



# DIGITAL CITIZENSHIP 101

A Series of Media Literacy Workshops based on NewseumEd Content

Regional Public Engagement Specialist (REPS) Office

American Center New Delhi, India

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*The “Digital Citizenship 101” (DC101) series of media literacy workshops run in January-February 2018 by the REPS Office at the American Center in New Delhi was built from publicly-available educational content of Washington, D.C.’s acclaimed news museum, the [Newseum](#). With the support and guidance of Embassy New Delhi’s Regional English Language and Information Office teams, we worked with an English Language Fellow to localize the Newseum content to our target audience of young adult leaders, whom we sought to coach in becoming more savvy online consumers and disseminators of fact-based news. We opted to create a 6-part workshop series, the curriculum of which follows here, but there are many additional resources available through NewseumED to build an even longer series.*

*The DC101 curriculum is flexible as per time and can be conducted weekly or fortnightly to sustain interest of the returning participants. The series kicks off with a basic but succinct introduction to news literacy and gradually pinnacles into more serious conversations about media ethics. The DC101 lesson plans comprise image and video clips, discussion points, and group activities. The series favors maximum participant interactivity and inclusivity in which attendees work in small groups on their assignments and thereupon present their cases to the full audience, igniting additional discussions. For additional information about the DC101 series, please contact REPS Sarah Ziebell ([ziebellsj@state.gov](mailto:ziebellsj@state.gov)).*

# WHAT'S NEWS?

1ST WEEK/FORTNIGHT

	Facilitator Guide	Audience Guide	Materials Required
Objectives	<ul style="list-style-type: none"><li>- To introduce what makes news.</li><li>- To introduce types of news stories.</li><li>- To help classify news based on Newseum’s video lesson.</li><li>- Encourage participants think beyond convention and make their own categories of news stories that do not fit into any of the established groups.</li></ul>	<ul style="list-style-type: none"><li>- To gain an insight into what’s news.</li><li>- What makes a news story?</li><li>- How &amp; where to look for news</li><li>- Types of news.</li></ul>	<ul style="list-style-type: none"><li>- iPads for online registration of the participants / alternate arrangement</li><li>- Flipcharts/Chart Papers</li><li>- Markers for each group</li><li>- Scissors for each group</li><li>- Glue sticks/tape for each group</li><li>- 1 copy of the front pages of different newspapers per group</li><li>- 6 small copies/cards of all the newspaper titles used above to be given to participants on arrival for dividing them into groups of six.</li><li>- 1 large printout of the different newspapers used above.</li></ul>
Audience	<ul style="list-style-type: none"><li>- Senior school students</li><li>- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism and/or Mass Communication or the like.</li><li>- General public</li></ul>		
Lesson Plan	<ul style="list-style-type: none"><li>- American officer breaks the ice with a short intro of the series and then briefly introduces the facilitator.</li><li>- Facilitator assesses audience’s understanding of news and then begins with what is news and why is it so central to the democratic society.</li><li>- S/he talks about categorizing news.</li><li>- Newseum video is screened and participants work the “As you watch” activity while watching the video.</li><li>- Post video, the facilitator talks to the audience to establish how the video has changed their perspective in assessing and classifying news.</li><li>- The participants are divided into groups of six (suggestion: use small newspapers cards/chits).</li><li>- Each person with the same newspaper card is given one front page from the same newspaper.</li><li>- Set of needed stationeries are provided to group.</li><li>- Participants cut the news stories and classify the news into one of the nine categories covered in the video and paste the news story on the flipchart labelled for that category.</li><li>- If participants think that there are certain news stories that don’t fit into one of the nine categories, they are encouraged to frame their new categories.</li><li>- Each group talks about why they categorized the news stories the way did and any new idea that arose.</li><li>- Facilitator sums up the changed perspective of the audience and concludes the workshop.</li><li>- Participants fill out and return the feedback form.</li></ul>	<ul style="list-style-type: none"><li>- Follow instructions and identify their groups based on their cards.</li><li>- Work collaboratively to assess news and categorize the same.</li><li>- Present their viewpoint in doing so and pay attention to other’s perspective, as well.</li><li>- Share with the audience how the workshop especially the video and the discussion on the topic, has changed the way they see news now and it has changed the way they would be categorized news stories before attending the workshop.</li></ul>	<b>NewseumED Resources</b> (Requires free NewseumED account creation) <ul style="list-style-type: none"><li>- <a href="#">What’s News video</a>, narrated by Charles Osgood (to be screened for group viewing)</li><li>- <a href="#">What's News Handout</a> (1 per participant)</li><li>- <a href="#">Worksheet</a> - What's News Viewing Guide (1 copy of the “As you watch page” per participant)</li><li>- <a href="#">Activity</a> - What's News Video Lesson</li></ul>
Testimonials	<ul style="list-style-type: none"><li>- Collect testimonials in the form of written communication or video recordings of those willing to record their testimonials.</li><li>- Participants fill out the feedback form.</li></ul>	<ul style="list-style-type: none"><li>- Share suggestions with the American Spaces staff</li></ul>	<b>Notes</b>
Summary	<ul style="list-style-type: none"><li>- The introductory workshop, which looks way too simple and obvious, forms the needed springboard for the series.</li></ul>	<ul style="list-style-type: none"><li>-Participants learn the basis of news &amp; journalism.</li></ul>	

