Training Concept 2019/20

BEE SECURE for schools
Training tools and methods for secondary school
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1. Context

The threat of disinformation is of growing concern to a wide range of organisations, institutions and governments including both the EU and NATO. Against the background of increasing examples of fake news, hoaxes and rumour spreading, the EU has recognised the need to promote awareness raising in civil society as one part of the strategy to resist the spread and influence of disinformation.

While there has always been disinformation through stories, rumours and gossip, it is technology that has enabled proliferation. The invention of the printing press meant that information could be distributed to more people than ever before and enabled those with the financial means to do so.

However it has been the ubiquity of internet access, relatively cheap computing devices, easy to use software and massively popular platforms and social media such as YouTube and Facebook that have “democratised” disinformation, facilitating anybody with the wish to spread disinformation with the possibility to do so.

Media literacy for the 21st Century

Memes, algorithms, troll bots, state actors and the decline of traditional media have combined to create a media landscape that is increasingly difficult to navigate for young and old alike. Algorithms on platforms such as YouTube drive people to ever more radical content, creating huge profits and monetising the spread of disinformation.

Young people who have grown up using the internet and social media as their prime sources of information are in need of a literacy which equips them to understand this environment and its consequences.

The BEE SECURE disinformation training aims to provide a primer to this huge topic, examining the past, present and future of disinformation, its everyday effects, and tools and knowledge to operate in this modern media landscape, drawing on real life situations in a fun and interactive manner.

Please see the first dossier of the BEE SECURE campaign #checkyourfacts with relevant information on disinformation and 2019_Desinformation_Sammelmappe Material_V3.docx for links to background information, tools and videos.
2. **Aim and pedagogical approach**

The “BEE SECURE for schools” training aims to encourage a positive, responsible and safer usage of the Internet and networked devices by the pupils. It is important for the pupils to understand why positive, responsible and safety-oriented behaviour is necessary when using the Internet. Therefore, pupils, having already learned about the basic infrastructure of the Internet, how big data is used, and explored many issues of their use of the Internet in a gamified way in recent trainings now need to understand disinformation and its consequences.

In this training, they will examine the world of disinformation, sharing where they get information from, their personal experiences and knowledge of the topic, what they feel comfortable with and what they consider is unacceptable in things such as hoaxes and jokes, how they can check facts and understand how modern media works as well as what they can do both on an individual and collective level to combat the spread of disinformation. The pupils derive the lessons to be learnt by themselves, in group activities guided by the trainer.

**The 3 “take home” questions**

The pupils will learn 3 crucial questions:

1) Who is behind the information?
2) Is the source trustworthy?
3) How do others report it?
These three questions are the key messages of the training. For each school year or “BEE level”, respectively, these basic messages will be learned and discussed with different age appropriate examples along with the experiences of the pupils. The training will be a mixture of activities and presentation, where activities play a major role. They are designed to engage the pupils more deeply in critical thinking but also to give them the opportunity to share their own experiences and knowledge with the class. Ideally, the pupils will draw important conclusions for their future behavior themselves - but the trainer will clarify what disinformation is, how it can be used and with which consequences and add other information if necessary. In this concept paper, the concept for a typical training is presented.

All of the topics which BEE SECURE trainings typically deal with (see chapter 4 – Main objective of the training: transfer of safety messages) can be addressed using the topic of disinformation – cyber-bullying for instance typically uses disinformation and fake “news” about the victim. Similarly, girls may be slut shamed in the same way. Obviously online scams use disinformation, as do phishing attacks, hate speech, trolls, hoaxers etc. Slide number 13 in the presentation shows a word cloud of many of the topics which can be considered to use disinformation and the three key questions mentioned above can clearly be applied here.
Using the 3 questions

Procedure

Select one of the typical topics by asking the class about the tag slide. Are there any topics they know about? If it is clear that there is one topic that everyone is interested in select that one.

Let’s take trolling for example.

Ask the class if they know what trolling is and if they have had experience of it, or have they trolled anyone. If so, how & why? (Be careful when dealing with topics such as cyber bullying, grooming etc. as it might be upsetting to some students. Ask instead if anybody in the class has heard of any cases of such things.). Allow a couple of students to explain stories, correcting them if they do not understand correctly what the topic is.

Point out that they can address the topic using the three key questions as all of these topics contain or are based on some disinformation

In the case of trolling they can use the 3 questions in the following way:

a) **Who is the troll?** What information can they find on the person or bot behind the message/story? Confirm they are clear what a bot is and can do.

b) **Is the source trustworthy?** Remember that trolls are not only people, they may be bots, but also there are bots which do provide authentic information. However, someone, somewhere has usually created the bot. (“usually” because there are self-creating bots.) How can they find the source? Explain that we will look at some tools later in the training.

c) **Is the message from the troll posted somewhere else online?** Search for the message or content and see how it is reported/mentioned by other sources

Ask them what else they can do in the case of being trolled, ensure they know the message DON’T FEED THE TROLL

The other topics can be used in a similar way

Topics can include:

- Hatespeech
- Cyber bullying
- Cyber grooming
- Fake profile
- Fake news
- Chain letters
- Clickbaiting
- Fake updates
- Fake downloads/software
- Competitions
- Phishing
- Pranks
- Hoax
- Fake lotteries
- Deepfakes
- Fake shops
- Conspiracy theories
- Manipulation
- Trolling
- Likefarming

Before providing the training, it is recommended to go through these topics to get prepared how to address the 3 questions in the best way.

