

# Activity 1

## Work flow



I. Topic selection

Teacher choose topic  
*(assignment)*

Students choose topic  
*(short discussion)*

II. First impression

What students know about the issue  
*(short discussion)*

template for teachers  
1-1-II First impression

- Q: What do you know about the issue XXX?
- Q: What do you think about the issue XXX?
- Q: What are the main parties (actors) involved in this issue?

III. Select the sources of information

Teacher choose the sources  
*(assignment)*

Students find sources  
*(assignment)*

Students present the sources / information they have found a choose the sources for the following work  
*(discussion)*

Q: Why is the source / information provided important to better understand the issue?

IV. Assessing the reliability of information (fact-checking)

Students assess the relevance of the source/information and its credibility (trustworthiness).  
*(assignment)*

template for students  
1-1-IV Source and its relevance and reliability

Students are free to open and use also other sites on the internet

- Q: How much do you trust this as a source of information?
- Q: Asses whether the information is relevant and credible and should be taken into account to decide/know better about the issue?
- Q: What kind of information is provided: fact or opinion or PR-promotion?



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**Attributed to:** Developed under the project ACTIVE financed by Erasmus+ program



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### V. Finding the main aspects of reliable information

template for class  
1-1-IV Source and its relevance and credibility

Goal: learn to assess the information by the relevant criteria and to learn what are not the relevant criteria to judge credibility not to necessary identify disinformation and fake-news (see step VI)

HOW, WHERE and BY WHOM the data (proclaimed facts) were produced

OPINION vs. FACT  
...and INTERPRETATION

Fact can be fact-checked

Opinion is opinion (but can be supported by evidence)

Recognize manipulative techniques

Students discuss how and why (!) they have assessed the credibility of the selected information  
(discussion)

Module 1 (1.2)  
secondary sources of data and information

Module 1 (1.3)  
fact-checking  
not relevant criteria  
manipulative techniques  
lateral reading  
opinion vs fact

#### FACT-CHECKING (*credibility of the information*)

Q: Do you consider this information credible /not credible?

Q: Why do you consider this information credible /not credible (list main aspects you base your judgement on?)

Q: What are the main criteria of credible information? ... to help find the criteria:

Q: What kind of information is it (fact/opinion/PR-promotion)?

Q: Is the information provided based/backed by evidence?

Q: What are the references for the credibility of the source of information (did you checked on other sites)?

Q: Is the presented fact actually valid - accurate (evidence is provided, we trust the credibility of the method used)?

Use lateral reading

#### THE AUTHOR and PERSPECTIVES

Q: Who created it? What motivations do the creators have for presenting the information? How does that affect the reliability of the source?

Q: What is the perspective of the source/author?

Q: What sources is the author using?

Q: Does the author have any particular interests in the outcome?

Q: What are the main contradicting arguments/opinions?

Q: What are (possible) motivations of the authors?

Module 1 (1.1)

quality of data and information (relevance, reliability = credibility / completeness / validity)

#### VALIDITY AND COMPLETENESS of the information)

Q: Is the presented fact actually valid - accurate (evidence is provided, we trust the credibility of the method used – the way how the data/facts were obtained)?

Q: What aspects of the issue does the data / information covers (does it tell all we need/should know)?

Remember that opinions and biased information does not have to be discarded in principal:

- it still can be relevant (evidence must be provided)
- It is relevant as a source about different options/approaches/perspectives of different actors

More in the Module 2 / Activity 2



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