



Med a

Media under the microscope!

**EDUCATION
MEDIA & INFOR-
MATION LITERACY**



IMPRINT

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This publication is the result of the project „MedYla“, funded by the Erasmus+ programme of the European Union.

Out of respect for the environment, this publication is mainly published in digital format.

PROJECT CONSORTIUM:

Youth Info (Belgique)
ERYICA (Luxembourg)
Agence Nationale pour l'Information des Jeunes (ANIJ, Luxembourg)
Infor Jeunes Luxembourg (Belgique)
Infor Jeunes Huy (Belgique)

ASSOCIATED PARTNERS:

Centre d'Information et de Documentation Jeunesse (France)
Fédération Infor Jeunes Wallonie-Bruxelles (Belgium)



european youth information
and counselling agency



Agence Nationale
pour l'Information
des Jeunes



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Erasmus+

Cette publication a été réalisée avec le soutien du programme Erasmus+ de l'Union Européenne. Le soutien apporté par la Commission Européenne à la réalisation de cette publication ne constitue pas une approbation de son contenu, qui n'engage que ses auteurs, et la Commission ne peut être tenue responsable de l'usage qui pourrait être fait des informations qu'elle contient.



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WELCOME TO MEDYIA

THE IMPORTANCE OF MEDIA AND INFORMATION LITERACY


Back in 2019, when Jugendinfo Ostbelgien, ERYICA, Infor Jeunes Luxembourg, Infor Jeunes Huy and ANIJ came together to set up a project on the theme of Media and Information Literacy (MIL), it was not by chance. Over the past two decades, this theme has become increasingly important in the day-to-day lives of young people and youth workers. Today, MIL is one of the most important skills for young people as they make their way in the world – or better still, actively participate in shaping the society of today and tomorrow. Without MIL, people remain on the sidelines, due largely to the speed at which the media and information landscape is constantly evolving.

It is therefore not surprising that MIL is of paramount importance for youth information work and is anchored in the European Youth Information Charter (1) and in the Framework of Competences for Youth Information Workers. According to principle 5.2 of the Charter, youth information professionals (2), as information providers, have a responsibility to educate young people in media and information literacy. UNESCO (3) also attaches great importance to MIL and in this context observes with great concern the almost epidemic spread of disinformation. It even speaks of „disinfodemic“ and stresses the importance of actively combating this problem:

„The pollution of the global information ecosystem is real. When an ecosystem is polluted, we try to clean it up to save lives. It is equally urgent to know how we can prevent further pollution in order to break out of an unsustainable cycle. One of the defences against “disinfodemic” is to ensure that everyone acquires media and information literacy (MIL) skills. Media and information literate people critically evaluate the information they encounter; they think and check before using or sharing information. (4)

Alton Grizzle
Programme Specialist, UNESCO

Information literacy and media literacy have traditionally been seen as separate and distinct domains. UNESCO has decided to combine these two areas into a set of competencies (knowledge, skills and attitudes) needed for life and work today. The concept of Media and Information Literacy (MIL) harmonises and brings together the large number of existing competencies that can be identified in the digital age, such as information literacy, television literacy, film literacy, image literacy, computer literacy, internet literacy and digital literacy, as well as other emerging concepts such as social media literacy. MIL recognises the central role of information and media in our daily lives and empowers citizens to understand the functions of the me-



dia and other information providers, to evaluate their content critically and to make informed decisions as users and producers of information and media content. (4)

MIL is the basis for understanding democratic policies and processes. It helps people to recognise and counter fake news, and provides the key to expressing ourselves online, online respect, (digital) participation for all levels of society, and activism. More than skills, it is about the rights and duties of each of us as citizens of the world, about protection, prevention, equality, access to education and knowledge and responsibility.

Since the very beginning, MedYla has aimed to contribute to the dissemination of MIL, as far as the partners are able. The pilot training is the result of two years of exchange between the project partners, during which time experiences were shared, existing offers explored and objectives defined and deepened. In the spring of 2021, the partners shared a survey among actors who are in contact with young people in their work. Among them were youth workers, youth information workers, teachers, psychologists, etc. The objective of this survey was to examine the state of knowledge in the field of MIL and the needs for initial and continuous training in this field. Based on this survey, the content of a pilot training was defined and developed.

The three-day training offer provided a solid foundation for anyone who encounters young people in their work and who wants to integrate the topic of MIL in one form or another. Participants of different levels of knowledge were involved. The aim was for the participants to be able to organise workshops for young people themselves after the training. All the participants therefore received a handout containing resources for all the workshops. A revised version of the activity sheets can be found in this publication. All workshops can be offered in a modular way.

REFERENCE

- (1) 5.2 Youth information services provide young people with media and information literacy skills to act in a safe and responsible way (European Youth Information Charter, 2018)
<https://www.eryica.org/european-youth-information-charter>
- (4) Cadre De Compétences Du Travailleur De l'Information Jeunesse
<https://www.eryica.org/publications/youthinfocomp-a-european-competence-framework-for-youth-information-workers>
- (3) Media and information literacy: policy and strategy guidelines
<https://unesdoc.unesco.org/ark:/48223/pf0000225606.locale=en>
- (4) Greening Youth Information Services – A Guide Developed By ERYICA And Eurodesk
<https://www.eryica.org/publications/greening-youth-information-services>

MEDIA EDUCATION: CHALLENGES AND DEFINITION

MEDIA EDUCATION: WHY AND HOW

Media education is a formative or pedagogical approach, which aims to help people understand and decode the media, but also learn how to criticise it, use it and express themselves using it.

OBJECTIVES

To understand and decode the media, learn how to criticise it, use it and express yourself using it.

HOW?

- By encouraging reflection and questioning, Media Education helps develop critical thinking skills. Types of questions: who, why, how
- Media Education considers the media in a broad sense: TV, social networks, radio, video games, etc.
- The aim is not to distinguish good from bad, but support (young people) so that they are critical, active, autonomous and responsible
- The activities are varied, and can range from fact checking to creating video games
- Particular attention is given to online expression so that it is constructive and responsible
- Support must begin as early as possible, in order to maintain a dialogue and prevent risks, such as the overconsumption of media

METHOD

When we start to take an interest in the media, it is interesting to question our own preconceptions. For the facilitator, this means being clear about their own assumptions and values. For example: what are my media preferences, how much do I trust the media in general or some in particular, etc.

It's important to understand that our own attitudes and beliefs about the media will have a strong influence on the way we carry out MIL activities.

Within the population, there are varying attitudes to the media:

- Some people are more progressive, and others more conservative
- Some will be technophiles and others more techno-critical, even technophobic
- Some hate social networks when others see thousands of possibilities
- ...

Our culture, our values and beliefs will impact the way we work. However, as said previously, the purpose of MIL is not to transmit simplistic or our own biased views. Nor should we try to achieve pseudo-neutrality; young people are also expected to develop their own ability to judge independently.

Therefore, young people must not only be presented with a single way of interpreting things. This means showing them multiple methods and content, varying the pedagogical approach and content.

This means a certain humility relating to knowledge and transmission. Remember that the learning content itself is part of the process and only offers a partial vision of reality. A common obstacle for Media Education activities is a lack of technical equipment. Many activities are “low tech”. If you have any technical questions, do not hesitate to call on the skills of your audience, young people will surprise you!

The activities you’ll find in Media Education can contribute to young people’s development, as well as building their self-esteem. They will be able to demonstrate certain knowledge or skills that are rarely valued elsewhere.

DEVELOPPING CRITICAL THINKING!

Going beyond strict Media Education, the training aims to develop critical thinking. In a society undergoing major changes, it is crucial to be able to make informed decisions in many different areas and on many different topics. To do this, we have to know the difference between knowledge and opinion, for example, or be able to define which information deserves our trust.

While there is a consensus on the importance of developing critical thinking skills in young people, the term is often used vaguely. Critical thinking can be associated with the notion of doubt, skepticism. However, doubt is often used in conspiracy theories (open your eyes! Don’t be a sheep!) and systematic doubt can become paralysing, preventing any decision-making.

Here is a recent definition: “critical thinking is the ability to adjust one’s level of confidence appropriately according to the evolution of the quality of supporting evidence and the reliability of sources.” (Pasquinelli, Farina, Bedel, Casati, 2020)

SOURCES:

Insights MediaXtend (PPT) - Research - RMB
Le Belge regarde de plus en plus de vidéos - Le Soir
MAP | Médias : Attitudes et Perceptions
<https://www.fondationdescartes.org/2021/03/comment-les-francais-sinforment-ils-sur-internet/>
“Médias et informations : 40 activités pédagogiques pour le secondaire” par Julien Lecomte, Jehanne Bruyr, Manuela Guisset, Sophie Lapy. De Boek, 2014.

CRITICISING INFORMATION:

5 APPROACHES TO MEDIA EDUCATION

The educational material developed within the framework of MedYla is based on the 5 approaches to Media Education from Media Animation, written by Martin Culot, Daniel Bonvoisin, Yves Collard and Briec Guffens.

The study “Criticism of information through 5 approaches” aims to offer as broad a panorama as possible of the ways of critically approaching the information we see in the media. This consists in identifying 5 ways of understanding it. They can result, individually or combined, in structuring an educational process, whose function is both to allow us to distance ourselves from the media environment, but also to get involved in it, each of us taking responsibility for how we respond to the media: companies, journalists or us, as citizens.

The empirical approach: distinguishing what is true from what is not. Does the media report what has really happened? Is the information authentic? This approach is most commonly seen in fact-checking. Like a journalist, the reader is invited to crosscheck the facts, verify the source and question the authenticity of the images. Faced with an overabundance of information, this method can help us to distinguish trustworthy media from unauthentic or openly false media.

The discourse approach: observing the form. How does the journalist transform information into a story? Which storytelling techniques do they use to make it accessible for us? Do the words or images chosen to get our attention play upon stereotypes or exaggerations? This perspective calls into question the source of the meaning of a message: is it not to be found in its form rather than in its substance?

The propaganda approach: flushing out influences. What are the economic interests, or the political ideas defended by the media? Fake news and fake information are not neutral and pursue a goal: to spread an opinion, to convince us of an idea, to reproduce or challenge the ideological framework of a given political, economic or social authority.

The reception approach: empowering the audience. Why are we seduced by information? Why do we sometimes spontaneously reject it, why are we sometimes indifferent? What impact do our ingrained beliefs have on our perception? Our brain works with a series of filters: “cognitive biases”. How do we identify them? Can we resist them so as not to see the world through the narrow prism of our beliefs?

The social approach: making society. How does information circulate on social networks and why? What does the Internet user who circulates it say? Is it liked, modified, contested? Meaning varies and corresponds to the needs and the dynamics of a given group. From the public space to niche audiences, information is a vector of identity, mobilising and contributing to making and unmaking the multiple components of society.

SOURCE:

<https://media-animation.be/CRITIQUER-L-INFO-5-approches-pour-une-education-aux-medias.html>



ACTIVITIES

**SHEETS +
PROCESSES**

ACTIVITIES



LEARNING TO BE A JOURNALIST

Target group	10-13
Group size	Groups of 3-4 people. Maximum 24 participants
Time	2 x 50 Minuten
Facilitator	2
Further info	Participants can use their smartphone or iPad. Internet access is required

OBJECTIVES

- To learn about the flow of information
- To develop journalistic skills (investigation, verification, writing)
- To understand a fact and write about it in a clear and understandable way

DESCRIPTION

After briefly discussing the missions of a journalist, the participants, divided into several groups, will carry out an investigation, getting their information from a Tik Tok video. Through internet research, but also phone calls (staged), they will try to understand what really happened and transmit the message clearly.

