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On-line workshop for involved teachers

9<sup>th</sup> of November 2022 (15:45 – 18:00)

# Promoting ACTIVE and Responsible Citizenship in Schools

Empower pupils to enable them act as active and responsible agents in democratic society



Sukromna zakladna  
skola  
Felix



[www.ecece.org](http://www.ecece.org)

**WSB University**

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AGENDA



## Agenda of the workshop

- **Sharing experience from the class**
- **Discussing issues and support needed**
- **Module 0 practical example**
- **Fact-checking limitations**
- **Example for Activity 1**
- **Example for Activity 2**

**Prepared for 2. workshop** (prepared but can be presented if asked for and/or time allows it)

- **Example 1 for Activity 3**
- **Example 2 for Activity 3**
- **Evidence – how to examine it (for Activity 4)**



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AGENDA



## Sharing experience from the class

- **Have you already tried in the class? What activities have you done?**
  - TOPICS / PROCEDURE / STUDENTS INVOLVEMENT
  - How did that go?
  - Any questions about the process/topics?
- **Are you still hesitating?**
  - What support do you need?
- **Any other issues & questions?**
  - About the methodology and/or activities?
  - Implementation in the class



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# Module 0

*General understanding*



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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

Case: Was Edi at the workshop in Pesaro?





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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition, experience...

### Case: Was Edi at the workshop in Pesaro?

Do we “objectively” (“for fact”) know he was here?

What is the answer?





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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

Case: Was Edi at the workshop in Pesaro?

What is the answer?

OK for **those involved**:

- they saw him there

For those **NOT involved**:

- do we have any evidence?
- what kind of evidence?

*What is actually the difference?*





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## Example 1



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EXAMPLE to understand objectivity, data, facts, evidence, definition...

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*What is actually the difference?*

...It is been said: "It is a fact, I saw it!"







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## Example 1



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...It is been said: "It is a fact, I saw it!" = experience





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## Example 1



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...It is been said: "It is a fact, I saw it!" = experience



**EXPERIENCE vs FACTS (DATA)**



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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

### Case: Was Edi at the workshop in Pesaro?

What is the answer?

OK for those involved:

- they saw him there

For those NOT involved:

- do we have any evidence?
- what kind of evidence?

### EXPERIENCE vs FACTS (DATA)

*How to actually answer the question?*

Would you say the director of the school was at the workshop?





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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

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What is the answer?

OK for those involved:

- they saw him there

For those NOT involved:

- do we have any evidence?
- what kind of evidence?



## EXPERIENCE vs FACTS (DATA)

*Would you say the director of the school was at the workshop?*

We need: The definition of “to be at the workshop” ...or to participate



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Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

### Case: Was Edi at the workshop in Pesaro?

What is the answer?

OK for those involved:

- they saw him there

For those NOT involved:

- do we have any evidence?
- what kind of evidence?



## EXPERIENCE vs FACTS (DATA)

The definition of “to be at the workshop” ... **NEED to BE FORMULATED**

participate (100 % 90 % 80 %) ...when need of DATA/EVIDENCE/FACTS

= language = concept of understanding (definition)

...What is...objectivity, truth, facts...



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# Example 1



## Module 0

EXAMPLE to understand objectivity, data, facts, evidence, definition...

Objectivity, data, facts, evidence, definition...

### EXPERIENCE vs FACTS (DATA)

DATA/EVIDENCE/FACTS = language = concept of understanding (definition)

CAN we trust EXPERIENCE? ...personal perception, unique = not to be compared...

Experience not accepted by scientific approach

*Is there anything else then our experience...?*

But Experience is inevitably important for us

...different perception and "clarity"





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# Module & Activity 1

*Reliable source of information*

*Quality of data and how to approach information on the internet*



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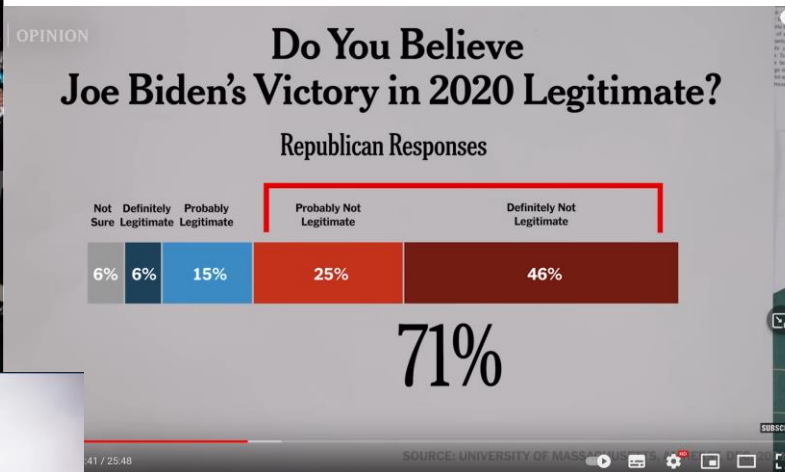
# Example 1



**ACTIVITY 1** Fact-checking – first orientation and how to approach information on the internet

Why to go beyond fact-checking?

