NEWS MEDIA LITERACY EDUCATION

Education pack for young journalists

Education pack for young journalists
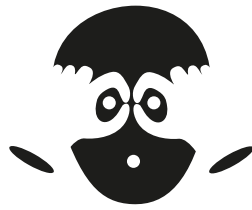
NEWS MEDIA LITERACY EDUCATION

Compiled by: Tom Sanderson, Martin Maska, Mariell Raisma, Neringa Jurčiukonytė,

Kristina Juraitė, Auksė Balčytienė, Audronė Nugaraitė, Rūta Vainauskaitė ir Austėja Žostautaitė

Content editors: Neringa Jurčiukonytė, Darius Matas, Kristina Juraitė

© National Institute for Social Integration

Vilnius, 2019

Contents

ABOUT US

Media4change is a powerful international movement for highest standards in journalism. We not only discuss with professionals and experts on what is important, but also we create — one of our main goals that are, together with independent journalists and editors, to examine problems that are outside of the media agenda. We believe that the cooperation between NGOs, media and experts is the key to a better representation of socially vulnerable groups.

Our goals:

We believe that media is a powerful weapon to protect the public interest. At the same time, we strive to create the society with no forgotten people. Therefore, our goals are as follows:

- Development of the cooperation network of journalists, human rights and media experts;
- Requirement to journalists of ethically and aesthetically talking to the public about problems of socially vulnerable groups;
- Cooperation with journalists and experts in carrying out largescale journalistic researches;
- Provision of conditions for socially vulnerable groups to speak out about their problems and to be heard;
- Cooperation with editors in creating contents on socially vulnerable
- groups;
- In future perspective, provision of conditions for the society to show confidence in journalists they like and to support their brave ideas.

Media4change on a regular basis holds discussions, workshops, seminars, formal and informal meetings with journalists, human rights experts, representatives of socially vulnerable groups and other NGOs.

Media4change is implemented by a professional team, the members of which came from all around the World countries. The Coordination Centre is in Lithuania (National Institute for Social Integration). It regularly employs three professionals. They are assisted by the initiative group, consisting of journalists, editors, media and human rights experts.

National Institute for Social Integration has been hosting the Young journalists' development programme since 2009. The organization brings together experts from Journalism, Human Rights and numerous of other fields to work onmutual projects. The investigations carried out by young journalists are published widely across different media channels in Europe

INVESTIGATIVE JOURNALISM

1. Fact-checking Basics
General points and critical thinking exercise

Topic name	Lesson 1: The basics of fact-checking
Goals	The method aims to introduce the idea and importance of fact-checking.
Human-rights related	Freedom of expression, access to information.
Media	Print, online media.
Length	1 hour
Tools	Multimedia, internet connection, smartphones with internet.
Preparation	Prepare slides based on information below, print handouts, identify 3-4 news article for use in exercise and print copies of them.
Process	1. Tutor presents introduction and facilitates a class discussion on the topic (10 mins):

Journalists have a great power to influence public opinion and in turn, public policy. The public relies on the media to provide them with fair and transparent coverage of local, national and international affairs, and avoiding the spread of misinformation via scrupulous fact-checking is therefore an essential part of every journalist's role.

"Your job is to deliver facts to your audience so they can make informed choices. If you deliver lies or distorted facts, you are adding to the confusion rather than clarifying issues. That is not journalism. Accuracy in our fact-checking is at the heart of all we do." (IJNet)

The negative impacts of the spread of misinformation:

► It can impact democracy by not providing the public with the information they need to construct informed opinions and make informed voting decisions
► It can have a negative impact upon the reputation of the outlet for which you are writing, and upon that of the media industry as a whole, when (not if) the spread of misinformation is uncovered
► It can unfairly impact individuals, organisations and companies when they are misrepresented to the public

Example:
During the 2017 UK general election, the Conservative Party press office tweeted:
"Jeremy Corbyn's plan to pay for elderly care: increasing the basic rate of income tax to 25p for millions of working people #GE2017"

Full Fact, the UK's independent fact-checking charity, checked this claim and found it to be false. In fact, the Labour Party's 2017 manifesto states that:
"a Labour government will guarantee no rises in income tax for those earning below £80,000 a year."
This is a prime example of how the spread of misinformation can impact public opinion and voting decisions, and therefore democracy as a whole.

2. Tutor introduces the basic techniques for fact-checking and answers questions from students (20 mins):

Fact-checking: The basics

Poynter's 5 top tips for fact-checking:
1. Find at least **two sources** to verify information. Use reliable sources and websites.
2. Ask the writer for **source materials** if necessary. Check the text against recordings, documents or notes.
3. **Trust your gut.** If something seems odd to you, check it. Don't risk letting a mistake slip through.
4. **Don't assume**. Don't assume that what is written is correct. Don't assume that something you think you know is correct. Don't assume that writers and reporters did the math correctly (check all numbers and perform all calculations). Don't assume that "facts" repeated from other media are accurate.
5. **Keep an eye out.** Once you find a mistake, you're not done. There may be another one lurking right behind it. Look over the entire piece with your eagle eye so you are sure to spot all the errors.

Tutor distributes Handout 1:

Handout 1

Infographic: How to spot fake news (source: IFLA)
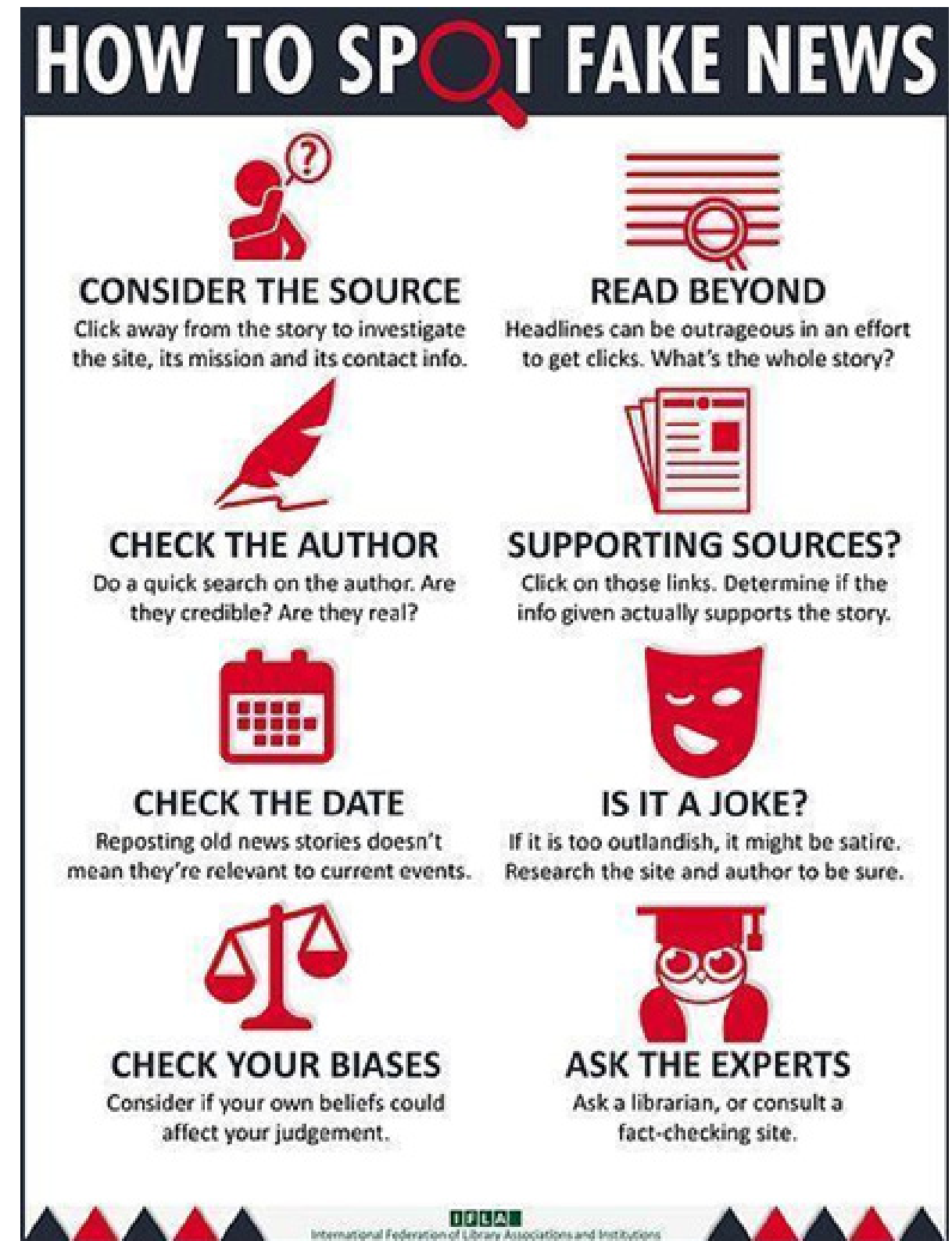
When another outlet has published a story first and you want to check whether it is genuine, there are several things to consider…

3. <u>Tutor facilitates Class Exercise</u>

<u>*Exercise (20-25 mins)*</u>

Provide students with a short online news article from that day. Get them to (10-15 mins):

1. Identify the facts they think need checking
2. Think about how they would check each fact
3. See if any of the facts are verifiable via the internet using their laptops/smartphones. If not, what next step would they take to check them?

Share ideas/findings amongst the group (10 mins).

Who might have an influence on whether a story is false? (source: IJNet)

► **Senior colleagues:** Did your editor or a senior editorial figure push this story? If so, why? What was their reason? Don't presume that a story is legitimate just because it has been handed down to you to follow up.

► **News releases:** Did the information come from a news release? If so, what is it that the publisher wants to promote or hide? Your job is to reflect all sides of the story.

► **Wires:** Why did the news agency pick up on that particular point? What's the reason for putting it out? Did they just regurgitate a press release? You need to uncover all relevant angles to the story.

► **General public:** Did you get this information directly from a contact? Are they reliable? Are you sure that you are not being used? Could you be too close to them? Have you worked with this contact before? Did you deal with them with integrity? Could they be expecting favours? If so, what did you do to lead them to believe that you could be manipulated?

► **Yourself:** Sometimes you, the journalist, can be the biggest obstacle to the delivery of reliable information. Be honest about your interests, weaknesses, favouritisms – you may think you are beyond reproach, but if you do have a vested interest it will show through to the audience.

► **Being manipulated and not realising it is the biggest danger to fact-checking.**

But where do I check the facts?

► Google search – the most obvious and straightforward way to check facts, but only using reliable websites

► Ask the writer – ask the writer where they got their information, e.g. ask them to share any recordings/documents/notes/etc., to check against the article

► Press releases/PR contacts – if the article is based upon a local incident, there is likely to be a press release from the local authorities confirming the details. If the article covers goings-on within the political or public sphere, for example regarding a certain politician or public figure, a PR contact might be able to confirm details

► Telephone – when possible and appropriate, try contacting the individuals/ organisations involved, or the local authorities. E.g. If an article details a burglary at a local hotel, try calling the local police in the area, or the hotel itself, for confirmation of details

Conclusion

Tutor concludes by highlighting other fact-checking resources and distributes Handout 2 for students to read before next class (10 mins):

Handout 2: Useful resources for fact-checkers
- Poynter has a YouTube channel dedicated to tips and tutorials for fact-checkers: https://www.youtube.com/playlist?list=PLbd5kFYdW3mBLWAQIyXoCVqj_FtiNwMds
- The International Fact Checking Network – lots more resources for fact-checkers: https://www.poynter.org/channels/fact-checking
- Verification Handbook: A definitive guide to verifying digital content for emerging coverage (purchasable book): http://verificationhandbook.com/
- 'Digital research tools for investigative reporters': http://pudo.org/material/investigative-tools/

Suggestions, additional material

Tutor can also facilitate discussion on journalistic objectivity and how editorial influence can be manipulated (by government, by owners, by advertisers and corporations, by other interests)

Other tools for educators

Additional examples of fake news and misinformation for discussion can be found at fullfact.org, stopfake.org, Ferret Fact Service (https://theferret.scot/ferret-fact-service/)

2. Fact-checking Best Practice
How to build a 'verification mind-set'

Topic name	Lesson 2: Fact-checking best practice
Goals	To develop students' knowledge of best practice when it comes to fact-checking.
Human-rights related	Protecting access to information.
Media	Print, online media.
Length	1 hour
Tools	Computer and projector to present slideshow; handouts for class exercise.
Preparation	Prepare slides based on information below; choose news article and print copies for students to use in class exercise.
Process	1. <u>**Re-cap from lesson 1 (basics of fact-checking) – 5 mins**</u> Briefly discuss learnings from previous lesson. 2. <u>**Introduce techniques for fact-checking best practice – 35 mins**</u>

Data & Society Research Institute's tips for best practice in reporting
(https://datasociety.net/output/oxygen-of-amplification/):

1. **Internalize the idea that social media does not constitute a "person on the street" scenario, nor is an embedded tweet or Facebook post akin to a pulled quote.** Not only is this information unreliable (the profile might be a bot, the person might be joking in ways inscrutable to the reporter, etc), but by collating average citizens' tweets, reporters are directing readers to those citizens' profiles, and opening them up to direct, targeted harassment.

2. **Avoid pulling a handful of social media posts and then attributing that perspective, positive or negative, to "the internet."** Any conceivable perspective could be supported by that approach, and does not a critical mass make—although reporting on it as such could artificially create exactly that.

3. Reporters should **talk to sources for digital culture stories at length, ideally face-to-face, whenever possible**. According to The New York Times' Farhad Manjoo, this approach yields greater insight into the totality of that person's perspective, since a person's online performative self may not accurately reflect that person's true perspectives and motives, and/or may obscure details that would help shed light on the person's digital footprint.

4. Laura Norkin, formerly of Refinery29, encourages reporters to **"ask yourself why, and why now."** What is the point of having this conversation today? As with all good reporting, but particularly when the topic butts up against networked manipulation campaigns, if there is any doubt about the relevance of the story, or the ethics of covering it, reporters and their editors should ask someone.

5. It's not just that journalists play an important role in the amplification of information. What gets reported – and what doesn't – becomes part of broader cultural narratives, and those broader cultural narratives directly impact the lives of countless citizens. For this reason, reporters, editors, and publishers alike should **prefigure every professional decision with the recognition that individual journalists are an integral part of the news being reported.** There is no escape for anyone.

Who should you ask when verifying information?

- **Data sources** – Depending on the sort of claim you are checking, you may seek information from government papers and official statistics, company records, scientific studies and health research databanks, through to school records, development charity accounts, religious orders' papers and others besides. As with all sources of information, it is important to know all you can about the organisation that gathered and holds the data before you use it

- **Experts** – Depending on the topic – if the claim made is on medical matters, or require detailed knowledge of a major company's accounts, or a fine point of law – it may be more suitable to check a claim by talking to a number of recognised experts. When doing this, the most important thing is to know and declare any interest the expert may have in the matter that may cause, or be seen to cause, a bias in their analysis

- **The crowd** – Again depending on the topic, the best source for information might be the knowledge to be found in the wider community; crowdsourcing as it is known. If an official claims on election morning that all polling stations received their ballot papers on time, or an environmental group claims a factory is polluting a neighbourhood, the best placed people to confirm or undermine what they say may be people in the wider community. You need to know who your sources are and whether the information they supply is reliable.

