



Station A

SOURCE CHECKLIST

**Trustworthy? Verification of
information sources**



Station A

Source checklist | Verification of information sources

Discover together how you can check the credibility of information by checking the credibility of the information source. Create a checklist.

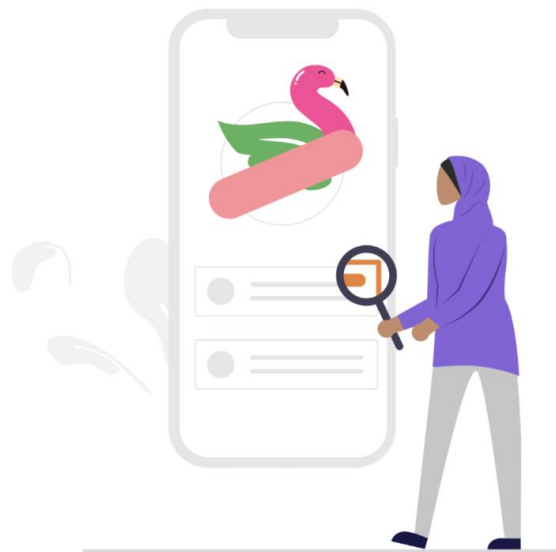
Task | Round 1-3

1. Create a source checklist together and write the title on the flipchart.
2. Look at the different tips provided on the cards.
3. Read the tips and make sure that everyone understands what they mean.
4. Choose two tips that you find important. Discuss them with each other.
5. Write these two tips on the source checklist and draw symbols for them.
6. Put the two used cards into the envelope.
Do you have examples for the tips that could help you, as a multiplier, to explain them to others? Write these examples in a different colour.

1

2

3



Task | Round 4

1. Take a look at the source checklist that was created in the previous rounds.
2. Talk about how you, as a peer educator, can pass on these tips to others. Write your ideas on cards and attach them next to the checklist.
3. Get ready to briefly present your highlights from the source checklist and the tips (2 min).

4



Station A

Source checklist | Verification of information sources

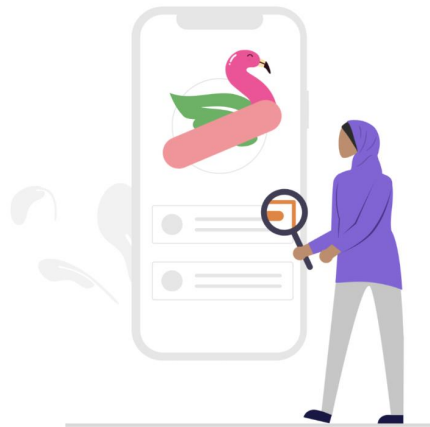
Discover together how you can check the credibility of information by checking the credibility of the information source. Create a checklist.

Task | Round 1 - 2

1. Create a source checklist together and write the title on the flip chart.
2. Gather and discuss ways to check information sources and their credibility.
3. Write your tips on the source checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

1

2



Task | Round 3

1. Review the source checklist from the previous rounds.
2. Then go through the provided tips to see what else you can add.
3. Write your additions on the source checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

