



Call2Nature

“Disconnected” Activity: *Whispers of Deception*

PROJECT REFERENCE NUMBER:
2022-1-IT03-KA220-YOU-000085032



Competence Area	2) Sharing multiple worlds		
Topic	12. Spotting Fake news		
Transversal competence(s)	☒ CRITICAL THINKING	☒ EMPATHY & RESPECT	☒ SENSE OF INITIATIVE ☒ LEADERSHIP
Name of the activity	Whispers of Deception: Exposing Fake News		
Learning Outcomes	• Develop Critical Thinking Skills • Enhance Media Literacy • Strengthen Research and Fact-Checking Skills • Increase Awareness of the Impact of Fake News		
Duration	150 minutes		
Method(s) Used	• Experiential Learning • Gamification • Dialogue and Discussion		
Step By Step Description	Introduction and Role Assignment (15 minutes): a. Welcome participants and explain the objective of the activity: to expose fake news through critical thinking and role-playing. b. Distribute the role cards to each participant, ensuring that they keep their roles secret from others. c. Provide a brief description of each role and the objectives in the game. Setting the Scene (15 minutes): a. Set up a fictional scenario, such as a small town facing a series of controversial events or a media company dealing with false information. b. Explain the context and background to the participants, setting the stage for the game.		



	Fake News Discussion Rounds (60 minutes): - Divide the participants into small discussion groups of 4-6 members. - Provide each group with a fake news article (prepared in advance) related to the scenario. - Instruct participants to read and analyse the article within their groups, discussing its authenticity and identifying any red flags. - Encourage participants to engage in critical thinking, question the sources, and consider the credibility of the information presented. Role-Playing Discussions (60 minutes): - Bring the participants back together as a whole group. - Set a timer for each round (e.g., 5 minutes) and allow participants to engage in role-playing discussions. - During the discussions, participants will use their assigned roles to persuade, question, or challenge the information presented in the fake news articles. - Encourage participants to actively listen, respond, and question each other's perspectives. Reflection and Discussion (30 minutes): - Facilitate a group discussion after each round, allowing participants to reflect on the discussions, strategies, and insights gained. - Discuss common red flags or techniques used to identify fake news. - Highlight the importance of critical thinking, credible sources, and fact-checking in combating fake news. Conclusion and Wrap-up (10 minutes): - Thank the participants for their active engagement and contributions. - Discuss the key takeaways from the activity and how they can be applied in real-life situations.
Required Materials	• Role cards for each participant • Written fake news articles (prepared in advance). • Writing materials (pens, pencils, markers). • Flipchart paper or whiteboard with markers. • Timer or stopwatch. • Prize or recognition for participants (optional).



Learning Setting	• Outdoors • Conference Room • Classroom
Activity Evaluation/ Reflection	Participant Feedback: • Evaluation form to gather participants' feedback on the activity. (Annex 3) Facilitator Reflection As the facilitator, take time to reflect on the activity and your facilitation techniques. Consider whether the activity achieved the intended learning objectives and if the timing and flow of the session were appropriate. Reflect on the level of participant engagement, the effectiveness of the discussion, and the overall dynamics of the group. Identify any challenges or unexpected outcomes encountered during the activity.
Useful Resources (not mandatory)	https://www.canva.com/design/DAFkkNza8WU/EW-CZo2X7vBazwjV5XkAPw/edit



Annexe 1. Example Scenario

Title: Guardians of the Wild: Protecting Endangered Animals

Step-by-Step Instructions

1. Introduction (15 minutes):

- a. Welcome participants and introduce the objective of the activity: to develop critical thinking skills and enhance awareness about endangered animals through a role-playing game.
- b. Explain that participants will be part of a conservation task force dedicated to protecting endangered animals in a threatened ecosystem.
- c. Distribute role cards to each participant, assigning roles such as Citizen, Reporter, Politician, Fact Checker, Environmental Activist, Investigator, Scientist, and Community Organizer.