The importance of checking evidence
(from Africa Check, https://africacheck.org/how-to-fact-check/tips-and-advice/)

- **Where is the evidence?** – Whenever anyone in public life makes a claim, big or small, the first question you should ask – once you have got past whether the claim is plausible and worth investigating – is 'Where's the evidence?'

- There is often a good reason for an official to refuse to reveal the evidence behind a claim they make. They may need, as journalists do, to protect their source. But if sources need protection, we still need evidence. And often the reason officials refuse to provide it is that their evidence is weak or partial or contradictory

- If no evidence is forthcoming you know there is, or may be, a problem with the claim

- **Is the evidence verifiable?** – The next step, if evidence is provided, is to see whether it can be verified. One of the key tests made before the results of any new trial are accepted by the scientific community is to see whether the trial can be

repeated by other researchers with the same or similar findings

- It should be the same in public debate. When a public figure, in any field, makes a claim they want believed, they should be asked to provide verifiable evidence. If they can't, can you take what they say on trust?
- **Is the evidence sound?**

Ø If the evidence is based on an eye-witness account, could the person know what they claim to know? Were they there? Is it credible to believe they would have access to this sort of information? Is the information first- or second-hand, something they had heard and believed? Is it something that could be known?

Ø If there is data, when was it gathered? It is a favoured trick of public figures to present information collected many years previously, as if it were from today, and make no mention of the dates. But data ages and, unlike most wines, this is not good. To understand the data, you need to know when it was gathered and what the picture looked like before and after

Ø Was the sample large enough? Was it comprehensive? An opinion poll that samples the views of a few dozen – or even a few hundred – people is unlikely to be representative of the views of a population of millions. Most polling organisations suggest that a well-chosen sample of around 1,000 people is the minimum required to produce accurate results. But it is surprising how often surveys of a few hundred, or few dozen, people are quoted by public figures and reported in the media as representing wider views. And remember, even large scale surveys – that do not look in all the right places – can give an inaccurate picture

Ø How was the data collected? Is the sample representative, e.g. of all relevant social groups/genders/ages? How was the study done? Similar surveys done door-to-door can produce different results from those done on the telephone because of how the interviewee responds to someone face-to-face and on the phone. And studies that rely on the respondents filling in forms tend to show more errors, particularly among respondents with low literacy skills, than person-to-person interviews

Ø How is the data presented? Did the person tell the truth, the whole truth and nothing but the truth? Public figures from all walks of life like to select what they tell you, and what they don't, cherry-picking the juiciest evidence, favourable to their side in an argument, and leaving the less tasty morsels in the bowl. When a politician says,

for example, that he or she put "record sums" into the public health system, and does not mention inflation, the claim may be true, in itself, but misleading if inflation means "real terms" spending is falling. So make sure to look at other factors that make up the wider picture. And always remember to keep numbers in proportion. Spending $50million on a health project may sound like a lot, for a small community. But divide it among a population, and note that the programme is set to run over 10 years and it seems a lot less generous than it seemed at first

3. **Class Exercise – 15 mins**

Choose a recent news article containing plenty of verifiable details/evidence and ask the students to fact-check it according to the methods discussed (10 mins). Discuss findings (5 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	If you want to learn more, you can take a self-directed course with Poynter, usually 30USD but free thanks to sponsorship from the Democracy Fund: http://www.newsu.org/courses/fact-checking
Other tools for educators	Better News provides several quick lessons on different methods of fact-checking: https://betternews.org/topic/fact-checking/

3. Fact-checking photos

Topic name	Lesson 3: Fact-checking images
Goals	To introduce the important of fact-checking images, and useful methods for doing so.
Human-rights related	Avoiding the manipulation of information and therefore safeguarding truth.
Media	All media.
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; smartphones with internet access for class exercise.
Preparation	Prepare slides based on information below; find recent news story to use for class exercise; consider producing a handout with the suggested tools for verifying images (TinEye, etc.).
Process	1. **Re-cap from lesson 2 (fact-checking best practice) – 5 mins** Briefly discuss learnings from previous lesson. 2. **Introduce image verification techniques – 35 mins**

Why is it important to fact-check images?
- Don't assume that because it's visual, it's real
- Emanuel Maiberg: Haphazard-looking content can be as staged as professional content; in fact, the tendency for people online to equate "poor quality" with "authenticity" has resulted in an uptick in manipulation attempts playing to this confirmation bias – so, it's important to always be careful when faced with poor quality imagery, and not assume that poor quality equates genuity
- In March this year, after backlash due to the spread of 'fake news', Facebook began fact-checking photos and videos with assistance from AFP
- Fact-checking visuals is becoming increasingly important with the rise of 'citizen journalism', the spread of fake information and the rise of technology that can aid visual manipulation

How can images be deceptive?
(from Debunking Denialism: https://debunkingdenialism.com/2017/08/21/fact-checking-photos-in-4-easy-steps/)
- Images can be staged by using actors that look like famous people or other people with power in order to create false associations between those people and some large context that is deemed beneficial or harmful. These photographs are genuine and not digitally altered, but the content of the photos and the context in which they are presented are deeply misleading
- When a photograph of former South African President Jacob Zuma supposedly dancing up close and personal with twentysomething singer Babes Wodumo popped up on social media in 2016, gleeful South Africans shared it far and wide. In fact, it was a photoshopped composite of two different pictures, although the president's existing reputation made it believable to many
- Other images can have important elements removed in an effort to push historical revisionism. Communist dictators such as Vladimir Lenin or Joseph Stalin and others engaged in this technique frequently to make people such as Nikolai Yezhov, Leon Trotsky or Lev Kamenev disappear
- Other images are digitally altered to create attention by e.g. combining two other images to create a misleading experience, e.g. the infamous helicopter shark hoax
- Image manipulation can also be weaponized to push bigotry against ethnic and sexual minorities. An image of two hairy and almost naked men in a Pride parade was digitally altered to include two small children in an effort to spread fear and disgust over gay people and pride parades. The image includes a hand signal for stop and the French text "do not touch"

- Some scientists engage in scientific misconduct by manipulating images to make their results appear more credible. This involves duplicating, rotation, zooming or other image alteration techniques to create results that do not actually exist in reality or improve existing results so that they look better than they really are

Know when to fact-check images
- People are bombarded by hundreds or thousands of images online every day when they scroll through their social media feeds, visit news media, meme websites or blogs. There is virtually no hope in being able to manually fact-check all of them
- One reasonable approach is to create a method for identifying the stories whose validity **rely exclusively or strongly on the validity of the associated image.** That way, it is enough to fact-check the image to fact-check the story. If the image is fake, staged or manipulated, the story itself is largely bogus. As the images associated with a story becomes less and less relevant for the truth of the claims, it becomes less and less useful to fact-check the images

Useful tools for verifying images

TinEye (www.tineye.com) – a free reverse image search tool. Using TinEye you can find other places online where the same, or similar, picture has been published. TinEye finds the "most changed," "oldest" and "newest" iterations of a photograph. Using this, you would have quickly discovered that the Zuma and Babes Wodumo picture was a Photoshop job. It is a composite of two different pictures: one of Wodumo in concert and another of Zuma boogying during a gala dinner in Ethiopia in 2012 with former Tanzanian President Jakaya Kikwete.

Google reverse image search – The key things you're looking for when doing a reverse-image search are when a picture was first used and where and when the event it portrays happened. It also helps you check whether the picture comes from a credible source.
1. Make your way to the browser menu, scroll down and select "request desktop site." In Google Chrome, the menu is found by pressing on the three dots at the top right of the screen. In iOS Safari, it's in the centre at the bottom of the screen
2. Press the camera icon in the Google search bar
3. You now have two options: Paste the URL of the photo you want to check in the search bar. Alternatively, select the "upload an image" tab to upload the image from where you've saved it on your phone

4. Check the results for when and where else the image was used. If you go back far enough, you should be able to find where it was originally used and, possibly, the owner of the copyright to the picture

Tip: If you are using Google Chrome as your default mobile browser, do a long press on a photo you want to check and a drop-down menu will appear. Select "search Google for this image" to initiate a reverse image search.

Fake Image Detector (Android app) – Like Google Reverse Image Search and TinEye, this tool is good for a quick reverse-image search. But it also has a useful function that allows you verify a photo or poster of which you've taken a picture.
- Select one of two options in the app: Choose from gallery — this provides access to places where photos are stored on your phone so you can perform a reverse image search; or recent images — select the photograph you've taken of a poster or a picture in a magazine or newspaper
- Fake Image Detector also allows you to check the EXIF data of the photo – this can include the date and time when the picture was taken, the location and sometimes even the type of camera or phone that took it as well as the name of the owner.

Unfortunately, Fake Image Detector is only available for Android devices. Try Veracity – Reverse Image Search, which is available free in Apple's App Store, for iOS devices.

EXIF data checkers (http://exifdata.com/; https://readexifdata.com/) – These allow you to read the EXIF data of images that you upload. Nowadays every photo taken with a mobile phone or digital camera contains metadata. This metadata, called Exif data, contains information about your camera, like brand and model name, the dimensions of the image and - when available - also GPS coordinates which reveal the location where the picture was taken. So, if somebody claims that a photo shows a fight that happened yesterday, but the EXIF data says the photo was taken 2 years ago, the story (or at least the use of that image to accompany it) is false.

Photoshop/other photo editing software – Playing around with the exposure of an image can uncover where the photo has been edited – e.g. where blocks of solid colour suddenly appear.

Top tips for Verifying Images (by Raymond Joseph for Africa Check)

Ask yourself:

1. When was the picture first used? (Does it predate the one you are verifying?)
2. What is the context in which it was used? (Old pictures from Syria or Afghanistan sometimes pop up during flare-ups in Gaza, for example)
3. What are people wearing? Do their clothes fit the style of the country where the picture was supposedly taken?
4. What is the weather like in the photo? Deep snow in a picture taken at the height of summer suggests the picture is either old or from somewhere else
5. Look for road signs, shopfronts and billboards. Does the language fit the photo's supposed location?
6. Look for inconsistent lighting in the photo. Are objects close to one another lit in the same way, or do some seem brighter or duller? If so, there's a good chance they've been added or digitally manipulated
7. Look for distortions along the edges of people or objects – these are usually easy to spot and indicate when a picture has been poorly manipulated
8. There are often slight variations in light, colour and shades in nature. If a software program has been used to alter a photo, large areas might be an identical colour in areas when something has been added or removed
9. Check thrice before you tweet or post
10. If it seems far-fetched, it probably is

3. Tutor facilitates Class Exercise – 15 mins

Find a news story from that day/week that in some way relies on the validity of an image as evidence for the story, and ask students to use their smartphones to access one of the discussed methods (TinEye, Google Image reverse search or Fake Image Detector) to verify the image(s) in the story (10 mins). Discuss findings (5 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	First Draft has downloadable guides for verifying photos and videos: https://firstdraftnews.org/en/education/curriculum-resource/verifying-photos-videos/
Other tools for educators	First Draft has lots of resources and guides for verifying photos: https://firstdraftnews.org/?s=photo.

4. Fact-checking videos
Verification of video footage

Topic name	Lesson 4: Fact-checking videos
Goals	To introduce the importance of fact-checking videos, and useful methods for doing so.
Human-rights related	Avoiding the manipulation of information and therefore safeguarding truth.
Media	Online media (video).
Length	1 hour
Tools	Computer and projector to present slideshow and video clips to class; internet connection; students will ideally need their laptops, or otherwise their smartphones, with an internet connection, for the class exercise.
Preparation	Prepare slides based on information below; find video for class exercise; consider producing a handout with the video verification tools introduced.
Process	**1. Re-cap from lesson 3 (fact-checking images) – 5 mins** **Briefly discuss learnings from previous lesson.** **2. Introduce video verification techniques – 20 mins**

Why should you take caution with videos? ('The Oxygen of Amplification', Whitney Phillips, Data & Society Research Institute (May 2018)):

• Haphazard-looking content can be as staged as professional content; in fact, the tendency for people online – from reporters to massive YouTube audiences – to equate "poor quality" with "authenticity" has resulted in an uptick in manipulation attempts playing to this confirmation bias

• When video files have overly amateur and/or analog stylings, or is shaky, or when images are sloppily annotated using iPhone markup tools, it's important to take caution and verify the information presented

• In 2016, fact-checking organisation Snopes revealed that a video shared on Twitter reportedly showing CCTV footage from the March 2016 Brussels terror attack in which 30 people died was in fact footage from the 2011 Minsk metro bombing (https://www.snopes.com/fact-check/brussels-attack-video-fake/). Just one example of video being falsely used

Poynter: 10 tips for verifying viral social media videos (https://factcheckingday.com/articles/13/10-tips-for-verifying-viral-social-media-videos)

1. Think critically. Before dissecting the video itself, see if there's anything else you can use to debunk or confirm it. Has it been reported in the media? Is there anything in the video that seems obviously doctored? Videos are relatively hard to verify, so try to avoid doing unneeded work.

2. Look for inflammatory language and basic information, such as the who, what, when, where, why and how. If the former is present while the latter is lacking, there's a good indicator that the video could be misleading.

3. See if the details of the video change depending on the sharer. If one post claims a video takes place in one country while another say it doesn't, that should cause some pause. "The backstories for hoax videos are frequently changed to cater to certain audiences," Evan said. Additionally, watch the video and read its accompanying text separately to determine whether or not what it claims to depict is plausible.

4. Use tools like Amnesty International's YouTube Dataviewer or download the InVid browser extension. While the former focuses exclusively on YouTube, the latter allows people to paste a link from YouTube, Facebook or Twitter to get more information about its origins, as well as pull out key frames for further inspection.

5. If you're on mobile, take a screenshot of the video and upload it to a reverse image search service to see if it's published elsewhere online — that can give you a better clue as to whether or not it's true. Google and TinEye are great tools for this.

6. If pulling individual frames from InVid doesn't work, try slowing the video down

using software like VLC to see the transitions. With fake videos, it's relatively easy to tell when a scene is doctored if you watch in slow motion. Alternatively, try using FFmpeg to get more detailed key frames, then run a reverse image search.

7. Download the video and check out its metadata. While most social media platform strip this information out once someone uploads it, if you have the source material, there might be clues as to the videos origin. Try using your computer's native file browser or things like Exiftool.

8. If the video takes place outside, use geolocation software to check whether it's actually where it claims to be. Google Earth and Wikimapia, a user-annotated collection of satellite imagery, are good tools for this.

9. Check the time when the video was filmed. If there are shadows visible, you can determine when the video was shot by checking their directions against a specific time of year using tools like Suncalc. That could help you either verify or debunk a video based on its timeframe.

