



RESTART!

Don't hassle me

Dynamic G5D10



**Diputació
Barcelona**

Àrea d'Educació,
Esports i Joventut



Don't hassle me: critical sense

Dynamic G5D10



Aims of the dynamic

A

**Take a critical view
of the information we
receive.**

B

**Review which messages
we spread, and reflect
why we do so.**

Summary of the dynamic

Review the concept of "truth" and how fake news spreads.

Materials

- A3 paper (one sheet per participant)
- A copy of the appendix for each participant
- Writing materials (ballpoint pens, marker pens...)
- Room to show a video (optional)

Session structure

01. Before you start
02. Don't hassle me. Let's get the dynamic started!
03. Restart! Manual so they don't leak it to you
04. What do I take away from today?

This dynamic is intended to be conducted over some 60-90 minutes with groups of ten young people. The duration may vary depending on the needs of the group of youngsters and the interest they show. We advise following the pace set by the group. In any event, the more time that can be spent on reflection, the more the youngsters will benefit from the experience.

The atmosphere while conducting the dynamic

To get the most out of the activities, we suggest conducting the dynamic in as pleasant and open a space as possible, preferably outdoors, or at least with natural light. Music may be a useful resource to maintain a positive atmosphere, above all while they are doing activities independently (and especially if the music matches the preferences of the youngsters in your group).

It is important to make sure during the dynamic that no one is forced to go beyond what they feel capable of. In this type of activity sensitive issues for those involved may arise, and in fact that is to be expected. In such cases, reassure the youngster in question by telling them that they do not need to do anything they feel unsure about, and that the aim is for them to enjoy the dynamic.

We suggest some tracks dealing with friendship that you can listen to on the [Youth Plan Office Spotify channel](#).



Key concepts

The dynamic addresses a number of concepts which we summarise below.

Critical thinking: When we receive information it is important to analyse it, question it, and form our own opinion. We cannot expect absolute “truth”. There are as many “truths” as there are people. We can progressively refine our judgment, asking and questioning ourselves about the information we receive (the channel we received it through, who said it, the arguments employed...) and compare it against other sources.

Fake news: This is false or falsified information. It often refers to facts that are fake or have been altered while maintaining a degree of truth. Fake news has a concealed aim: it may be to make money (economic objective) through advertising (attracting clicks or visits), to discredit a person or institution, or promote certain ideas. It essentially spreads via social media, although such items are sometimes published by renowned international media outlets, without first confirming the news.



Disinformation: The ease of Internet access provided by smartphones is a great resource for communication and for a host of different activities, but alongside the emergence of social media, has also served as an element facilitating disinformation. The ease of online access and publication means that fake news spreads at great speed, generating confusion, and even potentially creating the illusion that an opinion is a genuine fact, or that a lie repeated a thousand times is perceived as the truth.

Post-truth: The circulation of and access to a huge amount of information with levels of accuracy ranging from true to false, along with half-truths, deceitful trows, falsehoods with details that are true, truths with details that are false... may generate a climate of mistrust regarding the information we receive. The concept of "post-truth" refers to a political and social context in which it doesn't matter if something is true or false, so long as it seems plausible.

Source of information: The Internet has allowed new sources of information to emerge aside from those that traditionally have enjoyed a monopoly (the media, governments, institutions...). Citizens who are direct witnesses of events can become reporters of what is happening around them. This has positive consequences, such as the increased opportunities to check the information we receive

and recount events that might not be in the interest of the media. But there is also a negative side: the huge amount and diversity of information available makes it difficult to determine which version of the facts is genuine. Each source recounts the news according to their own interests and information criteria. Which means that our vision of current affairs may differ depending on where and how we source information.



01.

Before you start

Once you have checked that the group are feeling fine, introduce the dynamic by asking if is there anything they would like to share about last dynamic, in which they talked about their capacity to promote and get involved in charitable initiatives.

Next, explain to the group that today they will be focusing on how communication can influence us and make us believe things that may not be true.

02.

Don't hassle me. Let's get the dynamic started!

Begin the dynamic by watching the video What are Fake News?

[ComputerHoy.com, 2:18]
<https://youtu.be/SEQhQeYsLII>

This video gives a brief explanation of what fake news is. It will serve as an introduction to the topic of this dynamic.



What did you make of the video? This will most probably arise spontaneously in conversation, but you can otherwise ask: so, have you been following the news much recently?; where did you get your information?; have you noticed any fake news? There will probably be all kinds of responses, from those who prefer not to watch the news so as not to hear the same things over and over, or because they get anxious hearing disturbing news, to those who have heard so much contradictory information as to question the accuracy of the news and to seek out reliable sources. They will in fact today be talking about fake news and critical sense.