# THE FUNDAMENTALS OF NEWS

2ND WEEK/FORTNIGHT

	Facilitator Guide	Audience Guide	Materials Required
Objectives	<ul style="list-style-type: none"><li>- Students learn why news matters and how to distinguish between different media-related terms.</li><li>- Understand and differentiate fact from opinion.</li></ul>	<ul style="list-style-type: none"><li>- Recap “What’s News?”</li><li>- Learn media-related terms.</li><li>- Filter facts from opinions</li></ul>	<ul style="list-style-type: none"><li>- iPads for online registration of the participants</li><li>- Flipcharts/Chart Papers</li><li>- Markers for each group</li><li>- Scissors for each group</li><li>- Glue sticks per group</li><li>- Number cards for assigning one to each participant.</li><li>- One large printout of each of the above numbers</li><li>- News articles along with sentences pulled from the articles and cut into strips (one set per group)</li><li>- Facts/Opinion T-Chart (one per group)</li></ul>
Audience	<ul style="list-style-type: none"><li>- Senior school students &amp; general public</li><li>- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism</li></ul>		
Lesson Plan	<ul style="list-style-type: none"><li>- Welcome and recap “What’s News?” and continue the dialog.</li><li>- Go over the 7 questions to be discussed after the video.<ol style="list-style-type: none"><li>1. Define the term news and give an example of a recent news story.</li><li>2. Describe how journalism is different from news.</li><li>3. How is a fact different from an opinion?</li><li>4. The word media refers to many things. List at least three examples</li><li>5. Why is it important to know the difference between facts and opinions and to be able to identify which is which?</li><li>6. How do you get news?</li><li>7. How do you participate in the media?</li></ol></li><li>- Screen the NewseumED Video: The Fundamentals of News</li><li>- A number card is given to each person to make groups of six.</li><li>- Each group moves to the table marked with their number.</li></ul> <p><b>Colored Dots Discussion &amp; Reporting:</b></p> <ul style="list-style-type: none"><li>- Each group answers one of the seven questions discussed before the video. One question is given to each group.</li><li>- Groups discuss the question and come up with an answer.</li><li>- Facilitator picks a color and one person from each group stands and reports how the group answered the question.</li></ul> <p><b>Fact/Opinion Sorting</b></p> <ul style="list-style-type: none"><li>- Each group examines an article and determines if certain statements in the article are fact or opinion.</li><li>- The statements are sorted and glued onto a T-chart.</li><li>- Facilitator reviews statements as a group.</li></ul> <p><b>Speed Dating</b></p> <ul style="list-style-type: none"><li>- Participants are randomly assigned to one of two lines.</li><li>- They would be either ‘Fact’ or ‘Opinion’ and they line up in straight lines facing one another.</li><li>- ‘Facts’ will always stay put. ‘Opinions’ will move when told.</li><li>- A question is asked and the partner pairs that are facing one another discuss the question for two minutes.</li><li>- Once time is called, ‘Opinions’ move one person down the line. The question is then discussed in a new partner pair.</li><li>- There would be a total of 4 questions (the discussion questions in the NewseumED Activity sheet), and each question could have three rotations.</li><li>- Post Speed Dating discussion, participants return to their tables/groups and discuss as a large group the 4 questions.</li></ul>	<ul style="list-style-type: none"><li>- Watch the screened video from the point of view of the 7 questions to be discussed after the video.</li><li>- Collaboratively work on the question taking down notes for discussion.</li><li>- Learn identifying facts from opinion. Get the basic concept of both. Learn the tricks to identify them.</li></ul>	
Testimonials	<ul style="list-style-type: none"><li>- Participants fill out the feedback form.</li></ul>	<ul style="list-style-type: none"><li>- Share learning experience.</li></ul>	
Summary	<ul style="list-style-type: none"><li>- The second workshop gradually builds upon the first one—helping participants figure out facts and opinions.</li></ul>	<ul style="list-style-type: none"><li>- Participants learn to identify facts from opinions.</li></ul>	

