

# #YALIChecks

## Event Facilitation Guide

This facilitation guide will help you lead a community discussion on media literacy using the three ‘Stop. Reflect. Verify.’ videos at [yali.state.gov/checks](http://yali.state.gov/checks). The videos are designed to spark discussion and build skills on media literacy.

**Icebreaker:** Ask your audience to break up into pairs. Have each participant write down three statements about themselves. One of the statements must be false. Then have each participant share their statements with their partner, challenging their partner to guess which statement is incorrect. This is a good activity to get to know one another and see firsthand how easy it is to create and spread misinformation.



1) As a group, watch the first two videos titled “Stop” and “Reflect”.

2) As a group, use the discussion questions below to make sure your audience understood the main points of the videos.

### Discussion Questions:

- What is one fact about yourself? What is one opinion that you have (for example, your favorite food, sport, book)?
- How can you tell the difference between fact and opinion when reading information?
- When you share articles online, how do you differentiate between the different types of information?
- What makes an article exciting to share?

**What your audience should understand after watching the videos before moving on to activities:**

- **Stop** before you share. **Reflect** on what you see or read. **Media literacy** is thinking critically about the information you consume and share.
- Being media literate requires you to question not only who that news is coming from, but why and how that news is being communicated to you.

- A **fact** is a piece of information that is verifiable, no matter how you look at it (example: height or shoe size).
- An **opinion** is a subjective point of view that is not always true for everyone, everywhere (example: who the greatest athlete is).
- Before you share information, ask yourself if multiple voices and viewpoints are represented? Are the voices credible? What is the evidence and is it verifiable on other channels or websites?



**3) Group Activity: “Cooking Up Clickbait”**

Divide your audience into small groups. This quick activity will provide an entertaining introduction to questions about how we respond to and consume media, and how these habits connect to the issues of “fake” and flawed news.

**Step 1:**

Tell each group that they are going to play a quick game that shows just how easy it can be to craft clickbait headlines (headlines written to get someone to read or “click” on a story link) — especially when you disregard facts. Have small groups work together to come up with colorful words that fit each of the following categories.

**Headline #1**

<b>A.</b>	Animal (plural)	
<b>B.</b>	Country	
<b>C.</b>	Noun (plural)	

**Headline #2**

<b>A.</b>	Food	
<b>B.</b>	Nationality	
<b>C.</b>	Type of vacation spot	

**Headline #3**

<b>A.</b>	Celebrity	
<b>B.</b>	Animal	
<b>C.</b>	Name	

**Step 2:**

Tell groups to use the words they chose in the Step 1 worksheet to fill in the headlines below.

**Headline #1:**

Giant (A)\_\_\_\_\_ keep attacking people in (B)\_\_\_\_\_  
— and (C)\_\_\_\_\_ might be to blame

**Headline #2:**

(A)\_\_\_\_\_ vending machines installed at (B)\_\_\_\_\_  
(C)\_\_\_\_\_ resort

**Headline #3:**

(A)\_\_\_\_\_ 's tribute to his dead (B)\_\_\_\_\_  
(C)\_\_\_\_\_ will melt your heart

**Step 3:**

Have each group read out loud headline #1, let laughter subside, then you read the real headline. Repeat this for each of the other two headlines.

**The real headlines:**

1. Giant pythons keep attacking people in Indonesia — and humans might be to blame ([The Washington Post](http://wapo.st/2zQiAAW), <http://wapo.st/2zQiAAW>)
2. Oyster vending machines installed at French seaside resort ([NBC News](http://nbcnews.to/2zPCV9F), <http://nbcnews.to/2zPCV9F>)
3. Ryan Gosling's tribute to his dead dog George will melt your heart ([Entertainment Weekly](http://bit.ly/2xIUktJ), <http://bit.ly/2xIUktJ>)



1) As a group, watch the third video titled “Verify”.

2) As a group, use the discussion questions below to make sure your audience understood the main points of the video.

**Discussion Questions:**

- Can you recall a piece of information that was shared with you via social media that you found out was false? Did you share it?
- What aspects of the information could have alerted you to the fact that it was false? Was it from someone you trusted? Did you let them know it was false? What will do next time before sharing?

**What your audience should understand after watching the videos before moving on to activities:**

- **Verify** that the information is accurate before sharing it.
- There are several things you can look for to make sure you do not spread false and misleading information:
  - Don't be taken in by the **flashy or shocking headline**. Read the story that accompanies it.
  - Check that the story includes the **author's name, date, and organization**.
  - Use a **fact checking resource**, such as an online resource or information specialist at a library.
  - **Misspellings** and **grammatical errors** are usually a sign that something is not from a professional source.



**3) Group Activity: “Putting the Consumer’s Questions to Work”**

1) Have each small group find one source of information on a topic that they are interested in. This could be a website, article (online or in print), book, video clip, photo, etc. Have the group work together to answer the questions below for the information source.

2) After each group has completed the activity, come back together as a larger group and have each small group present their findings.

Headline/Title: \_\_\_\_\_

Media type (book, website, etc.) \_\_\_\_\_

How did you find this information? \_\_\_\_\_

## **ANALYSIS**

**Who** made this report?

\_\_\_\_\_

**How** is the information sourced?

\_\_\_\_\_

**Why** was this report made?

\_\_\_\_\_

\_\_\_\_\_

**When** was this report made?

\_\_\_\_\_

**What** is this report missing?

\_\_\_\_\_

\_\_\_\_\_

**Where** do I go from here?

\_\_\_\_\_

\_\_\_\_\_

After answering the consumer's questions about the source, do you think it is trustworthy? Why or why not?

\_\_\_\_\_

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**Wrap-Up:** Break up the audience into the same pairs that were used for the icebreaker activity. Ask each participant to highlight three things that they learned during this #YALIChecks event. Then have each pair talk about one way that they plan to share this information with their communities (for example hosting their own #YALIChecks event).

## **Continue the conversation!**

**Keep an eye out on your email for information about how you can submit pictures and a summary for the #YALIChecks event you hosted. Remember to always #StopReflectVerify before responsibly sharing information! Visit [yali.state.gov/checks](http://yali.state.gov/checks) to learn more about media literacy.**