BUT first lets see the importance of recognizing disinformation and “fake-news”



Factbox: Threats and attacks on members of Congress

According to data provided by the United States Capitol Police, a law enforcement agency charged with protecting members of Congress, **cases** related to "concerning statements and threats" **jumped from 3,939 in 2017 to 9,625 in 2021.**



## Disinformation About Russia's invasion of Ukraine - Debunking Seven Myths spread by Russia

18.03.2022 Brussels





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## Example 1



ACTIVE

**ACTIVITY 1** Fact-checking – first orientation and how to approach information on the internet

Why to go beyond fact-checking?

### Holocaust denial case

Official sources from the International Red Cross prove that the "Holocaust" was a Jewish fraud.

"Recent documents, closed for years, show that the total number of deaths in the "concentration camps" is only 271,301. 6 million Jews did not die: this claim is mere fabrication \*."

Even if such a document exist and was "real" what would that mean?

...a prove that Holocaust is a scam???

*NOTE that denning existence of Holocaust is considered a crime in some contrives. Here we are discussing a principle how to approach evidence and in any means we do imply to any holocaust denial (in the contrary).*

Beurkundete Sterbefälle von Häftlingen ehemaliger deutscher Konzentrationslager beim  
Sonderstandesamt AROLSSEN

	bis 31.12.1982	vom 01.01.1983 bis 31.12.1983	insgesamt bis 31.12.1983
Auschwitz	53 606	27	53 633
Bergen-Belsen	6 851	-	6 851
Buchenwald	20 671	-	20 671
Dachau	18 451	-	18 451
Flossenbürg	18 330	-	18 330
Groß Rosen	8 355	-	8 355
Lublin	7 245	426	7 671
Mauthausen	78 823	1	78 824
Mittelbau	7 463	-	7 463
Natzweiler	4 431	-	4 431
Neuengamme	5 706	-	5 706
Ravensbrück	2 128	2	2 130
Sachsenhausen	5 012	-	5 012
Stutthof	11 237	1 065	12 303
Theresienstadt	27 260	344	27 604
Verschiedene	4 643	-	4 643
	<u>280 212</u>	<u>1 865</u>	<u>282 077</u>

Zahl der Karteikarten in der Hauptkartei des Sonderstandesamtes über registrierte KL-Sterbefälle beim Sonderstandesamt und anderen Standesämtern zum 31.12.1983 373 468

(einschließlich Hinweiskarten für  
- Todeserklärungen und Anfragen von Amtsgerichten betr. Todeserklärungen  
- verschiedene Schreibarten von Familiennamen usw.)

Die Beurkundungszahlen des Sonderstandesamtes laßen keine Rückschlüsse auf die tatsächliche Zahl der Toten in den Konzentrationslagern zu.

Arolsen, den 16.01.1984  
Der Standesbeamte  
*(Signature)*  
( Butterweck )

Aufschrift: Amt für die Angelegenheiten des Sonderstandesamtes Arolsen

Aufschlußreicher Bescheid von 1984.



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## Example 1



**ACTIVITY 1** Fact-checking – first orientation and how to approach information on the internet

### Why to go beyond fact-checking? Holocaust denial case

Official sources from the International Red Cross prove that the "Holocaust" was a Jewish fraud.

Even if such a document exist and was “real” what would that mean?

...a prove that Holocaust is a scam???

*We need to weight strength of the evidence. ...we should understand the topic as a whole*

**There is so much evidence proving that we know for sure holocaust has happened!**

Possible **TRAP OF FACT-CHECKING**:

- Overestimate the ONE evidence (real evidence = true story/understanding/prove)
- Thing that everything is about fake-news and dis/misinformation

...and actually missing the picture

Fact checking is SUPER important but does not lead us to understanding of the topic!

*Fake-new and disinformation might and proved to be dangerous and can lead to destabilize the democratic society a so we should pay attention to them BUT do not forget about **understanding the issue as a WHOLE**.*

*NOTE that denning existence of Holocaust is considered a crime in some contrives. Here we are discussing a principle how to approach evidence and in any means we do imply to any holocaust denial (in the contrary).*

Beurkundete Sterbefälle von Häftlingen ehemaliger deutscher Konzentrationslager beim Sonderstandesamt AROLSEN

	bis 31.12.1982	Vom 01.01.1983 bis 31.12.1983	Insgesamt bis 31.12.1983
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Arolsen, den 16.01.1984  
Der Standesbeamte  
(Butterweck)

Aufschriftreicher Bescheid von 1984.