10. If all else fails, try doing a quick search for some keywords related to the video on YouTube. Triebert said that — especially with videos that draw upon video game footage to misinform — hoaxers will often pull directly from the video sharing platform using the same keywords.

Tools for verifying video footage

InVID Verification Plugin – This toolkit is provided by the InVID European project to help journalists to verify content on social networks. It has been designed to help journalists to save time and be more efficient in their fact-checking and debunking tasks on social networks especially when verifying videos and images. The tools allow you to quickly get contextual information on Facebook and YouTube videos, to perform reverse image search on Google, Baidu or Yandex search engines, to fragment videos from various platforms (Facebook, Instagram, YouTube, Twitter, Daily Motion) into keyframes, to enhance and explore keyframes and images through a magnifying lens, to query Twitter more efficiently through time intervals and many other filters, to read video and image metadata, and to apply forensic filters on still images: https://www.invid-project.eu/tools-and-services/invid-verification-plugin/.

Amnesty's YouTube data viewer – A simple tool to extract hidden data from videos hosted on YouTube. It allows you to extract the exact upload time (can be different from public timestamp) and all thumbnails (useful to find older versions of the same video) by conducting a reverse image search. Simply paste the YouTube URL into the search box: https://citizenevidence.amnestyusa.org/.

3.   Case study: 2016 New York bombing arrest – 15 mins

(From Belling Cat: Advanced Guide on Verifying Video Content, https://www.bellingcat.com/resources/how-tos/2017/06/30/advanced-guide-verifying-video-content/)

- Using digital tools to verify materials is inherently limited, as algorithms can be fooled. Often, people use simple tricks to avoid detection from reverse image searches – mirroring a video, changing the color scheme to black and white, zooming in or out, and so on

- The best way to overcome these factors is an eye for detail so that you can verify individual details in a video to make sure that the surroundings of the video is consistent with the incident at hand

- On September 19, 2016, reports came in that the man responsible for three bomb explosions in New York City and New Jersey was arrested in Linden, New Jersey. A few photographs and videos emerged from different sources, including the two below showing the suspect, Ahmad Khan Rahami, on the ground surrounded by police officers

- The exact address in Linden, NJ where he was arrested was not clear, but it was a safe bet that these two photographs were real, considering how they showed roughly the same scene from two perspectives. A video also emerged, from a local citizen: https://www.youtube.com/watch?v=mRO4bnGXGmY (show video to class)

- Clearly, the video is real, as it was shared widely on news outlets throughout the day, but how could we have done lightning-fast verification to know it was real in the middle of the breaking news situation?

- We can figure out where Rahami was arrested quite quickly from the two photographs. In the bottom-left corner of the second photograph, we can see an advertisement with four numbers (8211), along with fragments of words like "-ARS" and "-ODY." We can also see that there is a junction for Highway 619 nearby, letting us drill down the location more precisely. If we search for a phone number with 8211 in it in Linden, NJ, we get a result for Fernando's Auto Sales & Body Work, which completes the "-ARS" and "-ODY" fragments – cars and body. Additionally, we can find the address for Fernando's as 512 E Elizabeth Ave in Linden, NJ

- Checking the address on Google Street View lets us quickly double check that we're on the right track

- In both of the photographs and in the video in question, the weather is the same –

overcast and damp
- Twenty-six seconds into the video, the driver passes a sign that says "Bower St" and another Highway 619 junction sign, giving us a geographical location to cross-check against the location we found in the two photographs
- A quick glance at Google Maps shows you that Bower Street intersects with East Elizabeth Ave, where the suspect was arrested near the auto repair shop (represented by the yellow star)
- If you have time, you can drill down the exact location where the video was filmed by comparing the features on Google Street View to the video
- While there seems to be a lot of work involved in each of these steps, the entire process should not take much longer than five minutes if you know what to look for
- Verifying video materials should be a routine part of not just reporting, but also in sharing content on social networks, as this is one of the quickest ways that fake news can be spread.

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover. Witness Media Lab is dedicated to unleashing the potential of eyewitness video as a powerful tool to report, monitor, and advocate for human rights: https://lab.witness.org/. Download First Draft's free guide to verifying photos and videos here: https://firstdraftnews.org/en/education/curriculum-resource/verifying-photos-videos/.
Suggestions, additional material	First Draft has lots of resources and guides for verifying videos: https://firstdraftnews.org/?s=video.
Other tools for educators	

4. Tutor facilitates class exercise – 15 mins

Find a video recently published somewhere online and ask students to use ideally their laptops, but otherwise their smartphones, to try and verify the video using one of the methods discussed (10 mins). Discuss findings (5 mins).

5. How to debunk fake news effectively
Avoiding propagating fake news when trying to debunk it

Topic name	Lesson 5: How to debunk news effectively
Goals	To introduce the importance of debunking the news, and useful tools and techniques for doing so.
Human-rights related	Avoiding the manipulation of information and therefore safeguarding the truth.
Media	Online media; social media; photo and video.
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; students will need their laptops or smartphones, with an internet connection, for the class exercise.
Preparation	Prepare slides based on information below, including some on-screen examples of tools presented; consider producing a handout listing the debunking tools introduced, including URLs.
Process	**1. Re-cap from lesson 4 (fact-checking videos) – 5 mins** Briefly discuss learnings from previous lesson. **2. Introduction to misinformation – 15 mins**

Advice from social media journalist Alastair Reid – Twitter @ajreid
(https://www.youtube.com/watch?v=lWwWrnWvU20)

- Misinformation: Generally comes in the form of rumours or information not properly verified; there is not necessarily bad intent behind it
- Disinformation: Lies, rumours and hoaxes shared with the knowledge that they're not true and the intent to deceive

Example
(Snopes, https://www.snopes.com/fact-check/blm-thug-shoots-himself-taking-selfie-with-gun-in-protest-of-trump/):
- In November 2016 a click-bait site Observatorial reported that a member of the Black Lives Matter movement shot himself by accident while taking a selfie of himself holding a gun in protest of the results of the US presidential election: *"Taking a selfie with a loaded gun ended tragically in Washington, when a man accidently shot himself in the face while taking a picture. His girlfriend was next to him when the gun went off. The man apparently had been greatly against Donald Trump, and many of his selfies included violence and profanities directed toward presidential candidate Donald Trump. According to his girlfriend the photo was supposed to be a joke about killing himself if Donald Trump were elected president."*
- However, fact-checking organisation Snopes found that this was based on another story published in the Skagit Valley Herald in February 2016, months before Trump won the election. The original article described a tragic incident involving a selfie and a gun but mentioned no connection to either Trump or politics. The story had clearly been dug-up and altered by Observatorial to encourage clicks
- The image used in the article published by Observatorialhad furthermore been online since 2012, with no connection to the original February 2016 story
- Image published by Observatorial, with no connection to the original story on which the fake story was based
- Part of our job as journalists is to tell people the truth, and we must therefore verify everything; some of the steps we take to verify information are similar to the things we are doing when we're creating a story anyway – the who, when, what, why, how, where

- Try to make the debunk something that people will want to share; make the debunk travel faster than the misinformation

Present and explain misinformation infographics:

Credit: Claire Wardle, 2017
Credit: Claire Wardle, 2017

Phases of information disorder:
Credit: Claire Wardle, 2017

3. Tools and techniques for debunking news stories (Alastair Reid – (https://www.youtube.com/watch?v=IWwWrnWvU20) – 20 mins

Key considerations when fact-checking stories:
- Are we looking at the original version of an image? Who captured it? Copyright issues? Where was it taken? When was it taken? Why was it taken?
- Recognise your 'woah' response – is a headline which brings this response legitimate? Or is it being shared just to get this reaction? Misinformation is designed to trigger a strong emotional response – that's why it gets shared
- Recognise your biases – don't let them effect our willingness to fact-check – always be sceptical – avoid confirmation bias, i.e. not fact-checking something that confirms what we already believe
- Are there similar reports/photos from similar angles? This can boost the reliability of a story/image – looking around for other reports that say or show the same thing; and look for official sources or data to support the claim
- Is the person who posted the photo/video a legitimate person/source? E.g. look at their Twitter, at their social media footprint, to try and work out whether the person fits/whether they were likely to have been in that place at that time to take the photo/video/report – and make sure you check the original source, not just secondary sources
- Is it intended to be satire? Check whether the article is actually serious/ whether the original was serious

Top tools for verifying stories [prepare on-screen examples for

some of the tools]:
- **Reverse image search** – right-click on any picture in Google Chrome, go down to 'Search Google for image', and it will check to see if that image has appeared in the Google database before – also gives you pages that include the image too, showing you where the picture has appeared online before. There are also other programmes for checking this, e.g. TinEye

The image above supposedly shows a huge crowd waiting for Trump at a rally in Florida. Reverse image search shows that it is in fact the Cleveland Cavaliers' celebration parade after winning the NBA.
(Alastair Reid, First Draft; https://firstdraftnews.org/dont-get-tricked-this-election-checks-on-fake-news-that-anyone-can-do/)

(image: First Draft)

- Comments section – always check the comments section, especially on a social media post, as other people might already have spotted if something is false – the discussion might be a giveaway
- Metadata – if you have the original file you can see this in a picture – find a metadata viewer – the extra info in an image file that the camera will store – upload the picture and you can see that date the photo was taken, and can even give the latitude and the longitude if location services were turned on – can even give a point on the map and the direction the photo was taken in
- ☐ If we download an image from social media, we won't see the metadata as it is stripped out by the platform for privacy reasons – that's why you need to speak to the original uploader and ask them to send the original file to see the metadata
- EXIF data – like metadata but for different types of files, e.g. PDFs. For example, with PDFs you can see if the file was originally from a camera and then converted to a PDF; can see modifying dates and original creation dates; the software it was lasted used in; and more
- Make sure you check out the original source of the information – is it a trustworthy news source?
- 'Who is' search – 'who is' data and creation date of websites – like EXIF data for websites; the background info of when the website was created

and who by, e.g. entire web pages can be created to spread misinformation – https://whois.icann.org/en / who.is/whois/?????.com (enter the URL of the website you are checking where the question marks are)

- Visual clues in videos – e.g. street signs with business names, phone numbers; road signs; might need to go frame-by-frame to investigate this; important to look for any signs that you can then search for elsewhere; what clothes people are wearing (cultural clues); landscape, e.g. terrain, etc.; structures, e.g. tall buildings, statues, landmarks; weather and climate – can check the weather record for that date; flags and so on; vehicles, number plates, what the vehicles are like, etc.; language when there is audio
- 'Suncalc' – can help to work out what time of day a photo or video was taken, where it is located, etc., by looking at the sun and shadows; you can get a fairly decent idea of which way the person is facing when taking the photo/video
- Google Earth – 'Panoramio' allows you to see verified images from locations; can also look at street view on Google Maps/Earth to help verify locations

4. Tutor facilitates class exercise – 15 mins

Ask students to find and attempt to verify a short story from today's news (from an online outlet of their choice) using one or some of the tools/ techniques presented – 10 mins. Discuss findings – 5 mins.

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	BBC quiz: Can you spot fake news? https://www.bbc.co.uk/news/magazine-38005844 Crosscheck – an online verification collaboration: https://firstdraftnews.org/project/crosscheck/
Other tools for educators	Free course for verifying information via First Draft: https://firstdraftnews.org/en/education/learn/

6. How to identify Twitter bots and social media distortion

Topic name	Lesson 6: How to spot Twitter bots
Goals	To introduce the importance of spotting Twitter bots, and useful tools and techniques for doing so.
Human-rights related	Avoid the manipulation of truth by catching out Twitter bots distorting debate and spreading misinformation.
Media	Social media
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; students will need their laptop or smartphone, with an internet connection and access to Twitter, for the class exercise.
Preparation	Prepare slides based on information below; consider producing a handout listing the tools and techniques introduced.
Process	• 1. **Re-cap from lesson 5 (How to debunk news effectively) – 5 mins** **Briefly discuss learnings from previous lesson.** • 2. **Introduction to Twitter bots – 10 mins**

What's a Twitter bot, and why do we need to look out for them? From DFR Lab (https://medium.com/dfrlab/botspot-twelve-ways-to-spot-a-bot-aedc7d9c110c)

- 'Bots' are automated social media accounts which pose as real people; they have a huge presence on platforms such as Twitter. They number in the millions; individual networks can number half a million linked accounts
- A Twitter bot is simply an account run by a piece of software, analogous to an airplane being flown on autopilot. As autopilot can be turned on and off, accounts can behave like bots and like human users at different times
- These bots can seriously distort debate, especially when they work together. They can be used to make a phrase or hashtag trend; they can be used to amplify or attack a message or article; they can be used to harass other users. Hence, bots are another reason we should all be wary of the information we consume and share on Twitter

Anti-UKIP Twitter bots in early 2017 (Mike Wendling, BBC Trending, https://www.bbc.com/news/blogs-trending-39041596)

- In the run-up to the February 2017 Stoke-On-Trent by-election, Alex King, an independent researcher who tweets as @GlasnostGone, found a strange network of Twitter accounts that was usually the source of pro-Russian messages pumping out anti-UKIP, pro-Labour tweets
- Patterns suggested that the accounts were part of a coordinated campaign rather than driven by individual users; for instance, they used stock pictures as profile images
- In addition to the memes they littered their tweets with hashtags, apparently to try to influence the conversation around specific topics. Bots – automated Twitter accounts – pushing political messages tend to use more hashtags and push repetitive messages
- According to Bret Schafer, an analyst at the Alliance for Securing Democracy: "Social-media users need to be aware of their role in information laundering. If a user retweets, emails, or posts information taken from a less-than-credible point of origin, they now have become the new 'source' of that information for friends, family, [and] followers… This is how false information really spreads."
- At the same time, many bots and botnets are relatively easy to spot by eyeball, without access to specialised software or commercial analytical tools
- Not all bots are malicious or political. Automated accounts can post, for example,

poetry, photography or news, without creating any distorting effect

3. Top tips for spotting Twitter bots – 25 mins
As accounts can both be used as 'bots' and by humans at different time, the clues below should be viewed as indicators of bot-like behaviour at a given time, rather than a black-or-white definition of whether an account "is" a bot.