2. Setting the Scene (15 minutes):

- a. Describe a fictional ecosystem teeming with diverse and endangered animals facing various threats, such as habitat destruction, illegal poaching, pollution, or climate change.
- b. Discuss the importance of conservation efforts and the shared responsibility of the task force in safeguarding these magnificent creatures.

3. Fake News Discussion Rounds (60 minutes):

- a. Divide participants into small discussion groups of 4-6 members, ensuring a mix of roles in each group.
- b. Provide each group with a fake news article related to a specific endangered animal or a conservation challenge.
- c. Participants should read and analyze the article within their groups, discussing its authenticity and identifying any red flags or misleading information.
- d. Encourage participants to engage in critical thinking, question the sources, and consider the credibility of the information presented.



4. Role-Playing Discussions (60 minutes):

- a. Bring the participants back together as a whole group.
- b. Set a timer for each round (e.g., 5 minutes) and allow participants to engage in role-playing discussions.
- c. Each role has specific discussion points during the rounds:
 - Citizen: Express concerns, and personal experiences, and seek support for the conservation of the endangered animal.
 - Reporter: Investigate and report on the challenges faced by the animal, gather diverse perspectives, and ask probing questions.
 - Politician: Discuss policy implications, advocate for stronger legislation, and address the need for government support in conservation efforts.
 - Fact Checker: Examine the accuracy of claims made in the articles, verify information, and challenge false or misleading statements.
 - Environmental Activist: Advocate for the protection of the animal, raise awareness, and mobilize support through campaigns or initiatives.
 - Investigator: Dig deeper into the claims made in the articles, uncover hidden motives or conflicts of interest, and seek the truth behind fake news.
 - Scientist: Provide scientific insights into the animal's biology, ecological significance, and the potential consequences of its extinction.
 - Community Organizer: Facilitate discussions, ensure equal participation, and encourage collaboration among roles.

5. Reflection and Discussion (30 minutes):

- a. Facilitate a group discussion after each round, allowing participants to reflect on the discussions, strategies, and insights gained.
- b. Discuss common red flags or techniques used in the fake news articles and the importance of critical thinking in distinguishing between accurate information and misinformation.
- c. Emphasize the impact of fake news on conservation efforts and the role of responsible media consumption in protecting endangered animals.



Article 1

False Claims Threaten the Survival of Majestic Tigers

In a shocking turn of events, recent reports suggest that the global tiger population is on the rise, casting doubt on the need for extensive conservation efforts. The study claims that tiger numbers have rebounded significantly, challenging the widely accepted notion that they are endangered.

According to the misleading information, increased protection measures have led to a surplus of tigers, making conservation efforts unnecessary and diverting resources from other urgent priorities. This contradictory viewpoint argues that the public has been misled about the actual status of tigers, perpetuating unnecessary panic and wasteful spending on their preservation.

However, experts in the field strongly dispute these claims. They emphasize that the study cherry-picks data and fails to account for the complexity of tiger conservation. The truth remains that tigers continue to face significant threats, including habitat loss, poaching, and illegal trade in their body parts.

Conservationists urge the public to remain vigilant and support ongoing efforts to protect these magnificent creatures. It is crucial not to be swayed by misleading information that undermines the importance of preserving the world's remaining tiger populations.



Article 2

Controversial Study Claims Whales Thrive in Captivity

A groundbreaking study has emerged, challenging the long-standing belief that whales suffer in captivity. According to the research, captive whales are thriving and living longer, healthier lives compared to their wild counterparts.

The study suggests that whales in marine parks enjoy access to consistent food sources, medical care, and protection from natural threats, resulting in improved overall well-being. It claims that the negative impacts of captivity, such as limited space and restricted movement, are exaggerated and fail to consider the positive aspects of a controlled environment.

These findings have sparked a heated debate between conservationists and animal welfare advocates. While some argue that marine parks contribute to education, research, and conservation initiatives, others contend that whales should be free in their natural habitats, undisturbed by human interference.