- This is followed by a discussion on the results and methods used.
- To end the activity, the participants turn their investigation into a news brief.
- In conclusion, they can compare their writing with real articles that were written about this news item.

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THE ACTIVITY

LEARNING TO BE A JOURNALIST

OBJECTIVES

To learn about the flow of information and develop journalistic skills.

QUICK SURVEY: ask the participants the following question:
“What do you think about the traditional media, and journalists in particular?”

One of the facilitators notes the responses

EXPLANATION:

“In this first activity, we are going to ask you to put yourself in the shoes of an apprentice journalist. To do this, we must first define what a journalist is. In your opinion, what is their mission? Ideally...”

One of the facilitators notes the responses

Answer from the Media Animation activity “Criticising the news - 5 approaches to Media Education”:

Journalism is a set of methods that make it possible to communicate a fact without the author leaving a visible mark. Jean-Luc Martin-Lagardette specifies: “The journalistic style is above all to make the meaning of the information understandable, quickly and for as many people as possible, by bringing out the essential immediately, by giving all the information from the outset. No frills or suspense: it must go straight to the point! For information to be understood, it must quickly answer 5 key questions [note: who, when, where, how, why]. If one of these answers is missing, all the information can lose its relevance.”

“Today, for the purposes of the activity, we have chosen a news item. This is because everyone is interested in these kinds of events, they happen all the time and it is the type of information that we find most abundantly in the media.

You see a video playing in your newsfeed”:

STEP 1 – VIDEO – 5 MINS

The facilitator shows the participants the video, as many times as necessary:

https://drive.google.com/file/d/1p0aAxRvxMi4VqJDzhECvJTqaS3y8_-uj/view?usp=sharing

STEP 2 – PRACTICAL ACTIVITY – 20 MINS

Explanation:

- “Your task: investigate and verify the video, meaning understanding what happened and explaining it.”
- “List the things you used for the purposes of the article. Write them down in a table as you carry out your research.”
- “As you research, you can use different sources (for example the internet, social

- networks, etc.). Don't forget the possibility of contacting witnesses and other official bodies, such as the police, the prosecutor's office or the hospital."
- "When you've thought of someone you could interview, ask us and we will give you access to their answer."
 - Refer to the activity sheet "witnesses of the incident"

STEP 3 – BRINGING THE GROUP BACK TOGETHER – 15 MINS

- "Now that you have finished your investigation, we're going to ask a group to present their methodology to the others. At the end, other groups can complete the table."

Note down the different methods used by the different groups. Check if the participants followed the following steps: identify the sources, collect and verify the information.

Sources (sites used)	People contacted	Types of information collected	Level of certainty

STEP 4 – SUMMING UP THE INVESTIGATION – COMPLETE THE INFORMATION – 10 MINS

- The facilitator gathers the different elements used to cross-reference the information
- "What do you think about the results obtained by the different groups?"
- "How can you be sure about your investigation?"
- The facilitators complete anything that's missing

STEP 5 – WRITING A NEWS BRIEF – 10 MINS

- Each group writes a brief which aims to relate the information in the most accurate and complete way possible. Maximum 7 lines.

STEP 6 – PRESENTING THE BRIEF – 15 MINS

- A member of each group reads aloud the written brief
- Write down comments where applicable
- Participants are asked to compare their brief to articles written in the press
- Provide links to articles or distribute printed versions
- "What are the biggest differences?"

STEP 7 – FEEDBACK – 5 MINS

- What did you think about this investigation? What have you learnt about journalistic methods? Has your opinion on the job of a journalist changed?

ARTICLES (IN FRENCH):

<https://www.wort.lu/fr/luxembourg/implique-dans-une-bagarre-un-homme-chute-du-3e-etage-62ab0511de135b92363fb80a>

<https://5minutes.rtl.lu/actu/luxembourg/a/1928698.html>

<https://lequotidien.lu/police-justice/un-cambrioleur-chute-du-3e-etage-en-fuyant-la-police/>

<https://www.lessentiel.lu/fr/story/un-cambrioleur-tente-de-fuir-et-tombe-du-3e-etage-351069175249>

ANNEX

LEARNING TO BE A JOURNALIST

THE POLICEMAN

The individual has been arrested. The case has been sent to the prosecution. He will issue an official statement. I have nothing further to add.

NEIGHBOUR 1

I've seen this man hanging around the neighbourhood before. Just yesterday, I saw him selling things on the sly outside the door of our building, in view of passers-by. He also regularly goes to see one of our neighbours on the 1st floor. I don't want to say anymore.

THE PERSON WHO TOOK THE VIDEO

I was at the bus stop when suddenly I saw the flashing lights. It was the police! The police car parked in front of the building. Officers quickly secured the street. I was curious, so I waited to see what would happen. The police entered the building, and after a few minutes, I saw a person trying to escape through the window of the apartment on the 3rd floor. So I took out my phone to film it. Loads of people stopped to watch.

NEIGHBOUR 2

I was reading the newspaper when I heard a noise in the building. I thought it was a fight between two people. As it didn't stop, I called the police, who arrived around 8:30 p.m. I opened the door to the building to let the officers in. And suddenly I heard screams coming from outside. It was only when I opened the window, to see what was happening, that I saw a man hanging below one of the windows of the building.

PASSERBY: AN OLD LADY WALKING HER DOG

I was walking my dog Igor near Bender Street, when suddenly I heard a noise coming from the building next door. I stopped, my dog needed to relieve himself! At the same time, I saw a shirtless man hanging from the edge of a window and a policeman trying to pull him up into the building. The poor guy! He panicked and couldn't pull himself up. He first fell onto the awning of the 2nd floor and then a few centimetres from the parking for the city's bikes. Fortunately!

THE RESTAURANT OWNER

I heard a commotion outside, but I had to serve my customers. When I heard a loud scream and saw police officers in front of my restaurant, I went out to see what was going on. And there, I saw them surrounding a person lying on the ground and giving him first aid.

Twenty minutes later, the ambulance arrived! Through the window, I saw the ambulance crew trying to save the poor man and then they took him to the hospital, escorted by a police car. In all of this, I would still like to know, who will reimburse me for the damage done to my awning?

THE CHIEF CONSTABLE

We suspect there is a connection between this incident and the acts of violence committed this morning in a building located in rue de Bonnevoie. Investigations are continuing.

THE VICTIM

I live on rue de Bonnevoie. I was coming back from a jog when I saw a man trying to force the door of my neighbours' apartment. So I stopped him and asked him what he was doing. He punched me really hard. I tried to defend myself somehow but he ran away. I then called the police.

THE HOSPITAL

We cannot communicate information of this type. We are bound by professional secrecy

ACTIVITIES



IDENTIFYING FORMATTING TRICKS

Target group	10-13
Group size	Groups of 3-4. Maximum 24 participants
Time	60 mins
Facilitator	2
Further info	Projector, paper, pencils, markers, a flipchart

OBJECTIVES

- To identify different creative effects that can change the meaning of a message
- To compare different types of information and the different formats used

DESCRIPTION

The exercise consists of analysing different kinds information excerpts. The idea is to make the connection between the media content, the way it is presented and the emotions that it provokes. The facilitator should choose a variety of documents to use for the activity in advance. Students work in groups of 3 to 4 people.

1. Each group receives one of the excerpts.
2. The facilitator asks the students to:
 - Identify the emotions provoked; and
 - Name what it was that generated these emotions in relation to the information: the colour of the title, the font, the layout, the size of the letters, the words, the image or the photo... the music, the way it's edited, the words chosen in the voice-over, the special effects...if there is a video
3. The exercise ends with all the groups coming together.

Each group presents the results of their discussions to the other groups, and tries to explain the link between the emotion provoked and the form of the message. This can be done creatively on a poster.

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THE ACTIVITY

IDENTIFYING FORMATTING TRICKS

INTRODUCTION

This activity is an adaptation of the activity “Produire une info orientée” by Media Animation (translation – ‘Producing biased information’).

OBJECTIVES

To learn to observe storytelling and identify formatting tricks used by connecting the content with the emotions provoked.

- To inform is to create a written or graphic narrative. The media never delivers information in its raw form.
- In this exercise, the purpose is not to know if the information is true or not but rather to think about how it is presented.
- Participants will have different information excerpts to analyse.

To do this, split the participants into 4 teams:

Distribute folded cards to make the groups (with different colours: blue, yellow, pink, orange)
Distribute an excerpt to each group

ARTICLE IN L'ESSENTIEL:

- <https://www.lessentiel.lu/fr/story/tuee-de-six-balles-a-20-ans-par-la-police-irannienne-738669860710>
- Short video in scilabus : <https://www.youtube.com/shorts/jKrmu-dfLlk>
- First 3 minutes of the video of the du raptor : <https://youtu.be/iTT4krWKyml>
- Audio file of “le vrai du faux” from France Info : https://www.francetvinfo.fr/replay-radio/le-vrai-du-faux/l-arrestation-de-greta-thunberg-en-allemande-etait-elle-une-mise-en-scene_5583261.html

EXERCISE – 20 MINS

STEP 1

Identify the emotions provoked by these excerpts.

STEP 2

Which category would you place this excerpt in?

List the aspects that, in your opinion, provoked emotion about the information you were reading / viewing: the colour of the title, the font, the layout, the size of the letters, the words, the image or the photo... the music, the way it's edited, the words chosen in the voiceover, the special effects...

BRAINSTORMING

What kind of tone was used by the authors of these excerpts?

- a) Humorous
- b) Scientific
- c) Dynamic
- d) Poetic

BRINGING THE GROUPS TOGETHER – 20 MINS

“Now that you have finished your discussions, each group presents their results.”
The facilitator writes down the different types of formatting tricks identified in a table. They can ask participants from other groups to complete the table:

Title (colour, font)	Letter size	Words	Layout

Music	Editing	Special effects	Words chosen for the voice off	Images

SUMMING UP – COMPLETE THE INFOS – 5 MINS

- What can we take away from the analyses from the different groups?
- The facilitator completes the table if anything is missing

CONCLUSION



ACTIVITIES

CREATING FAKE NEWS

Target group	From 10
Group size	Groups of 3 people
Time	1 hour 10 mins
Facilitator	2
Further info	This activity follows on from the support “Les variations du Faux”. Please contact Aline Durieu for information about this workshop.

OBJECTIVES

- To identify the process of creating a piece of fake news thanks to the creative manipulation of the press
- To sharpen young people’s critical eye regarding information content, by creating fake news
- To make participants aware of the importance of the role of the citizen in societal debates, online or elsewhere

DESCRIPTION

The activity is based on several learning methods: putting theory into practice in groups, reflecting and producing fake news.

1. Once the participants understand the theory (see the training “les variations du faux”), they create a piece of fake news from scratch. They will need scissors, glue, markers, magazines or newspapers in order to make the fake news as real as possible.
2. Together, they identify the most relevant things to gather for their news.
3. In the final part, the groups present their fake news and ask other participants to critically analyse it.