The following collated from Mother Jones (https://www.motherjones.com/media/2018/08/how-to-identify-russian-bots-twitter/; https://medium.com/dfrlab/botspot-twelve-ways-to-spot-a-bot-aedc7d9c110c) and DFR Lab (https://medium.com/dfrlab/botspot-twelve-ways-to-spot-a-bot-aedc7d9c110c):

- Hyperactivity: Accounts that are programmed to push content often post every couple of minutes. Numerical benchmarks vary, but in general, "if an account has more than 50 to 60 tweets a day, that suggests automation," explains Ahmer Arif, a researcher at the University of Washington who studies online disinformation. "For instance, if an account consistently seems to produce hundreds of tweets per day, every day, we are looking at abnormal patterns of behavior." Checking how long the account has been active can help to decipher whether there is an unusual amount of activity

Screenshot of @Sunneversets100, taken on August 28th 2017, and showing the exact creation date – 203k tweets in 288 days of existence is an average of 705 posts per day (image: DFR Lab via Medium)

- Anonymity: In general, the less personal information an account gives, the more likely it is to be a bot. @Sunneversets100, for example, has an image of the cathedral in Florence as its avatar picture, an incomplete population graph as its background, and an anonymous handle and screen name. The only unique feature is a link to a US-based political action committee; this is nowhere near enough to provide an identification
- 'The Secret Society of Silhouettes' (DFR Lab): The most primitive bots are especially easy to identify because their creators have not bothered to upload an avatar image to them. Some users have silhouettes on their accounts for entirely innocuous reasons; thus the presence of a silhouette account on its own is not an indicator of a bot. However, if an account's "Followers" page begins to look like this,

it's a certain sign of bot activity...

Screenshot of the Followers page for Finnish journalist @JessikkaAro, after an unexpected bot visit on August 28

- Suspicious images: If the avatar for an account uses a generic silhouette—the default image for every Twitter account—that's one possible indicator of a bot. Many users simply don't bother to upload an avatar image. The silhouette can also be paired with a gibberish alphanumeric handle; programs that mass-produce bots often assign them handles composed of randomly generated letters and numbers. A variation on this theme is the account that uses a fake or stolen avatar picture; try a reverse image search to check this
- Amplification: One main role of bots is to boost the signal from other users by retweeting, liking or quoting them. The timeline of a typical bot will therefore consist of a procession of retweets and word-for-word quotes of news headlines, with few or no original posts. To check this, click on the account's 'Tweets and replies' bar and scroll down the last 200 or so posts. As of August 28, for example, 195 of @Sunneversets100's last 200 tweets were retweets, many of them from Kremlin outlets RT and Sputnik:

Screenshot of the @Sunneversets100 timeline, taken on August 28, showing the series of Sputnik retweets. Note that the account seems not to have posted since late April. If the tweets-per-day count is recalibrated to April 30, it rises to 1,210 posts per day (image: DFR Lab via Medium)

- URL shorteners: "Automated accounts often track traffic on a particular link by using URL shortening services," Arif explains, "so the frequency with which these services are used can be an indicator of automation." So, look out for timelines that are packed with tweets that consistently use one or two URL shortening services to link to news stories or political content, e.g. bit.ly or tinyurl.com. But remember, humans do use them too, but propbably to a lesser extent
- Multiple languages: Bots created for use in commercial advertising have been hired to "advertise" for political positions. As a Daily Beast investigation revealed, nearly anyone can purchase the services of legions of Twitter bots, at little cost. These bots often post content in various languages according to who's paying to use them. If you see an account posting or retweeting content in English, Dutch, Arabic,

Russian, and Mandarin, it's possible you've encountered a talented polyglot, but it's more likely you've spotted a bot

- Unlikely popularity: If you come across a post from an account with 100 followers that somehow has posts with 5,000 likes and retweets, you've likely spotted a bot – especially if the phenomenon shows up in multiple posts from that account. Botnets – groups of bots that operate in coordination – can amplify social media content by working together to make one post appear highly popular. As Schafer points out, "the popularity of a post or account (measured by follows, likes, retweets, etc.) should not be viewed as a credibility ranking. These rankings are very easy to manipulate through automation."

Number of followers (76) vs. post engagement (23,470 likes) doesn't add up.

- Detection tool 'Botcheck': https://botcheck.me/ – 'Detect and Track Twitter Bots' – uses advance machine learning techniques to detect political propaganda bots on Twitter by analysing Twitter accounts for propaganda bot patterns [bring up website on-screen and show example to class]

4. <u>Tutor facilitates class exercise – 15 mins</u>
Ask students to: search Twitter for potential signs of bots (starting with trending topics would be a good start); try 'Botcheck' by entering any account for analysis (10 mins). Discuss findings (5 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	BBC video, 'How to spot a bot': https://www.bbc.com/news/av/stories-44215472/how-to-spot-a-bot
Other tools for educators	Poynter, 'The ultimate guide to bust fake tweeters: A video toolkit in 10 steps': https://www.poynter.org/fact-checking/2017/the-ultimate-guide-to-bust-fake-tweeters-a-video-toolkit-in-10-steps/

7. How to find connections between people
Social media analysis

How to find connections between people, and between people and organisations

Topic name	Lesson 7: How to find connections between people
Goals	To introduce the importance/use of finding connections between people, and useful tools and techniques for doing so.
Human-rights related	Finding connections between people and organisations is an important part of monitoring the actions of those in power.
Media	Online
Length	1 hour
Tools	Computer and projector to present slideshow and video to class; internet connection; students will need their laptops or smartphones, with an internet connection, for the class exercise.
Preparation	Preparation Prepare slides based on information below (including relevant webpages with video and online tools to show to class); consider producing a handout with the tools presented.
Process	1. Re-cap from lesson 6 (How to spot a Twitter bot) – 5 mins Briefly discuss learnings from previous lesson. 2. Introduction – 15 mins

Why is finding connections between people, and between people and organisations, important for investigative journalists? (journalism.co.uk)
- Investigative reporting such as the stories that have come out of the Panama Papers database are often complex, involving multiple characters, organisations and even borders, so it's important for journalists to highlight the relationships between them and the role each element has.

The Panama Papers (https://www.icij.org/investigations/panama-papers/)
- The Panama Papers, uncovered by the International Consortium of Investigative Journalists (ICIJ), is one example of an investigation which relied on finding connections between people and organisations – in this case between politicians and offshore companies in tax havens.
- The Panama Papers are a massive leak of more than 11.5 million financial and legal records, exposing a system that enables crime, corruption and wrongdoing, hidden by secretive offshore companies.
- 'The investigation exposes a cast of characters who use offshore companies to facilitate bribery, arms deals, tax evasion, financial fraud and drug trafficking' (ICIJ)
- [Present video to class about the unseen victims of the Panama Papers: https://www.icij.org/investigations/panama-papers/video/ (4:18)]
- You can find out about the people exposed by the Panama Papers in the ICIJ's interactive tool: https://www.icij.org/investigations/panama-papers/the-power-players/ [consider showing tool to students on-screen]

Other investigations conducted by the ICIJ:
- Secrecy for sale: Revealed 175,000 offshore companies registered in the Bahamas
- The Paradise Papers: Revealed the financial hideaways of iconic brands and power brokers across the political spectrum
- The West Africa Leaks: How Africa's elites hide billions offshore.

3. Tips for finding connections between people/organisations (15 mins)

(From Diligentia Group):

- **Common institutions** – When you think of common institutions, it is common to think about people attending the same college or university. You should also ask whether they attended any other type of training at the same time (e.g. pilot training, professional certification course, internship, medical training, etc.). Federal and State prison records may reveal that they were incarcerated together.
- **Professional organisations** – Depending on the individuals' profession, he/she may belong to a national or local professional group. Look at each individual's spouse to determine whether there is any overlap in his or her profession, employers, or organisation memberships.
- **Social media** – Social media sites are commonly used to see which individuals are directly linked. It isn't difficult to look at someone's 'friends' on Facebook or contacts on LinkedIn. Relative relationships may be easily identified through Facebook's labelling options. Social media posts can also provide additional information about individuals' interests, professional organisation memberships, and their education and employment histories. Did he check-in at the same event as the connection you're investigating? Are there photos of the two of them at the same event?
- **Online and print media** – Obituaries, marriage announcements, and property transfer reports may contain information about relatives and spouses, but also friends. Local and national media, as well as online blogs, may also report on large deals between companies, employment activities, litigation, and other issues regarding the corporation in question.
- **Hobbies and interests** – Do you have information that both subjects enjoy similar hobbies? Check out licenses, property ownership records, and UCC filings too. Perhaps they are both pilots or own boat slips in the same marina. Maybe there is a local club or sports team to which they both belong. Perhaps they are training partners or part of a local training group.
- **Philanthropy and political donations** – Are the two individuals active in the same party or do they contribute to the same campaigns? Could they both contribute to the same charities? Look to annual reports of donors or lists and photos of gala attendees.
- **Neighbourhood and children** – Look to address histories to determine whether the subjects have lived in the same neighbourhood or building at any point throughout their lives. You may also be able to determine whether the subjects have children who are similar in age and either attend the same school or participate in similar extracurricular activities.
- **Property records** – A closer review of address history could help to identify friends and relatives who have also lived at the same location as the subject. However, a closer inspection of property records – specifically the mortgage details and other buyers/sellers in transactions – may provide even further insight into corporate or personal relationships.

4. Tools for finding connections between people/organisations (10 mins)

- **IntelTechniques** (https://inteltechniques.com/menu.html) search tools:
Ø IntelTechniques is a one-stop shop for searching through dozens of social media and website platforms. You can use it to background a source, track someone down or even delve into someone's online life. The Facebook tools, for instance, will show you all the photos a Facebooker has liked, or the videos they've been tagged in. [Show website to students on-screen]
- **Pipl** (https://pipl.com/):
Ø 'With the world's largest people search engine, Pipl is the place to find the person behind the email address, social username or phone number' (Pipl); combines online information about a person from their various internet presences.
- **TheyWorkForYou** (https://www.theyworkforyou.com/mps/):
Ø A database of UK MPs including voting history, recent appearances, expenses information, stats about parliamentary activities, employment and earnings, and much more.
- **Visual Investigative Scenarios (VIS)** – https://vis.occrp.org/ – **for presenting the connections between people:**
Ø With VIS, reporters can illustrate the connections between people and organisations by creating visualisations that can be included as static images or embedded into a story to allow readers to follow the threads.
Ø VIS has been created by the Organised Crime and Corruption Reporting Project (OCCRP), who also developed the Investigative Dashboard, with non-profit organisation RISE Project and design agency Quickdata. It is currently available in open beta, so get in touch with the team to report any bugs or suggest features.

5. Tutor facilitates class exercise (10 mins)

Try one or more of the tools presented to see what information you can find about yourself. How 'findable' are you? Are you surprised by the amount of information available? (5 mins).
Discuss findings (5 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	Paul Myers' tips for getting the most from your social media research (BBC):http://www.bbc.co.uk/blogs/collegeofjournalism/entries/ed7030c0-d618-32be-9c77-6d0439c69eb4

8. How to research organisations/sources/funding
Investigating bias and influence

Topic name	**Lesson 8: How to research organisations/sources/ funding**
Goals	To introduce useful tools and techniques for researching organisations, sources and funding as journalists.
Human-rights related	Open access to information regarding the activities of companies and other organisations is important for transparency and trustworthiness. It's especially important for journalists who wish to monitor such organisations.
Media	Online
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; students will need their laptops/ smartphones with an internet connection for the class exercise.
Preparation	Prepare slides based on information below; produce a handout listing the names and URLs of the tools covered, particularly those listed for funding options.
Process	• **Re-cap from lesson 7 (How to find connections between people) (5 mins)** Briefly discuss learnings from previous lesson. • **2. Researching organisations (10 mins)**

Why should journalists be paying attention to the activities of companies?
(Opencorporates)

- "It is essential to give the greatest publicity to the affairs of companies, that everyone may know on what grounds he is dealing" – Robert Lowe, later Chancellor of the Exchequer, introducing the 1856 Companies Act in the British Parliament, which made it easy to create Limited Liability Companies.
- We live in a global, corporate, connected world. Companies are no longer bricks-and-mortar institutions, but increasingly complex networks of legal entities that span multiple countries and jurisdictions. This is especially true for powerful global corporations, and for corporate structures used for criminal or anti-social purposes. Companies pay an important part in society and it is therefore important that they are monitored and regulated.
- According to the Office for National Statistics (ONS), the service sector is the largest in the UK, accounting for more than three quarters of GDP. ,The service industry in the UK comprises many industries, including finance and business services, consumer-focused industries, such as retail, food and beverage, and entertainment. Manufacturing and production contribute less than 21% of the GDP, and agriculture contributes less than 0.60%' (Investopedia).
- This just goes to show how large a part companies play in British society, and how important it is that they are carefully monitored and regulated.

Opencorporates (*https://opencorporates.com/info/about*) *(consider opening website on-screen to show to students)*

- Launched in 2010 with data on 4 million companies, Opencorporates now has data on nearly 170 million companies from around the world and the number is growing all the time. The database provides information including company number, active status, incorporation data, company type, jurisdiction, beneficial owners, registered address, latest accounts date and more.
- From the website: 'OpenCorporates is the largest open database of companies and company data in the world, with in excess of 100 million companies in a similarly large number of jurisdictions. Our primary goal is to make information on companies more usable and more widely available for the public benefit, particularly to tackle the use of companies for criminal or anti-social purposes, for example corruption, money laundering and organised crime.'

3. Cultivating sources (25 mins)

Why is building and maintaining relationships with sources so important?
(Poynter)

- Sources are one of a reporter's biggest assets. If you cover a regular beat, you'll find yourself talking to some of the same people quite often. Over time, if you forge relationships with the right sources, you'll find that they can become the gateway to career-making scoops
- Sources who trust and respect you will come to you first when they hear news on the down-low. But it takes time to earn that trust and respect. Here are five tips that will put you on the right track

Poynter's top tips for cultivating sources:

Embrace the small talk
- Many reporters aren't into schmoozing, but a few friendly words can set you apart from reporters who treat sources like information-vending machines instead of human beings.
- When you reconnect with a source you've talked to before, ask how their day is going. Genuinely listen when they respond. Most people like it when you're interested in them, and when you take the time to nurture that interest by finding out more. It's flattering, but it's not cheap flattery; it shows you're paying attention to the details. That's a sign of a good reporter.

Don't be a stranger
- If you find someone you think will be a goldmine of information, check in with them regularly, even if you don't need to interview them. This is another good time for small talk, and to ask if there have been any developments on a topic you've discussed before.
- Email is a good way to touch base with sources, but phone calls are better. In person is often best, whether you just drop by to see sources on your way to a City Hall meeting or you grab coffee regularly with them. The key is making sure they don't forget you.
- Many journalists also use Facebook and Twitter to find sources, interact with them informally, and find out what they're sharing with their audiences.

What happens "off the record" stays "off the record"
- Many sources want to tell you more than their higher-ups will allow. Of course, such information can be incredibly valuable, especially if you can use it to get on-

the-record sources to verify what you've heard. If someone says they want to go off the record with you, say yes — and mean it. (But don't be afraid to ask: "Is there anyone I should talk to who may be more likely to speak on the record?")

- For many sources, going off the record is not only an opportunity to make a news story more accurate; it's a test of the reporter. Sources want to know whether you'll honour their request not to be quoted. If you can report those details without revealing your source, you're that much closer to gaining that source's trust.

