

# PROGRAMMING KIT

## Media Literacy



American  
Spaces

With false news and disinformation playing a large role in the current media landscape, it is critical that journalists and consumers alike learn how to critically analyze all the news stories and information we come across each day. America House Kyiv and a nonprofit education organization jointly developed the following media literacy training resources that may be used in American Spaces<sup>1</sup>. These resources were used for a training workshop in Kyiv, Ukraine, and can be adjusted as necessary to meet different Spaces' needs and country conditions.

These resources would be ideal to use with journalism students, or as part of a public program to train people how to be savvy consumers and disseminators of information and news stories.

Here are two workshops, with accompanying IREX-produced training guides, you may consider hosting:

- [“Personal Media Landscape” Exercise](#) (~30-40 minutes)
  - o Accompanying [“My Media Landscape” Example](#)
- [Fact-Checking Training](#) (~2 hours):

Here are additional resources you can use and share with participants:

- [Resources for Finding Debunked Stories](#)
- [Free Tools for Creating Engaging Content](#)

### Notes/Tips:

- The training guides for the two workshops provide detailed information for the goals of the program, what materials you should prepare ahead of time, discussion questions, and websites/articles you may consider using as part of your training.
- The schedules on the following pages summarize the **suggested schedules** you can consider using for these two workshops. You may choose to shorten or lengthen the program, or conduct separate programs for the longer **Fact-Checking Training**, depending on your American Space's individual situation.
- For the **Personal Media Landscape Exercise**, American Spaces facilitators may consider creating a “My Media Landscape” handout that fits the local media environment.
- For the **Fact-Checking Training**, American Spaces facilitators will need to prepare the following items ahead of time:
  - o News articles (in print and online)
  - o Photos and videos that are false or contain manipulations
  - o The number of examples will depend on the number of small groups you have (for group work)

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<sup>1</sup> America House Kyiv worked with the nonprofit education organization IREX. Some of the resources referenced above are from IREX's “Learn to Discern” media literacy program.

### “Personal Media Landscape” Exercise (~30-40 minutes):

Length of Time (minutes)	Item	Description
~7-10	<b>WELCOME &amp; INTRO</b>	<p>Facilitator gives intro:</p> <ul style="list-style-type: none"> <li>- Ask questions from page 3 of “Personal Media Landscape” facilitation guide under “Description of Exercise” (eg, how much time spent on different types of media, etc)</li> <li>- Show the “My Media Landscape” slide on a projector or draw the picture on a flipchart</li> <li>- Explain the different categories and what each surrounding circle means</li> </ul>
10	<b>INDIVIDUAL WORK</b>	<ul style="list-style-type: none"> <li>- Give participants “My Media Landscape” handout to complete</li> <li>- Individual assignments will NOT be collected</li> </ul>
~10-20	<b>DISCUSSION &amp; WRAP UP</b>	<ul style="list-style-type: none"> <li>- See pages 5-7 of facilitation guide for discussion points, questions that may be asked, and wrap-up</li> </ul>

### “Fact-Checking Training” Workshop (~2 hours):

Length of Time (minutes)	Item	Description
~5-10	<b>WELCOME &amp; INTRO</b>	<p>Facilitator gives intro:</p> <ul style="list-style-type: none"> <li>- Quick intro to goals of today’s program</li> <li>- Start with warm-up questions on page 3 of “Fact Checking Training” facilitation guide (What media sources do you trust? Etc.)</li> <li>- Introduce “Propaganda, Manipulations and Fakes in the Media” – page 4</li> </ul>
15	<b>GROUP WORK – MANIPULATION IN THE NEWS</b>	<ul style="list-style-type: none"> <li>- Form groups of 2-4 participants and give them handouts with articles that contain manipulations <ul style="list-style-type: none"> <li>o Ideally, each small group will have a different article, and each individual should have his/her own copy of the article; if there are many groups, facilitators can consider passing out the same article to more than just one group</li> <li>o Using different colored pens/markers, ask participants to underline where they see manipulations or other inconsistencies: opinions, hate-speech, absence of facts, etc.</li> <li>o Let participants know they should appoint a spokesperson to present findings</li> </ul> </li> </ul>
~10-15	<b>GROUP SHARING OF FINDINGS</b>	<ul style="list-style-type: none"> <li>- A spokesperson for each group gives brief summary of article and findings of manipulations and other inconsistencies <ul style="list-style-type: none"> <li>o If there are many groups, let each group know they have 2 minutes each for a brief summary and to present on top 3 manipulations</li> </ul> </li> </ul>

## CONTINUATION: “Fact-Checking Training” Workshop (~2 hours):

Length of Time (minutes)	Item	Description
10	<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>- Facilitator leads discussion on “Analysis of Headlines” and “Analysis of Text” -- see page 5</li> <li>- Use articles already discussed as basis for exploring questions, such as:               <ul style="list-style-type: none"> <li>o Does the headline correlate with the text? Does it provoke emotions or distort information?</li> <li>o Can the information in the body of the article be verified? Would the story still be considered a news report if manipulative words were removed?</li> </ul> </li> <li>- Facilitator defines “fact,” “opinion,” “fake/false stories” – see pages 6-7</li> </ul>
~15	<b>GROUP WORK – VERIFYING FAKE/FALSE NEWS</b> (access to computers with internet required)	<ul style="list-style-type: none"> <li>- In groups of 2-4, participants will work at computer workstations to practice verifying credibility of online articles – each article should include the source of the article, so participants can find the articles electronically.</li> <li>- Give participants a handout with the exercise and questions on pages 7-8</li> </ul>
~10-15	<b>GROUP SHARING OF FINDINGS</b>	<ul style="list-style-type: none"> <li>- A spokesperson for each group gives brief summary of article and findings of what is false and any inconsistencies</li> </ul>
~10-15	<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>- Facilitator leads discussion on the results of group work, congratulates participants on conducting successful investigations of false news, and gives info for where to learn more about verification tools – see page 8</li> <li>- Facilitator presents on false news and social media – pages 8-9</li> <li>- Facilitator presents on photo and video verification – pages 10-11</li> </ul>
10	<b>GROUP WORK – VERIFYING PICTURES</b>	<ul style="list-style-type: none"> <li>In groups of 2-4, give participants several pictures to check. Ask participants to verify all possible info about the pictures, using the tools presented (pages 10-11).</li> </ul>
~5-10	<b>GROUP SHARING OF FINDINGS</b>	<ul style="list-style-type: none"> <li>- A spokesperson for each group gives brief summary of findings.</li> </ul>
~5-10	<b>WRAP UP</b>	<ul style="list-style-type: none"> <li>Facilitator leads:               <ul style="list-style-type: none"> <li>- Summarize training topics and skills practiced.</li> <li>- Solicit feedback/thoughts from participants on which topics/tools were most helpful</li> <li>- Send participants home with media literacy tools and resources from training.</li> <li>- See page 12 for more concluding activities.</li> </ul> </li> </ul>

### Additional Resources:

In support of a recent American Spaces Media Literacy workshop held in Ukraine in April 2018, additional resources were used (such as *Newseum Ed* posters). These additional resources are available to facilitators with an america.gov account, and can be found here: <https://drive.google.com/open?id=1zYOSYOpYo5cltPQQQ53ji7LrejckWU>