## NewseumED Resources

(Requires free NewseumED account creation)

- [Video](#) -- The Fundamentals of News
- [Activity](#) - Fundamentals of News
- [Worksheet](#) - Fundamentals of News (one for each participant)
- [Transcript](#) - "Fundamentals of News"

## Notes

# IS THIS STORY SHARE-WORTHY?

3RD WEEK/FORTNIGHT

## Facilitator Guide

### Objectives

- Help participants learn how to using a simple flowchart to evaluate whether interesting news stories they would like to share have the hallmarks of being “real” news or whether in so sharing, they might be perpetuating “unworthy” news.
- Help them find good stuff and get rid of the garbage.

### Audience

- Senior school students + general public.
- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism and/or Mass Communication or the like.

### Lesson Plan

- Facilitator introduces the objective of the program.
- Facilitator asks the audience for examples of hoaxes or viral false news stories they’ve seen online and how they responded to them.
- Facilitator walks the group through the “Is This Story Share-Worthy?” flowchart, including the supporting information for each question (located on the right hand side of the chart).
- Facilitator demonstrates the decision-making and flowchart process using a short news story.
- Facilitator explains the group roles and then asks each group to assign roles—Story reader | Worksheet note-taker | Process facilitator | Flowchart artists | Story presenters
- All group members are welcome to contribute their talents to assessing the story’s content and helping build the story’s share-worthy flowchart.
- Facilitator gives each group a story, and participants
  1. Listen to it being read aloud
  2. Have a chance to glance at the written text, one by one,
  3. Process facilitators lead a discussion of whether the group thinks the story is true or false, using the “Is This Story Share-Worthy?” worksheet as a guide.
  4. Worksheet notetaker records discussions, as needed.
  5. Once the group reaches consensus on the share-worthiness of the story, the flowchart artists begin to draw their own “Is This Story Share-Worthy?” flowchart for the story.
  6. Story presenters share out the flowcharts, group by group, and explain their decision-making process.
  7. Participants from other groups are encouraged to ask questions and/or dispute findings.
- If time permits, groups can explore a second news story.
- Participants fill out the feedback form.

### Testimonials

- Take feedback from the participants and talk to them to explore if and how they would be applying the newly learned skill in real-life and how this is going to affect their news-sharing habit.

### Summary

- The participants learn about establishing the worthiness of a news story and thus help check spread of unworthy news in the society.

## Audience Guide

- Is the news story worth my time & sharing it further?
- Have I been sharing garbage?

- Learn to use the infographic flowchart to establish the share-worthiness of a news story.
- Use the learned skills in evaluating the given news article and find out whether or not you would share this news story.
- Present your case before the audience and listen to the facilitator’s comments on your decision making.

## Materials Required

- iPads for online registration of the participants / alternate arrangement
- Flipcharts (at least three per group + 1 on flipchart stand/easel at the front to be used by the facilitator)
- Markers for each group
- Select a variety of news stories (some of which are true, some of which are false) for participants to evaluate using the NewseumED flowchart (one for each group) and print 2 copies of each story—1 set of 2 copies for each group.
- A relevant video chosen by the facilitator. (e.g. [45-Minute Farm Standoff Ends When Cops Realize Tiger Is Stuffed](#))

## NewseumED Resources

- (Requires free NewseumED account creation)
- [Activity](#) - Is This Story Share-Worthy?
  - [Worksheet](#) - Is This Story Share-Worthy?
  - [Teacher Resource - Examples for Evaluating Online News Flowchart](#)
  - Is This Story Share-Worthy? [Flowchart](#) (one color print copy for each group + 1 larger copy preferably a mounted one in poster size)

## Notes

- Share applications of the skills learnt in assessing news stories in real-life.
- Save time and energy.
- One small step towards becoming a responsible digital citizen.