Ask your sources to recommend more sources

- At the end of interviews, ask your source whether there's anyone else you should talk to about the topic at hand. It's likely they'll have someone in mind.
- Sources inside an administration, whether it's a government agency, a school, or a business, will probably recommend colleagues, while citizens and rabble-rousers are apt to connect you with birds of the same feather. Take your source's advice, but if they've got a bias to protect, make sure you round out their recommendations with other voices.

Avoid getting too friendly with sources

- When you interview someone often, when you write about them regularly, they can start to feel like a friend. That's especially true if you follow the rest of these tips, because you'll wind up feeling closer to them than you would an average source.
- Getting too close can jeopardise your objectivity. If you become friends, you may find yourself telling that source's side of the story — to the detriment of the other sides. You may withhold important information to protect the source unnecessarily. You may even avoid writing news articles because your source wants to suppress information.

Useful tools for finding sources (from journalism.co.uk) (consider demonstrating one or more of the tools on-screen):

- **WorldFixer**: WorldFixer is a community where journalists and producers can find people with knowledge and contacts in a certain area and reach out to them in advance. You can search according to country, area of expertise and language, and the platform asks all fixers to supply references and contacts before featuring them in the database. Browsing and contacting people is free for journalists, but should you require a more "tailored approach" for an assignment, WorldFixer will charge a commission based on the level of support required.
- **SourceRise:** SourceRise was founded in 2014 as a platform that connects journalists to on-the-ground expert sources from all over the world. Focusing mainly on development news reporting, it aims to make it easier for news outlets

and journalists to cover international stories, by facilitating a global network of expert NGO source that you can access for free. You can email a source request to SourceRise and the platform will match you with the right people or even with NGOs that would be able to host you and provide support in the area of your reporting. (Website was down at time of writing – check to see whether up again: www.sourcerise.org)

- **Expertise Finder**: Former journalist Stavros Rougas co-founded Expertise Finder (previously Spot Me), a search engine that journalists can use for free to find experts on a subject of their choice. Although it is currently limited to academic experts from North American universities and colleges, the topics it covers range from politics to corruption and business. You will find that most are based in the US or Canada, with a few UK-based experts too.
- **Media Diversified**: Non-profit organisation Media Diversified, aims to promote a more diverse range of voices in the media. Journalists can connect to professionals from a number of backgrounds, including academia, Europe, feminism and human rights. The website allows you to search by the location, expertise, age and sex of a source, as well as their experience with print, audio or video and each expert's profile includes a short biography and examples of previous work. Non-subscribers can browse the database and see experts' biographies for free, but Media Diversified will charge journalists a commission on a case-by-case basis to provide a person's contact details and portfolio.

4. **Funding for journalists (5 mins – predominantly for handout)**
The following websites have up-to-date lists of funding opportunities for journalists:

- **Journo Resources** maintains an extensive up-to-date list of funding opportunities organised by application deadline and with details of how much each grant offers and the types of story they are aimed at.
- **The European Journalism Centre** offers several grants for journalists, including, for example, the Innovation in Development Reporting Grant, the Engaged Journalism Accelerator Grant and the New Arrivals Grant. The grants have varying application deadlines and each has a dedicated website (all accessible via the link above).
- **The Global Investigative Journalism Network** lists a variety of grants and fellowships from around the world, with details of who they are aimed at. Many are for established journalists with several years of experience, but others are based upon nationality and/or story interests.
- **Journalismfund.eu** offers various grants available for European journalists. If

none of their own grants are suitable, they also maintain a long list of other grants with details of how much is offered and who can apply.

5. <u>**Tutor facilitates class exercise (10 mins)**</u>
Imagine you are travelling to Uganda to investigate poor working conditions in mines. Where do you start? Who do you contact? Use one or more of the tools presented today to see if you can find somebody who might be a good local contact for this investigation (7 mins).
Discuss findings (3 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	Poynter's quick guide to finding funding: https://www.poynter.org/tech-tools/2018/where-can-you-find-funding-for-that-local-journalism-project-here%C2%92s-a-quick-guide/.

Topic name	**Lesson 9: Forensic journalism**
Goals	To introduce the importance of forensic journalism and the tools and techniques used for undertaking it.
Human-rights related	"The combined urbanisation and mediatisation of conflict makes Forensic Architecture's pioneering work an urgent and indispensable new practice for human rights investigations." (Forensic Architecture)
Media	Online; photo and video.
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; working speakers for videos; students will need their laptops or smartphones, with an internet connection, for the class exercise.
Preparation	Prepare slides based on information below, including suggested videos.
Process	1. <u>**Re-cap from lesson 8 (How to research organisations sources/funding) – 3 mins**</u> Briefly discuss learnings from previous lesson. 2. <u>**Introduction: What is 'forensic architecture'? (https://www.forensic-architecture.org/project/) – 12 mins (including 5 min video)**</u>

- Forensic Architecture (FA) is a research agency based at Goldsmiths, University of London. They undertake advanced architectural and media research on behalf of international prosecutors, human rights organisations and political and environmental justice groups
- Forensic architecture is also an emergent academic field developed at Goldsmiths. It refers to **the production and presentation of architectural evidence – buildings and urban environments and their media representations**
- As contemporary conflicts increasingly take place within urban areas, homes and neighbourhoods have become targets, and most civilian casualties occur within cities and buildings. Urban battlefields have become dense data and media environments. War crimes and human rights violations, undertaken within cities and buildings, are now caught on camera and often made available almost instantly
- The premise of 'Forensic Architecture' is that analysing violations of human rights and international humanitarian law (IHL) in urban, media-rich environments requires modelling dynamic events as they unfold, creating **navigable 3D models of sites of conflict and the creation of animations and interactive cartographies** on the urban or architectural scale
- The widespread possession of cheap digital recording equipment, the development of satellite communication, the public availability of remote sensing technology and the ability to disseminate information instantaneously through the internet have led to the generation of enormous amounts of data that can be used as potential resources for monitoring
- But these transformations also lead to secondary conflict, about veracity of digital content and the disputed interpretations of news and social media websites
- FA seeks to respond to these challenges by developing new modes of media research and new ways of presenting investigations of urban and architectural environments
- Forensic architecture techniques allow investigators to present information in a convincing, precise, and accessible manner – qualities which are crucial for the pursuit of accountability
- Forensic Architecture was a Turner Prize 2018 nominee: ***show video (5 mins 21 secs)***:https://www.youtube.com/watch?time_continue=41&v=_-yQ__UKsAQ

3. Examples of Forensic Architecture's work themes – 15 mins

Forensic Architecture has around eight main work themes. Here are some examples of the focus of their work:

1. **Architectural forensics:** The practice of building surveyors who assess building damage and structural integrity in legal contexts. For these analysts, a building is not a static entity. Rather, its form is continuously undergoing transformations that register external influences.

☐ Buildings are media forms because they register the effects of force fields, they contain or store these forces in material deformations, and, with the help of other mediating technologies and the forum, their interpretation can transmit this information further.

2. **Drift:** The sea is often perceived as the ultimate frontier beyond visibility and law. However, the oceans have increasingly become a dense sensorium composed of optical and thermal cameras, sea-, air- and land-borne radars, vessel-tracking technologies, and satellites, in which all movements leave traces in digital form:

☐ FA's 'Forensic Oceanogrophy' project supported a coalition of NGOs demanding accountability for the deaths of migrants in the central Mediterranean Sea in 2011. FA was able to reconstruct with precision how events unfolded and demonstrate how different actors operating in the Central Mediterranean Sea used the complex and overlapping jurisdictions at sea to evade their responsibility for rescuing people in distress.

3. **Predictive forensics:** Predictive forensics is a mode of investigation concerned with evidence of an event that has not yet taken place.

☐ **'Future crimes'** is one such project: What trace does violence that has not yet happened leave in advance? The "futurology" of contemporary warfare looks for such traces in the analysis of patterns of behaviour and movement in space. These are calculations not unlike the technical analysis of stock prices, which attempts to predict the future on the basis of past behaviour:

4. Case study: The killing of Luai Kahil and Amir Al-Nimrah – 15 mins

- On 14th July 2018 in Gaza City, in the Occupied Palestinian Territories, two Palestinian teenagers climbed onto the rooftop of the al-Katibah building. A short time later the pair, Luai Kahil and Amir al-Nimrah, were killed by a missile fired from an Israeli aircraft

Luai Kahil and Amir al-Nimrah

- The missile was one of a series of four to hit the building in short order, before a series of much larger strikes arrived shortly after, substantially damaging the building and its surroundings
- The series of four were part of a process known as 'roof knocking', whereby a series of 'warning strikes'—inaccurately characterised by the Israel Defence Forces (IDF) as loud but non-lethal munitions—is intended to communicate to civilians in the area that they should evacuate, as a larger series of strikes is incoming
- Forensic Architecture (FA) was commissioned by the Israeli NGO B'Tselem to investigate the circumstances of the boys' death
- After the attack, the IDF published, through its Twitter account, a video of the attack. FA analysed the footage and noticed it had been manipulated, and that footage of the fatal warning strike had been replaced by footage of a later strike, from a different angle
- Using available open source material and material from local CCTV cameras, FA established a precise timeline of the incident to demonstrate which of the strikes had killed Kahil and al-Nimrah, and to expose the IDF's manipulation of its own video footage
- FA also constructed a 3D model of the Al-Katibah building to exactly locate the strikes and the site where the boys were killed. Footage captured by civilians revealed a fragmentation pattern on the roof consistent with the explosion of a munition loaded with shrapnel—specifically designed as a lethal weapon.

Show video to class (9 mins – show as much as there is time for):

https://www.forensic-architecture.org/case/killing-luai-kahil-amir-nimrah/.

5. Teacher facilitates class exercise – 10 mins

Ask students to find a case online (e.g. a recent news story) which they believe could benefit from forensic architecture, thinking about why this is and what modes of the discipline would be relevant (5 mins).

Discuss (5 mins).

Conclusion	5 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	
Other tools for educators	

10. Conflict Fact-checking
Fact-checking reports from conflicts

Topic name	Lesson 10: Conflict fact - checking
Goals	To introduce key methods and tools for conflict fact-checking.
Human-rights related Media	To report truthfully and transparently from conflict zones and avoid the spread of misinformation, journalists must ensure that photos, videos and witness claims are properly verified before publication. Furthermore, open source investigation can allow journalists to gather new information about the details of a conflict. Online; photo and video.
Length	1 hour
Tools	Computer and projector to present slideshow to class; internet connection; speakers for presenting video; students will ideally need their laptops, with an internet connection, for the class exercise (smartphones will also do, but laptops advised).
Preparation	Prepare slides based on information below, including video; produce a handout with tools introduced and additional materials listed.
Process	**1. Re-cap from lesson 9 (Forensic journalism) – 3 mins** Briefly discuss learnings from previous lesson. **2. Introduction – 3 mins**

In our connected world, few conflicts go undocumented on the internet, with endless photos and videos appearing on social media and blogs in the aftermath of events. However, what appears on the internet cannot be taken at face value – however convincing – and an important part of a journalist's role is verifying whether a claim or visual footage emerging from a conflict is accurate.

There exists a huge number of tools and techniques for verifying details of a conflict, some of which we will introduce today.

3. Investigative photography – 10 mins

Why is investigative photography important?
Investigate photography is one way in which journalists can create a visual record of an event if they are at the scene during the conflict or in the immediate aftermath. When recorded properly, photographs can provide important evidence of what has gone on in a conflict zone after the scene has been vacated or destroyed. Two examples of items that may be photographed during an investigation are documents and firearms.

(from CIJ investigative photography handbook):
Photographing documents
- When taking pictures of documents, the most important thing is that the words are readable and as clear as possible. Ideally you'd need a camera that you can shoot with in RAW or use film
- The most important element is the lighting, especially if you are photographing non-flat surfaces such as a documents held together or book pages. Photograph in as close as you can get to natural lighting and avoid anything – flash, fluorescent light – that will cause glare and prevent the writing being legible
- If you are able to remove documents to photograph them, then use a tripod, balancing it so that the camera is looking directly down on the document without the legs getting in the way
- If you are photographing multiple, single documents, focus the camera for one, and mark on the table where the edges come, so you can simply replace with the next document to photograph without the need for refocusing
- If you have to use a more basic camera or can't remove the documents to photograph them using a tripod, consider taking shots of part of the page then putting them together afterwards. Always shoot in colour as the images come out clearer.
-

Photographing firearms

Foreign correspondents in conflict or post-conflict areas are often confronted with all kinds of weapons, ammunition, remnants and ordnance that may constitute essential pieces of evidence. It is very important to document their presence thoroughly.

- It's great if you manage to take a clear picture of a firearm, but it might not be enough to get the whole story. If you can, take a global, neutral and clear picture of the item without obstruction by putting it on the ground and framing it from above, for example
- Take high resolution photos of both sides of the weapon, allowing for later zooming
- It's always good to put a reference object in the frame, especially for uncommon firearms, or rare variations, to determine the scale later
- Check for any markings on the weapons and take clear pictures of them: factory markings, seals, serial numbers, calibre, barcodes, proof marks, etc. They are sometimes not easy to spot, and there can be more than one, so check thoroughly and as long as you are allowed. It's also important to take shots of selector markings, safety markings, and sight markings. Remember where the markings are located on the weapons
- Also take a picture of the arm in context, with the combatant, for example. This will give a better idea of the whole environment in which the firearm was found.

4. **Open source investigations – 20 mins (including 4 min video)**

What is an open source investigation?
An open source investigation is the microscopic examination of publicly available material such as satellite images, social-media posts, YouTube videos, and online databases to uncover the truth about a disputed event.

First Draft's top tips for getting started on open source investigations:
- **Get on social media and take part:** There's no better way to start learning than by finding some of the people discussing open-source material on social media (particularly Twitter), and following those discussions to get a feel for what people are already doing. This Twitter list of various experts and interesting people working in the areas of verification and online open source investigation is a great place to get started. Once you feel brave enough, you can leap into some of the ongoing discussions with your own ideas.
- ☐ Just keep in mind some of the groups involved with these discussions are less interested in facts and more interested in pushing an agenda. They are a minority, but they won't take kindly to anyone applying evidence and logic to their claims.

- **Review others' work:** Check out the growing number of websites and blogs that are publishing their own online open-source investigations, and review their work. The conflicts in Syria and Ukraine have produced a number of these sites, and my advice to anyone writing about their open-source investigations is try to include each step of the process you used to come to your conclusions. That means anyone reading your work should be able to follow those steps and arrive at the same conclusions without making any leaps of logic.
- **Make use of online guides:** When online open-source investigation first became popular there were no online guides or case studies for anyone who wanted to learn how to do it themselves. Since then, Bellingcat, First Draft, and others have produced an ever increasing number of guides, case studies, and how to guides on various aspects of verification and online open source investigation (to be introduced later in section 5: Usefool tools for open source investigations)
- **Just blog it:** Consider turning what you are looking at into a blog post, giving it structure, and giving yourself practise at writing investigations up. You can even keep posts private if you like. It will give you a chance to see if you can put together a coherent analysis that explains your findings step by step. If you're feeling brave you can share these on social media, and begin to build up your own reputation, and build on the skills you've learnt.