3

Task | Round 4

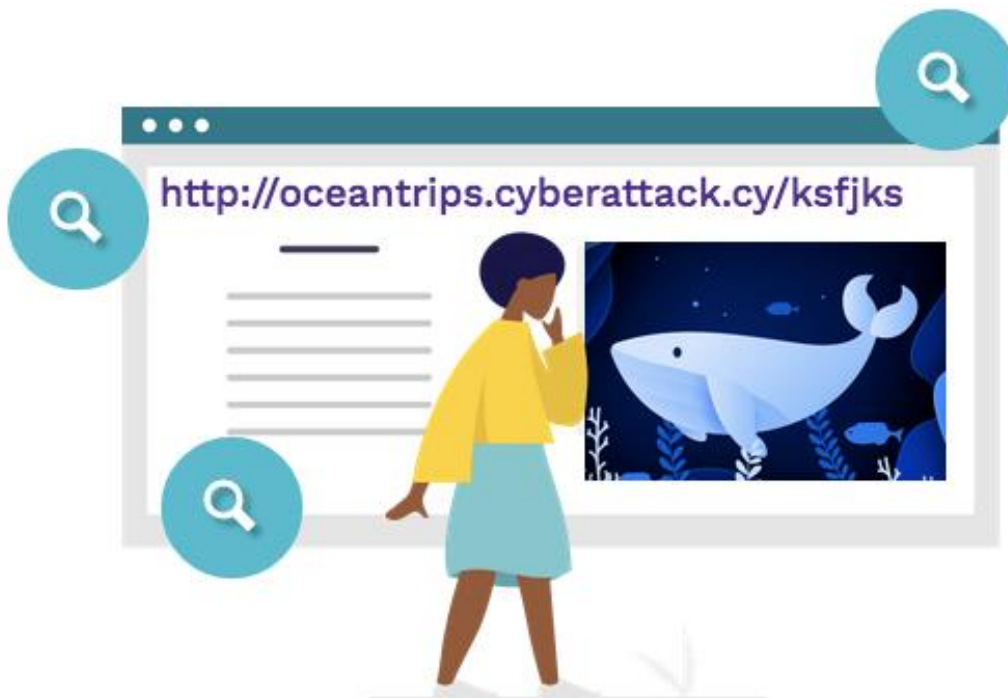
1. Review the source checklist from the previous rounds.
2. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the checklist.
3. Prepare to briefly present your highlights from the source checklist and your tips (2 min.).

4



Station A | Examples from the digital enquirer kit

<http://oceantrips.cyberattack.cy/ksfjks>





Source: <https://edition.cnn.com/videos/tv/2016/10/30/rs-fake-news.cnn>

The main news is just random archival articles

Evergreen City Content: local restaurant profiles

Old news

Inactive links

Fake ad

Source: <https://www.bbc.com/news/technology-50432080>

Check the address of the web page (the URL).



Does it seem strange to you?

Check the name of the author.



Does the author provide a real name or not?

Is it a real person?

**Check the details
about the author.**



*What details does the author
provide in the about section?*

**Check the expertise of
the author.**



*Is the author an expert in the
field? What else has the
author published?*

Find out if an account is actually an AI bot.



Are there many posts on the same topics in a very short time? Is the account new?

Research more about the source's potential interests.