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THE ACTIVITY

CREATING FAKE NEWS

DESCRIPTION

1. Participants get into groups of 3 or 4 people.
2. Each group receives the following material:
 - A series of newspapers and magazines (regional, national, international press, culture, life & society, etc.)
 - Scissors and glue
 - A sheet for the collage, tablet format (+- A6). Ideally, the sheet is cardboard, and an iPad type tablet design is drawn on it in advance. To make it look even more “real”, young people can add a transparent sheet over their work for a “screen” effect.
3. Each group flicks through the newspapers and magazines, concentrating on the titles, subtitles, images, etc. Everything that was covered in the fact checking part of the training “Les variations du Faux” can be used here.
4. Participants choose the subject of their fake news.
5. They can get creative! They can cut out whatever they would like to use to create their own fake news.
6. The group discusses the things they’d like to keep or get rid of, based on the characteristics of fake news.
7. The participants finalise their collage by gluing the items they’ve cut out onto their cardboard tablet, which can then be covered by the transparent sheet “screen”.
8. The groups present their project to the other groups. Ideally, a photo of the project is projected on a large screen so that everyone can see it properly (e.g. a photo posted online on Drive which is then projected on to the screen via the class PC).
9. The facilitator leads the discussion, asking questions such as:
 - Is the information fake news (remind them about the fake news criteria) or another type of information (disinformation, a hoax, satire, etc.) and why?
 - What effect did this fake news have on us?
 - How did your group go about making this piece of fake news?
10. Have fun!

Variation	Definition	Example	Ressources
Fake News	A message should only be considered as fake news when: <ul style="list-style-type: none"> • the facts presented are weak, • it is created with the intent to deceive, • it is presented as a journalistic item of news. 	2003: Iraqi weapons of mass destruction	https://www.csem.be/sites/default/files/2021-01/repere-5-desinformation.pdf
Disinformation	Refers to intentionally misleading or biased information (texts, photos, videos, sounds, etc.), stories or manipulated facts, with the intent to cause harm.	La querelle du saumon (2004)	https://www.csem.be/sites/default/files/2021-01/repere-5-desinformation.pdf
Misinformation	Refers to false information circulated unintentionally.	Spotting Dupont de Li-gonnès at the airport; the death of Mr. Bouygues	https://www.csem.be/sites/default/files/2021-01/repere-5-desinformation.pdf
Mal-information	Information that is based on reality, but is used to inflict harm on a person, organization or country.	Revenge porn	https://www.csem.be/sites/default/files/2021-01/repere-5-desinformation.pdf
Conspiracy theory	When people think that actions are carried out by others, in secret, with the aim of harming or obtaining something. (translated from 1jourlactu)	The earth is flat; chem-trail conspiracy theory; implants in vaccines	https://theoriesducomplot.be
Propaganda	Information is not neutral. It pursues a goal: to disseminate an opinion, to convince of an idea, to sell a product. In other words, it is a matter of influence. (translated from Coll. Repères) Propaganda is communication that is primarily used to influence or persuade an audience to further an agenda, which may not be objective and may be selectively presenting facts to encourage a particular synthesis or perception, or using loaded language to produce an emotional rather than a rational response to the information that is being presented. (Wikipedia)	Wars, Covid, etc.	LIAISONS- A TOOLKIT FOR THE PREVENTION OF VIOLENT EXTREMIS THROUGH YOUTH INFORMATION (2018) sur https://www.eryica.org/tools-resources
Parody	A parody is a creative work designed to imitate, comment on, and/or mock its subject by means of satiric or ironic imitation. (Wikipedia)	www.legorafi.fr	
Hoax	A „hoax“ is false, outdated or unverifiable information, spontaneously spread by Internet users.	“You’ve just won a large sum of money, click on the link for more information”	https://www.police.be/5998/fr/actualites/quest-ce-quun-hoax

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FURTHER RESSOURCES:

<https://www.csem.be/sites/default/files/2021-01/repere-5-desinformation.pdf>

<http://www.penser-critique.be/>

ACTIVITIES

MY APP, MY DATA AND ME

Target group	From 12
Group size	Groups of 2-4 people, maximum 20 participants
Time	50 mins
Facilitator	1

OBJECTIVES

- To discover young people's favourite apps from different perspectives and reinforce their critical skills, both as content creators and consumers.

DESCRIPTION

The activity involves searching, checking and sharing different information on apps. The choice of app can be decided on the spot or beforehand.

- The groups are each attributed an app.
- A document with the different elements to look for (online, via phone or computer) is distributed among the groups (see annex) and they should fill it in.
- The information collected is then shared with the rest of the participants, giving free rein to everyone's reactions (surprise, laughter, double-checking, or even outrage!)
- The facilitator does the wrap-up, accompanied by a discussion in plenary on the results of all the research carried out. This discussion can take any direction, depending on how participants reacted or the context in which this activity is conducted.

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THE ACTIVITY

MY APP, MY DATA AND ME

DESCRIPTION

1. Participants propose applications, either those used by the young people with whom they work, or that they wish to discover;
2. The groups (ideally 3 participants per group) are each attributed an app, randomly or by choice;
3. A document with the different elements to look for is distributed among the groups (see questions below);
4. After the facilitator has read and explained the first question, each group is asked to answer this first question using their phone/computer (time given);
5. The information collected so far, and the discussions that follow, are either:
 - shared as an exchange between different groups (A-B; C-D), the groups change with each question (for larger groups);
 - shared in plenary with the rest of the participants (for smaller groups).
6. This continues until the end of the questions / reflections;
7. In plenary, the participants discuss what they take away from this activity, a “wrap-up” is done by the facilitator. All reactions are encouraged! (Surprise, laughter, double checking, or even being outraged!)
8. In conclusion, the participants identify the possibilities for limiting online data sharing, as far as they would like;
9. This discussion can go in any direction, depending on the reactions of the group or the context in which this activity is conducted.
 - How do you use this app?
 - How can this application be a source of conflict? Why? For who?
 - Why is managing security settings important and necessary? Is it difficult to manage?
 - With whom do you communicate via this application and why?
 - Have you spotted things that activate dopamine and entice you to spend time on this app?
 - How do you feel when you spend time on this app?
 - What does the phrase “Everything that is posted on the Internet stays on the Internet, spreads quickly and on a large scale” mean to you?
 - What does the phrase „If it’s free, I’m the product“ (sharing personal data) mean to you? Who does the data go to? What do they do with it?

ANNEX

MY APP, MY DATA AND ME

QUESTION #1

My app: YOUTUBE - SNAPCHAT - INSTAGRAM - TIKTOK – WHATSAPP (or another app of your choice)

- Exists since / Belongs to (+origin):
- Number of users worldwide:
- Most used by people of (age):

QUESTION #2

Main use for the user: what the user does with this application

QUESTION #3

Main objective of the app:

Fun	
Educational	
Creative	
Relational	
Informative	
(other)	

QUESTION #4

What are the different settings and their consequences (advantages, disadvantages)?
- Propose 4

QUESTION #5

Things to be careful about once you've chosen the settings (in #4) :

- What's important for me, what I pay attention to if I put the settings this way.
- Inspirational sentence if needed: "What goes on the Internet stays on the Internet, spreading quickly and on a large scale"

QUESTION #6

What personal data is shared by the app and with whom is it shared?

Some ideas for the discussion:

- What does the app do based on my behaviour?
- The benefit for application traces (voluntary, inherited and involuntary)
- Algorithm, filter bubble, cookies, business model, attention economy, etc.
- Inspiration phrase "If it's free, I'm the product"

BACK TO PLENARY

Comments, thoughts, wrap-up, other...

CONCLUSION

Identify opportunities to limit online data sharing if desired

ACTIVITIES

ANALYSING A PROPAGANDA SPEECH

Target group	From 15
Group size	Maximum 20 participants
Time	Around 1 hour 30 mins
Facilitator	1 or 2

OBJECTIVES

- To understand and define propaganda
- To identify different propaganda techniques

DESCRIPTION

- The participants discover a given propaganda speech. After, in a written version, they underline the propaganda characteristics in different colours.
- The participants share their analysis with the group.
- Next, they look at the parts associated with propaganda and discuss if they've identified common propaganda techniques. They can use a supporting document to guide them.

MATERIALS

- Coloured markers.
- A propaganda speech of your choice and if possible a video of the speech.
- Activity support: propaganda techniques (as many copies as participants).
- A computer with a good Internet connection and sound and, if necessary, a projector

CONTACT

ERYICA

www.eryica.org



THE ACTIVITY:

ANALYSING A PROPAGANDA SPEECH

1. Collect a diverse selection of propaganda speeches from the Internet, including audio and video recordings.
2. Install the device for listening or watching the footage, if required.
3. Listen to or watch the chosen speech with participants.
4. Distribute the speech in its written form to each participant, along with various coloured markers.
5. Either individually or in subgroups, ask participants to:
 - Highlight any information in yellow.
 - Highlight any communication tools in green.
 - Highlight any political promise in blue.
 - Highlight any propaganda tools in red.
6. Ask participants for each of the highlighted sequence of words to identify elements that are information, communication, promises or propaganda.
7. Invite participants to share their analysis as a group.
8. Return to the red parts of the speech and see if participants successfully identified techniques often used in propaganda discourse. You can distribute the activity support (propaganda techniques) to assist.



SOURCES:

E-engagement against violence, un projet de projet de l'Università degli Studi di Firenze: e-engagementagainstviolence.eu

ACTIVITY SUPPORT:

PROPAGANDA TECHNIQUES

Techniques	Description	Example from the chosen speech
Appeal to fear	A fearful public submits more easily to ideas.	
Appeal to authority	To quote important people or appeal to models from the past to support an idea: transfusion, using myths for the good of the cause.	
Testimony	To refer to experts or everyday people to give weight to the propaganda message	
Herd behaviour	To insinuate that an influential mass movement is already in support of this idea (the principle of unanimity by conformist pressure from the group towards the individual).	
Revisionism	To redefine words or falsify the story in a partisan way.	
Disapproval	To suggest that an idea or action has been adopted by an adversary group, so that the audience disapproves of this idea without any real information about it	
Virtuous words	To appeal to patriotism, a desire for peace, freedom, justice, honour etc. limiting the critical mind of the audience. By association, the ideas behind the speaker's concepts and programmes will be perceived as good, aspirational and virtuous	
Intentional imprecision	To report facts by misrepresenting them or citing statistics without indicating a source. The intention is to give the impression that the speech is based on fact.	
Transferral	To promote the positive or negative qualities of a person, an entity or a value (an individual, a group, a nation etc.) as compared to a third party, in order to make this second entity more (or less) acceptable.	
Exaggerated simplification	To use general statements to provide simple solutions to complex problems	
Average person	To use the language and manners (clothes, gestures, accent) of an ordinary person	
Stereotype	To use prejudices and stereotypes of the audience.	
Scapegoat	To choose a single enemy on which to place blame, an individual or a group of individuals, accused of being solely responsible for a problem, so as to avoid talking about who is really responsible and without getting any deeper into the problem itself.	
Slogan	To formulate ideas in the form of a brief expression that will be memorable for the audience	
Shift in semantic meaning	To replace an expression with another, for the purpose of dramatising or magnifying the facts, or, on the contrary, to put it more gently. For example, 'a country in ruins' rather than 'in economic crisis' or 'air strike' instead of 'bombing', 'collateral damage' instead of 'civilian casualties'.	

