

## LESSON : CRITICAL NEWS CONSUMPTION - MOBILISING OTHERS

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**EntreComp Competence Framework:** Mobilising others

Spotting opportunities, creativity, vision, ethical and sustainable thinking, self-awareness and self-efficacy, taking the initiative, working with others, learning through experience.

### Introduction

The Lesson on “Mobilizing Others for Critical News Consumption” focuses on equipping students with the skills and knowledge needed to critically assess and mobilize others to consume news and information responsibly. It emphasizes the importance of distinguishing reliable sources from unreliable ones, promoting critical thinking, and countering the spread of misinformation.

1. News Literacy: News literacy refers to the ability to analyze, evaluate, and critically assess news and information from various sources to make informed judgments.
2. Critical Thinking: Critical thinking involves actively and objectively analyzing information, considering its source, credibility, bias, and relevance before forming conclusions or making decisions.
3. Misinformation: Misinformation is false or misleading information that is spread, often unintentionally, without ill intent.
4. Disinformation: Disinformation is false information deliberately created and spread with the intent to deceive or manipulate.

### Principles:

1. Source Evaluation: Teach students to evaluate the credibility and reliability of news sources. Discuss factors like journalistic standards, reputation, and transparency.
2. Fact-Checking: Emphasize the importance of fact-checking information before accepting it as true. Encourage the use of fact-checking websites and tools.
3. Bias Awareness: Help students recognize and understand bias in news reporting, including political, cultural, and economic biases.
4. Critical Analysis: Promote critical thinking skills such as questioning assumptions, considering alternative viewpoints, and verifying claims.



### Methods and Framework:

1. Source Reliability Framework: Introduce a framework for assessing source reliability, which may include criteria such as the credibility of the author, publication date, cross-referencing with other sources, and the presence of citations and references.
2. Fact-Checking Exercises: Engage students in fact-checking exercises using real news articles. Provide them with fact-checking tools and guidelines.
3. Case Studies: Analyze case studies of news stories where misinformation or disinformation played a significant role. Discuss the consequences of spreading false information.

Using Visuals (Pictures, Graphs, Tables): Illustrate the steps involved in critical news consumption, from source evaluation to fact-checking with Infographics. Create visual representations of bias in news reporting, such as graphs showing political leanings of major news outlets. Provide comparative tables that highlight the differences between reliable and unreliable news sources, including their ethical standards and transparency.

### **Bibliography and weblibliography**

1. Center for News Literacy – Bringing crucial critical thinking skills for the 21st century to teachers and students
2. News Literacy Project
3. MediaWise - Poynter focuses on teaching digital media literacy to young people.
4. factcheck.org
5. The Trust Project – News with integrity promotes transparency and credibility in journalism (can help students understand the importance of trustworthy news sources).
6. "Media Literacy in the K-12 Classroom" by Frank W. Baker
7. "News Literacy: Critical-Thinking Skills for the Digital Age" by Michelle Luhtala and Jacquelyn Whiting
8. "Breaking News: Mastering the Art of Disruption in Journalism" by Alexios Mantzarlis

### **Purpose and recipients**

This adaptable lesson suits various age groups, from students to adults, educators, parents, and community leaders. It offers multiple benefits:

1. Media Literacy: Develop media literacy skills to assess news sources, detect misinformation, and recognize bias.

2. **Critical Thinking:** Encourage critical thinking by teaching how to question assumptions, verify claims, and consider multiple perspectives.
3. **Responsible Citizenship:** Empower responsible citizenship through informed decision-making, civic engagement, and responsible voting.
4. **Misinformation Combat:** Equip with tools to identify and counter fake news.
5. **Digital Literacy:** Navigate the online world effectively, distinguishing reliable sources from unreliable ones.
6. **Info Advocacy:** Promote responsible information sharing, fostering a culture of accuracy and truthfulness.
7. **Career Preparation:** Valuable skills for careers in journalism, marketing, PR, public policy, and more.
8. **Social Cohesion:** Reduce polarization and division caused by misinformation, contributing to social cohesion.

### **Learning outcomes**

Learners will be able to critically evaluate news and information, identify reliable sources, and effectively mobilize others to engage in responsible news consumption and information sharing.

### **Description of teaching and learning activities**

1. Introduction to the Lesson by explaining the importance of critical news consumption in today's information landscape.
2. Definition of Key Terms such as "news literacy," "critical thinking," "misinformation," and "disinformation," providing clear explanations to ensure students have a solid foundation.
3. Source Evaluation Framework: For evaluating news sources, including factors like credibility, transparency, and reputation.
4. Critical Thinking Principles: Including the importance of questioning assumptions, considering multiple perspectives, and fact-checking information.
5. Fact-Checking Tools: The teacher introduces fact-checking tools and resources, explaining how to use them to verify the accuracy of claims and information.
6. Media Bias Awareness: The teacher provides examples of different types of bias (e.g., political, cultural), explaining how to recognize bias in news reporting.
7. Case Studies: Of news where misinformation or disinformation played a significant role.

8. Promoting Responsible Information Sharing.
9. Encouraging Critical Discussions: The teacher facilitates class discussions on various news topics, encouraging students to apply critical thinking and source evaluation skills.

**Practical Activities by Learners:**

1. Source Evaluation: Learners assess news articles for credibility and reliability.
2. Fact-Checking: Students independently verify the accuracy of news claims.
3. Bias Detection: Learners identify and discuss biases in news articles.
4. Case Study Analysis: Students analyze and present a misinformation case study.
5. Media Literacy Toolkit: They create a toolkit with fact-checking resources and guidelines.
6. Debates on News Topics: Students construct and defend arguments.
7. Community Outreach: Projects promote responsible news consumption.
8. Civic Engagement Simulation: Students make informed civic decisions.

**Supporting resources**

1. CrashCourse Media Literacy (YouTube)
2. TED-Ed Lessons
3. FactStream (App)
4. NewsGuard (Browser Extension)
5. Checkology
6. Kahoot
8. Printed News Articles: For hands-on source evaluation exercises.
9. Media Literacy Posters, illustrating critical thinking concepts, media bias, etc.
10. Center for News Literacy
11. Media Bias/Fact Check
12. Common Sense Education

**Duration:**

- Standard Lesson (2-4 hours): source evaluation, fact-checking, bias recognition, allowing for interactive activities.
- Extended Lesson (4-8+ hours): in-depth exploration of media literacy, misinformation, and case studies with hands-on activities and discussions.

**Competence level:** EQF Level 3-4



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