- **Begin by talking about truth and lies. Do this by using an excerpt from the poem “The Two Lanterns” by Ramon de Campoamor (1846), included in the appendix.**

*“For in a treacherous world
nothing is truth nor lies:
all depends on the colour
of the glass through which we look.”*

- Have you ever heard this expression? Do you think what the poem says is true? Do you find it relevant now? You can discuss the different opinions that have always existed, and the fact that the text is seen as so true that some people talk of “Campoamor’s law” to mean that someone has given a skewed interpretation to some issue. In any event, as the poem says, nothing is unchangeable and all depends on our perspective. There are also other possible interpretations. The poem reminds us that if something disturbs us, viewing it from another point of view can make us less concerned. And also that if others don’t understand our position (or we don’t understand theirs) it is because they are looking through a different coloured glass (if we try to look through the same glass as other people, we will be empathising with them, making it easier to reach agreement).

- **SCALE OF CERTAINTIES.**⁽¹⁾ In the appendix we suggest an activity known as the “scale of certainties” If we follow Campoamor’s law, nothing is entirely certain, but we do have arguments that can help us to determine the certainty or uncertainty of information. We essentially use four types of argument, as summarised and exemplified in the appendix:

Authority: It is true because a reliable person or institution asserts it. For example: “The car won’t start because the mechanic says it needs fixing”.

Model: It is true because it corresponds to what we know about why things happen. For example: “The car won’t start because it has a locking device which can only be deactivated by inserting the ignition key”.

Data: It is true because it is supported by data or statistics. For example: “86% of cars won’t start even if the contacts are hotwired”.

Habits: It is true because it is the typical dynamic. For example: “In films you always see that cars start when they are hotwired”.

⁽¹⁾The scale of certainties is an original idea from the [CalamarsGegants node of Betacamp17](#), subsequently developed by [Jordi Domènech](#) and adapted from the [Myth Hunters node of Betacamp19](#).

- Ask the youngsters in pairs to put the ten phrases in the appendix in order on the table, indicating the reason they used to do so, and the type of argument involved. They will find their mobiles useful to look for arguments. Next, in small groups with one member from each pair, they should share their tables. It may be that after sharing their arguments some of them want to change the order of their propositions...



- After a few minutes, share the results. Did you agree as to the order? There is no one single order for this table. One suggested ordering would be:

Scale of certainties

VERY CERTAIN	WHY?	TYPE OF TRUTHFULNESS ARGUMENT
1. The global temperature of the planet will continue to rise.	The TV news often tells us that the United Nations and panels of experts warn about this issue. It is also demonstrated by data showing the change in average temperature over the world.	Authority / data
2. Tomorrow I will get up at the same time as today.	I get up at the same time every day, but I might oversleep...	Habits
3. Everyone I meet tomorrow will be wearing a face mask	Everyone I meet wears a face mask because it is mandatory, but someone might not be wearing one. There are exceptions...	Habits
4. Tomorrow I will have salad for lunch.	We very often have salad at home for lunch or dinner.	Habits
5. If I toss a coin it will come up heads.	Statistically, a coin will come up heads half the times it is tossed.	Model
6. Barça will win the Spanish league.	Over the last 40 years, Barça have been league champions 17 times.	Data
7. I will win an all expenses paid weekend at Disneyland Paris.	I don't often take part in lotteries, but I will online if it is free.	Model
8. Extraterrestrial life exists.	Scientists are looking for evidence of life on other planets. So far they have not found any.	Authority
9. A coronavirus vaccine will be discovered tomorrow.	Researchers in the field explain that we are very unlikely to have a vaccine soon.	Authority
10. I will never die.	As far as we know, everyone must die. No one has been known to live for more than one hundred and fifty years.	Model /data

NOT AT ALL CERTAIN

- There may well be differences, because there are phrases the certainty of which will depend on each individual's personal habits and the decisions of other people. So who is right? There may be more than one reply for some of the propositions, as they will depend on each individual's habits. For others, where there are scientific arguments and data to back them up, the discussion will necessarily focus on the arguments and data available. But make sure not to overlook Campoamor's law: there are few absolute truths and lies, and all depends on the glass you look through. The force of the arguments will help tip the balance as to whether we believe or reject an assertion.
- So why does fake news exist? As we saw in the video, this type of news travels via the Internet, where it is very easy for it to spread without people stopping to consider its accuracy. There may be major interests behind it, that want it to spread widely.
- We will now look at the level of difficulty in detecting fake news. Once again in pairs, look at the hoax debunking website <https://maldita.es/malditobulo> and go over the news stories that most attract your attention. Try to look at 10 of them at least out of the whole group. To do so it will be a good idea to take into account the main information manipulation strategies contained in the appendix. They will then be sharing their conclusions.