ACTIVITIES

ANALYSING A PROPAGANDA POSTER

Target group	From 15
Group size	Between 6 and 25 participants
Time	Around 1 hour 15 mins
Facilitator	1 or 2

OBJECTIVES

- To identify a propaganda poster
- To identify how it differs from other posters (political, film, advertising)
- To understand and define propaganda
- To learn to identify the visual and semantic elements of propaganda on a poster
- To write a definition of propaganda

DESCRIPTION

In groups of 3-4, participants examine a poster and discuss the following questions:

- What general feeling do you have?
- What are the common characteristics of all these documents?
- In your opinion, which of these posters fall into the category „propaganda“? Why?
- Then, in plenary, they share and discuss their answers. Are there similarities or differences of opinion? If yes, why? What are the defining characteristics of propaganda?

MATERIAL

- Paper and pens.
- Propaganda posters (one copy of each selected poster per subgroup). You are advised to make a selection of posters taking the specificities of the group into account. Some examples are provided in the activity supports.
- Activity support: Definitions.

THE ACTIVITY:

ANALYSING A PROPAGANDA POSTER

1. Gather a varied selection of posters from the Internet, some propaganda and others not. Some examples are provided in the activity support.
2. Create subgroups and distribute paper and pens.
3. In the subgroups, ask participants to suggest what the term 'propaganda' means to them and to write down any ideas, images or words that come to mind.
4. Give each subgroup a series of posters. You may wish to distribute the same poster to each group or different ones; it all depends on the conclusions that you would like to draw from the activity.
5. Ask participants to look at the posters and as a group, respond to the following questions:
 - What general feeling do you have?
 - What characteristics are common to all of these documents?
 - Which of these posters do you think fall into the 'propaganda' category?
6. Bring participants back into one big group and ask them to share and discuss their answers. Are there any similarities or differences of opinion? If so, why?
7. Ask participants to take a second look at all of the posters categorised as 'propaganda' and try to identify some of the overriding characteristics.
8. Split back into the same subgroups and ask participants to make their own definition of propaganda on a 4.3.1.209 poster of their choice. They should reflect on and include the characteristics of propaganda.
9. Exhibit all of the posters and present the information to the whole group: are there any points of similarity or differences across the groups? Why might this be?
10. Ask the group to use the different definitions composed by each subgroup to come up with one common definition of propaganda.
11. Compare this definition to that presented by various other sources, for example the dictionary, encyclopaedia or the Internet. The activity support will provide these definitions. Ask the group which of the definitions they feel is the most accurate.
12. For the discussion, here are some general characteristics of propaganda (you can add more!):
 - A designated enemy, in many respects, a victim.
 - A complex problem, made very simple.
 - Opposing realities.
 - Making people think that everyone has the same view.
 - The realisation of buried fears, or a reference to famous figures from the past.

SOURCE:

E-engagement against violence, un projet de projet de l'Università degli Studi di Firenze:
e-engagementagainstviolence.eu

ACTIVITY SUPPORT 1

POSTERS



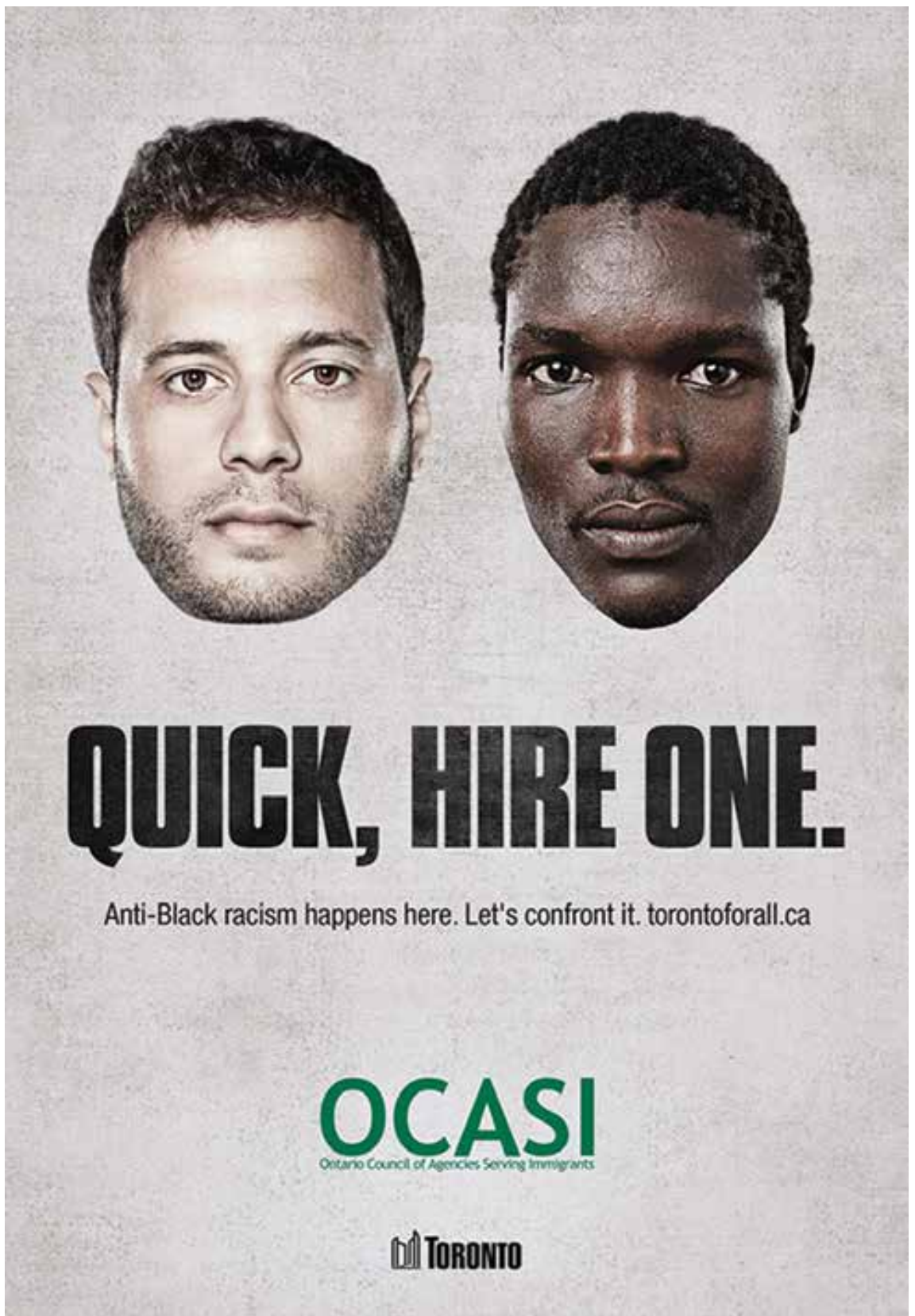
ACTIVITY SUPPORT 1

POSTERS



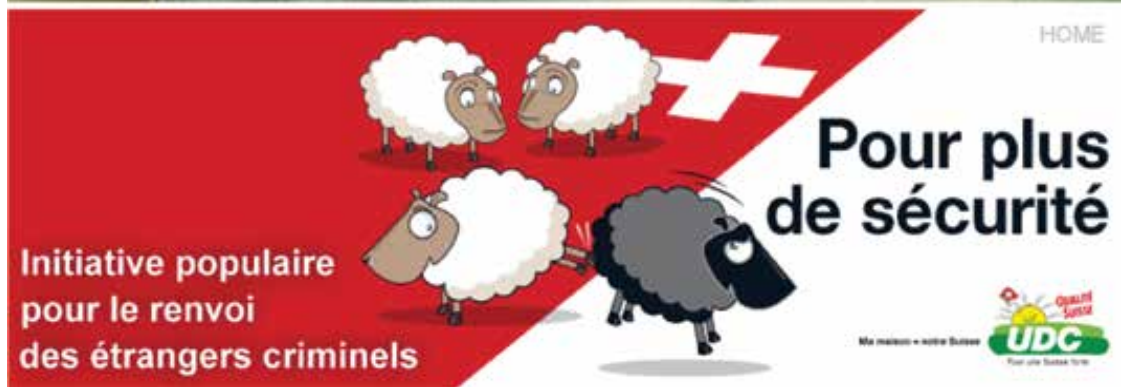
ACTIVITY SUPPORT 1

POSTERS



ACTIVITY SUPPORT 1

POSTERS



ACTIVITY SUPPORT 1

POSTERS



François Cluzet Omar Sy

Untouchable

Written and directed by Eric TOLEDANO and Olivier NAKACHE

ANNO LE NY AUDREY FLEURY CLOTILDE ARLET DIRECTOR OF PHOTOGRAPHY MATTHEW VADEPPEL ORIGINAL MUSIC LUDOVIC ERNAUD
EDITED BERHAN RICAL-ANSOUS BY ASSISTANT DIRECTOR HÉVÉ ODET COSTUME DESIGNER ANIKA DE FRANCIS CARABANELLI
Casting PASCAL ARBAANT Line Producer LAURENT SYROT Produced by NIKOLAS DUVAL ADASSOVSKY YANN ZENOU and LAURENT ZETEVON
& QUAD GAIMONT TF1 FILMS PRODUCTION TEN FILMS CHATELAIN coproduction with the participation of CANAL+ and CINÉCINÉMA
in association with APTVY 2 and COMMANDE 4 DEVELOPPMENT international sales and distribution GAIMONT

QUAD Cinéma Ten Films CHAOCORP

ACTIVITY SUPPORT 1

POSTERS



ACTIVITY SUPPORT 2

DEFINITIONS OF PROPAGANDA

1. Oxford English Dictionary: Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
2. Cambridge Dictionary: Information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinions.
3. Collins English Dictionary: Propaganda is information, often inaccurate information, which a political organisation publishes or broadcasts in order to influence people.
4. Your own definition:

ACTIVITIES

STOP CONFUSING ME

Target group	From 15
Group size	Maximum 20 participants
Time	Around 1 hour 30 mins
Facilitator	1
Further info	This activity goes well with the one on cognitive bias

OBJECTIVES

- To identify (argumentative) rhetorical devices at work in the media
- By developing students' counter-argumentative and logic skills, the aim is to make it automatic for them to critically analyse untrustworthy sources
- To make participants aware of the importance of the role of the citizen in societal debates, online or elsewhere
- To avoid using fallacious arguments during a complex debate, establish a real discussion

DESCRIPTION

The activity is based on several learning methods: group understanding of a theory, analysis of concrete cases and the making of fallacious arguments:

- Understand the concept of a fallacious argument: participants are divided into learning groups to understand the theory and then have to present it in their own words to the other participants.
- Once they have understood the theory, participants should find the arguments in different types of audiovisual material. A group discussion follows.
- In the third part of this activity, participants should make a manipulative speech, using fallacious arguments based on one or more subjects.

The final part of this activity is a discussion about how difficult it is to talk to someone with whom we really disagree. What solutions are there? A short role play to put the theory into practice.

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SUPPORT DOCUMENT FOR THE FACILITATOR

STOP CONFUSING ME

MATERIAL NEEDED:

- A projector with sound
- The animation material can be downloaded at this address <https://acmj.be/outilultime/les-arguments-fallacieux>
- An exercise sheet (number of copies depends on the number of participants)
- Summary (number of copies depends on the number of participants)

L'ARGUMENTUM AD PERSONAM 1 POINT HADDOCK

C'EST QUOI ?