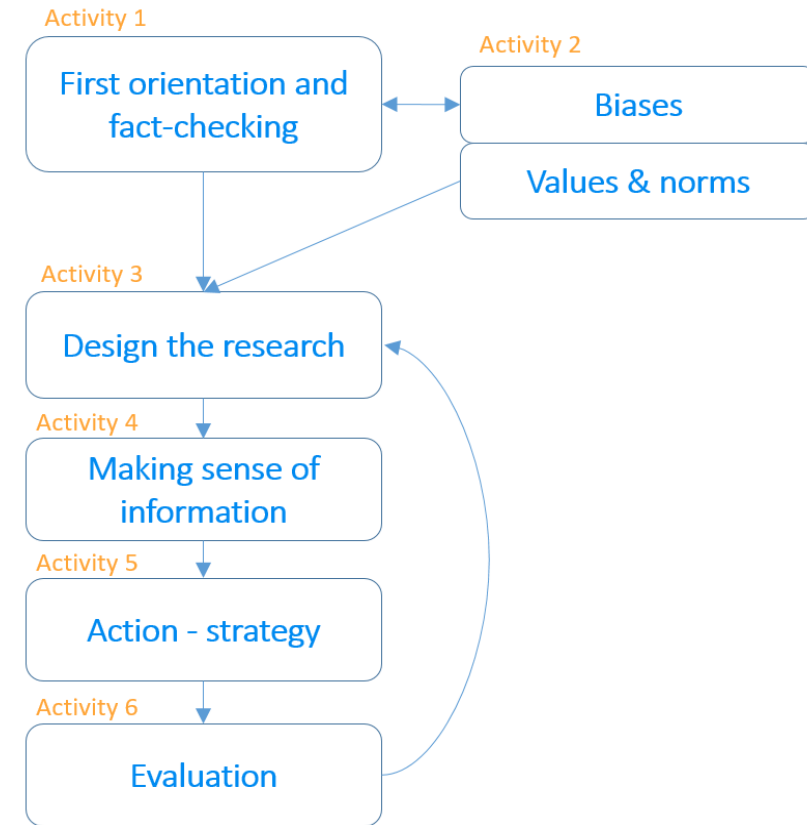
## ACTIVITY 1 overview

Fact-checking – first orientation and how to approach information on the internet

Finding relevant and reliable source and information

### The Activity 1 consists of the following steps:

- I. Topic selection
- II. First impression
- III. Select the sources of information
- IV. Assessing the reliability of information (fact-checking)
- V. Finding the main aspects of reliable information
- VI. Summarizing the criteria for reliable source of information
- VII. (optional) Show example/conduct proper fact-checking (second round)
- VIII. What else needs to be considered?





## ACTIVITY 1 key aspects

Fact-checking – first orientation and how to approach information on the internet

About **credibility** of the source -- so only the first step

### Learning by doing

- Try first ...and learn “later” (by experience and feedback)
- It is better the students find out what they have missed
- so we don't start to tell them how to do it but give them an assignment and leave it up to them to find the way

### The purpose of the task

- primary not to choose which information is reliable or not
  - learn to assess the information by the relevant criteria
  - learn to use lateral reading for fact-checking

**Relevant criteria:** WHO/BY WHOM (source) ; HOW (method)

+ recognize manipulative techniques

+ do not judge by irrelevant criteria

+ distinguish facts vs opinions (but do not dismiss opinions just as such)

+ students learn that **deliberate effort is needed**

### The Activity 1 steps:

- I. Topic selection
- II. First impression
- III. Select the sources of information
- IV. Assessing the reliability of information (fact-checking)
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- VI. Summarizing the criteria for reliable source of information
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- VIII. What else needs to be considered?



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EXAMPLE for Activity1



# Example – Climate change (disinformation)

*Possible approach (example of quite known topic):*

## Disinformation spread

Might let student do it by them selves or choose some sources:

[heritage.org](https://heritage.org)

<https://heartland.org/>



### A Different Perspective on Global Warming

Dec 9, 2021 3 min read



Commentary by

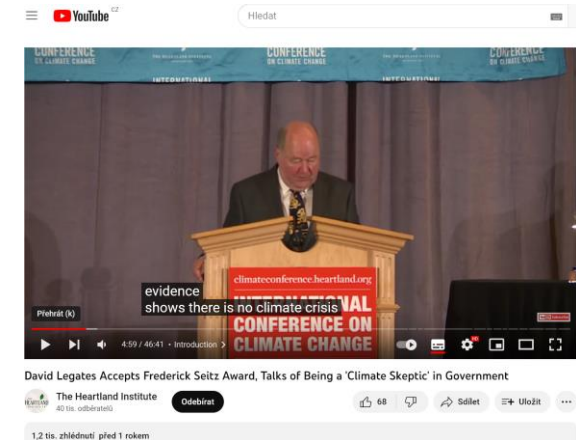
Katie Tubb  
Research Fellow, Center for Energy, Climate, and Environment  
Katie Tubb is a research fellow for energy and environmental issues at The Heritage Foundation.

<https://www.heritage.org/environment/commentary/different-perspective-global-warming>



From the green energy boondoggles in the so-called “Inflation Reduction Act” in the United States, to the ongoing wind-power disaster in Germany, and threats of energy cuts in the winter in the UK, the climate policy “solutions” are a real and growing problem for the people of the world. Why are we making life poorer and more miserable for most of the people on the planet **when there is no climate crisis?**

Attend this conference to **learn the truth**, and inspire your own passion to spread that truth around the globe.