Main information manipulation strategies



Invented content.



Audiovisual content with the original doctored.



Presented as a different time or place.



Headline does not reflect the contents of the news item.



Relevant information omitted.



Opinion presented as fact.



Use of anecdotes presented as a general rule.



Use of assertions by "pseudo-experts".



Use of messages from unprofessional sources (blogs, social media...).



Use of humour, parody or satire as if it were real news.

This table forms part of the output of the [Myth Hunters node of Betacamp19](#), which provided our inspiration in devising this dynamic.



Reflecting on the dynamic

For the reflection, invite the youngsters to sit in a circle and ask: how do you feel?; were you surprised by any of the fake news you found?; what do you think of it?; is there anything else you would like to share? This will probably prompt a more or less fluid conversation, depending on the level of trust created in the context of the dynamic, and the group's conversational habits. If there are no spontaneous contributions, we suggest some questions that would be worth taking into account to guide the dialogue, placing the emphasis on allowing the group gradually to dissect the issues themselves.

- 1. How did you feel, on seeing the quantity and type of fake news that is published? Did you find any stories that were familiar or surprising?** Possible reflections: This will of course depend on the news items appearing on the website that day, but there will probably be some story about an individual or topic that is familiar or striking. The aim is basically for them to familiarise themselves with the website so they know where they can turn if they have doubts about any information.
- 2. Which of the strategies from the table were used? Did any of them predominate?** Possible reflections: As in the previous case, this will depend on what stories they find. In any event, there will undoubtedly be examples of the various strategies of information manipulation, confirming that if they are familiar with these strategies, a critical perspective as to information can give clues as to whether it is faked or not.
- 3. What might the intention be behind the manipulation you detected?** Possible reflections: Most of the fakes debunked on the Maldito Bulo website have an economic or ideological aim behind them. Beyond looking

for the specific reason behind spreading these news items, it is important to raise the youngsters' awareness as to deciding whether they should believe such information without questioning it. And even more importantly, whether or not they should spread the news, by posting it to social media, while understanding that this is precisely what the hidden interests behind the disinformation expect them to do. Such information is often dressed up with elements of humour, uniqueness or surprise, emotions which we enjoy sharing. Forwarding a WhatsApp message or posting it via some other social media platform is very easy to do, and people barely think twice about it.

- 4. Did anyone enter the "La Buloteca" hoax archive? Do you know what it is? Do you think it is useful?** Possible reflections: When faced with suspicious information, anyone can send it to the [Buloteca](#) to be verified. The Maldito Bulo team investigate it and publish the result on their website (in Spanish). This is a way of helping to combat disinformation.
- 5. Are they aware of the volume of fake news circulating online?** Possible reflections: People might imagine that fake news appears on dubious media websites, and that as they do not use them, they are not affected. Quite the opposite is true: many of the videos people receive as fun clips or messages on WhatsApp, TikTok... may contain such information. Beneath their completely harmless appearance, they invite people to share them, and speak of personal experiences referring to supposedly known individuals... They can look at some they have received recently with a critical eye and test this out. It is not a question of systematically mistrusting all information received via social media, but establishing their own judgment, and above all being alert and careful before sharing content or spreading information.

03.

Restart!

Manual so they don't leak it to you



Watch

Manual so they don't leak it to you. Maldito Bulo

[Clara Jiménez Cruz, 4:00]
<https://youtu.be/oM2KXjGLYNQ>

What did you make of the video? There are a number of signs suggesting that the reliability of a news item might be questionable. If you spot any of them, it is worth stopping to think before forwarding the information (which is what they want you to do!). To provide ready access to these information, the appendix contains the 10 rules of the campaign "If in doubt, don't share" produced by the FORTA (Federation of Spanish Autonomous Regions Radio and Television Organisations), with the different aspects to take into account so as to spot potential fake news.

Invite the youngsters to create their own awareness-raising campaign. Suggest that individually or in pairs they make an A3 poster to recommend taking care with fake news (it could be a drawing, a word cloud, a hashtag, a phrase...). You can hang them up around the room to warn other people who use it.

We would encourage you to take a photo of the posters and the group of youngsters. The photo will serve as a reminder of today's experience. If you post it on social media, remember to tag us! @joventutdiba #fem_tec

Summing up

Social media is gaining ground on the traditional media. In Catalonia, in fact, almost half of the public use such channels for information, and among the younger population, the percentage climbs to 75%.⁽²⁾

During the Covid-19 pandemic, alongside accurate news and official recommendations, social media has spread a huge amount of information dressed up as expert opinion, personal experiences being shared to "help out", fake methods to avoid infection... How can we tell whether what we are sent by someone we know and who we presumably trust is information from a reliable source, or otherwise fake news?