Geolocation
(FirstDraftNews):
- Geolocation is using clues in photographs or videos to find the precise location it was captured, therefore verifying it is in the location claimed by the person sharing it (or finding the location if none is given in the first place)
- The below two images show an example of how geolocation is done: one shows the image being geolocated, and the other is satellite imagery of the area, with lots of coloured boxes showing matches:

Geolocation of "Caesar" photographs in Syria, from Bellingcat

(Bellingcat):
- Geolocation is crucial in open source investigations. In countries in conflict and/or countries under dictatorship, verifying evidence on the ground can be difficult. Video and photographic materials make it possible to have a working knowledge of events occurring out of reach — and it is always important to geolocate such

materials

- The following video is a good example of how to geolocate visual footage, explained by Elliot Higgins from Bellingcat
- ***Show video to class (4 mins 26 secs):*** https://www.youtube.com/watch?v=7bxvEWZgCM8

5. Useful tools for open source investigations – 10 mins

Bellingcat online investigation toolkit
Bellingcat has built a comprehensive list of useful tools for use in open source investigations, including everything from company registries to finding experts.
Briefly introduce class to the online toolkit and what is included on-screen:
 https://docs.google.com/document/d/1BfLPJpRtyq4RFtHJoNpvWQjmGnyVkfE2HYoICKOGguA/edit.

OSINT Framework
The OSINT Framework is another great way to find the tools you need for your open source investigation. Using a flow method, the framework suggests tools according to your research needs.
Briefly introduce class to the framework on-screen: https://osintframework.com/.

6. Tutor facilitates class exercise – 10 mins
Ask students to individually start making an attempt at First Draft's 'geolocation challenge' on their laptops (smartphones will do to get a taste of the challenge, but are not advisable): https://firstdraftnews.org/en/education/curriculum-resource/test-your-verification-skills-with-our-geolocation-challenge/ (7 mins).
Discuss (3 mins).

Conclusion	4 mins – Quick recap; ask if any questions; tell students what the next lesson will cover.
Suggestions, additional material	- CIJ Investigative Photography Handbook, available for order online: https://tcij.org/handbooks/investigative-photography/ - Daily quizzes to train your verification skills: https://www.bellingcat.com/resources/2017/11/13/daily-verification-quizzes/ - Week in OSINT – 'Your weekly dose of OSINT sites and tools': https://medium.com/week-in-osint - Bellingcat – A beginner's guide to geolocating videos: https://www.bellingcat.com/resources/how-tos/2014/07/09/a-beginners-guide-to-geolocation/ - Stunt geolocation: Verifying the unverifiable: https://firstdraftnews.org/stunt-geolocation%E2%80%8A-%E2%80%8Averifying-the-unverifiable/
Other tools for educators	

PRACTICAL TASKS

Practical task 1	Conflict Reporting from the Malvinas/Falklands
Goals	The method aims at introducing the principles of conflict reporting
Human rights related	Human rights related: Freedom of Speech, protecting the access to information, safety of the journalists.
Media	Print and Online Media
Length	90 minutes
Tools	Computer with internet access
Preparation	Prepare the working sheet (Table 1) for each student that would be available to download or access online;
Process	Introduce to the students that today you will be speaking about conflict reporting. Dedicate the first 15 minutes of the lesson to ask them few introductory questions such as: • What is the aim of conflict reporting? • What kind of preparation does the reporter needs? • What kind of values are most important in this job? Introduce to them that the main material they will be working is taken from the theatre play by Argentinian director Lola Aryas "Minefield". In this play six former Argentinian and British war veterans from Malvinas or Falkland war meet on the stage to discuss their experiences and traumas of the event. Tell them that after reading the accounts of Lou and Gabriel they

will have to write their journalistic reportage from the conflict zone. Give them 30 minutes to work on this task. Afterwards divide the students into groups and ask them to share their stories in between.

Then initiate the discussion on following questions:
• What was the most important thing for you when you worked on your reportage?
• What kind of difficulties did you face?
• How do you think why the reportages of the authors are different? What kind of role subjectivity plays in each reportage?
• How would you define objectivity?
• What kind of values are most important in this job of a journalist reporting from conflict zones?

Give each group 15 minutes to write on a page key principles of conflict reporting. Let each group to present its ideas.

| Conclusion | Ask the students to read following documents or alternatively present the main ideas of these papers yourself:
• Conflict reporting in the smartphone era (https://www.kas.de/c/document_library/get_file?uuid=82b41c40-fd3a-3321-6196-f80720a6696e&groupId=252038)
• Ukraine: Reporting Conflict (http://www.thomsonfoundation.org/media/33401/ukraine-guide_2303_x-1a_sl.pdf)
• Reporting conflicts and casualties (https://www.bbc.co.uk/academy/en/articles/art20130702112133715)

Ask each student to do a research and in the next class to present one good example of conflict reporting and one bad example. Ask them to comment their findings and give proof for their statements. |

Table 1:   The story from a journalistic perspective

The story of Lou	The story of Gabriel
We call these islands Falkland Islands.	We call them Islas Malvinas.
The original inhabitants of the Malvinas Islands were birds.	The original inhabitants of Malvinas Islands were the Patagonian wolves.
In 1952, the islands were discovered by John Davis.	In 1520, the Portuguese explorer Ferdinand Magellan, working for the Spanish Crown, discovered the islands.
Anyway, the French were the first to establish a colony there in 1764.	But the French handed over the island to the Spanish. And when we gained independence in 1816, we inherited all the territory of the Viceroyalty of the River Plate, including the islands. And in 1833, the English invaded, expelled the Argentine governor Vernet and the whole population.
Some Spanish buy islands off France but they were a nowhere land until the British settled there in 1833. Since then, nine generations of islanders have lived there.	
Well… Argentina ended those negotiations when she invaded in 1982.	
But in 2013 the islanders held referendum and they voted overwhelmingly to remain overseas territory of the UK.	Since 1833, Argentina has never given up its claim to the sovereignty of the islands. In 1965, the UN passed resolution 2065 recognizing the dispute between the two countries and

You read two very different stories.
We were told your government was killing its own people.

You shot a helicopter down and as the crew were swimming away, you shot them in the water.

You were hiding artillery pieces in civilians' gardens in Port Stanley.

You put up a white flag at Goose Green, and as the British troops were passing, you shot them in the back.

You were torturing your own troops, for Gad's sake.

invited them to negotiate.
The Malvinas are one of the last colonies of the British Empire.

If you want to know more, you can check the Spanish and English versions of Wikipedia.

We were told you lot didn't know what you were fighting for.

You bombed the fuck out of us on weekends because you got paid more.

You sunk the Belgrano outside the exclusion zone.

You bombed the town by mistake and killed three civilian women.

You finished off the wounded on Mount Longdon.

We were told that if you lost the war, you would bomb the mainland.

Practical task 2: Under
Practical task 2: standing the tactics of disinformation

Goals	Give the students basic understanding of different tactics employed by malicious powers to spread disinformation. Human rights related: Freedom of speech, freedom of media, right to get right information.
Media	Print and Online Media
Length	70 minutes
Tools	Printed handouts, computers with internet access or smartphones, table or a flipchart to write on, markers, sticky notes.
Preparation	Print handouts for students to be distributed, research online to find 4-5 articles related with disinformation. Aim at finding articles which exploit different disinformation tactics and also target different topics such as history, politics, economics, etc.
Process	Start by asking the students how they would define the term "disinformation". Ask them to work in groups of four and write down the definition on a sticky note together with two-three examples of disinformation that they have spotted in the media recently. Collect the sticky notes and stick them on the table in separate groups based on differences in definitions and examples. (10 minutes) Provide the students with the definition of disinformation from Oxford dictionary: "False information that is given deliberately, especially by government organizations." Also write down on the table the sentence in which Mark Galeotti, a scholar analysing Kremlin's disinformation, define hybrid aggression: "Hybrid aggression of whatever form

ultimately stems from weaknesses: a challenger without the strength to turn to direct confrontation, and a defender with sufficient divisions and shortcomings, whether military or socio-political, to be vulnerable." Then discuss with the students the areas in which our state and society might be vulnerable to disinformation. (10 minutes)
Distribute prepared articles with obvious cases of disinformation. Allow the student to read them individually. Then divide them into groups and ask them to discuss what kind of disinformation they were able to detect. Also ask them if they are able to identify specific tactics that were used. (10-15 minutes)

Distribute the handouts for the students to read individually and ask them to write examples if they ever encountered these tactics in daily life. (20 min.)

Strategy of disinformation	Definition
Ping pong	The coordinated use of complementary websites to springboard a story into mainstream circulation.
Wolf cries wolf	The vilification of an individual or institution for something you also do.
Misleading title	Facts or statements in the article are correct, or mostly correct, but the title is misleading.
No proof	Facts or statements that are not backed up with proof or sources.
Card stacking	Facts or statements are partially true. This occurs when information is correct, but it is offered selectively, or key facts are omitted. The Kremlin typically uses this technique to guide audiences to a conclusion that fits into a pre-fabricated or false narrative.

False facts

Facts or statements are false. For example, an interview mentioned in an article that never took place, or an event or incident featured in a news story that did not actually occur.

False visuals

A variant of false facts, this technique employs the use of fake or manipulated provocative visual material. Its purpose is to lend extra credibility to a false fact or narrative.

Denying facts

A variant of "false facts," this occurs when real facts are denied or wrongly undermined. The facts of an event might be reported, but an attempt is made to discredit their veracity. Alternatively, the facts may be re-interpreted to achieve the same effect: to establish doubt among an audience over the validity of a story or narrative.

Exaggeration and over-generalization

Totum pro parte

This method dramatizes. raises false alarms or uses a particular premise to shape a conclusion. A related technique is *totum pro parte*. The "whole for a part." An example: portraying the views of a single journalist or expert as the official view or position of a government.

Changing the quotation, source or context

Facts and statements are reported from other sources, but they are now different than the original or do not account for the latest editorial changes. For example, a quotation is correct, but the person to whom it is attributed has changed, or a quote's context is altered so as to change its meaning or significance in the original story.

Loaded words or metaphors

Using expressions and metaphors to support a false narrative or hide a true one; for example, using a term like "mysterious death" instead of "poisoning" or "murder" to describe the facts of a story.

Ridiculing, discrediting, diminution

Marginalizing facts, statements or people through mockery, name-calling (i.e. argumentum ad hominem), or by undermining their authority. This includes using traditional and new media humor, in order to discredit on non-substantive merits.

Whataboutism

Using false comparisons to support a pre-fabricated narrative or justify deeds and policies; i.e., "We may be bad, but others are just as bad" or, "The annexation of Crimea was just like the invasion of Iraq." This technique is often accompanied by an ad hominem attack.

Narrative laundering

Concealing and cleaning the provenance of a source or claim. When a so-called expert of dubious integrity presents false facts or narratives as the truth. Often, this happens when propaganda outlets mimic the format of mainstream media. A common technique is to feature a guest "expert" or "scholar" on a TV program whose false fact or narrative can then be repackaged for wider distribution. For example, "Austrian media writes that…" or "A well-known German political expert says that…"

Exploiting balance

This happens when otherwise mainstream media outlets try to "balance" their reporting by featuring professional propagandists or faux journalists and experts. The effect is to inject

	an otherwise legitimate news story or debate with false facts and narratives. This technique is common in televised formats, which feature point-counterpoint debates. Propagandists subsequently hijack a good-faith exchange of opposing views.		An example is the "Lisa case," in which Muslim immigrants in Germany were falsely reported to have sexually assaulted a Russian girl. While the event was entirely fabricated, its appeal to emotion distracted audiences from the absence of facts. Common variants of this method evoke post-Soviet nostalgia across Central and Eastern Europe, or stoke public fear of nuclear war.
Presenting opinion as facts (and vice-versa)	An opinion is presented as a fact in order to advance or discredit a narrative.		
Conspiracy theories	Employing rumors, myths or claims of conspiracy to distract or dismay an audience. Examples include: "NATO wants to invade Russia;" "The United States created the Zika virus;" "Secret Baltic agencies are infecting Russian computers with viruses" or "Latvia wants to send its Russian population to concentration camps." A variation of this technique is conspiracy in reverse—or attempting to discredit a factual news story by labeling it a conspiracy.	**Creating the context**	Most commonly found on broadcast news programs, it creates the context for a pre-fabricated narrative by preceding and following a news story in such a way that it changes the meaning of the news itself. For example, in order to send the message that recent terrorist attacks in Europe were the result of EU member states not working with Russia—which is helping to fight ISIS in Syria—commentary broadcast before the news on the March 2016 Brussels attacks described Russia's success in Syria and its ability to fight ISIS effectively.
Joining the bandwagon	Creating the impression that the "majority" prefers or understands an issue in a certain way. The majority's presumed wisdom lends credence to a conclusion or false narrative; e.g., "People are asking..," "People want…" or "People know best."		
False dilemma	Forcing audiences into a false binary choice, typically "us" vs. "them."		
Drowning facts with emotion	A form of the "appeal to emotion" fallacy, this is when a story is presented in such an emotional way that facts lose their importance. Critical thinking, media literacy technique: source checking in social media		

Source: CEPA (https://www.cepa.org/disinfo-techniques)

Conclusion: After sharing the presentations assign students to analyse different outlets that are known for spreading disinformation, such as RT, Sputnik, Breitbart and etc. Remind them the definition of hybrid aggression given by Galeotti and ask students while monitoring to check not only the strategies which are used but also the areas which disinformation is targeting. Ask them to formulate some hypothesis about the aims of disinformation and strategies employed. (10 minutes and homework)

3. A method: "Source and fact checking on the internet

Topic name	Critical thinking, media literacy technique: source checking in social media
Goals	The method aims to strengthen critical thinking towards information received through social media, and to deliver skills in source and fact checking.
Human-rights related	Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.
Media	Online media.
Length	45 min – 1.5 hrs.
Tools	Internet connection, smartphones/tablets/computers with internet.
Preparation	Choose three organisations, media outlets, or individuals who create content and who you or your friends are following on social media. Afterwards visit their websites and check them as well.
Process	Try to find out who are the owners of the organisations in question, how they are funded, when they were created, who are those individuals and with whom they cooperate, what is their purpose and goals (advertising, informing, entertain, etc.). In the case of websites, carry out 3 steps check: - Visual check (quality, advertisements, etc.), - Website check (link, about us section, etc.), - Source check (external links, references in texts, etc.).
Conclusion	All groups/students present their conclusions.
Suggestions, additional material	https://www.ifla.org/publications/node/11174
Other tools for educators	Additionally it's possible to check posts that organisations/your friends/political parties are sharing on social media and find out, whether they are correct or not.