# NEWS VALIDITY

4TH WEEK/FORTNIGHT

	Facilitator Guide	Audience Guide	Materials Required
Objectives	<ul style="list-style-type: none"><li>- Establishing validity of news stories.</li><li>- Demonstrate spread of misinformation.</li><li>- Identify misinformation and stay away from it.</li></ul>	<ul style="list-style-type: none"><li>- Identifying misinformation.</li><li>- Help stop misinformation.</li><li>- Stay away from misinformation.</li></ul>	<ul style="list-style-type: none"><li>- iPads for online registration of the participants / alternate arrangement</li><li>- Flipcharts/Chart Papers</li><li>- Markers for each group</li><li>- Scissors for each group</li><li>- Glue sticks for each per group</li><li>- PPT presentation prepared by the facilitator (if desired)</li><li>- One misinformation activity (e.g. <a href="#">Quiz: Can you spot the fake stories?</a>)</li></ul>
Audience	<ul style="list-style-type: none"><li>- Senior school students + general public.</li><li>- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism and/or Mass Communication or the like.</li></ul>		
Lesson Plan	<ul style="list-style-type: none"><li>- Facilitator recaps earlier sessions.</li><li>- S/he begins with a game. S/he whispers a small story of one or two sentences to one of the participants (e.g. <i>"Today I saw a dog fighting with a goat while a monkey looked on. Another monkey stole a bottle of orange Fanta from my hand"</i>).</li><li>- That person whispers the story to the next, and this continues until all participants have heard and then shared the story.</li><li>- Last person tells the group the reported story.</li><li>- Facilitator shows the original statement on the screen which, for valid reasons, would widely vary from the original one.</li><li>- S/he then discusses that how the final participant's story differed from the original correlating this to false news stories and the propagation of misinformation.</li><li>- Facilitator further discusses misinformation and encourages participants to come up with their own definitions of misinformation.</li><li>- NewseumED short video on the topic is screened.</li><li>- S/he then illustrates reasons for misinformation and discusses associated components like Political advantage   Financial gain   Entertainment   Genuine mistakes   Desperation.</li><li>- Misinformation activity selected by the facilitator.</li><li>- Group discussed using questions listed in the NewseumED activity sheet.</li><li>- Participants work in groups and record their responses on flipchart sheets.</li><li>- Sharing of group discussion</li><li>- Participants fill out the feedback form.</li></ul>		
Testimonials	<ul style="list-style-type: none"><li>- Record short videos endorsing shift in participants' perception of propagation of misinformation.</li></ul>	<ul style="list-style-type: none"><li>- Any individual SM posts on how the workshop has helped them identify misinformation.</li></ul>	
Summary	<ul style="list-style-type: none"><li>- The workshop identifies the need to put a check on the propagation of misinformation and help participants understand the damage created by it.</li></ul>	<ul style="list-style-type: none"><li>- Educate participants and skills them to stop spread of misinformation.</li></ul>	

## Notes

# E.S.C.A.P.E.

## NEWS-SHARING PITFALLS

5TH WEEK/FORTNIGHT

	Facilitator Guide	Audience Guide	
Objectives	<ul style="list-style-type: none"><li>- To give participants a handy acronym to help them remember six key concepts for evaluating information.</li><li>- Test the concepts in teams.</li></ul>	<ul style="list-style-type: none"><li>- Learn how to evaluate information using different parameters.</li></ul>	<b>Materials Required</b> <ul style="list-style-type: none"><li>- iPads for online registration of the participants / alternate arrangement</li><li>- Flipcharts/Chart Papers</li><li>- Markers for each group</li><li>- Scissors for each group</li><li>- Glue sticks/tape for each group</li><li>- 1 copy of the front page of different newspapers per group</li><li>- 6 small copies/cards of all the newspaper titles used above to be given to participants on arrival for dividing them into groups of six.</li><li>- 1 large printout of the different newspapers used above.</li></ul>
Audience	<ul style="list-style-type: none"><li>- Senior school students + general public.</li><li>- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism and/or Mass Communication or the like.</li></ul>		
Lesson Plan	<ul style="list-style-type: none"><li>- Welcome and recap.</li><li>- Introduce the acronym E.S.C.A.P.E. and go through each of the six components using six flipcharts that s/he prepared—one for each concept—before the workshop.</li><li>- Stationery, along with a news article, NewseumED poster, and worksheet is provided to each group.</li><li>- Applying the concept of E.S.C.A.P.E., each group works collaboratively to establish the trustworthiness of the story.</li><li>- Participants use their own devices and those provided by the American Space for investigating the facts and make a logical case on the given flipchart.</li><li>- Groups hang their flipcharts on the wall.</li><li>- Gallery Walk: Each group goes from one poster to the next to look at the article and the concept that was given. A timer will be set to have participants move through at a timely rate.</li><li>- Small group discussion. Each group is provided with the discussion questions (given at the end of the NewseumED Activity sheet).</li><li>- After about 10 minutes, one person shares the group discussion.</li><li>- Participants fill out the feedback form.</li></ul>	<ul style="list-style-type: none"><li>- Learn the acronym E.S.C.A.P.E. and apply it during group exercise.</li></ul>	
Testimonials	<ul style="list-style-type: none"><li>- Talk to the participants and record their feedback about how they might use the E.S.C.A.P.E. in their day-to-day life.</li></ul>	<ul style="list-style-type: none"><li>- Share the acronym with friends/relatives.</li></ul>	<b>NewseumED Resources</b> (Requires free NewseumED account creation) <ul style="list-style-type: none"><li>- <a href="#">E.S.C.A.P.E. Junk News Poster</a></li><li>- <a href="#">Activity</a> - E.S.C.A.P.E. Junk News</li><li>- <a href="#">Worksheet</a> - E.S.C.A.P.E. Six Key Concepts</li><li>- <a href="#">Teacher Resource - Examples for Evaluating Online News</a></li><li>- <a href="#">Bookmark</a> - E.S.C.A.P.E. Junk News</li></ul>
Summary	<ul style="list-style-type: none"><li>- The E.S.C.A.P.E. acronym gives the participants a strong tool to establish the reliability of information.</li></ul>		