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EXAMPLE for Activity1



# Example – Climate change (disinformation)

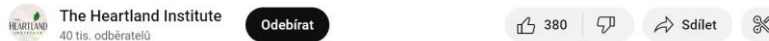
*Possible approach (example of quite known topic):*

## Disinformation spread (Patrick Moore)

- Former Greenpeace's President



Climate Change Roundtable: Greenpeace Co-Founder Patrick Moore



4 545 zhlédnutí Živě vysíláno 15. 4. 2022  
 For this week's episode of Climate Change Roundtable, we're streaming a keynote address Greenpeace co-founder Patrick Moore gave at the Fourteenth International Conference on Climate Change (ICCC), put on by The Heartland Institute. Moore helped start Greenpeace to fight noble environmental goals across the globe, but he soon saw the organization abandon that mission in favor of an anti-human agenda.

[Climate Change Roundtable: Greenpeace Co-Founder Patrick Moore](#)

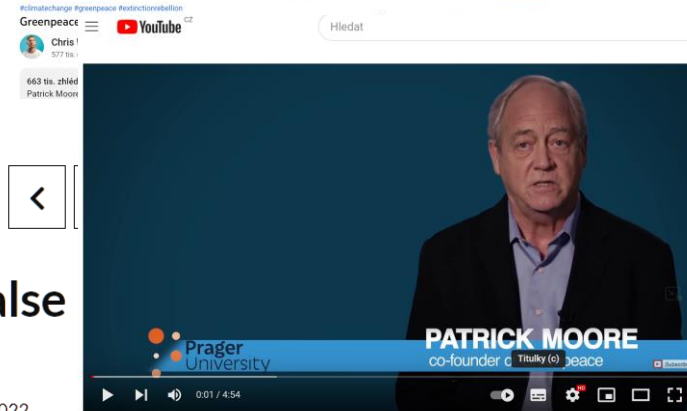
Greenpeace Founder Patrick Moore Says Climate Change Based on False Narratives

[Greenpeace Founder Patrick Moore Says Climate Change Based on False Narratives](#)

**Patrick Moore: The climate change skeptic quoted by Trump in 'potentially catastrophic' trend**



[Greenpeace's Ex-President - Is Climate Change Fake? - Patrick Moore | Modern Wisdom Podcast 373](#)



[What They Haven't Told You about Climate Change](#)





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EXAMPLE for Activity1



# Example – Climate change (disinformation)

Possible approach (example of quite known topic):

## 2. Sources to check (Patric Moore)

- Patric Moore / Prager University

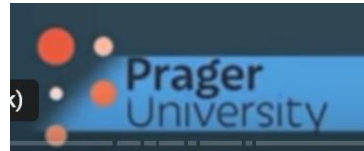
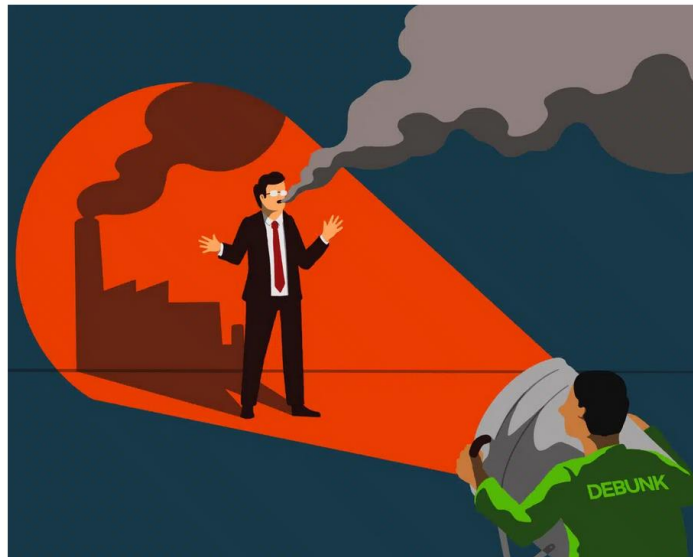
**Desmog.com**

<https://www.desmog.com/global-warming-policy-foundation/>

### DeSmog Launches Project to 'DeBunk' Climate Misinformation

Heard it all before? So have we. That's why we are trying out a new way to fight climate science denial.

By **Adam Barnett**  
on Oct 31, 2022 @ 07:05 PDT  
Series: **DEBUNK**



WIKIPEDIA  
The Free Encyclopedia

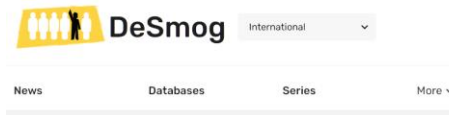
Main page  
Contents  
Current events

Article Talk

### Patrick Moore (consultant)

From Wikipedia, the free encyclopedia

**Patrick Albert Moore** (born June 15, 1947) is a Canadian industry consultant, former activist, and environmentalist. Moore has criticized the environmental movement for what he sees as "abandoned science and logic in favor of emotion and sensationalism".