4. A method: "Analysing media"

Topic name	Critical thinking, media literacy technique: analysing media of various formats
Goals	The method aims to strengthen critical thinking towards information that is provided in media, and to deliver skills in media analysis.
Human-rights related	Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.
Length	1h – 1.5 hrs.
Tools	Internet connection, smartphones/tablets/computers with internet.
Preparation	Introduce participants to terms such as agenda setting and gate-keeping, as well as quantitative, qualitative, semantic, contextual, and content analysis (30 minutes). Due to time limitations, only content analysis should be used.

	Groups of participants choose one medium of format and topic of their choice, and analyse it.
Process	The content analysis carried out by participants will answer following questions: - Whether and what information is provided by various (opposing) sides. Is more space provided to one party, or had all sources equal space to express their stance? Is the medium biased, or balanced? - What questions have been asked by journalists and why? - Who are the sources/people interviewed or quoted? - What is the language used? Are the words neutral, or expressive? What headlines, pictures, or graphics are used and how? Are mistakes (factual, grammatical) in them as well? Are they related to the rest of a medium? (semantic analysis) - What is the context of media? To what does it react? Is it relevant? Does it use sources that are not relevant? (contextual analysis)
Conclusion	All groups/students present their conclusions. Suggestions, additional material
Suggestions, additional material	James Monaco: How to Read Film (book about movies, but knowledge contained there can be applied to any audio and visual media).
Other tools for educators	

5. A method: "Analysing topic coverage in various media outlets"

Topic name	Critical thinking, media literacy technique: analysing topic coverage in various media outlets
Goals	The method aims to strengthen critical thinking towards information received through various media outlets.
Human-rights related	Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.
Length	45 min – 1.5 hrs.
Tools	Internet connection, smartphones/tablets/computers with internet.
Preparation	Choose one piece of news on certain topic.
Process	Read about the same news from different media organisations of different countries (preferably as well in different languages). Compare the coverage by those media (where are the emphasis, do they point out the same facts, etc.). Analyse as well the picture and other accompanying media, where the news was place (front page, ending of news show, etc.). Verify the photo by searching for it on the internet to make sure where, when and by whom it was published the first time.

Conclusion	All groups/students present their conclusions.
Suggestions, additional material	
Other tools for educators	

6. A method: "Read behind the lines"

Topic name	Critical thinking, semantic analysis of written media (print or online)
Goals	The method aims to strengthen critical thinking towards information that is provided in media, and to deliver skills in semantic analysis.
Human-rights related	Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.
Length	1h – 1.5 hrs.
Tools	Internet connection, smartphones/tablets/computers with internet.
Preparation	Introduce participants to semantic analysis. Groups of participants choose one written medium of topic of their choice (not necessarily in English), and analyse it.
Process	During analysis, participants shall find out: - What headlines, pictures, or graphics are used and how? Are mistakes (factual, grammatical) in them as well? Are they related to the rest of a medium? - What is the language used? Are the words neutral, or expressive? - Are journalists using the language correctly? Are syntax and commas right? If there are mistakes or language is not neutral – is it so on purpose, or by mistake? During second steps, participants shall propose corrections.

Conclusion	All groups/students present their conclusions and corrections they propose. Some mistakes found can be funny, rather than serious. However, they shouldn't appear in media. If possible, a educator will evaluate corrections proposed by participants. By semantic analysis it's possible to discover either unprofessionalism or subtle manipulation on a level of language (by using expressive words journalists are suggesting what readers should think – complain vs. whinge; famous in English and fameux in French).
Suggestions, additional material	James Monaco: How to Read Film (book about movies, but knowledge contained there can be applied to any audio and visual media).
Other tools for educators	

7. A method: "A story to remember"

Topic name	Two-step flow of communication, multi-step flow of communication, opinion leadership
Goals	The method aims at showing effects of multi-step flow of communication by showing how much information is being lost in the process of transmission from source to final receiver. The method will also demonstrate role of opinion leaders.
Human-rights related	Freedom of expression and access to information through any media is a universal human right and essential if people are to exercise their other human rights and protect the rights of others.
Length	0,5 hrs.
Tools	A story to be told – it can be news, article from magazine, as well as story from a book.
Preparation	Introduce participants to mass-media theories: two-step flow of communication, multi-step flow of communication, opinion leadership, agenda-setting, gatekeeping, hypodermic needle model/magic bullet theory, spiral of silence.
Process	Participants will be divided into several teams of up to 5 members. A educator will tell a story to one of them, while the others will not be allowed to listen. The 1st participant will tell the story to 2nd one, 2nd to 3rd one, and so on. No one will be allowed to take notes – they have to tell the story as they remember it.

Conclusion	Participants will realise how much information is being lost in the flow of communication. Intermediaries – ordinary people, media, or opinion leaders – can intentionally or unintentionally modify the original message or story. They can highlight or alter some parts, use words with a bit different connotations, or make up parts of the story. Event that actually happened can be different from how it is portrayed in media or described in public discourse. Participants will discuss their impressions and conclusions, as well as examples from real life.
Suggestions, additional material	Elihu Katz & Paul Felix Lazarsfeld (1955): Personal Influence: the Part Played by People in the Flow of Mass Communications. Straubhaar, LaRose, Davenport: Media Now: understanding media, culture and technology.
Other tools for educators	

CHALLENGING PREJUDIES, HUMAN RIGHS & MEDIA

1. A method: „Serious harm test"

Topic name	Legal literacy in journalism
Goals	This method is designed for both journalists and public. It aims at: - Fostering journalists' critical thinking and their social responsibility. They shall be able to reflect terms such as defamation, privacy, law of confidence, or public interest when producing media; - Empowering journalists to defend themselves and their quality work through legal procedures. As for public, this method shall help them to find out whether their rights have been really breached and they have a chance to win a lawsuit.
Human-rights related	Protection of human rights and freedoms, especially freedom of expression, right to respect for private and family life.
Length	90 min.
Tools	Laptops, projector.
Preparation	Participants will receive four materials: - excerpts from national/international legal documents (e.g. European Convention on Human Rights), - One paragraph from published media, - One article, - One case scenario (situation as close to reality as possible). The participants shall be encouraged to find examples

	of law infringement by journalists that they can analyse during exercise.
Process	At the beginning, a educator will introduce participants into the topic of freedom of expression and right to respect for private and family life, and explain terms such as defamation, slander, libel, privacy, bribery, law of confidence, limitation periods, injunction, or remedy. Educator will use examples that are both country-specific and international. After introduction into topic, participants will read a paragraph from published media and discuss, whether, why, and how it breaches a law. Then a educator will explain serious harm test (did someone, or is likely to, suffer serious harm, when did it happen, is there any loss/damage, what is the message and context). In case of journalists, they will be also introduced to topic of defences of honest opinion, of truth, and of public interest. Then the participants will read through example of an article and discuss it from legal point of view. At the end, short questions and answers session shall be held.
Conclusion	A educator will present one case scenario and ask participants following questions: 1. How was the law breached (defamation, privacy, confidence, bribery)? 2. Did journalists use legal means (e.g. secret camera)? 3. How can be some practices justified (e.g. journalists revealing crime)? 4. Source of information: who is the source, did this person breach law, would journalist breach law if collaborated with source, did the source receive any payment/compensation, did journalist provide

sufficient protection to the source?
5. Related to the public interest: was it in public interest and why, did author act as a journalist (need to prove there was research, other actors were contacted, response was considered and included), is it proportional to public interest?
6. Can there be a serious harm? Who would win a lawsuit?

Suggestions, additional material	Legal documents – national and international, judgments.
Other tools for educators	This exercise is focused on reflecting media and journalistic work from legal point of view. However, if participants reveal aspects of presented articles questionable from ethical point of view, let them discuss these as well.

2. A method: „Know and protect"

Topic name	Copyright protection and reverse search
Goals	This method aims primarily at providing insights into copyright law and raising awareness of participants' rights (as producers) and obligations (as users) in this field. The participants will become familiar with various databases, copyright protection tools/organisations, as well as image and video reverse search tools. They will be ultimately be empowered to use those tools to protect their rights and to debunk misinformation.
Human-rights related	Copyright, right to property.
Length	60 min.
Tools	Laptops, fast internet, projector.
Preparation	The participants should have their own photos or videos ready for reverse search, and/or find examples of media that are confirmed to be distorted (fake news, propaganda, etc.).
Process	The participants will be introduced into the topic of copyright protection. educator will also show one or two cases of copyright infringement and analyse them together with participants. After that, educator will present image/video databases, organisations helping media makers to protect their rights, and tools that can be used for effective image/video reverse search. The participants will subsequently use those tools to find out a) whether their own production was not illegally used by someone else; and/or b) find original source of picture/video that was used in distorted media.
Conclusion	At the end of the exercise, the participants will know how to protect their copyrights, where to find quality open-source or paid materials and quote them in appropriate way, what is standard price of photo/video materials and how not to be scammed by exaggerated or false claims. They will also be able to find original source of photo/video and put it into right context, and thus debunk misinformation.
Suggestions, additional material	Open source or paid databases: https://www.pexels.com/, https://pixabay.com/, https://www.shutterstock.com/, https://www.gettyimages.com/, https://creativecommons.org/, https://www.pond5.com/; copyright protection organisation: https://photoclaim.com/en/; image/video reverse search: Google, https://berify.com/, https://www.tineye.com/.
Other tools for educators	National databases of images and videos, national copyright protection tools/organisations.

3. A method: „Your digital footprint"

Topic name	What information you leave behind: Facebook case study
Goals	This method aims at: - Informing peers that our behaviour might be tracked and used in unknown ways, - Representing search system Facebook Graph Search, - Discussing how important privacy setting is.
Human-rights related	Freedom of expression, right to privacy.
Length	60 min.
Tools	Laptops, fast internet, projector.
Preparation	Firstly, one has to prepare to explain what Facebook account code is and where to find it. All accounts have their own unique profile ID. To find it, we go to a person's profile, move mouse towards the right side of a page, press right mouse button and select „View Page Source". Then, we look for a line „profile_id", which is easiest to find via Ctrl+F. A code might look like - 100009407084810. Interesting to note that Mark Zuckerberg's, the owner of Facebook, code is 4. Accordingly, we may find our own profile ID.
Process	A educator might start by explaining that even if it looks like our records on social media are gone and

not important the very next day, in reality is not so. That information can later be tracked by those who know how to do it.

An educator demonstrates how to find profile ID. S/he helps to do the same for an audience too.

Then we use Facebook Graph Search tools – www.graph.tips (shorter version) or https://inteltechniques.com/menu.html (longer version). Everyone looks for information about themselves.

Conclusion	A educator when ask these questions when concluding: 1. What opinion would you have about yourself, according to your data, if you were another person? 2. Do you want everyone to know what you found about yourself? What do you think you publish too much? 3. What you should do differently, so that you are more in control of your information available to public, friends or others?
Suggestions, additional material	One may also look for information about a friend or other person that you trust and discuss what was discovered.
Other tools for educators	A method can be adopted for journalists: an audience can look for information about famous people and write an article about it – what are their favourite places, restaurants, friends, free time activities, political party they support and etc. It's possible to go further and discover discrepancies and fake news about those people by comparing various sources.

Developing inclusive language
4. Developing Appropriate Language around Disabilities

Title	Developing Appropriate Language around Disabilities
Goals and acquired competences	The exercise aims to develop self-reflection and better understanding of being disabled and being different.
Human-rights related issues	Right to equality, freedom from discrimination
Media and tools required for data gathering	Print, audio-visual and online media Video cameras or voice recorders
Length	Half a day workshop
Preparation	Identify a person with disability and collect information in print or video format to present in class
Process	1. Students are shown a TV portrait of a person with a visible disability. After watching the film, teacher tells the students that now they are speechwriters for the person and are obliged to individually write a speech for her/his first day of taking office. Time for writing up to one A4 page for the speech is 20 min. 2. Each student first presents his/her speech as s/he would do it in the real life. Then each student describes why s/he used certain adjectives, nouns and terms for portraying this person. 3. A discussion should follow after presenting the speeches.

Conclusion	Tutor concludes by highlighting the most important journalism standards in terms of diversity and stereotyping (15 mins): Useful resources for diversity and stereotyping: • Media and disability resources: https://mediadisability.wordpress.com/films-tv-documentaries/ • https://www.bbc.co.uk/programmes/p02xnn4k • http://www.sophiemorgan.com/about-sophie/
Suggestions, additional material	Tutor can choose other minorities, including gender, sexual minorities, etc. and provide with a different example of profession.
Other tools for educators	More information on disabilities: https://www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination

5. Vox pop to highlight stereotyping

Title	Vox Pop to Highlight Stereotyping
Goals and acquired competences	The method aims to raise awareness of possible racist, gender, and other stereotyping, as well as to develop understanding and respect for diversity.
Human-rights related issues	Right to equality, freedom from discrimination
Media and tools required for data gathering	Print, audio-visual and online media Video cameras or voice recorders

Length	Half a day workshop
Process	1. Students are given a topic/a task to find out about a profession which tends to only recruit amongst certain groups of population. Students are then divided into small groups or pairs. They are asked to record answers to one question to the members of the public. Each question is asking how people would feel if they were from a given community (refugees, ethnic minority, gender, etc.) and were turned down for a job in that profession. Their answers are recorded and brought back to the class again. 2. Example for the question: "Let's look at high technology computing as profession. One group should ask how people would feel if they were not offered a job if they were from UK or or any other Western European country. Another group would ask the same question but supposing the person who did not get the offer was from India or other Asian country. The third group does the same but with someone from Pakistan or Afghanistan. 3. When students get back with their answers, they have a number of statements which demonstrate stereotypes and generalizations. They are invited to share the answers they received to better understand existing stereotypes about different countries and communities, how different they are from the rest. 4. Also, students are encouraged to reflect on the origins and outcomes of stereotypes, i.e. where these attitudes come from? How they affect minorities and their relationship to the rest of society? 5. This exercise could be followed up by students going to interview people from the communities chosen for the vox pops, to ask them how they

	would feel if they were refused a job proposal. Again, these recordings should be shared and discussed during the workshop.
Conclusion	Tutor concludes by highlighting the most important journalism standards in terms of diversity and stereotyping (15 mins). Useful resources for diversity and stereotyping: • https://mediadisability.wordpress.com/films-tv-documentaries/ • https://diversityis.com/student-resources-are-you-media-literate-on-diversity-issues • https://ideasforeurope.eu/news/diversity-and-media/
Suggestions, additional material	Tutor can choose other minorities, including gender, sexual minorities, etc. and provide with a different example of profession, as well as other topic.
Other tools for educators	Additional examples and cases on journalism ethics can be found on Media4Change, Newseum, UNESCO.