Cette expression latine signifie littéralement : "argument contre la personne" et désigne un des paralogismes les plus répandus et les plus efficaces. Heureusement, il est aussi l'un des plus faciles à repérer.

L'argumentum ad personam (ou plus brièvement l'ad personam) consiste à s'en prendre à la personne qui énonce une idée ou un argument plutôt qu'à cette idée ou à cet argument. On cherche ainsi à détourner l'attention de la proposition qui devrait être débattue. Contrairement à l'argument ad personam, l'argument ad hominem tient compte du fond de l'argumentaire tout en attaquant la personne. Il est un peu plus difficile à repérer qu'un argument ad personam car il est plus subtil. L'argument ad personam est sûrement un des sophismes les plus faciles à reconnaître. Il est donc très peu utilisé dans sa forme la plus brute, sauf par des enfants qui se chamaillent par exemple. Vous saurez souvent affaire à un argument ad hominem plutôt qu'à un argument ad personam.

L'argument ad personam, comme tous les sophismes, n'a pas sa place dans un débat logique. Il s'agit d'un argument extrême, visant purement à détruire la réputation plutôt que l'argumentaire de son adversaire. C'est un argument souvent haineux ou diffamatoire, ou incitation à la haine ou à la diffamation.

Exemple courant (rarement IRL) / "T'Gif Avec ton Qi de 94 Tes pas capable d'aligner 2 phrases sans faire de fautes. On pourra débattre quand tu facheras un cerveau."

[AD PERSONAM]



1 POINT HADDOCK

POUR AVOIR DÉGAINÉ LES INSULTES PLUS VITE QUE LES ARGUMENTS.

SYNTHÈSE : LES ARGUMENTS FALLACIEUX 1 POINT HADDOCK

C'EST QUOI, UN ARGUMENT FALLACIEUX ?

Un argument fallacieux est un argument qui a des apparences logiques, mais dont la structure permet en réalité de tirer des conclusions fausses, dans certains cas de figure. Être capable d'identifier ce type d'arguments permet de les réfuter et d'exercer ton esprit critique.

Au sein des raisonnements fallacieux, nous distinguons encore :

- L'argumentation avec intention de tromper, c'est-à-dire les sophismes
- Les paralogismes, qui regroupent les erreurs de raisonnement et sont donc involontaires

ARGUMENT AD PERSONAM

Cette expression latine signifie littéralement : "argument contre la personne". Un des arguments fallacieux les plus faciles à repérer, il consiste à s'en prendre à la personne qui énonce une idée ou un argument plutôt qu'à cette idée ou à cet argument. On cherche ainsi à détourner l'attention de la proposition qui devrait être débattue. Il est très peu utilisé dans sa forme la plus brute, sauf par des enfants qui se chamaillent par exemple.

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Exemple courant / "Avec ton Qi de 94 Tes pas capable d'aligner 2 phrases sans faire de fautes. On pourra débattre quand tu facheras un cerveau."


LA GÉNÉRALISATION HÂTIVE

Comme son nom l'indique, il consiste à généraliser trop vite et à tirer des conclusions au sujet d'un ensemble donné en se basant sur un trop petit nombre de cas. Certes, les cas invoqués peuvent avoir un rapport avec la conclusion avancée mais c'est leur rareté qui pose problème.

Dans la vie de tous les jours, il prend souvent la forme d'un argument anecdotique, c'est-à-dire qu'il invoque une expérience personnelle pour appuyer un raisonnement. Nous voulons, en fait, pouvoir indiquer des conclusions générales de cas particuliers. Le penseur critique a tout intérêt à rester sceptique devant les généralisations et se demande, avant de les accepter, si l'échantillon invoqué est suffisant et représentatif.

Exemple courant / "Il y a une BMW qui m'a coupé la route tout à l'heure. Les conducteurs de BM sont des gros egoïstes."

Vous les jeunes, vous passez trop de temps sur les réseaux sociaux ... !



1. Autorité anonyme :

2. Pente glissante :

3. Ad personam :

4. Faux dilemme :

CONTEXT

This is a modified version of the activity on fallacious arguments by Action Média Jeunes, which is part of a set of 5 activities: <https://acmj.be/outilultime/>

In this version, we chose to deal with only the 4 simplest fallacious arguments. But the others that feature in the original activity are just as interesting.

The second part of the activity addresses the theme of dialogue (and often the difficulty of discussing with someone who has a different opinion), which makes a total of 2 x 50 minutes for the entire activity. This is because it is often difficult to have more than two hours in a row for activities.

But if you have time, you can refer to the activities proposed by AMJ: 3 hours for fallacious arguments + 2 hours for online dialogue.

ACTIVITY

Split the group into 4 using 4 colours

- In each group, give a number from 1 to 4 to each person. The same number can be assigned to several people if necessary (if the group is bigger than 4):
- 1. Ad Personam, 2. Slippery slope, 3. Hasty generalization, 4. Anonymous authority.
- Participants with the same number get together: 1s together, 2s together, etc.
- Distribute the theory of the selected arguments. Each participant receives a copy of the theory so that everyone can read it at the same time.

The facilitator passes among the different groups to check if anything needs explaining

- When everyone has understood, participants get back into their original groups (of the same colour): everyone explains their fallacious argument to the others.
- After a few minutes, the whole class is asked “Does everyone understand?” Ask random people to explain their fallacious argument.
- Distribute the cards. “We will show you some video extracts, it is up to you to agree on the fallacious argument used.”
- Watch the video, stopping after each extract. “Which card did you choose? Why that one?” Leave some time for a small debate if there are different responses.

A document provides a summary of the videos: Video analysis fallacious arguments 1st level

- “Now that you have understood these fallacious arguments and you know how to detect them in a speech, you are going to create some yourself.”
- Distribute the activity sheet.
- The participants get into pairs and must create at least one argument of each type. Leave them a few minutes to do this.
- Each group reads their first fallacious argument, then the second, and so on.

Even if this was only an exercise, it’s often true that to „win“ a debate, it’s tempting to use fallacious arguments, such as personal attacks, abusive generalisations or even to exaggerate a little our sources. But, what if instead of wanting to shut down your interlocutor, we tried to establish a dialogue? Even if we don’t agree with them, even if their words seem far-fetched to us, wouldn’t it be better to listen to them?

Let’s face it, often it’s not easy, especially when it comes to a subject that we know a lot about, or a situation that we have experience in ourselves.

And yet... When grandpa explains to you that today’s young people are all going to go crazy

because of video games, hitting back at him with your arguments, whether they are valid or not, will certainly not make him change his mind...

Before trying to offer you a solution, we should think about why it is so difficult to change our minds, even when faced with concrete arguments.

Take some answers

People hate being wrong, we're afraid of looking silly in public, we feel like the other person isn't listening...

If the discussion takes place in public (in real life (IRL) or on social media), it is all the more difficult to change your mind, because it can look like losing an argument, and no one likes to lose... And even during one-to-one discussions, we can feel a kind of pride that forces us not to let things go (letting ourselves be convinced) and to resist by all means possible...

Education sciences have looked into the question and have shown that an individual always observes new ideas from what he thinks he knows. This is a very interesting paradox, since from the outset, he will tend to reject approaches that do not correspond to what he knows about the world.

Can you re-explain this in your own words?

Do you have real-life examples you would like to share?

Specialists tend to say that it is not arguments that change beliefs but friendships. Indeed, by being around people who have different opinions to us but who do not judge us and listen to us while explaining their point of view, change is possible.

Cognitive dissonance is the state of having inconsistent thoughts, beliefs, or attitudes, especially relating to behavioural decisions and attitude change. This can lead to an unpleasant state of tension. It can also be a feeling of mental discomfort when we harbour thoughts or opinions that contradict our own behaviour.

Can you re-explain this in your own words?

Do you have real-life examples you would like to share?

In our example, grandpa watched a show on his favourite channel that says video games are evil. This belief is shared by a community (part of the viewers of this channel) and becomes a truth that cannot be questioned and therefore can no longer be discussed. When facts go against these beliefs, it is counterproductive and sometimes even risky to fight them directly. It is more effective to initiate a dialogue, then an awareness, than to knowingly provoke cognitive dissonance in your interlocutor.

The solution is therefore to engage in a dialogue where you take the time to question and listen to your interlocutor. Rephrase to make sure you understand what they are trying to explain to you.

Being really interested in what our interlocutor has to say will have a triple positive effect:

- The person answering the questions will be forced to think about the ideas behind their argument. This may allow them to discover flaws. As a result, with a little help (or not), they can change her mind on their own.
- Perhaps by listening to their arguments, your own point of view could evolve. At the very least, you will better understand the arguments of an opinion different from your own.
- Your interlocutor will notice that you are really interested in what they are explaining. This will give them a better opinion of you and, therefore, be more likely to listen to your point of view.

FOR THE ROLE PLAY:

The facilitator or participant A will play the role of grandpa and participant B will play the role of the young “pro” (social networks, video games, etc.)

When they reach an impasse, after a short discussion, another student can replace student B or both.

Small round table at the end of the activity in order to see how participants are feeling. Ask them if they think they can use this “technique” IRL.

SOURCES AND RESSOURCES:

Here's why a debate makes it hard for us to change our minds : https://link.infini.fr/w8A_H24x

The point of a real discussion? Change your mind - Interview with Gaëlle Jeanmart: Acting through culture : https://link.infini.fr/vKrw_oyZ

One of the only places on the web where people are willing to change their minds | Slate.fr : <http://www.slate.fr/story/147864/change-my-view-subreddit>

Is changing someone's mind a mission impossible? - Thot Cursus: <https://link.infini.fr/zWaFoYFL>

Cards game Argumentum : <https://www.argumentum.games/>

FURTHER: THE EPISTEMIC CONVERSATION

Video 9 min : HOW TO REASON SOMETHING: street epistemology in animation.

Conference: How to make someone understand that they are wrong (and why it is a bad question)

9 min video : Phil Plait - Don't be a dick

Article : The limits of epistemic interviewing: Derivatives of epistemic interviewing - Zet-Ethics Metacritic : https://link.infini.fr/Sw_PPxHc

Article : Epistemic humility: how to convince on social issues? - Zet-Ethics Metacritic: <https://link.infini.fr/JtLjp1pa>

ACTIVITIES

STOP IT WITH YOUR BIASES!

Target group	From 11-13
Group size	3 to 4 groups with 2 to 6 people
Time	1 x 50 mins
Facilitator	1 or 2
Further info	This activity goes well with the one on fallacious arguments: Stop confusing me

OBJECTIVES

- To understand what cognitive biases are and how they influence the way we think
- To understand how we make decisions (system 1 and 2)
- To present 3 biases: Anchoring, framing and the Dunning-Kruger effect
- To understand that marketing, politics and certain media content take advantage of our biases for a variety of reasons
- To come up with possible solutions to minimise their influence.

DESCRIPTION

The activity begins with a short questionnaire that will reveal some of our cognitive biases. This is followed by a presentation of the Dunning-Kruger Effect, then a small experiment, a short presentation of the framing effect, an analysis of a short video which presents cognitive bias and Anchoring Bias, a presentation of systems 1 and 2, followed by practical exercises. Conclusion: how to prevent it?