### Patrick Moore



Patrick Moore



**potholer54**

227 tis. odběratelů

### [Response to Patrick Moore's "What They Haven't Told You about Climate Change"](#)

*PS: check you self the credibility*



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EXAMPLE for Activity1

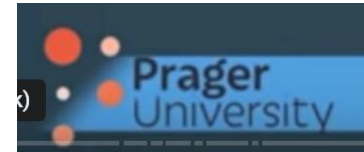


# ACTIVITY 1

Understanding manipulative techniques used

## What manipulative techniques are used in climate change debate?

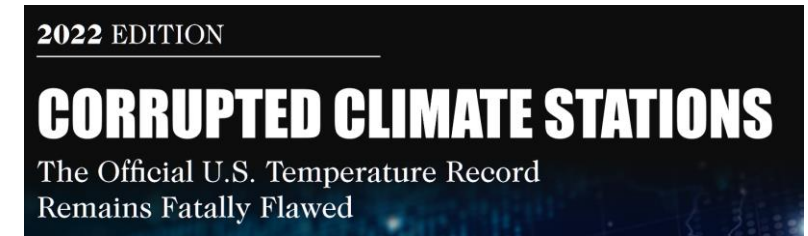
- **Fake experts (or authorities)**
  - See the Prager University (which is not an university)



- **False Dichotomies (“either-or fallacy”)**

*dismissing one option the conspiracy theory is seemingly giving the argument for second option*

- **Not possible to “accurately/precisely” measure temperature = the measurement of global temperature is irrelevant**
- **We can not prove that (this concrete) extreme weather event was caused by global warming = No evidence for climate change**



**POLITIFACT** Fact-checked: “96% of U.S. climate data is corrupted.”  
The Poynter Institute



By Chelsea Harvey, ClimateWire on January 2, 2018  
[Extreme event attribution](#)



Extreme weather



Drought



Tropical Cyclone



Tornado



Heat wave



Wildfire





# ACTIVITY 1

Understanding manipulative techniques used

## What manipulative techniques are used in climate change debate?

- **Scapegoating (finding common enemy)**
  - Green fanatics, EU...
  - **...LABELING (instead of using arguments):**
    - “Green ideology”

OK, MIGHT BY RIGHT BUT GIVE US THE EVIDENCE...
- **Ad-Hominem Attacks**
  - asperger’s syndrome diagnosis, eage...  
SO WHO CARES WHAT SHE IS ACTUALLY SAING...
- **Logical fallacy & inoherence (more for Activity 3 and 4)**
  - need to find the arguments and understand the topic



**Greta Thunberg** · Aug 31, 2019  
@GretaThunberg · Follow

When haters go after your looks and differences, it means they have nowhere left to go. And then you know you're winning! I have Aspergers and that means I'm sometimes a bit different from the norm. And - given the right circumstances- being different is a superpower.  
#aspiepower



**Greta Thunberg** ·  
@GretaThunberg · Follow

I'm not public about my diagnosis to "hide" behind it, but because I know many ignorant people still see it as an "illness", or something negative. And believe me, my diagnosis has limited me before. >

11:46 PM · Aug 31, 2019



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EXAMPLE for Activity1



# ACTIVITY 1

Understanding manipulative techniques used

## What manipulative techniques are used in climate change debate?

- Emotional language



### 290. CNN REVEALS CLIMATE CHANGE ALARMISM IS COMING

APRIL 16, 2021  
By Donald Kendal, Justin Haskins, Jim Lakely, Isaac Orr



The guys discuss the latest media expose on CNN by James O'Keefe of Project Veritas. After successfully taking down Trump and promoting COVID panic across America, CNN's next planned media panic will be on climate change.

ARTICLE TAGS

TAXES

AUTHOR



### Some of the language used:

“because the general public is not stupid”

“as we all know”



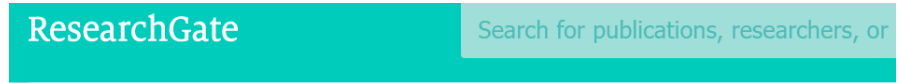
ELSEVIER

Current Opinion in Behavioral Sciences

Volume 42, December 2021, Pages 15-21



Affect and emotions as drivers of climate change perception and action: a review



Article PDF Available

The language of denial: text analysis reveals differences in language use between climate change proponents and skeptics

August 2015 · Climatic Change 133(4)

DOI:10.1007/s10584-015-1475-2

Authors:



Srđan Medimorec  
Teesside University



Gordon Pennycook  
University of Regina

consistent and substantial differences between them. Most notably, the IPCC authors used more cautious (as opposed to certain) language than the NIPCC (the Heartland Institute) authors - language to be aggressive (to more effectively attack)



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EXAMPLE for Activity1



## ACTIVITY 1

Understanding manipulative techniques used

### What manipulative techniques are used

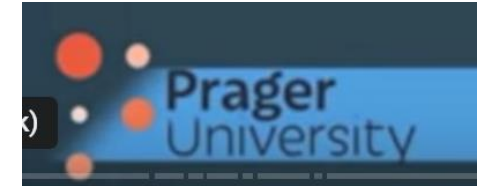
#### False Dichotomies (“either-or fallacy”) +oversimplifications

*dismissing one option the conspiracy theory is seemingly giving the argument for second option*

*Limiting guns in the US – NO!*

**It is not much complicated than that?**

*...did not they miss the real IMPACT and Consequences of such policy?*



#conservative #prageru #amalaekpunobi  
Why Do You Hate Conservatives?