Experts, however, caution against accepting these claims at face value. They stress that the physical and psychological needs of whales are not fully met in captivity, leading to increased stress, health issues, and reduced lifespan. They urge the public to critically evaluate the study's methodology and consider the ethical implications of keeping intelligent and social creatures confined for human entertainment.



Article 3

Debunking the Myth: Ivory Trade Benefits Elephant Populations

A controversial report challenges the long-standing consensus on the ivory trade, asserting that it can actually benefit elephant populations and conservation efforts. The study claims that legalizing the trade would generate funds to support anti-poaching initiatives and incentivize local communities to protect elephants.

According to this viewpoint, lifting the ban on the ivory trade would reduce the demand for illegal poaching and create a sustainable market. The study argues that the funds generated from the regulated sale of ivory could be reinvested in conservation efforts, thereby protecting elephants in the long run.

Conservationists and wildlife experts, however, vehemently oppose these claims. They argue that legalizing the ivory trade would only fuel demand, leading to increased poaching and further endangering elephant populations. The reality is that illegal ivory markets are still thriving, and lifting the ban would complicate law enforcement efforts and blur the lines between legal and illegal trade.

It is crucial to understand that elephant populations are already under immense pressure due to habitat loss, human-wildlife conflicts, and the illegal wildlife trade. The focus should remain on implementing stricter anti-poaching measures, enhancing international cooperation, and combating the demand for ivory to safeguard these majestic creatures.

Remember to create additional articles to address other endangered animals or conservation challenges, keeping in mind the target audience's interests and engagement.



Annexe 2: Role Cards

(Citizen, reporter, politician, conspiracy theorist, fact checker, social media influencer, public relations specialist, editor, scientist, investigator, government official, environmental activist, educator, farmer, community organiser, youth representative, facilitator)

Can be found in accompanying PDF



Annexe 3: Questionnaire for evaluation

Introduction and Role Assignment:

How well did the welcome and explanation of the activity convey the objective of exposing fake news through critical thinking and role-playing?

- a. Very well
- b. Well
- c. Neutral
- d. Poorly
- e. Very poorly

Were the role cards distributed effectively, and did you understand your assigned role and objectives in the game?

- a. Yes, very much
- b. Yes
- c. Neutral
- d. No
- e. No, not at all

Setting the Scene:

How engaging was the fictional scenario and the background provided for the game?

- a. Very engaging
- b. Engaging
- c. Neutral
- d. Not engaging
- e. Very unengaging

Did the scenario effectively set the stage for the fake news exposure game?

- a. Yes, very much
- b. Yes
- c. Neutral
- d. No
- e. No, not at all

Fake News Discussion Rounds:

How well did the small discussion groups function in analyzing the fake news articles and identifying red flags?

- a. Very well
- b. Well
- c. Neutral



- d. Poorly
- e. Very poorly

Were the instructions for critical thinking, questioning sources, and considering credibility clear and helpful during the discussion rounds?

- a. Very clear
- b. Clear
- c. Neutral
- d. Unclear
- e. Very unclear

Role-Playing Discussions:

How effective was the role-playing aspect in the discussions, with participants using their assigned roles to persuade, question, or challenge the information?

- a. Very effective
- b. Effective
- c. Neutral
- d. Ineffective
- e. Very ineffective

Were the timer-based rounds and the encouragement for active listening and questioning each other's perspectives helpful in facilitating discussions?

- a. Very helpful
- b. Helpful
- c. Neutral
- d. Unhelpful
- e. Very unhelpful

Reflection and Discussion:

Did the group discussions after each round effectively allow participants to reflect on the discussions, strategies, and insights gained?

- a. Very effectively
- b. Effectively
- c. Neutral
- d. Ineffectively
- e. Very ineffectively

How valuable was the discussion on common red flags and techniques used to identify fake news?

- a. Very valuable
- b. Valuable



- c. Neutral
- d. Not valuable
- e. Not at all valuable

Conclusion and Wrap-up:

On a scale of 1 to 10, how would you rate the overall effectiveness of this fake news exposure activity? (1 being least effective, 10 being most effective)

Any additional comments or suggestions for improving this activity?



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