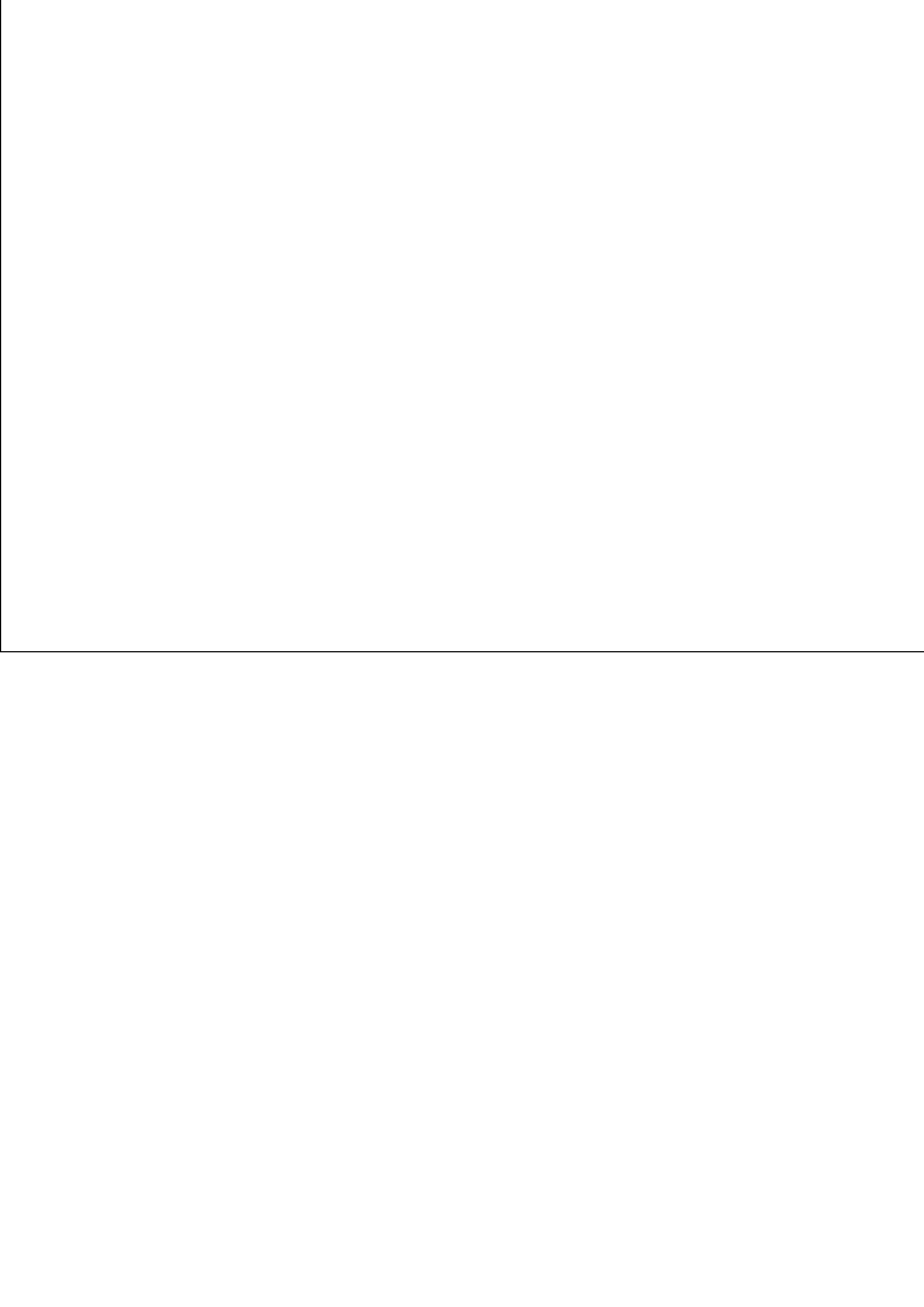


*How is the source funded?
What interests are behind the source?*

**Check if the account
is verified.**



*Has the identity been
verified? Is the account
verified (blue checkmark)?*





Station B

CONTENT CHECKLIST

Trustworthy? Verification of online
content



Station B

Content checklist | Verification of online content

Learn how to recognise false information by verifying the truthfulness and correctness of the online content. Let us make a checklist!

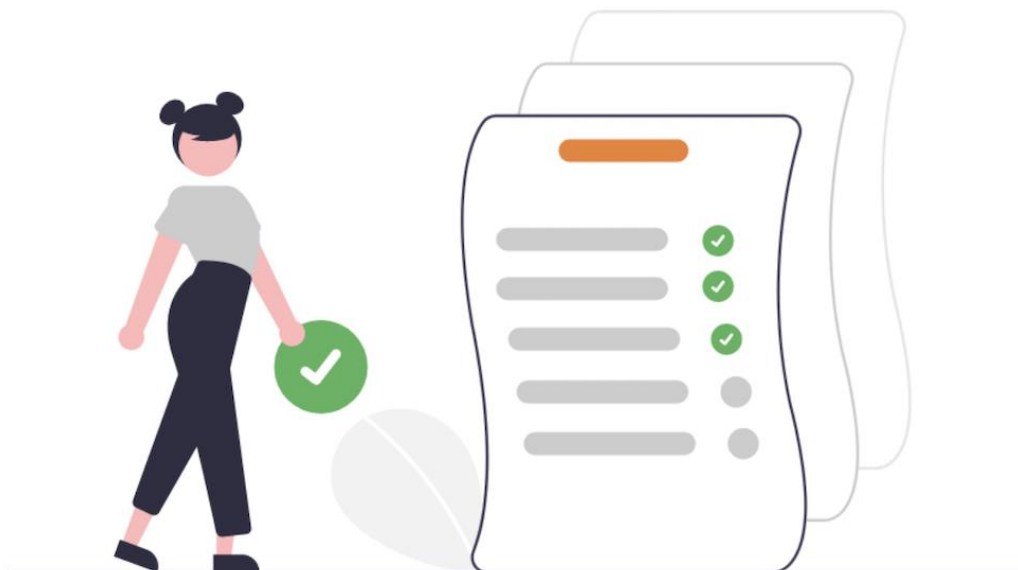
Task | Round 1-3

1. Create a content checklist together and write the title on a flipchart.
2. Look at the different tips provided on the cards.
3. Read the tips and make sure that everyone understands what they mean.
4. Choose three tips that you find important and discuss them.
5. Write these three tips on the source checklist and draw symbols for them.
6. Put the three used cards into the envelope.
7. Do you have examples for your tips that you could use to explain them to others as a peer educator? Write these examples down in a different colour.