6. Critical thinking and deconstruction process

Title	Critical Thinking and Deconstruction Process
Goals and acquired competences	The method aims to use critical thinking skills. Deconstructing a media message can help us to understand who created the message, and who is intended to receive it. It can help us to reveal how the media maker put together the message using words, images, sounds, design and other elements. It can show us the point of view of media makers, their values. It can also uncover hidden meanings.
Human-rights related issues	The human tight to know and understand the correct and reliable information.
Media and tools required for data gathering	Print, online media; Internet connection, multimedia, paper or printed copies of article example, pens.
Length	45 minutes
Preparation	Prepare slides based on information and questions below, find and prepare an article/ examples for use in exercise and print copies of them.
Process	1. The following questions should be in mind while using deconstruction assignment for any media message: • Summarize the main points of the story, do the headline and first paragraph support the main point(s) of the story? • Evaluate the evidence supporting the main points of the story. How close did the reporter come to the story? • Assess the reliability of the sources. In a news report the sources are independent, multiple, verified,

authoritative and/or informed, named.
• Evaluate the transparency level of the reporter. How does the reporter know what is being reported?
• Assess whether or not all of the key journalistic questions are answered. (Who, What, When, Where, How, Why?) Also assess what's been left out of the story.
• Evaluate the balance of the story. Do we hear all the voices of the story in the news report?

Are using these following questions/ steps to deconstruct any media message, participants will answer following questions:

Basic deconstruction questions include:

1. Whose message is this? Who created it?
2. Who is the „target audience"? What words, images or sounds suggest this?
3. What is the text of the message? (What we actually see and/or hear: written or spoken words, photos, drawings, logos, design, music, sounds, etc.) Who speaks in the story and is this clear?
4. What is the „subtect" of the message? (What do you think is the hidden in the story?)
5. What values are expressed?
6. What tools of persuasion are used or not?
7. What positive/negative messages are presented?
8. What part of the story is not being told? How and where could we get more information about the untold stories?

Conclusion	All groups/ students present their analysis and discuss.
Suggestions, additional material	Tutor can also facilitate discussion on journalistic sources and how journalist can be influenced and manipulated.
Other tools for educators	Additional examples for media deconstruction process can be found at printed, online media.

7. Information source checking

Title	Information Source-checking
Goals and acquired competences	The method aims to identify and evaluate source of information. Students also learn to ask and think what makes some news sources reliable and others less reliable.
Human-rights related issues	The human tight to know and understand the correct and reliable information.
Media and tools required for data gathering	Print, online media; Multimedia, paper or printed copies of article example, pens.
Length	30-40 minutes.
Preparation	Prepare slides based on information below, find and prepare an article/ examples for use in exercise and print copies of them.
Process	Students are given a task to read a given text.

Žiniasklaida cituoja V. Putiną: jei norėčiau,
Rusijos daliniai po dviejų dienų būtų Vilniuje
ELTA
2014 m. rugsėjo 18 d.

Anot vokiečių žiniasklaidos, Rusijos prezidentas Vladimiras Putinas, kalbėdamas su Ukrainos vadovu Petro Porošenka, pareiškė, kad rusų pajėgos galėtų užimti ir Lenkiją, Rumuniją ar Baltijos šalis.
„Jei aš norėčiau, Rusijos daliniai po dviejų dienų galėtų būti ne tik Kijeve, bet ir Rygoje, Vilniuje, Taline, Varšuvoje ar Bukarešte", - tokius V. Putino žodžius ketvirtadienį pateikia Vokietijos laikraštis „Sueddeutsche Zeitung", kurį cituoja agentūra AFP.
Apie atitinkamą pokalbį su V. Putinu Ukrainos prezidentas esą papasakojo penktadienį Kijeve susitikęs su Europos Komisijos vadovu Jose Manueliu Barroso. Laikraštis remiasi iš ES Užsienio tarnybos gauta šio susitikimo pokalbio santrauka.
Lietuvos užsienio reikalų ministro patarėja Rasa Jakilaitienė Eltai sakė, kad tokias atvejais ministerija komentarų neteikia.
„Mes nekomentuojame kitų valstybių vadovų pasisakymų", - teigė R. Jakilaitienė.
Rugsėjo pradžioje sužinota, kad V. Putinas per pokalbį telefonu su J. M. Barroso sakė: „Jei norėčiau, galėčiau užimti Kijevą per dvi savaites". Apie šį pokalbį Europos Komisijos vadovas papasakojo rugpjūčio pabaigoje vykusiame ES viršūnių susitikime. Kremlius tada kritikavo, kad Ž. M. Barozas atskleidė privataus pokalbio turinį.
„Sueddeutsche Zeitung" rašo, kad P. Porošenka pacitavo tariamai V. Putino pasakytus žodžius, kad parodytų, kaip emocingai Rusijos vadovas reaguoja į ES įtaką Rusijos kaimynėms.
P. Porošenka praėjusiomis savaitėmis kelis kartus telefonu kalbėjo su V. Putinu.
Laikraščio duomenimis, V. Putinas per pokalbius įspėjo Ukrainos vadovą pernelyg nepasitikėti ES. Jis teigė galį per dvišalius kontaktus daryti įtaką atskiroms šalims, kad nebūtų priimami Maskvai nepalankūs sprendimai.
Kai kurios ES valstybės, pavyzdžiui, Vengrija, Bulgarija, Kipras ir Slovakija kritiškai vertina sankcijų Rusijai sugriežtinimą ir ateityje gali priešintis naujoms baudžiamosioms priemonėms.

5.   After the reading the students try to find out, identify and write down all information sources looking which information source is the first for us. For example, the first one is delfi.lt, who is the second? The last one? In this information range we have eight different information sources.

1. delfi.lt
2. ………………………………………………………;
3. ………………………………………………….;
4. ………………………………………………….;
5. ………………………………………………….;
6. ………………………………………………….;
7. ………………………………………………….;
8. ………………………………………………….;

6.   When students get back with their answers they are invited to share the answers with colleagues, tell their arguments and discuss. Evaluating sources, we can use these questions to frame the discussion:

- Who is this source?
- How would this person know about this?
- Is anyone else telling the same story?
- Is this person provising evidence or just making assertions?

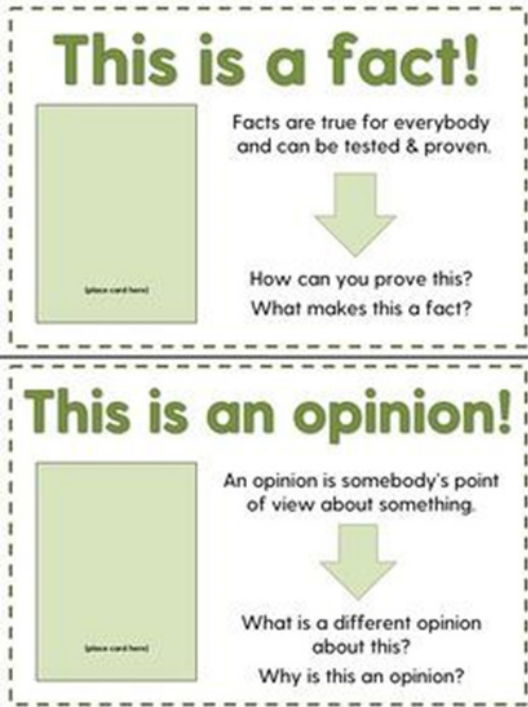|	
Conclusion	Tutor concludes by highlighting how much important is to know and understand all sources of published information, be able to identify them: the source is journalist – he saw or heard the fact; what is the source of journalist? Is it clear for us?; Can we tell exactly who saw or heard the fact? Do we know information about the source? If no, we have to think and ask why? Talking about sources and reading the news we always have in mind: ⌣ The source's evidence is presented in context; ⌣ The source's quotes, evidence, and observations are presented accurately and objectively; ⌣ The source is given proper attribution in the story; ⌣ Quotes, statistics, and presented information is confirmed.
Suggestions, additional material	Tutor can also facilitate discussion on journalistic sources and how Journalist can be influence and manipulated.
Other tools for educators	Additional examples can be found at printed, online media.

8. Facts vs. opinions in media

Title	Facts vs. Opinions in media
Goals and acquired competences	Get students to understand the conceptual differences between fact and opinion. Help students differentiate between opinions and facts and develop critical thinking skills through practice.
Human-rights related issues	Freedom of expression Right to get information and to have and express your own opinions
Media and tools required for data gathering	Print and online media Materials needed: Two worksheets: Facts and Opinions – Worksheet A Facts or Opinions – Worksheet B A copy of both work sheets for each student A short article or piece of text for each student Students' exercise books
Length and mode of working	60 minutes
Preparation	The warm-up activity will help students come up with clear definitions for facts and opinions.
Process	Students may ask two questions: What's the difference between "fact" and "opinion"? Distribute Worksheet A to students and ask them to read the definitions. Then, have them improve on these definitions together as a class, and give a few examples for 'fact' and 'opinion' based on suggested topics. After discussing the examples, distribute Worksheet

This is a fact!

Facts are true for everybody and can be tested & proven.

How can you prove this? What makes this a fact?

This is an opinion!

An opinion is somebody's point of view about something.

What is a different opinion about this? Why is this an opinion?

B and let students work on their own to complete the worksheet. The main activity will get students to compare to read real-life article from news outlets, and identify which is fact and which is opinion and understand their key differences.
Following that, have them pair up to check their answers with each other, and discuss their reason for choosing their respective answers. (45 mins).

Conclusion	TO SUMMARISE: People use fact and opinions to make decisions; you must help by showing clearly which is which You must attribute all opinions and any facts for which there is no commonly accepted proof Commentary columns should be clearly distinguished from news Never repeat unchecked rumors or speculation If you suspect someone is lying to you, check what they say with an independent source Useful resources for facts and opinions: https://www.thenewsmanual.net/Manuals%20 Volume%203/volume3_56.htm
Suggestions, additional material	Tutor can choose other media products, including audio-video, etc. and provide with a different example of media, as well as other topic. can be found on Media4Change, Newseum, UNESCO, Center for Media Literacy and other websites.
Other tools for educators	Additional examples and cases on journalism ethics can be found on Media4Change, Newseum, UNESCO, Center for Media Literacy and other websites.

Worksheet A. Facts vs. Opinions

Directions: Students may ask two questions: What's the difference between "fact" and "opinion"?

What is a fact?
- A fact is something that is known to be true.
- It is something that is based on the truth and can be backed up.
- Something that can be shown to be true, to exist, or to have happened.

What is an opinion?
- An opinion is a personal view.
- It is the view somebody takes about an issue, especially when it is based solely on personal judgment.
- It can also be an expert assessment of something
- It can also be the view or views held by most people or by a large number of people.

Countries have agreed to strengthen protections for 18 threatened species of sharks and rays, including those hunted for their meat and fins.

Worksheet B: Facts vs. Opinions

Directions: In the article below, decide which are "facts" and "opinions and then write down your answer in the space next to the sentence giving it an "F" for facts, "O" for opinions.

F	O	
		The proposal was passed at the Convention on International Trade in Endangered Species (CITES) on Sunday.
		The newly protected species include mako sharks, wedgefishes and guitarfishes.
		A demand for shark fin soup is one of the driving factors in the depleting numbers of sharks in the ocean.
		The proposal, which was tabled by Mexico and requires ratification this week, means that the species can no longer be traded unless it can be proven that their fishing will not impact the possibility of their survival.
		The number of sharks killed each year in commercial fisheries is estimated at 100 million, with a range between 63 million and 273 million, according to The Pew Trust.
		Makos, the fastest shark species, have almost disappeared completely from the Mediterranean and numbers are diminishing rapidly in the Atlantic,

Northern Pacific and Indian oceans.

Although 102 countries voted in favour of the move, 40 - including China, Iceland, Japan, Malaysia and New Zealand - opposed it.

Some argued that there was not enough evidence to show that mako sharks were disappearing as a result of fishing.(https://www.bbc.com/news/world-49466717) disappeared completely from the Mediterranean and numbers are diminishing rapidly in the Atlantic, Northern Pacific and Indian oceans.

Although 102 countries voted in favour of the move, 40 - including China, Iceland, Japan, Malaysia and New Zealand - opposed it.
Some argued that there was not enough evidence to show that mako sharks were disappearing as a result of fishing.(https://www.bbc.com/news/world-49466717)

9. News objectivity and bias

Title	News objectivity and bias
Goals and acquired competences	• Help students differentiate between news objectivity and bias and develop critical thinking skills through practice • Help students to understand why stories may not always be balanced
Human-rights related issues	Freedom of expression Right to get information and to have and express your own opinions
Media and tools required for data gathering	Print and online media Video, print materials
Length and mode of working	90 minutes
Preparation	Materials needed: Two worksheets: **News objectivity and bias** – Worksheet A **News objectivity and bias** – Worksheet B A copy of both work sheets for each student A short article or piece of text for each student Short video film Students' exercise books
Process	The warm-up activity will help students come up with clear understanding news objectivity and bias. Students will be able to recognize how biases affect the way people perceive the world around them, including the information they encounter. Students may ask questions:

What it is objective news?

How do biases influence the way we interpret the world around us?

How can both journalists and media consumers address issues of bias in themselves and others?

Distribute Worksheet A to students and ask them to answer the questions. Then together as a class, discuss about findings and summarise answers.(30 mins.)

Next activity begins with students experience producing neutral reporting by writing a objective news account based on a short video. In this exercise, students will try to write a neutral report of an incident featured in the short film.

The primary purpose of objective news is to inform the audience without seeking to persuade. It should include all relevant facts, context, and information available at the time.

Distribute Worksheet B, Play the video and let students work producing neutral reporting by writing a objective news account based on a short video.

When they are finished, students should give the piece a headline that they feel captures the essence of the events they observed. The goal of the writing is not to create a polished piece but to attempt a fair and accurate description of the observed events.

When students have finished writing, have them discuss to share their accounts. Have the class consider these questions: What is similar in each account? What is different? What facts were used to back up each account? Which statements or observations reflect opinions or generalizations? (45 mins).

Suggestions, additional material

Tutor summarises by highlighting the most important journalism standards in terms of news presenting (15 mins).

To summarize:

Emphasize three key points that affect how we process information:

1. Most people have a tendency to seek evidence that affirms their existing ideas and beliefs and to avoid or ignore information that contradicts them—particularly ideas and beliefs to which they have a strong emotional connection.
2. When our focus and attention are limited, we miss important things.
3. We are all susceptible to "reasoning in reverse"—in other words, we use our rational minds to come up with as much evidence as possible that confirms our existing emotions, ideas, and beliefs about a given subject.

Useful resources for biased and objective news:

Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think. 2018.

https://www.marketwatch.com/story/how-biased-is-your-news-source-you-probably-wont-agree-with-this-chart-2018-02-28

http://www.digitalnewsreport.org/publications/2017/bias-bullshit-and-lies-audience-perspectives-on-low-trust-in-the-media/

Other tools for educators

Tutor can choose other media products, including audio-video, etc. and provide with a different example of news, as well as other thematically topic.

Conclusion

Students generally understand that they need to work to minimize the impact of bias on their reporting. .

Worksheet A. News objectivity and bias

Students may ask questions:
1. What it is objective news?
2. How do biases influence the way we interpret the world around us?
3. How can both journalists and media consumers address issues of bias in themselves and others?

Worksheet B. News objectivity and bias

Create a neutral reporting by writing an objective news account based on a short video.