PragerU  
2,99 mil. odběratelů

Odebírat



13 tis.



Sdílet





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# Module & Activity 2

*Reliable source of information*

*Quality of data and how to approach information on the internet*

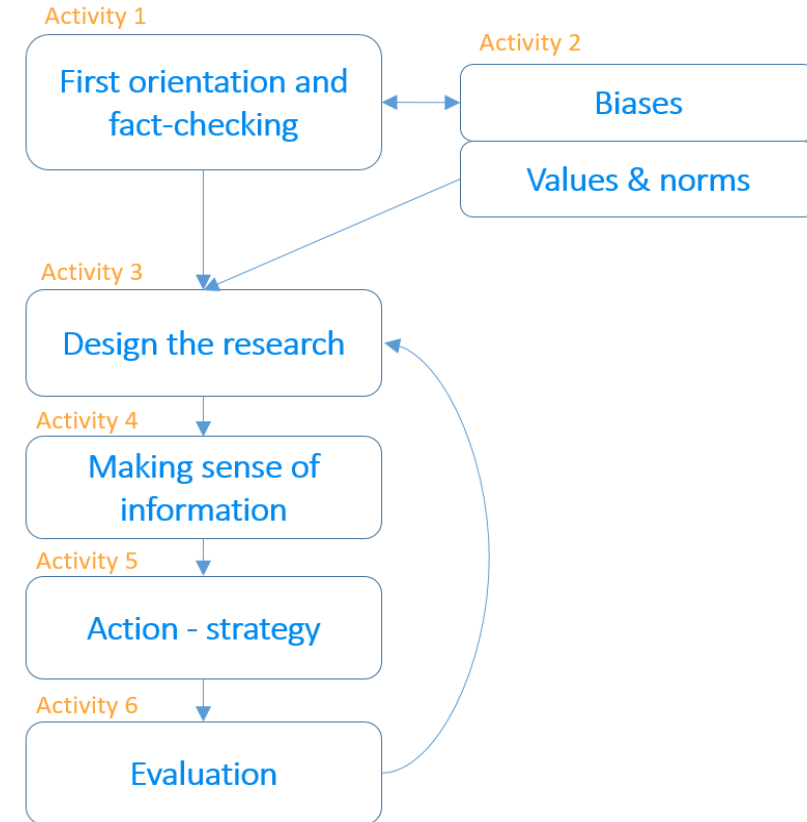


## ACTIVITY 2 overview

Understanding different actors and their perspectives (values, norms and biases)

### The Activity 2 consists of the following steps:

- I. The topic – issue concerned (topic selection)
- II. *poss. First impression about the topic (when starting with Activity 2a)*
- III. Actors their roles and perceived perspectives – first impression
- IV. Different roles of actors
- V. Different perspectives
- VI. Biases





## ACTIVITY 2 key aspects Understanding different actors and their perspectives

### Goals of the activity is to learn:

- + identify actors and the roles they have
- + understand underlying factors and biases
- + explore differing perspectives
- + to not judge before you understand others
- + see your own (and others biases) (how we perceived it)

**NVC: “I connect before I correct”**

Did anyone looked at NVC or MBTI personality types?

*...any questions*

### The Activity 2 steps:

- I. The topic – issue concerned (topic selection)
- II. *poss. First impression about the topic (when starting with Activity 2a)*
- III. Actors their roles and perceived perspectives – first impression
- IV. Different roles of actors
- V. Different perspectives
- VI. Biases



## ACTIVITY 2 key aspects Understanding different actors and their perspectives

**“I connect before I correct”**

### **During the activity students should identify how the actors:**

- frame (present) the issue/problem
- world view/stand point of the actor
- motivation of the actor
- actor likes/dislikes – favor/unfavor (attitude)
- norms and believes or habits

### **The Activity 2 steps:**

- I. The topic – issue concerned (topic selection)
- II. *poss. First impression about the topic (when starting with Activity 2a)*
- III. Actors their roles and perceived perspectives – first impression
- IV. Different roles of actors
- V. Different perspectives
- VI. Biases



# Example\* – Climate change (perspectives & actors)

*Possible approach (example of quite known topic):*

1. Ask students what they know about climate change and  
**Who are the different actors in this issue?**

**TASK: Identify actors that are involved in the issue of climate change**

Let students express their perspective what actors they will think of ...then poss. help

**Q: WHAT ACTORS DO YOU SEE AS RELEVANT IN CLIMATE CHANGE ISSUE?**

**A2a-III Identify actors and their primary perspective about the issue perceived by students (first impression)**

Actor	Type of actor	Role of the actor	Perspective (opinion) of the actor about the issue

**A2a-IV Type of roles and the actors**

Roles (type /in general)	Actors	Comment

\* The examples are for the purpose to show some of the principles from ACTIVE methodology. As such they do not provide complex picture about the topic presented.