1

2

3



Task | Round 4

1. Review the content checklist from the previous rounds.
2. Visit a fact-checking website of your choice by scanning the QR code.
3. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the checklist.
4. Prepare to briefly present your highlights from the content checklist and your tips (2 minutes).

4



Station B

Content checklist | Verification of online content

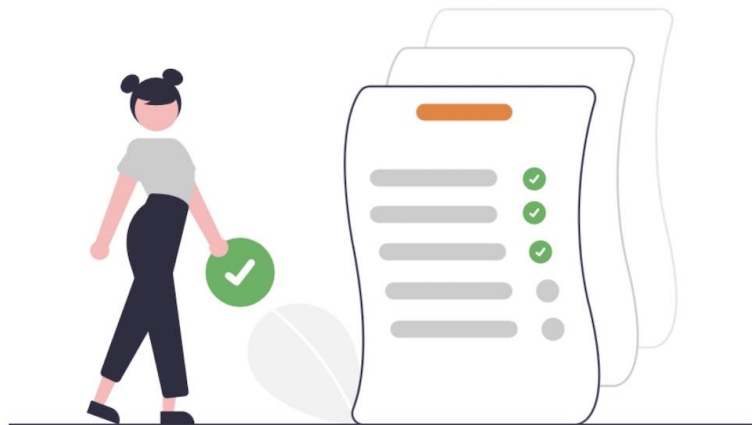
Learn how to recognise false information by verifying the truthfulness and correctness of the online content. Let us make a checklist!

Task | Round 1 - 2

1. Create a content checklist together and write the title on the flip chart.
2. Gather and discuss ways to verify the truthfulness and accuracy of online content.
3. Write your tips on the source checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

1

2



Task | Round 3

1. Review the content checklist from the previous rounds.
2. Then go through the provided tips to see what you can add.
3. Write your additions on the source checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

3

Task | Round 4

1. Review the content checklist from the previous rounds.
2. Visit a fact-checking website of your choice by scanning the QR code.
3. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the checklist.
4. Prepare to briefly present your highlights from the content checklist and your tips (2 minutes).

4



Station B Examples from the Digital Enquirer Kit

NEWS
Humans on the moon again!
Date: 22/5/22

Source: A man on the moon, Wikimedia Commons, Neil A. Armstrong

From: pr1nce397xhz 12.05.22
Subject: Help **Please!** 03:04

I know that you **arre** a good **Person**. Please take **Mooney** **fromm** me to **protecct** our ocean. Send **mee** your addresss so I **cann** send you **monney**.

www.newnews125346.co

Eat late and you'll gain weight!

Never eat late in the evening because you'll get big!

Search

Results: 33.400.000 (0.56 seconds)

Weight gain myths
<https://healthscience.co>

Scientists inform: It's a myth that eating late will make you gain weight. This was thought to be true a couple of decades ago ...



 **Mike Sington** 
@MikeSington · [Follow](#) 

These are fake AI generated images being posted by Trump supporters in an effort to garner support among Black voters.



1:19 PM · Mar 4, 2024 from Los Angeles, CA 

 42.4K  Reply  Share this post

[Read 4.5K replies](#)

Source: <https://nymag.com/intelligencer/article/how-ai-deepfakes-influence-disrupt-trump-biden-2024-election.html>



Source: <https://x.com/Shayan86/status/1718091038022099331>

Check if the content provokes emotion.



Are headlines, text, photos and videos neutral or do they provoke a strong emotion?

Check the language and the layout.