3. Training structure

You will see from the training outline that the format is a mixture of presentation and activities, with the intention of providing information about this new theme while having fun activities to stimulate observation and critical thinking skills.

The slides themselves contain very complete notes on how to present them.

Short overview of a training session

1. Instruct teacher, prepare technique/material
2. Teaching: Safer Internet messages wrapped into the topic of the current BEE SECURE campaign “#checkyourfacts"
3. 4 main activities
a. What the facts?
b. Opinions vs facts
c. Clickbaiting #hashtags
d. Deep fake photo challenge

4. Summary and conclusion: be critical - 3 main questions

Specific material to provide a session
- Presentation:
  o 2019_BEE SECURE TRAINING_DISINFORMATION_V9.pptx

- Activities
  o 2019_BS_Activity1_What the facts.docx (laminated cards)
  o 2019_BS_Activity2_Meinungen.docx (laminated cards)
  o 2019_BS_Activity2_Tatsachen.docx (laminated cards)
  o 2019_BS_Activity3_CLICKBAITING_#hashtags.docx (laminated cards)
  o Activity 4 (see PPT)

For explanations of activities see PPT notes.
Table of objectives – content – methods

See: 2019_BEE SECURE DESINFORMATION CONCEPT ZIM_V6.pdf

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content / Procedure</th>
<th>Method</th>
<th>Duration</th>
<th>Slide PPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARM UP HOAX</td>
<td>1. Short introduction of trainer and BEE SECURE</td>
<td>Moderation presentation</td>
<td>1-3</td>
<td>01-11</td>
</tr>
<tr>
<td>2. Introductory moderation: “First of all, I have to show you what</td>
<td>Audio file, speakers</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What do you think about this message?</td>
<td>Conversation +</td>
<td>13-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Shortly after, the STORY will be dissolved as FAKE/PHANK</td>
<td>Conversation +</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“April Fool’s Day Hoax – What do you think about LIES?”</td>
<td>Exercise / Conversation</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry / Conversation</td>
<td>Conversation +</td>
<td>Room setting with space or extra room / outside</td>
<td></td>
<td></td>
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<tr>
<td>Recognition of diverse information sources</td>
<td>Game with covers</td>
<td>Room setting with space or extra room / outside</td>
<td></td>
<td></td>
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</tbody>
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ZIM-Schedule for a 90-minute workshop

- Prepare laptop, beamer & test audio
- Open room setting with the possibility to arrange 4-6 group tables
- Prepare materials (photo, group work and information material)

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</table>
| 15’      | Pointing out differences of media; understanding media systems | **ACTIVITY 2: OPINION or FACT**  
- Flow of information: media vs. internet | Film  
Activity „LANGUAGE“  
Presentation | Video file, speakers Powerpoint Activity2 – set of cards „Opinions/facts“ | 19-20  
21  
22-23 |
| 5’       | Sensitization TOPIC | **EXAMPLE DISINFORMATION „Notre Dame“**  
The example illustrates the frequency of disinformation on the internet | Presentation | Powerpoint | 24-28 |
| 15’      | Sensitization TOPIC | **ACTIVITY 3: CLICKBAITING #hashtags**  
The students create own headlines and #hashtags for the 4 pictures. Afterwards, the groups will present their headlines and the trainer explains the background of the chosen picture. | Activity „CREATIVITY“  
Activity3 – laminated photos Powerpoint | | 29-38 |
| 5’       | Sensitization TOPIC | **Types of DISINFORMATION**  
- Types of disinformation  
- Tip: Reverse Image Search | Presentation | Powerpoint | 39-45 |
| 5’       | Sensitization TOPIC | **FAKEPROFILES**  
- Instagram CGI models  
**ACTIVITY 4: Deep Fake Photo Challenge** | Presentation  
Activity „PERCEPTION“  
Powerpoint Activity4 – Real or not? | Powerpoint, Activity4 – Real or not? | 46  
47-55 |
| 5’       | Sensitization TOPIC | **DEEP FAKE VIDEOS**  
The students quickly learn something about Deep Fake Videos | Presentation  
possibly video clip | Powerpoint, Video file, speakers | 56 |
| 10’      | Getting to know courses of action | **YOU vs. FAKEs**  
- What can you do to protect yourself?  
- 3 key messages  
- Example source research  
- Fact checking websites  
- Video „10 Tips“ | Presentation | Powerpoint | 57 – 77 |
| 5’       | --- | **Closure and evaluation**  
- Further links und information re BEE SECURE (Youth Panel, SID) | Evaluation questionnaires | | 78 –80 |