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THE ACTIVITY

STOP IT WITH YOUR BIASES!

In green, the facultative text if timing is tight.

Distribute the introductory text. The facilitator reads a question, waits 30 seconds, moves on to the next one and so on.

Take some answers to the first question. Answer: 5€ because $5 + 105 = 110$ (false intuition)

Another false intuition (racket + ball):

If it takes 5 machines 5 minutes to make 5 gadgets, how long would it take 100 machines to make 100 gadgets?

MOVING ON TO QUESTION 4:

Have you managed to draw the bike correctly?

Let's see what everyone else has drawn.

THE DUNNING-KRUGER EFFECT

This was to point out to you that we very often overestimate our own knowledge on a large array of subjects: we often think we understand the world much better than we actually do.

I could have also asked you "Explain to me in one sentence what the Internet is". We all have an idea of what the Internet is, because we use it every day without really understanding what it is (a network of networks, worldwide).

This bias is called the Dunning-Kruger effect, named after the two psychologists who discovered it.

TO GIVE YOU AN EXAMPLE:

Back in 1995, in the United States, a man attacked two banks in a row, his face uncovered. When he was arrested, it was explained to him that he had been recognised thanks to video surveillance. Surprised, he exclaimed "But I wore the lemon juice!" He explained that he thought he would become invisible to the cameras, just like invisible ink. He has since paid the price for his misunderstanding...

The important thing is to be aware of this bias and that we do not know as much as we think we do; often we are only scratching the surface.

FRAMING BIAS

Can you give me some answers to question 3?

In fact, the two proposals are identical, but the wording changes.

The formulation of a problem can have an influence on our decision-making. This is called framing bias.

Distribute questions A and B (half the participants receive A and the other half B)

Here's a simple question, put a cross in the table.

Take some answers to the questionnaires A and B

Check if there were different reactions depending on the framing and explain it to the participants.

Framing bias in the media depends on the angle chosen (consciously or unconsciously) by the author. In the example we just looked at, the choice of angle may vary depending on editorial policy, the opinion of the journalist and perhaps even personal experience. Both examples are real news, but the framing is different.

These errors in reasoning are called cognitive biases. There are loads of them and they affect us all.

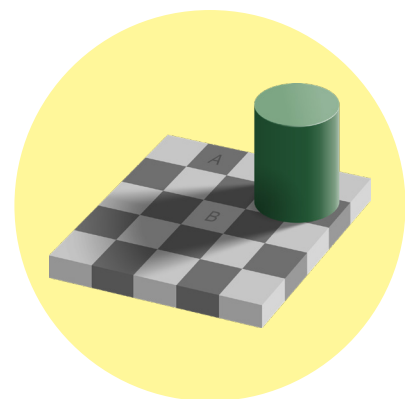
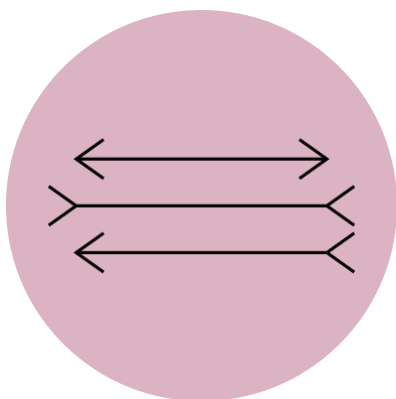
Let's watch a short video which briefly explains cognitive biases > Brut video.

Can anyone explain in their own words what cognitive bias it?

In other words, our cognitive system is what allows us to understand and act in the world around us. It therefore puts memory, language, reasoning, learning, perception, etc. into action. The term bias means that the information is not processed "straight", but obliquely, at an angle. The result of this treatment is "next to" the reality.

A cognitive bias is therefore a slightly erroneous version in our way of knowing, a distortion in the processing of data by the mind.

It's not just a straightforward error. Regarding bias, it's as if the brain is eternally programmed to make mistakes, always in the same place...



But this type of reasoning exists for a reason. Biases, also called judgment heuristics, allow us to make decisions or judgments in a much simpler way.

Reasoning analytically requires more effort; it would be impossible to make such an effort for every decision we make.

However, although quick and helpful, cognitive biases can cause errors in judgement. Hence the need to be careful when making crucial decisions or forming an opinion on an important subject.

Going back to the questionnaire we saw at the start, does the price example in the video remind you of one of the questions you've had to answer?

Take one or two answers

This is the evaluation of the size of the pyramid. Just as for the price before the reduction, a number, in this instance your telephone number, was anchored in your reasoning and was likely to distort your evaluation. This is anchoring bias. Be careful, it does not influence everyone, or not all the time. Many factors can influence... the influence of anchoring

Olivier Sibony also mentioned systems 1 and 2. Can someone explain again his concept in

their own words?

Let's try and see things from a different angle. Take a look at this picture.

What can you say about it?

Take one or two answers

Without even intending to assess her mood or even anticipate what she might do, you have „naturally“ been able to deduce a lot of information. You could even say that you did it in spite of yourself. Well, that's an example of quick thinking, from system 1.



Now, if I say to you: 17×24 . Don't try and do the sum (yet).

You realised instantly that it was a multiplication. Who thinks they can solve it easily? Some of you maybe thought that you need to write it down to work it out.

Intuitively, you had an idea about the answer. Do you agree that it's not going to be 12,609 or 123? However, it's harder to know if the answer is not 428. A precise solution has not occurred to you.

I invite you all to work it out.

Finished?

If you think back to the steps you had to take to find an answer, whether right or wrong, you have experienced slow thinking. This process is deliberate, orderly mental work that requires effort.

TO SUM UP:

System 1 works automatically and quickly, with little or no effort and no sense of deliberate control.

System 2 requires demanding mental activities, including complex calculations. It is often associated with the subjective experience of action, choice and focus.

To be sure that you've understood, could you tell me some activities attributed to system 1? (or read the examples if you don't have much time left).

Take some answers

- Detect an object further away than another
- Locate the source of a distant noise
- Complete the sentence "so far so..."
- Make a face of disgust in front of a horrible image
- Solve $2 + 2$
- Ride a bicycle on an empty road
- Find a strong move in chess (if you are a master)
- ...

Now let's do the same thing for system 2:

- prepare for the start of a race
- focus your attention on a musician during a concert
- search for a friend in a crowd
- walk faster than usual
- ensure your behaviour is adapted to a social situation
- make a quiz
- ride a bike in the middle of traffic
- ...

The examples we have given here are of course specific to the individual. If you have experience in a given field, certain tasks will switch to system 1, while for novices or people with specific difficulties such as disorders or disabilities, they will be difficult (system 2) or even impossible.

CONCLUSION

How to make sure we use the right system? Do you have any suggestions?

Olivier Houdé, a psychologist specialised in cognitive science, developed the theory of system 3: inhibition.

Human beings are strongly influenced by cognitive intuitions called heuristics (or judgmental heuristics). These are automatic, intuitive and rapid mental operations linked to system 1. These cognitive shortcuts save essential time because by using them, we do not take into account the complexity of the information in our environment. However, they sometimes lead to biases and errors in decision-making.

The key, according to Olivier Houdé, is to develop system 3 from childhood: inhibition of system 1 to activate system 2, slow thinking, on a case-by-case basis.

In general, it's about being aware of your own weaknesses. Knowing your biases, to learn to be wary of them. Developing a certain humility in relation to your cognitive abilities, without

being fatalistic (we all have biases so we can't do anything about it)...

WAS THE PRESENTATION CLEAR?

To be sure that I explained it properly, could you estimate your knowledge (or understanding?) of cognitive biases out of ten?

TAKE SOME ANSWERS

If you understood what we saw and remembered the Dunning-Kruger effect, the correct answer to give me was 1 or 2 maximum.



SOURCES AND RESOURCES:

- "Pourquoi votre cerveau n'en fait qu'à sa tête" par Eric la Blanche et Pascal Gros, FIRST Editions
- "Quand est-ce qu'on biaise ?" par Thomas C. Durand, Editions Humen Sciences
- "Système 1, système 2 : les deux vitesses de la pensée" par Daniel Kahneman, Editions Flammarion
- "Votre cerveau vous joue des tours" Albert Moukheiber, Editions J'ai Lu
- "L'intelligence humaine n'est pas un algorithme" par Olivier Houdé, Editions Odile Jacob
- <https://www.liverpool.ac.uk/~rlawson/cycleweb.html>
- https://fr.wikipedia.org/wiki/Heuristique_de_jugement
- <https://www.asecondevue.fr/ressources>
- <https://www.philomedia.be/comment-comprendre-la-circulation-des-theses-reactionnaires/>
- <https://www.universite-paris-saclay.fr/sites/default/files/media/2020-02/erreur-fondamentale-d-attribution-atelierfbjip2018.pdf>
- Lazarus mirages (vidéo télépathie) : <http://sites.unice.fr/site/broch/Lazarus-Mirages/Lazarus.html>
- Les illusions du savoir, un danger pour la collectivité | Mariam Chammat | TEDxLssylesMoulineaux

PICTURES;

- https://commons.wikimedia.org/wiki/File:Dunning%E2%80%93Kruger_Effect_01.svg
- https://1.bp.blogspot.com/-X5aRRCfoaDM/XN793PvkdII/AAAAAAAAABbU/EIYvVmN-wgWQPGAZPxS--hKy8uY2zHI_IACLcBGAs/s1600/DK%2Beffect%2B2.png

QUESTIONNAIRE ON COGNITIVE AND FRAMING BIAS

Respond intuitively and quickly to the following questions:

1. A racket and a ball cost 110€. How much does the ball cost if the racket costs 100€ more than the ball?
2. Write down the last three numbers of your phone number (123...). Is the size, in metres, of the Great Pyramid of Giza, larger or smaller than this number? What is the size of the Great Pyramid of Giza, still in metres?
3. You are the Minister of Health and an epidemic has just hit the country. According to initial estimates, it could cause up to 70,000 deaths. You must act quickly. You have the choice between:
 - a. Health programme A in which twenty-five thousand people can be saved
 - b. Prevention campaign B in which there is a possibility that forty-five thousand people will die.

WHICH OPTION DO YOU CHOOSE?

4. Below, can you draw a functional bicycle, without looking at an example?

ANSWERS:

1. 5€ because $5 + 105 = 110$ (false intuition)
2. 150m (anchoring effect)
3. The two proposals are identical (framing effect)
4. Some will overestimate their skills (Dunning-Kruger effect)

QUESTIONS ON FRAMING BIAS

A

Worrying! Many department stores have had empty shelves for a week. The shortage is getting worse!

How do you feel about this information? Put a cross in the table below

Negative

Positive

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

B

Food shortage: “everything is under control” announces the spokesperson for the department stores. “Only a few stores affected.”

How do you feel about this information? Put a cross in the table below

Negative

Positive

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

✂

A

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---	---	---	---	---	---	---	---	---	----

B

Food shortage: “everything is under control” announces the spokesperson for the department stores. “Only a few stores affected.”

How do you feel about this information? Put a cross in the table below

Negative

Positive

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

ACTIVITIES

INFORMING YOUR COMMUNITY

Target group	From 16
Group size	Groups of 4-6 people
Time	50 mins
Facilitator	2

OBJECTIVES

- To understand the social role that sharing important or viral information can have in order to address your community

DESCRIPTION

The activity consists of recycling an important piece of information to share with a community.