*Are there lots of spelling errors? Are there many colours and **HIGHLIGHTED** texts?*



Check the date.



Is a recent date provided?

Has the same information appeared in the past?

Check the details through researching.



Do other information sources report about it? Research to compare the details.

Check the photo.



Is the photo real or AI-generated? Has the photo been used in a different context before? Perform a reverse image search.

Check the video.



Is the video real or AI-generated? Is the context accurate? Take a screenshot and perform a reverse image search with it.

Detect AI-generated photos.



Zoom in closely. Do you find any errors? How many fingers are there? Are the body proportions accurate? Is the shadow correct? Does it look artificial?

Detect AI-generated Videos.

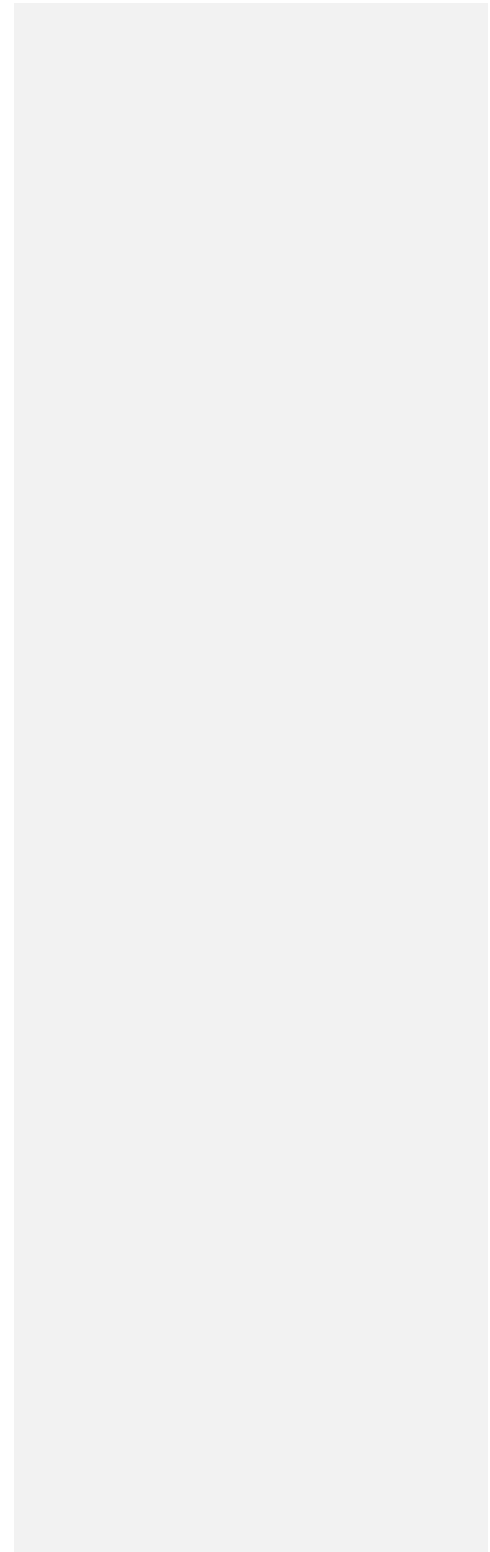


Watch the video in slow motion. Are there any errors? Check the wind, shadows, and movements. Are the content and context credible?

**Check fact-checking
websites.**



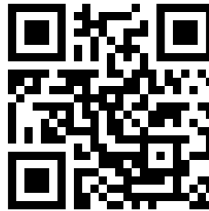
*What disinformation is
currently being spread? How
has it been exposed?*





Africa Check sorts fact from fiction

We identify important public statements, interrogate the best available evidence and publish fact-checking reports to guide public debate.



