

Young Migrant Integration Leaders [EXEMPLAR]

IO1 – Integration Leaders Curriculum

Lesson Plan

Module 8: IT and Social Media

Unit 1: Finding Tory (Trustworthy Original Resources Yourself)

<i>Description of the Learning Activities</i>	<i>Timing (minutes)</i>	<i>Materials/ Equipment Required</i>	<i>Assessment/ Evaluation</i>
<p><u>Workshop Opening:</u></p> <ul style="list-style-type: none"> • Welcome participants & introduce yourself (trainer) • Present agenda & handout signature list 	5 minutes	Agenda; Signature list;	Completed signature list
<p><u>Intro:</u></p> <ul style="list-style-type: none"> • Read the story about Truth and Lie (provided in M8_R.2 and in the notes of the PPT– click at each bullet point) • Ask participant why they think the story is still important and how it is connected to our time. 	20 minutes	IO1_M8_Unit_8.1_Presentation_FindingTory (Slide 1-8) IO1_M8_Unit_8.1_F2F Resource_R.1_StoryOfTruthAndLie	Participants will engage in all group activities

<ul style="list-style-type: none"> • Show them the three possible epilogues and ask them, which of them reflects reality the most – or if all of them maybe show a spectrum of the same truth. • Ask them if they prefer the naked Truth or a well-dressed Lie and how they would react to an inconvenient truth. Does the context matter? Is the truth the same for everyone? • Finding the Truth could be difficult, as it is not always evidential. Sometimes it is part of interpretation. To show this, an optical illusion is presented. • Explain that the truth is sometimes inconvenient, but true nonetheless. We have to work on ourselves and cope with the naked truth. But in order to do this, we must recognise the truth and learn to distinguish it from the lie or a personal interpretation. 			
<p><u>Activity 1: Finding the Truth</u></p>	<p><u>35 minutes</u></p>		<p>Participants will engage in all group activities</p>

<ul style="list-style-type: none"> Form groups of 2-4 persons and assign them one article each. There are 4 articles provided, if you have more groups, let two groups read the same article and see if they come to the same decision. The articles are provided in M8_R.3 and some of them are “fake news” and some are trustworthy: <ul style="list-style-type: none"> A) Sugar = Smoking? (real) B) Poisonous Rice? (mostly fake with a grain of truth) C) Sexist Ad Banned (fake) D) Climate Change (real) The groups should read the article and discuss, if they could trust the information or not (15 minutes). They should then present it to the class and explain why they think it is true or fake and how they came to this decision. If you are implementing this training not in English, search for articles in your language. You can also use articles from satirical online newspapers, videos, or viral postings on social 		<p>IO1_M8_Unit_8.1_Presentation_FindingTory (Slide 9)</p> <p>IO1_M8_Unit_8.1_F2F Resource_R.2_RealOrFakeArticles</p>	
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<p>media if you like. You can also print the articles instead of providing links.</p> <p>To shorten a link, you could use bitly.com for free.</p>			
<p><u>Activity 2: Analysing and validating information</u></p> <ul style="list-style-type: none"> • In a next step, participants learn how they can evaluate if a source presents trustworthy, reliable and credible information. • They learn about the 5 pillars of credible information: accuracy, authority, currency, coverage, and objectivity. Trainers are advised to use M8_R.4 as guideline or as a handout for learners – there is some more information included there. • Take your time, ask rhetorical questions and use the supporting info provided in M8_R.4. • Build a connection to why this exercise is important. 	<p><u>15 minutes</u></p>	<p>IO1_M8_Unit_8.1_Presentation_FindingTory (Slide 10-15)</p> <p>IO1_M8_Unit_8.1_F2F Resorce_R.3_Pillars Of Credible Information</p>	<p>Participants will engage in all group activities</p>
<p><u>Activity 3: Recognising Fake News</u></p>	<p><u>15 minutes</u></p>		<p>Participants will engage in all group activities</p>

<ul style="list-style-type: none">• Fake news will also be discussed in the next unit, but the fundamental basics are presented here such as what are fake news and how is it possible to detect them.• An infographic is presented (M8_R.5) on how they can spot fake news:<ul style="list-style-type: none">☑ Check the source☑ Check the author/creator☑ Check the date☑ Check for biased perspectives☑ Read/watch completely☑ Check for references and supporting sources☑ Check if it's a joke or satirical☑ Check with real experts• Give participants 5 minutes to re-evaluate their articles after learning how to check if it is fake news or credible information.		M8_R.4: How to spot fake news.	
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<p>Activity 4: Finding Tory</p> <ul style="list-style-type: none"> • Ask participants how they use Google in general and then hand out 1-3 cards and pens. Then show the 3 questions on slide 22 and let them write down the terms that they would type into the search bar. Then compare. • Show them the video on slide 23 – it is a funny video that shows how strange some questions of people are and that people search in various different styles. Watch the video yourself before showing it to learners. • Then give tips on how to use Google effectively and use M8_R.6 as material. There is also a short exercise where they should google 3 different terms (slide 24). Then, hand your learners M8_R.6 as fact sheet. • In the end, they should check their articles and proof if they are real or fake. Give them 5 minutes and ask what they found out. 	<p>25 minutes</p>	<p>IO1_M8_Unit_8.1_Presentation_FindingTory (Slide 22-30)</p> <p>Pens, Cards</p> <p>IO1_M8_Unit_8.1_F2F Resorce_R.5_OptimiseGoogleSearch</p>	<p>Participants will engage in all group activities</p>
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<p><u>Workshop Closing: Flash Light Method</u></p> <ul style="list-style-type: none"> • Every participant should tell in 1-2 sentence(s) what they liked about the workshop / what they learned in the last 2 hours. 	<p>5 minutes</p>		<p>Participants will reflect the workshop.</p>
<p>Total duration of the module</p>		<p>2 hours</p>	