### Notes

	Facilitator Guide	Audience Guide	
Objectives	<ul style="list-style-type: none"><li>- Understand what comprises ethical journalism. Learn and apply the guiding principles of the journalists' code of ethics.</li></ul>	<ul style="list-style-type: none"><li>- Ethics is central to the principles of journalism.</li></ul>	<b>Materials Required</b> <ul style="list-style-type: none"><li>- iPads for online registration of the participants / alternate arrangement</li><li>- Flipcharts/Chart Papers</li><li>- Markers for each group</li><li>- Scissors for each group</li><li>- Glue sticks/tape for each group</li><li>- PPT presentation prepared by the journalist (if desired)</li><li>- PPT presentation prepared by the facilitator (if desired)</li></ul>
Audience	<ul style="list-style-type: none"><li>- Senior school students + general public</li><li>- 1<sup>st</sup> and 2<sup>nd</sup> year undergrad students of Journalism.</li></ul>		
Lesson Plan	<ul style="list-style-type: none"><li>- American Officer introduces the guest journalist.</li><li>- The journalist gives a brief remarks on key concepts of media ethics illustrated by photographs of significant historical moments that serve to illustrate ethical points.</li><li>- The series facilitator briefly defines ethics and illustrates the code of ethics in journalism, pulling participants into a group exercises that focus on media ethics and photo ethics.</li><li>- Use the NewseumED worksheet on media ethics scenarios for the first group exercise.</li><li>- Groups report out their responses to the media ethics scenarios, and the journalist and facilitator provide their feedback.</li><li>- Facilitator discusses ethics in photojournalism and talks about what should or shouldn't be published based on common journalistic principles.</li><li>- Use the NewseumED worksheet on photo ethics scenarios for a second group exercise.</li><li>- Groups report out their responses to the photo ethics scenarios, and the journalist and facilitator provide their feedback.</li><li>- Participants complete their feedback forms for the full series.</li></ul>	<ul style="list-style-type: none"><li>- Understand media and photo ethics and incorporate that understanding into their own media creation practices.</li><li>- Qualifying participants collect their certificates.</li><li>- Join for reception and mingling opportunity.</li></ul>	<b>NewseumED Resources</b> (Requires free NewseumED account creation) <ul style="list-style-type: none"><li>- <a href="#">Handout</a> - Society of Professional Journalists Code of Ethics (2 copies per group)</li><li>- <a href="#">Worksheet</a> - Media Ethics Scenarios</li><li>- <a href="#">Handout</a> - PE Photo Ethics Scenarios</li><li>- <a href="#">Handout</a> - 'Breakfast Test' Case Study</li><li>- <a href="#">Activity</a> - 'Breakfast Test' Case Study</li></ul>
Testimonials	<ul style="list-style-type: none"><li>- Video record testimonials from audience members.</li></ul>	<ul style="list-style-type: none"><li>- Share your experience through the DC 101 series and let us know how it shaped your journalism wisdom.</li></ul>	
Summary	<ul style="list-style-type: none"><li>- The participants take home journalism ethics and media ethics tips with them, and we obtain valuable feedback for future program planning.</li></ul>	<ul style="list-style-type: none"><li>-Welcome to the world of media &amp; journalism!</li></ul>	<b>Notes</b>