Africa Check

≡ **AFP** Fact Check



Contact

English



Top news >

Regions ▾

Topics >

Africa

Asia-Pacific

North America

Europe

Latin America

Middle East

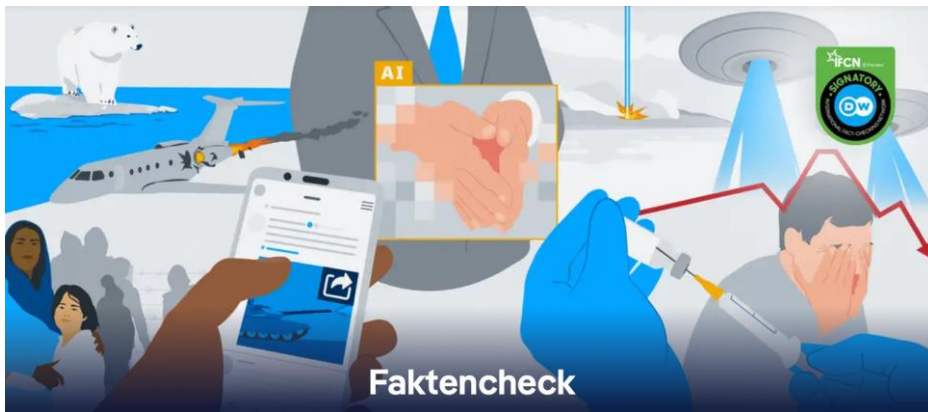
AFP Fact Check (Regions)





Commented [KW1]: @Gihir, Susann GIZ das ist ja ein deutschsprachiges Bsp., ist das schlimm?

Mimikama



DW (Deutsche Welle)





Station C

Safety Checklist

Careful! Protect yourself and speak up.



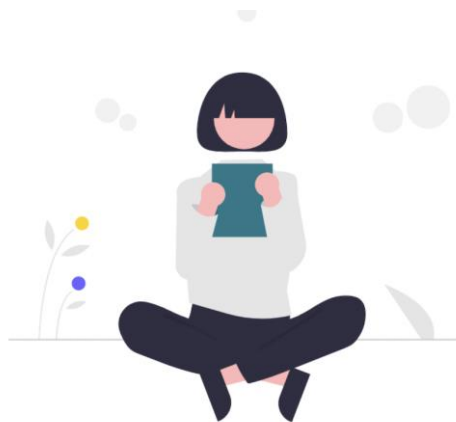
Station C

Safety checklist! Protect yourself and speak up

Learn how to protect your data and ensure your safety to prevent online harassment and gender-based violence on the internet. Also, find out what actions you can take if you are affected. Work together to create a safety checklist.

Task | Round 1 - 3

1. Create a protection checklist against online violence together and write the title on the flipchart. 1
2. Look at the different tips you find on the cards.
3. Read them and make sure everyone understands what they mean.
4. Choose three tips that you find important and discuss them. 2
5. Write these three tips on the content checklist and draw symbols for them.
6. Then place the three cards in the envelope.
7. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different color. 3



Task | Round 4

1. Review the protection checklist from the previous rounds. 4
2. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the protection checklist.
3. Prepare to briefly present your highlights from the protection checklist and your tips (2 minutes).



Station C

Safety checklist! Protect yourself and speak up

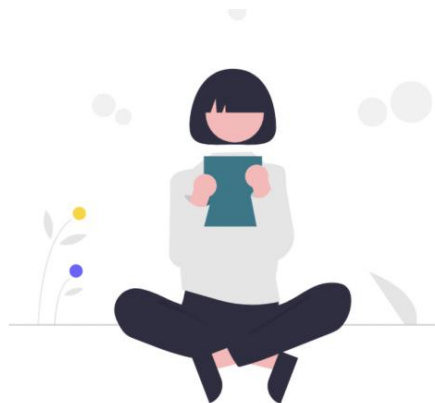
Learn how to protect your data and ensure your safety to prevent online harassment and gender-based violence on the internet. Also, find out what actions you can take if you are affected. Work together to create a safety checklist.

Task | Round 1 - 2

1. Create a protection checklist against online violence together and write the title on the flipchart.
2. Gather and discuss ways you can protect yourselves from online harassment and online violence.
3. Write your tips on the protection checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

1

2



Task | Round 3

1. Review the protection checklist from the previous rounds.
2. Then go through the provided tips to see what you can add.
3. Write your additions on the safety checklist and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

3

Task | Round 4

1. Review the protection checklist from the previous rounds.
2. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the protection checklist.
3. Prepare to briefly present your highlights from the protection checklist and your tips (2 minutes).