If you suspect the accuracy of any information, you can remember today's dynamic and follow the advice we looked at: check the information against reliable sources, draw your own conclusions and think before sharing.

⁽²⁾ [Bulletin on the audiovisual sector in Catalonia. CACC, 2018.](#)

04. What do i take away from today?

This section is common to all the fem tec! Activities. The aim is to identify the sensations experienced and the lessons learned through the dynamic.

Arrange the group in a circle so everyone can see each other's face. Allow the group to speak, so that they can all, one by one, have their say about what they most enjoyed or what they learned, how they feel, or any other issue they might want to raise.

Simply listen to their responses, without commenting or giving any positive feedback: there are no wrong answers. To conclude, if they had fun or enjoyed how the dynamics went, they should give themselves a round of applause in celebration!

You can also suggest that either individually or as a team they share their impression of today's dynamic via social media, using the hashtag #fem_tec @joventudiba.





Appendix (G5D10)

*“For in a treacherous world
nothing is truth nor lies:
all depends on the colour
of the glass through which we look.”*

Ramón de Campoamor (1846)

SCALE OF CERTAINTIES¹

- a) Everyone I meet tomorrow will be wearing a face mask.
- b) Tomorrow I will have salad for lunch.
- c) I will never die.
- d) Extraterrestrial life exists.
- e) A coronavirus vaccine will be discovered tomorrow.
- f) Barça will win the Spanish league.
- g) I will win an all expenses paid weekend at Disneyland Paris.
- h) If I toss a coin it will come up heads.
- i) The global temperature of the planet will continue to rise.
- j) Tomorrow I will get up at the same time as today.

Where would you place the above propositions on this table in order of their certainty?

VERY CERTAIN		
Propositions	Why?	Type of truthfulness argument
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
NOT AT ALL CERTAIN		

We essentially use four types of argument to determine the certainty of information:

Authority: It is true because a reliable person or institution asserts it. For example: “The car won’t start because the mechanic says it needs fixing”.

Model: It is true because it corresponds to what we know about why things happen. For example: “The car won’t start because it has a locking device which can only be deactivated by inserting the ignition key”.

Data: It is true because it is supported by data or statistics. For example: “86% of cars won’t start even if the contacts are hotwired”.

Habits: It is true because it is the typical dynamic. For example: “In films you always see that cars start when they are hotwired”.

The scale of certainties is an original idea from the [CalamarsGegants node of Betacamp17](#), subsequently developed by [Jordi Domènech](#) and adapted from the [Myth Hunters node of Betacamp19](#)

Main information manipulation strategies ²

- Invented content.
- Audiovisual content with the original doctored.
- Presented as a different time or place.
- Headline does not reflect the contents of the news item.
- Relevant information omitted.
- Opinion presented as fact.
- Use of anecdotes presented as a general rule.
- Use of assertions by "pseudo-experts".
- Use of messages from unprofessional sources (blogs, social media...).
- Use of humour, parody or satire as if it were real news.

²This table forms part of the output of the [Myth Hunters node of Betacamp19](#), which provided our inspiration in devising this dynamic.

Ten rules of the campaign produced by FORTA (Federation of Spanish Autonomous Regions Radio and Television Organisations)



FAKE NEWS: IF IN DOUBT, DON'T SHARE 10 tips to spot fake news

- 1 | THE HEADLINE**
Truth is stranger than fiction... just sometimes.
The headlines of fake news are typically very striking, and hard to believe.
- 2 | THE AUTHOR**
If the news is not signed, that could be suspicious.
Fake news is typically anonymous.
- 3 | THE SOURCE AND MEDIA CHANNEL**
Fake news typically comes from unknown media sources, that you will often never have heard of.
- 4 | THE EXCLUSIVITY**
If the news is genuine it will normally not be exclusive and is likely to be reflected in different media outlets.
- 5 | THE FORMAT**
Fake news typically has a different format, with excessively striking colours and font sizes...
- 6 | THE DATE**
Fake news overlooks this aspect, with past dates or no date information.
- 7 | THE WRITING**
If the information contains spelling and punctuation errors... Be wary.
- 8 | THE IMAGES AND VIDEOS**
Fake news uses images taken out of context or with excessive doctored, defects, poor quality...
- 9 | THE LINKS**
Fake news simulates the URLs of regular media, but the links normally don't work and give an error message.
- 10 | THE FACTS**
Fake publications refer to facts, data... that are difficult to verify.

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