1. Brainstorming to identify the reasons people relay information (or not) on social networks.
2. Documents will be presented to young people, covering different news items.
3. Using a tool to create GIFs or Memes, young people will put this news into perspective so that it generates a maximum number of reactions on social networks, resulting in clicking on the article.
4. Young people will discuss bias when creating the GIF/Meme.

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SUPPORTING DOCUMENT: INFORMING YOUR COMMUNITY

The value of information is measured by its social effect: it consolidates pre-existing communities, creates new groups with shared affinities, and legitimises public expression. Information can therefore be likened to a banner whose sharing allows everyone to proclaim their position and social identity, producing a rallying effect. What matters, then, is not so much its truth, as the meaning it takes on in a specific context.

In the digital age, social networks are the privileged spaces where these phenomena are visible.

Ultimately, information is like a car or a perfume. A vehicle is not only used to move around, a perfume is not only used to smell good: the information is not only used to inform or be informed. When looked at like this, media messages are like symbolic cultural goods. Sources of knowledge, they also make it possible to hold a conversation, and thereby, to „maintain one’s rank“ in a given community. Researchers from the School of Cultural Studies have shown how people who watch television programmes seize and appropriate them to integrate them into their specific culture. Another school, Columbia, has described its modes of circulation. All of them conclude that the use of media contributes to forming or validating people’s identity within their given communities.


Consuming one medium rather than another, producing material, expressing interest in specific content, even a dissident genre (parody, fake news, conspiracy theories), relaying and commenting on information on various public platforms, are the ways that people communicate today, whereas in the past this would have been through chatting with family, friends and neighbours.

The reliability of the information may appear secondary: the circulation of information sometimes says much more than the information itself. Community subjectivity invites itself in and determines the meaning of the information.

If information is not just to inform, what is it for? As soon as it circulates, in an innovative form and people start commenting on it, the audience begins to orient its meaning. This facilitates its understanding and dissemination. The information is also adapted to the local context. Among the reasons for circulating fake news, there’s the need to demonstrate a sense of humour, to generate emotions. Another reason is based on the desire to alert the community to potential danger or opportunities: this is the case for the rumours of the white vans seen hanging around minors. Information can also circulate because, independently of its authenticity, it serves a vision of the world: re-information sites (re-information has been used most often by the far right since the end of the 1990s, presented as an „alternative“ to what is considered to be the „traditional media“) are fully in line with this logic. Finally, traffic generates conversation, audience, sharing, and likes: it highlights a social positioning.

Sharing information can be used to:

- Nurture the values of a community. Example: Je suis Charlie (I am Charlie)
- Allow social groups to grow. Example: I share a type of info to be part of a specific group (football fans)
- Create social links by encouraging them. The style of info and the way I share it (with humour for example)

- 
- Create a distinction between those who do not believe the news or do not have the same point of view. For example, an article about the September 11 attacks that implicates the American government
 - Improve a member's status, influence, prestige or popularity within a group. Example: I share incredible information that no one else has heard before
 - Demonstrate which information to circulate and what to say about it in order to be admitted to a given group and remain a member: this is the elective function of information.

Today, digital networks decompartmentalise private and public space, persuasion and argumentation, rational and non-rational, elite culture and popular culture. Everything rubs shoulders there: fake news and „real news“, proven conspiracies and conspiracy theories. Because of this, dissident news cannot be regulated outside of the traditional media.



ACTIVITIES

OUR ATTENTION AND ITS LIMITS

Target group	11-15
Group size	One class maximum
Time	2 x 50 mins
Facilitator	1 or 2
Further info	The activity goes well with the one on cognitive bias: Stop it with your biases!

OBJECTIVES

- To understand what attention is
- To be aware of its exclusivity (multitasking divides it)
- To reflect on our relationship with our smartphones
- To understand how the “push” notification system works and why it is used so much by the industry
- To understand FOMO syndrome and how it affects us
- To think about our phone usage and be ok with it
- To come up with possible solutions to be more concentrated when needed

DESCRIPTION

- Discussion using concrete examples from the lives of young people.
- Video excerpts to understand certain concepts.
- Small personal questionnaires for participants to analyse their media consumption.
- Possible solutions found by young people.

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THE ACTIVITIES

OUR ATTENTION AND ITS LIMITS

CONTEXT

Our attention is a complex and crucial subject in a media context where we are now talking about the attention economy. In 2021, an average of 720,000 hours of videos were added to YouTube per day! And that's just one platform... The purpose of this activity, in the form of a discussion, is to think about this. It is not a question of telling young people what to do with their time, or their attention, but to help them make conscious choices.

If you develop this activity to be more playful or just different, do not hesitate to share it on the Discord server (<https://discord.gg/2Y69v2a5bZ>) or send it to me by email: [thomas.stevenart @inforjeunes.be](mailto:thomas.stevenart@inforjeunes.be) Thank you!

This activity addresses the question of attention itself. This approach aims to make us think about how rare moments of pure concentration are, situations that can arise from this and possible solutions. It's about more than a debate with young people.

- For you, what does it mean to be attentive to something?
- Actually, what is attention?

Take some answers

HERE'S A DEFINITION:

Attention is a concentration, a particular and voluntary focusing of the mind towards something, towards a living being or towards an idea, to the detriment of anything else. Attention is exclusive because you can only really pay attention to one object at a time, even if you sometimes feel that the opposite is true.

- Do you agree with the idea of the exclusivity of attention?

Small debate or take some answers

- Could you give me an example of a time when you are 100% attentive to what you are doing?

EXAMPLE:

when I parallel park, when I fight against a boss in a game, when I try to guess the aromas of a dish or a drink, when I read or watch something that really interests me...

Small recap if necessary

As we can see, there are ultimately very few moments when we are “really” attentive. It seems to be, most often, short moments throughout the day. Can you explain it? Can you give some reasons?

Note the answers and complete if needed

- concentrating requires effort (explain or recall system 1 and 2), it's not pleasant, you're tired

- lack of interest or desire
- there are distractions everywhere
- many “actions” do not require our full attention
- ...

Finally, it might be that it’s not so bad that we are not very attentive. We get by just fine. Nevertheless, are there times when you would like to be more attentive? Explain in a few words.

- when I work on my computer and get a notification about an unimportant email
- when I read an article and an ad bothers me
- when I’m thinking or challenged
- when I watch a very gripping film
- ...

Could we say that, overall, we don’t like being interrupted or disturbed when we are doing something in which we are invested?

Concretely, what are the main sources of distraction when you want to concentrate, to study for example?

Note the answers and complete if needed

- our environment
- thoughts that you can’t get out of your head (positive and negative)
- phone
- ...

Do you agree that your smartphone is the device that “bothers” you, therefore interrupts you, the most?

Why, in your opinion?

Note the answers and complete if needed

- you always have it on you
- it’s essential to stay in touch with friends & family
- you receive a lot of notifications
- ...

DIFFUSION VIDEO NOTIFICATION 1

What do you think?

- Constant notifications as soon as you wake up, does that sound familiar?
- Are you aware of all the emotions conveyed through your smartphone? Pleasure, danger, fear, reward...
- And that these can cause physiological effects such as dilated pupils or increased blood pressure?
- Can we say that your smartphone does not only have an effect on your psychology, but also on your health? If so, why?

Note the answers and complete if needed

Do you know what push notifications are?

Note the answers and complete if needed

Push notifications are alert messages sent by applications to mobile phones and computers. The alert, which was only a sound when it was created, can now be accompanied by images or links, but also to carry out an action directly on the application. For example, play audio content, pause it, skip to the next content. From a marketing point of view, they can boost user engagement.

- Can you give me some examples of push notifications you receive?

Note the answers if needed

- Can you explain in your own words what is meant by ‘From a marketing point of view, they can boost user engagement’?

Note the answers and complete if needed

This means that these notifications will simply push you to use the targeted application even more.

If push notifications have emerged, it is because they work well, very well even: For example, notifications have a high opening and reading rate (similar to that of a text, which is 95%), so it is an excellent communication tool.

They also trigger impulse purchases (only a few hours left to benefit from our extraordinary discounts)

- Have you ever fallen for such tricks?

Take some answers

Here is a short questionnaire to understand your feelings about notifications. You have 1 minute to answer it.

Take some answers (with explanations)

DIFFUSION VIDEO NOTIFICATION 2

What did you think of these arguments? Why, even if some notifications bother us, don't we turn them off? Are we just lazy?

- Or is it maybe too late? We are already conditioned and FOMO does the rest?
- Can someone re-explain what FOMO is in their own words?

Note the answers and complete if needed

FOMO:

Fear Of Missing Out Syndrome, is a kind of social anxiety characterised by the constant fear of missing important news or some other event giving an opportunity to interact socially. Example: a hotel without wifi, no thank you.

Before we finish, here's one last little "experiment".

Here is a small questionnaire concerning the use of your smartphone. For now, just focus on point 1.

Take some answers and write them down

Those who wish, take your phone, consult the “digital well-being” or “screen time” section and analyse the data of the week: total screen time, most used apps, notifications and unlocks.

We’re not here to congratulate some of you or tell others off. The aim is just for you to become aware of how long certain activities take you.

Are the numbers higher than you thought? If yes, what do you think? Do you feel ok about how long you spend on your phone?

If you’re fine with how long you spend on your phone, no problem. But if you regularly find that you don’t have enough time to do this or that, you may need to put strategies in place to use your phone less.

So what to do? If you want to decrease your time or if you want to be able to concentrate more often, what ideas do you have?

Note the answers

Those who wish can take notes in point 3 of the questionnaire.

- turn off most notifications
- delete some applications
- put your phone on airplane mode at certain times
- put it in another room when you don’t want to be tempted to look
- ...

End the activity with a conclusion lead by the participants.

SOURCES AND RESOURCES:

Google itself has dedicated a site to better manage digital distractions: https://www.android.com/intl/fr_fr/digital-wellbeing/

Réseaux sociaux et plateformes : après des années de manipulation cognitive, vers une écologie de l’attention ? – Les éclaireurs de la Com

Wikipédia

Comment Fortnite a conquis ses joueurs - Documentaire Tristan Harris : 37' et 39'48 conditionnement opérant 10'30

L'ÉCONOMIE DE L'ATTENTION : Le commencement !

C'est quoi l'économie de l'attention ? / Décodage - Info ou Mytho ?

Captologie : entre science et arme de l'économie de l'attention (TenL#87)

Vous avez une nouvelle notification !

KONBINI : CRÉER UN MÉDIA D'INFODIVERTISSEMENT PSEUDO-ENGAGÉ

Comment les réseaux sociaux se rendent indispensables - L'intox, c'est nous #5

IN GENERAL, WOULD YOU SAY NOTIFICATIONS ARE MORE PRACTICAL OR ANNOYING?

Put a cross in the table below:

Practical					Annoying				
1	2	3	4	5	6	7	8	9	10

Comments:

.....
.....

✂

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1	2	3	4	5	6	7	8	9	10

Comments:

.....
.....

Estimate how often you use your phone (per day or per week)

- Total screen time :hours
- App you use the most: Name + time spent (hours or minutes)

.....

.....

.....

.....

- Number of unlocks:
- Number of notifications:

Compare with data from the “digital well-being” or “screen time” section

Take note of the strategies that work for you

.....

