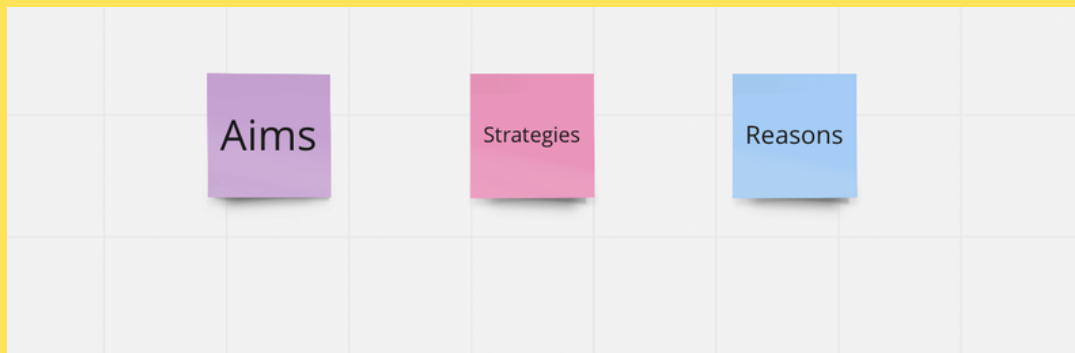
Important questions:

- Why are politicians doing this?
- What are their aims?
- What are their strategies?



The teacher will note the ideas and opinions expressed during the discussion – using a blackboard, an online tool, or a mind-map.

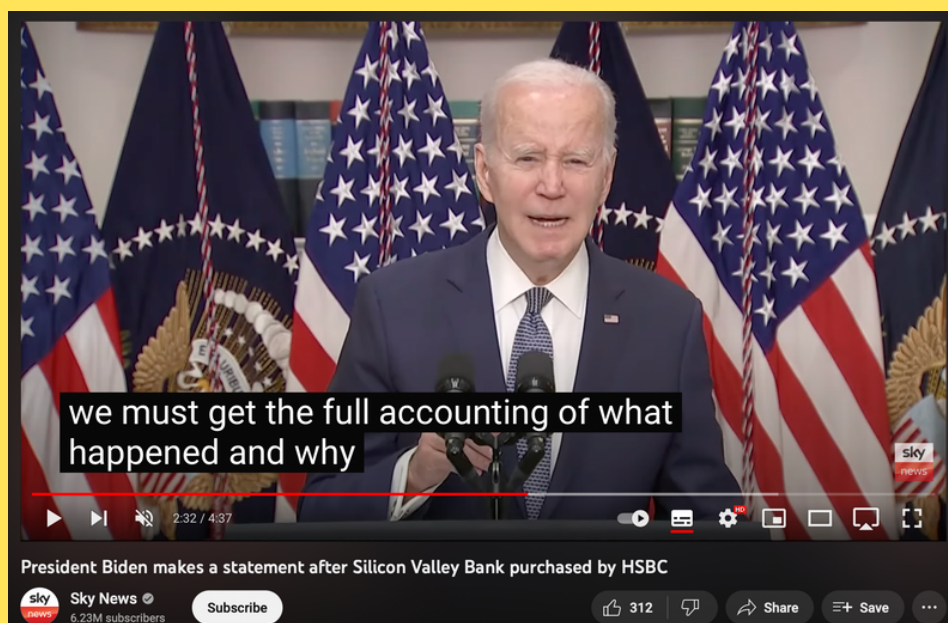
The teachers can use tools such as **Miro**, **Canva**, or **Web whiteboard**



Afterwards the teacher will present sources and different ways to check the veracity of statements, and provide lists of independent media. Some examples:

- International: politifact, FactCheck.org, Snopes
- CZ: demagog.cz
- PL: demagog.org.pl, fakenews.pl
- DE: dpa.com/de/faktencheck, correctiv.org/faktencheck/
- BEL: factcheck.vlaanderen

Afterward the teacher will present one more statement and then let the students test it with their new sources (in the lesson, on their phone/pc/tablet).



Awareness of what you are sharing: Social media is powerful.

In another section, the teacher should present the following quote to the class:

There are no weapons stronger than words

Afterwards, the teacher uses the Think-Pair-Share method and asks the students what they first THINK about the quote. After each student thinks about their opinion, they PAIR with a nearby student and SHARE their opinions on what the quote might mean, what they thought of when they read the quote, and so on.

Once each group is done sharing, they present their ideas. The teacher notes those ideas on a whiteboard. It is also possible to create a mind-map. The teacher can once again use **Canva**, **EdrawMind** etc.

After this segment, the teacher presents some crucial questions to the class:

- Do you remember the first time you realized that social media is powerful?
- What are your experiences?

Afterwards, the teacher present examples of situations in which internet users were persecuted in real life for what things they were sharing on social media.

Muslim vyhnán ze skotského města kvůli obhajobě útoků v Manchesteru

Muslimský kazatel Hamza Siddiq ze Skotska, který se narodil jako Andrew Calladin, byl ze svého rodného skotského města údajně vyhozen poté, co se místní obyvatelé naštváli kvůli jeho obhajobě manč
NBC NEWS
„oprávněný.“ Mus

White student expelled from Howard University's law school sues alleging racial discrimination

The New York Times

After Racist Tweet, Roseanne Barr's Show Is Canceled by ABC

Conclusion:

Think before you post

Think about what you consume