## Example – Climate change (perspectives & actors)

### 1. Different actors



#### ...actors...

- scientists / politicians / citizens – voters in western countries / citizens in “developing country” (Africa, Pacific island, India...) / industry...
- citizens – voters in western countries: might be further divided by opinions (in US: Rep x Dem)



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EXAMPLE for Activity2



## Example – Climate change (perspective/arguments/actors)

*Possible approach (example of quite known topic):*

### **2. Role of the different actors**

**What categories of actors there are?**

NGO's advocating for action / civil society / policy makers / lobbyists / etc...

**What are the divisions?** influence x influenced / make decisions / different opinions...

### **Use Q from the Activity 2:**

What actors are involved in the issue?

What type of actor is it (government, NGO, expert, news organization, university...)?

What types of roles does the actors have? What types of roles there are?

How is the role of the actor perceived by other actors?

*....and other see the Activity 2a*



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EXAMPLE for Activity2



## Example – Climate change (perspective/arguments/actors)

*Possible approach (example of quite known topic):*

### **3. The perspectives of the actors**

**Ask students about the perspectives of the actors (discussion OR assignment)**

*Climate change denials*

*Perspective of scientists (from IPCC)*

*Perspective of industry (opportunity x threat)*

*Perspective of Pacific island inhabitant*

*Voters of Republican and Democratic party / US (how about in your country)*

...

*Poss. The class could be divided to mini teams (2-3 people?) would find and describe the perspective of particular group.*



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EXAMPLE for Activity2



# Example – Climate change (perspective/arguments/actors)

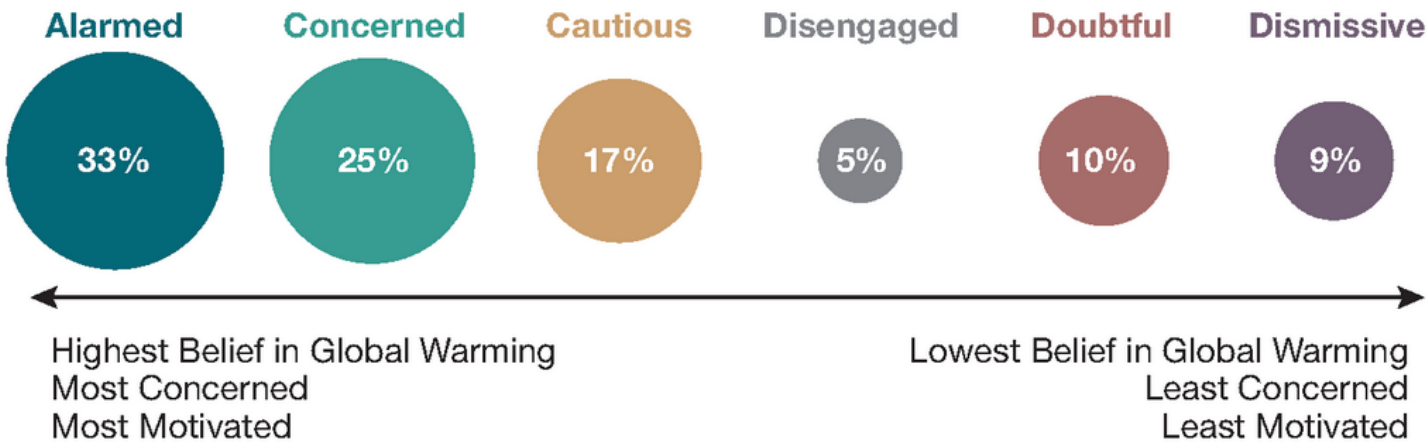
*Possible approach*

## 3. The perspectives of the actors

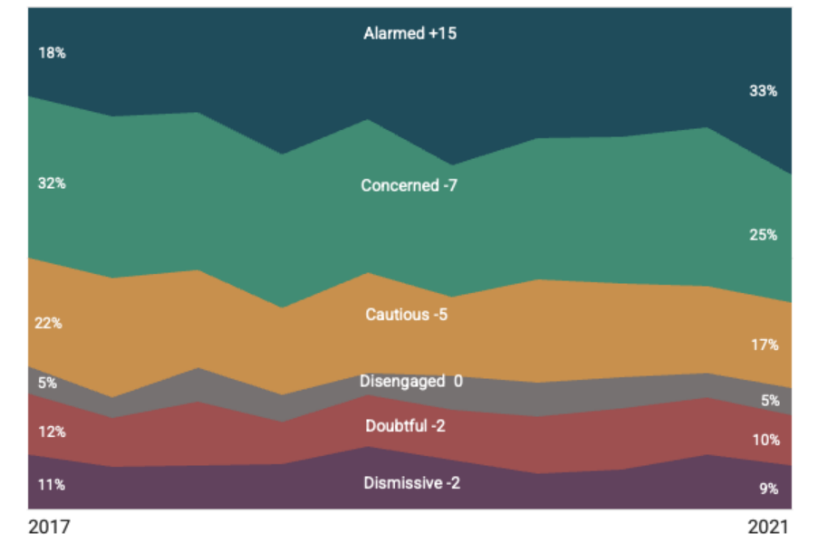
*... What the people think about the issue?*

### Global Warming's Six Americas

Yale University and George Mason University survey



### Global Warming's Six Americas: Five Year Trend



September 2021  
(n= 1,006)



Data from 10 waves of the *Climate Change in the American Mind* national survey. June 2017 – September 2021. (n = 11,664).