4

Free speech vs. safety

To express freely online
we should post our
opinions and take the risk
of being harassed online.

Free speech vs. safety

To stay safe online we should be careful with posting our opinions as this makes us vulnerable.

Be cautious with



photos/videos

Keep your private photos and videos to yourself, only on your device.

Never share your personal data

Your birthday, address, school, phone number, vacation ...

Be only visible to friends

Adjust your settings. Be cautious when accepting friend requests.

Protect your accounts



Use different secure passwords and secure your smartphone.

Document



Take screenshots of harassment. Capture evidence with a camera.

Block the perpetrator



Hinder the perpetrator to access the profile.

Mute the account



Take a breath to heal and mute the account for a while.

Report



Report it to the platforms, supportive people, or the police.

Talk about it



Seek support. You'll feel better, not be alone, and won't blame yourself.

Analyse the attack



Analyse what the perpetrator wants to achieve and why.



Station D

Strategy List

Act! Tackle online violence and support those affected



Station D

Strategy list! Tackle online violence and support those affected

Learn how to support each other and combine your efforts to combat online harassment and gender-based violence on the internet. Work together to create a strategy list.

Task | Round 1 - 3

1. Create a strategy list against online harassment and online violence and write the title on the flipchart.
2. Look at the different tips you find on the cards.
3. Read them and make sure everyone understands what they mean.
4. Choose three tips that you find important and discuss them.
5. Write these three tips on the strategy list and draw symbols for them.
6. Then place the three cards in the envelope.
7. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

1

2

3



Task | Round 4

1. Review the strategy list from the previous rounds.
2. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the strategy list.
3. Prepare to briefly present your highlights from the strategy list and your tips.

4



Station D

Strategy list! Tackle online violence and support those affected

Learn how to support each other and combine your efforts to combat online harassment and gender-based violence on the internet. Work together to create a strategy list.

Task | Round 1 - 2

1. Create a strategy list against online harassment and online violence and write the title on the flip chart. 1
2. Gather and discuss how you can strategically address online harassment and online violence, and how you can support those affected.
3. Write your tips on the protection list and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour. 2



Task | Round 3

1. Review the strategy list from the previous rounds. 3
2. Then go through the provided tips to see what you can add.
3. Write your additions on the strategy list and draw symbols for them.
4. Do you have examples for the tips that could help you, as a multiplier, explain them to others? Write these examples in a different colour.

Task | Round 4

1. Review the strategy list from the previous rounds. 4
2. Discuss: How can these tips be shared with others as a multiplier? Write your tips on cards and stick them next to the strategy list.
3. Prepare to briefly present your highlights from the strategy list and your tips.

Action vs. Inaction

When a person is harassed online, we should not intervene publicly as it can worsen the situation.

Action vs. Inaction

When a person is harassed online, we should always take action and offer support to this person.

Assess the personal safety



Only act when you and the attacked person are safe.

Document



Take screenshots. Capture the evidence with a camera.

● Document

Analyse the attack



Analyse what the perpetrator might like to achieve and why.

Don't blame



Never blame the attacked person to be responsible.

Report



If the attacked person agrees, report it to the platforms, supportive people, or the police.

● **Delegate**

React directly



Respond directly to the harassment without putting yourself or the affected person at risk, e.g., with humour.

● **Direct**

Distract



Respond indirectly. Post other content, links, images, or react to positive comments to divert attention.

● **Distract**

Be there for the affected person!

