

# IO2 – Toolbox of Integration Resources

Handbook – Information  
Overload and How to Deal  
with It?



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Young Migrant Integration Leaders

## Integration Leader Handbook

The aim of this short handbook is to support you, as a young leader of integration, to use the digital resources provided in the Toolbox of Integration Resources with young migrants in your community. Through this short handbook, we will provide you with some background information on the topic being discussed in the digital resource and then we will provide some guidance on a follow-up activity that you can complete with young people in your local network. The activity included in this handbook will work to further develop their understanding of the topic outlined in the digital resource. In some cases, where group discussions are more appropriate, we will guide you in how to set up a group discussion, and will provide some discussion points and questions for you to introduce to young people in your local group.

The topic of this handbook relates to the digital resource – **Information Overload and How to Deal with It?**

### Introduction to the Topic

The aim of this digital resource is to encourage young people to critique the source of information that they source online and to practice critical thinking – rather than falling prey to fake news.

We are bombarded daily by information through online sources, TV, radio, print and social media, but how do we know if what we read or hear is accurate or factual? It is easy to be swayed into believing something if it is repeated often enough, if it is in print or comes from someone we admire or respect. This might not be a problem in some circumstances, but in order to make informed decisions or access information about issues that are important to us it is imperative that the sources we rely on are accurate. When researching any topic, the Internet has become the main port of call. The term 'google' has entered the dictionary as a verb meaning 'to search for something on the internet using the Google search engine'. There are a number of similar search engines which all connect us to a seemingly limitless wealth of data. But how do we determine what is a credible source of information, especially when information and news is being sourced online? The expression 'fake news' is becoming increasingly

popular and it is difficult to filter through all the sources online to find what is credible and what is fake.

Fake news' is a term that entered into the public domain during the 2016 US Presidential Election. It was first coined by now President Donald Trump to describe how Russian meddling into the election campaign was being reported by mass media outlets in the US. Today, 'fake news' is a catch-all phrase that is used widely in society to describe inaccuracies in the reporting, but also to discredit news reports which may present a viewpoint that is in contrast to a personal view of an individual or that is contradictory to the stance of a political party, for example. While there is media manipulation, and while the spread of online news and media has led to there being instances of genuine 'fake news'; the term is being widely used today to discredit any news story or opinion that people don't agree with, and this is a dangerous development because it means that people are allowed to form and hold narrow opinions, and not have their viewpoints challenged.

### Using this Resource with a Group

To use this resource with young people in your local group, we recommend that you begin by introducing the topic to people in your group. To prepare what you will say, you should first watch the digital resource yourself and then you can recap on some of the key points mentioned in this handbook.

You should then invite all young people in your group to watch the digital resource. As you won't have access to a projector and a screen, you can invite your peers to log on to the EXEMPLAR project website: [www.exemplars.eu](http://www.exemplars.eu) and watch the digital resource on their smartphone, tablet or other device.

Once all peers in your network have watched the video resource, you should begin by asking them:

1. What did you think of the video resource?
2. What did you learn from it? Did you learn something new?
3. How did you find this resource useful and why?

## Follow-up Activity

When you have made sure that all young people in your group have watched the digital resource and have engaged in this short discussion, we would encourage you to lead a more in-depth group discussion on the topic of 'fake news'

**Activity Name:** Group Discussion – Can you Identify Fake News?

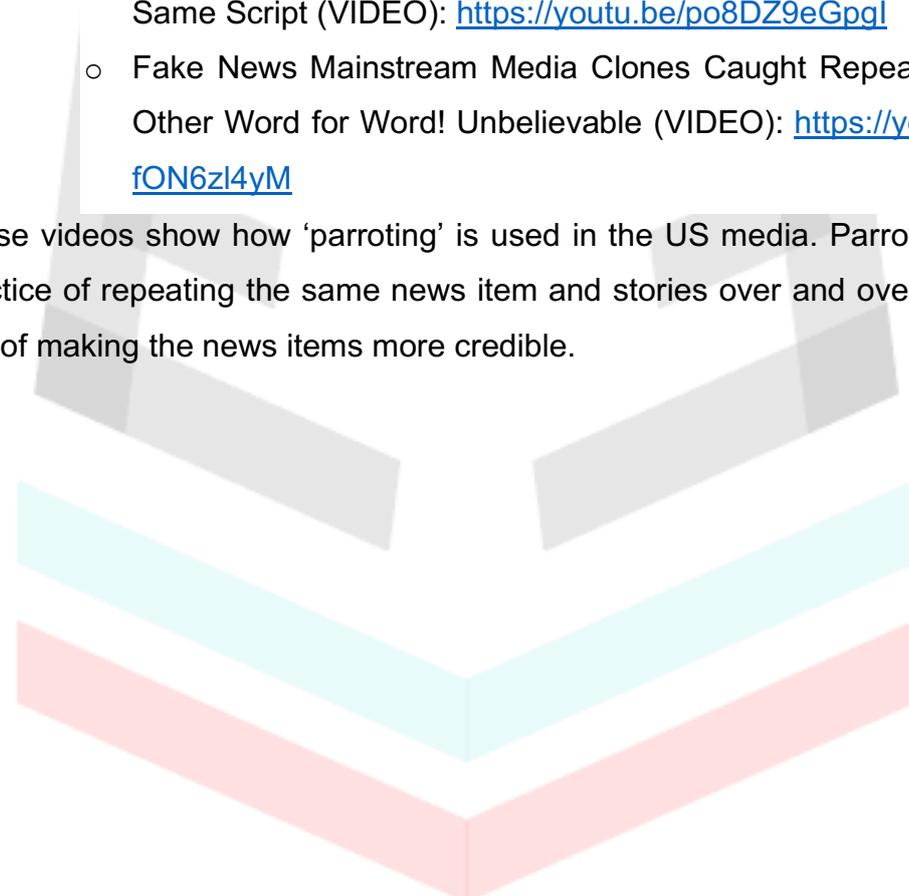
**Timing:** We recommend that you should hold this discussion with your group for 15-20 minutes - depending on their level of experience with fake news and how much they are willing to share with the group.

**Materials:** You do not need any materials for this activity, just to have a space to sit around and discuss this issue with young people in your group – try a local community centre or a youth café, if there is one in your town or city.

### Setting up a Group Discussion:

- Before you start a group discussion, it is important that the atmosphere is right – so consider where you will hold your local meeting. As previously mentioned, a youth café or community centre can be a good place to start.
- To create a nice atmosphere, agree with young people in your group that you should all respect the opinions of others, listen when others are speaking and don't interrupt each other – all opinions should be considered as valid and respected in your group.
- Ensure that all young people have watched the digital resource, and then begin by addressing some of the key questions that were posed at the end of the video:
  - What was the last piece of Fake News information you encountered?
  - What made it obvious that it was Fake?
  - What do you do personally with a media outlet that creates Fake News - do you block it, report it or maybe just continue to follow it for a laugh?

- When you have discussed these questions, you can then invite young people in your group to search online – using their phones or smart devices – for examples of fake news.
- You can also share with them the following videos which show one technique of fake news in the media in action:
  - Reality Check: Why These News Anchors Are Parroting the Same Script (VIDEO): <https://youtu.be/po8DZ9eGpgI>
  - Fake News Mainstream Media Clones Caught Repeating Each Other Word for Word! Unbelievable (VIDEO): [https://youtu.be/\\_fON6zl4yM](https://youtu.be/_fON6zl4yM)
- These videos show how ‘parroting’ is used in the US media. Parroting is the practice of repeating the same news item and stories over and over, with the aim of making the news items more credible.



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SUSTAINABLE EDUCATION  
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