.....

✂

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- Total screen time :hours
- App you use the most: Name + time spent (hours or minutes)

.....

.....

.....

.....

- Number of unlocks:
- Number of notifications:

Compare with data from the “digital well-being” or “screen time” section

Take note of the strategies that work for you

.....

.....

✂

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.....

.....

.....

.....

- Number of unlocks:
- Number of notifications:

Compare with data from the “digital well-being” or “screen time” section

Take note of the strategies that work for you

.....

.....



GLOSSARY

MEDIA EDUCATION

LET'S START FROM THE MOST IMPORTANT, MEDIA AND INFORMATION LITERACY, WHICH IS CALLED MIL

MIL

Media and information literacy provides citizens with the skills to seek and enjoy the full benefits of the fundamental human right (Universal Declaration of Human Rights) to be informed. This includes equipping the public with the technical skills to access accurate information and the critical thinking skills to assess the quality of that information, based on a variety of criteria. Akyempong Kwame, Cheung Chi-Kim, Grizzle Alton, Tuazon Ramon, Wilson Carolyn, Media and Information Education. Teacher Training Programme, UNESCO, Paris, 2012, <http://unesdoc.unesco.org/images/0021/002165/216531f.pdf>

PRESS AGENCY

A press agency is an organisation that sells information (texts, photos, videos, etc.) to the media in the manner of a wholesaler, which enables these media to obtain information on countries in which they do not have, or do not have enough, correspondents, and in areas (music, sport, economy) where the agency can supplement or reinforce their own production. The three best known are AFP, Reuters and Associated Press.

ALGORITHM

A set of mathematical instructions or rules that, especially if given to a computer, will help to calculate an answer to a problem.

ANGLE

A way of considering, judging, or dealing with a subject, which will determine the plan of the article. For example, we can cover a social conflict from different points of view: that of the public authorities, the unions, the users, etc.

ASTROTURFING

The practice of a company creating positive comments about their product or service or paying for them to be published, when these appear to come from ordinary members of the public.

ATTENTION ECONOMY

Attention economics is an approach to the management of information that treats human attention as a scarce commodity and applies economic theory to solve various information management problems.

BIG DATA

Extremely large data sets that may be analysed computationally to reveal patterns, trends, and associations, especially relating to human behaviour and interactions.

BIG TECH (OR GAFAM)

Big Tech, also known as the Tech Giants, refers to the most dominant companies in the information technology industry, notably the five largest American tech companies: Alphabet (Google), Amazon, Apple, Meta (Facebook), and Microsoft.

BOT

An automatic or semi-automatic software agent that interacts with computer servers. A bot connects and interacts with the server like a client programme used by a human, hence the term „bot“, which is short for „robot“. Bots can be used when astroturfing.

CAPTOLOGY

The study of how computer technology can be used to change people's opinions, or to persuade them to do something. The term was invented in 1996 by the researcher B.J. Fogg at the University of Stanford.

CHATBOT

A chatbot is a software application used to conduct an online chat conversation via text or text-to-speech, in lieu of providing direct contact with a live human agent. A new generation of chatbots has emerged with the arrival of Chat GPT.

CLICKBAIT

Articles, photographs, etc. on the internet that are intended to attract attention and encourage people to click on links to particular websites.

COGNITIVE BIAS

The way a particular person understands events, facts, and other people, which is based on their own particular set of beliefs and experiences and may not be reasonable or accurate.

CONSPIRACY THEORY

A belief that some secret but influential organisation is responsible for an event or phenomenon, going against the official version of events provided by the traditional media or the government. For example: illuminatis, chemtrails...

COOKIE

A short text sent by a HTTP server to a HTTP client. It allows websites to track users as they move from one page to another of the site, but also from one site to another. The only constraint is that these sites all use the same web tracking provider, for example an advertising broadcaster. Google and Meta have 60% of the online advertising market.

CRAFT (OR CRAFTING)

In video games, the collection of game mechanics, which enable a player to create virtual objects within a game, such as arms, tools or armour.

DEEP FAKE

A video or sound recording that replaces someone's face or voice with that of someone else, in a way that appears real.

DISINFORMATION

False information which is intended to mislead.

ECHO CHAMBER

In the media, an echo chamber is an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative

ideas are not considered. Echo chambers are common on social media and can be amplified by filter bubbles.

FACT CHECKING

The process of verifying the factual accuracy of questioned reporting and statements, as well as the objectivity of the media in how they spread information.

FILTER BUBBLE

A situation in which someone only hears or sees news and information that supports what they already believe and like, especially a situation created on the internet as a result of algorithms (= sets of rules) that choose the results of someone's searches. The concept was developed by Internet activist Eli Pariser.

F.O.M.O

„fear of missing out“: a worried feeling that you may miss exciting events that other people are going to, especially caused by things you see on social media.

FREE TO PLAY (F2P)

Free-to-play (F2P or FtP) video games are games that give players access to a significant portion of their content without paying or do not require paying to continue playing. They often use micro-payments, and propose to buy virtual goods (objects, characters, resources).

GHOSTING (POSTURE DU FANTÔME)

Il s'agit du fait de regarder ce qui se passe sur les réseaux sociaux, de veiller l'info sans la commenter ni y participer.

HACK

To get into someone else's computer system without permission in order to find out information or do something illegal.

Hoax

Content produced online or offline by one person and then disclosed to others through a hyperlink or email. The Internet serves as a channel to increase the number of informed people as quickly as possible. If widely picked up, hoaxes can become urban legends.

HOOK

One or two sentences at the top of the article, intended to catch the reader's attention. This technique is also used in advertising, with the same objective.

INFLUENCEUR

An influencer is someone who posts content in a specific area on social media and is followed by a community of followers.

INTERMÉDIATION ALGORITHMIQUE

Fait de canaliser les interactions qu'une personne a avec son environnement social à travers des recommandations algorithmiques (sélection des messages visibles, des personnes saillantes, etc.)

INTERNET

The term „Internet“ comes from the concept of internetting, meaning interconnecting networks. It is a worldwide computer network accessible to the public. It is a network of networks, made up of millions of networks, both public and private. Information is transmitted using a standardised set of data transfer protocols.

IRL (IN REAL LIFE)

In real life, as opposed to on the Internet. For example, a person meets someone during an online game, then later meets them ‘in real life’. Meaning they physically met the person in a geographical location.

JOURNALISM BRIEF

As opposed to the file or the investigation, the brief is a short text (ten lines maximum). It gives, in three or four sentences, very concise information, without a title, which answers the questions: who, what, when, where, and sometimes how and why.

JOURNALISM ETHICS

Defines the moral rights and responsibilities that journalists should adopt in their work, including truth, rigour, accuracy, integrity and fairness... The definition varies from country to country.

LOOT

In video games, loot is the collection of items picked up by the player character that increase their power or level up their abilities, such as currency, spells, equipment and weapons.

MAINSTREAM MEDIA

Forms of the media, especially traditional forms such as newspapers, television, and radio rather than the internet, that influence large numbers of people and are likely to represent generally accepted beliefs and opinions.

MEME

A cultural feature or a type of behaviour that is passed from one generation to another, without the influence of genes. Online, it can be a hyperlink, video, website, image, hashtag, recurring character, a GIF or simply a phrase or a word, that spreads very quickly.

MISINFORMATION

Wrong information, or the fact that people are misinformed.

MAL-INFORMATION

Misinformation is information based on reality but used to inflict harm on a person, organisation or country. Example: revenge porn.

NOOB (NEWBIE)

Someone who has just started doing something, especially playing a computer game or using a type of software, and so does not know much about it.

OPERANT CONDITIONING

A concept developed by Burrhus Frederic Skinner in the middle of the 20th century. Ope-

rant conditioning (also known as instrumental conditioning) is a process by which humans and animals learn to behave in such a way as to obtain rewards and avoid punishments. Skinnerian learning is based on two elements, reinforcement and punishment, each of which can be either positive or negative.

POST TRUTH

Expression that appeared in the USA in 2004 to designate the way in which political leaders use emotional arguments, personal opinions and elements of language that ignore the facts, for electoral purposes. The term gained momentum after the election of Donald Trump in 2016.

PRESS AGENCY

A press agency is an organisation that collects and sells information to the media (texts, photos, videos etc.) like a wholesaler, allowing these media platforms to learn about countries in which they do not have (enough) correspondents, and in fields (music, sport, economy) where the agency can complement their own production. The 3 most well-known are AFP, Reuters and Associated Press.

PRODUCT PLACEMENT

A practice in which manufacturers of goods or providers of a service gain exposure for their products by paying for them to be featured in films and television programmes. On social media, it's often referred to as a partnership.

PUSH NOTIFICATION

A message sent to a smartphone or computer relating to one of its apps, even when it is not running, or the act of sending such messages. The alert was originally just a sound, but can now be accompanied by images or links, but also to carry out an action directly in the application. For example play audio content, pause it, skip to the next content. From a marketing point of view, they can boost user engagement.

RECOMMENDATION ALGORITHM

A computer programme that suggests certain content for you, often based on what it knows about you.

ROBOT JOURNALISM

The use of Artificial Intelligence in order to develop algorithms that can generate news and stories from structured data.

RUMOUR

A circulating story or report of uncertain or doubtful truth.

SEARCH ENGINE

A programme that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web. For example: Google, Yahoo, Bing, Startpage, Qwant, DuckDuckGo.

STREISAND EFFECT

The way in which attempts to hide, remove, or censor information can lead to the unintended consequence of increasing awareness of that information. The name comes from the singer

and actress Barbara Streisand, who tried to prevent the publication of photos of her Californian home.

TEASER

An article, advertisement, short film, etc. that gives a small amount of information about a subject, product, etc. in order to make people interested in seeing or hearing more about it later.

TROLL

Someone who leaves an intentionally annoying or offensive message on the internet, in order to upset someone or to get attention or cause trouble.

TROPE

Tropes are storytelling devices and conventions. A viral story can become a trope if it is taken up in a large number of derivative works (for example the Loch Ness Monster).

URBAN LEGEND

A story about an unusual or humorous event that many people believe to be true but that is not true.

VIRALITY

The tendency of an image, video, or piece of information to be circulated rapidly and widely from one internet user to another; the quality or fact of being viral.

WEB BROWSER

A web browser is software designed to browse and display the World Wide Web. For example: Google Chrome, Mozilla Firefox, Internet Explorer/Microsoft Edge, Safari, Opera...

WORLD WIDE WEB

An information system on the internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another. Often confused with Internet.

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**SOURCES &
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**MEDIA AND
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The Truman Show (1998), Peter Weir
Derrière nos écrans de fumée, Netflix

MOOC

www.savoirdevenir.be

DISCORD

MedYla

WEBSITES

<https://betternet.be/>

betternet.be is a catalogue of resources, tools, videos, awareness campaigns and many other initiatives recommended by Belgian organisations. It is about education and prevention with the aim of creating a better internet for children and young people.

ONLINE RESSOURCES

https://fr.wikipedia.org/wiki/Heuristique_de_jugement

<https://www.asecondevue.fr/ressources>

<https://www.philomedia.be/comment-comprendre-la-circulation-des-theses-reactionnaires/>

<https://www.universite-paris-saclay.fr/sites/default/files/media/2020-02/erreur-fondamentale-d-attribution-atelierfbjip2018.pdf>

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