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EXAMPLE for Activity2



## Example – Climate change (perspective/arguments/actors)

*Possible approach (example of quite known topic):*

### 3. The perspectives of the actors

*... Who are “climate change denials?”*

#### Varied viewpoints

- Some reject the climate change itself (*the “actual” denials*)
- Some reject human-caused climate change (*also denials*)
- Some say that human-made climate change is occurring but the precise impact of human activity and/or climate change is uncertain
- Some argue that policies aimed at addressing human-caused climate change are misguided or counter-productive



## Example – Climate change (perspective/arguments/actors)

*Possible approach (example of quite known topic):*

### 4. Biases (ours)

- Discuss about biases  
(use Q presented in the Activity 2)
- Make students reflect about:
  - What the actors base their perspective on?
  - What the students based their perspective on?  
Be critical to your self.

Were you open to see the arguments or did you see an enemy?

*Q: Was the information used to form the opinion about the perspective of other actors reliable and relevant?*

- **Anchoring bias**
  - Q: Did not we assess (judged) the perspectives of the actors based on be influenced by pre-existing information or the first piece of information?
- **Availability bias**
  - Q: Was not our assessment of the actors based on the information that is readily available to us?
  - Q: Were we aware that we had limited information?
  - This bias might be very well connected with **social bubble** and **information gap** phenomena, so you can point this out to students (see chapter 1.7 in Module 2)
- **Representativeness bias**
  - Q: Did not we assess (judged) the perspectives of the actors based on the quantity of information rather than on the quality of the evidence?
  - ...connection with the availability bias



## ACTIVITY 2 Example for discussion Understanding different actors and their perspectives

- a) Were the student able to distinguish between **opinion and facts**?
- b) Did not you (students) use the **labeling** when evaluating the actors?

*Labeling = manipulative technique*

Labeling without understanding ...but fail to see what is actually behind?

**Were labeling someone actually leads?**

Q: Does it help to understand?

Q: Does it help to find relevant solutions?

Q: What are the impacts?

...do not put everyone in to the same pot (understand differences)

...understand (make the research ...Activity 3)

Be aware of language used:

“because the general public is not stupid”

“as we all/everyone knows” ..these are manipulative language



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EXAMPLE for Activity1



## ACTIVITY 1 & 2

Understanding manipulative techniques used

- **Scapegoating (finding common enemy)**
    - Green fanatics, EU...
    - **...LABELING (instead of using arguments):**
      - as “Green ideology”
- OK, MIGHT BY RIGHT BUT GIVE US THE EVIDENCE...

**We want to hear “real” arguments  
and see the evidence!**



From fundamental (of principle) support of everything OR on or other side dismiss everything

**Lets do what makes sense:  
asses the IMPACT, see the evidence and act responsibly...**

PS: this does not mean expert / bureaucratic / technocratic approach. **Normative-political decision is still needed**





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Summary Activity2



## Activity 2 summary

### Goals of the Activity 2 is to learn:

- + identify actors and the roles they have
- + underlying factors and biases
- + exploring differing perspectives
- + do not judge before you understand others
- + see your own (and others biases) (how we perceived it)

**“I connect before I correct”**

### The Activity 2 steps:

- I. The topic – issue concerned (topic selection)
- II. *poss. First impression about the topic (when starting with Activity 2a)*
- III. Actors their roles and perceived perspectives – first impression
- IV. Different roles of actors
- V. Different perspectives
- VI. Biases



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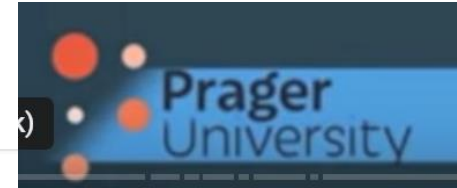
Summary Activity2



ACTIVE

# Activity 2 example

## False Dichotomy (“either-or fallacy”) EXAMPLE



YouTube CZ

Hledat

**GOD** → **GOOD & EVIL**  
OBJECTIVELY EXIST  
AND ARE NOT MERELY  
**OPINIONS**

The existence of God only ensures that good and evil objectively exist and are not merely opinions.

Titulky (c) ons. Subscribe

2:36 / 5:17

If There Is No God, Murder Isn't Wrong



PragerU  
2,99 mil. odběratelů

Odebírat

19 tis.



Sdílet



992 271 zhlédnutí 20. 3. 2017

If there is no God, murder isn't wrong. You may think it's wrong, but how do you know it's wrong? As Dennis Prager explains, without God, all morality is mere opinion.



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# ACTIVE

Thank you for your participation.



Súkromná základná  
škola  
Felix



Slovakia



www.ecece.org

## WSB University

### Contact

Matěj Mareš



[matej@odpovednaspolecnost.cz](mailto:matej@odpovednaspolecnost.cz)

+420 777 097 163