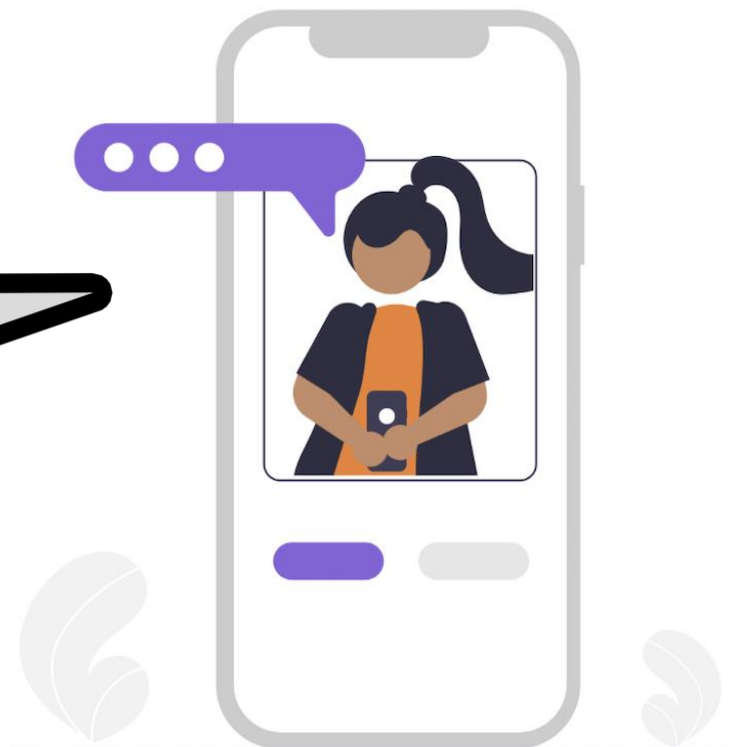


Offer your help. Listen. Ask how you can support them.

● **Delay**



As a digital citizen I have the right to ...





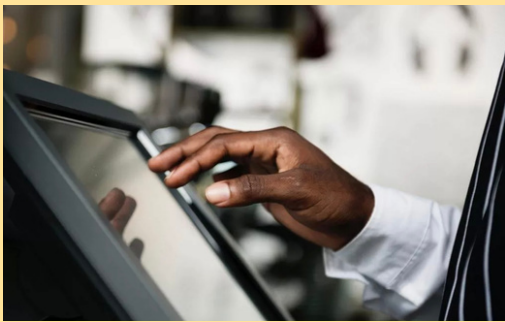
*As a digital
citizen I have the
responsibility to*

...



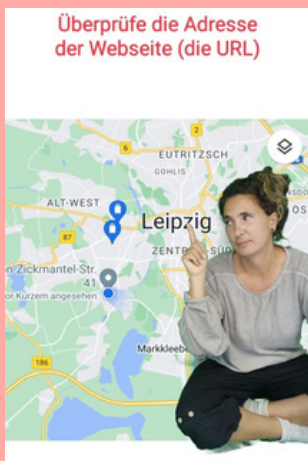
DIY: Creative pictures for digital citizens

CHOOSE ONE CREATIVE TECHNIQUE TO ILLUSTRATE TIPS FOR VERIFICATION AND SELFGUARDING



CLOSE-UP

- A **CLOSE-UP** is a camera shot taken at a very short distance from the subject.
- Choose a detail as your subject, it can be an eye, a handshake or an object.



GREENSCREEN

- A **GREENSCREEN** is a backdrop that allows us to be photographed inside a virtual background (anywhere!).
- Use the app **Chromavid**. Choose a background photo (i.e. **Pixabay**) or make one yourself.
- Place yourself in front of the greenscreen and let your partner take a great picture.



MEME

- A **MEME** is an image, video or text, typically humorous in nature, that is copied and spread rapidly on the internet
- Go to the website: <https://imgflip.com/> and select a template
- Add and arrange the text to give your MEME a helpful message in a funny way.



Save your pictures and transfer them for presentation



Plan your creative pictures tips

Mark the title according to your group:

Tips for checking sources

Tips for the content check

Tips for protection against online violence

Tips on strategies against online violence

Intro-picture:

Create an intro image with the title as text.

*What tips would you like to give?

Describe your picture ideas.



Close-Up:

Greenscreen:

Meme:

Outro-picture:

Creates an outro image with a short statement as text.



Template Creative picture tips

#	Group members	USB	Pics
#1			Three vertically stacked circles with black outlines. The top circle is grey, the middle is yellow, and the bottom is green.
#2			Three vertically stacked circles with black outlines. The top circle is grey, the middle is yellow, and the bottom is green.
#3			Three vertically stacked circles with black outlines. The top circle is grey, the middle is yellow, and the bottom is green.
#4			Three vertically stacked circles with black outlines. The top circle is grey, the middle is yellow, and the bottom is green.