

STOP | THINK | CHECK

**MEDIA
LITERACY
IRELAND**

EDMO
Ireland

A large circular graphic with a thick purple border. Inside, the text "BE MEDIA SMART" is at the top in blue. Below it, "Workshop" is in white script and "IN A BOX" is in white block letters on a pink banner. The graphic features a stylized open box with teal and pink flaps. Five people are shown interacting with the box: one with a laptop on the left flap, one with a phone on the top flap, one with a phone on the right flap, one with a phone on the bottom flap, and one with a laptop on the bottom flap. The background is filled with colorful speech bubbles containing words like "Hi!", "Hello", and "Allo".

BE MEDIA SMART

Workshop
IN A BOX



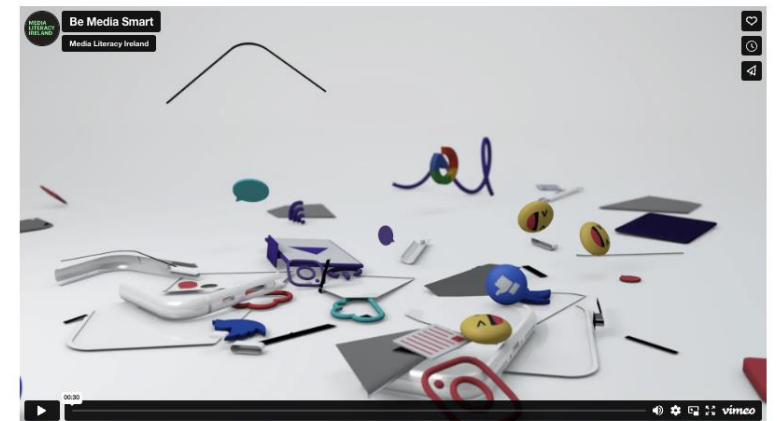
BeMediaSmart.ie

BE
MEDIA
SMART_

In 2019, the Be Media Smart campaign was developed by members of [Media Literacy Ireland](#) to help people tell the difference between reliable and accurate information and deliberately false or misleading information.

In 2023, the Stop, Think, Check message will be delivered nationwide across TV, radio, news publications and online during the month of October with tips, guidance and support available online.

A key feature of the campaign this year is a community-based programme of media literacy training developed by EDMO Ireland and Media Literacy Ireland. [Read more](#) and [register your interest](#) in becoming a community-based Be Media Smart trainer.



Ways to BE MEDIA SMART

STOP_

Use these quick tips to help you judge whether information is accurate and reliable.

[Help](#) →

THINK_

BE MEDIA SMART using these resources from around the web.

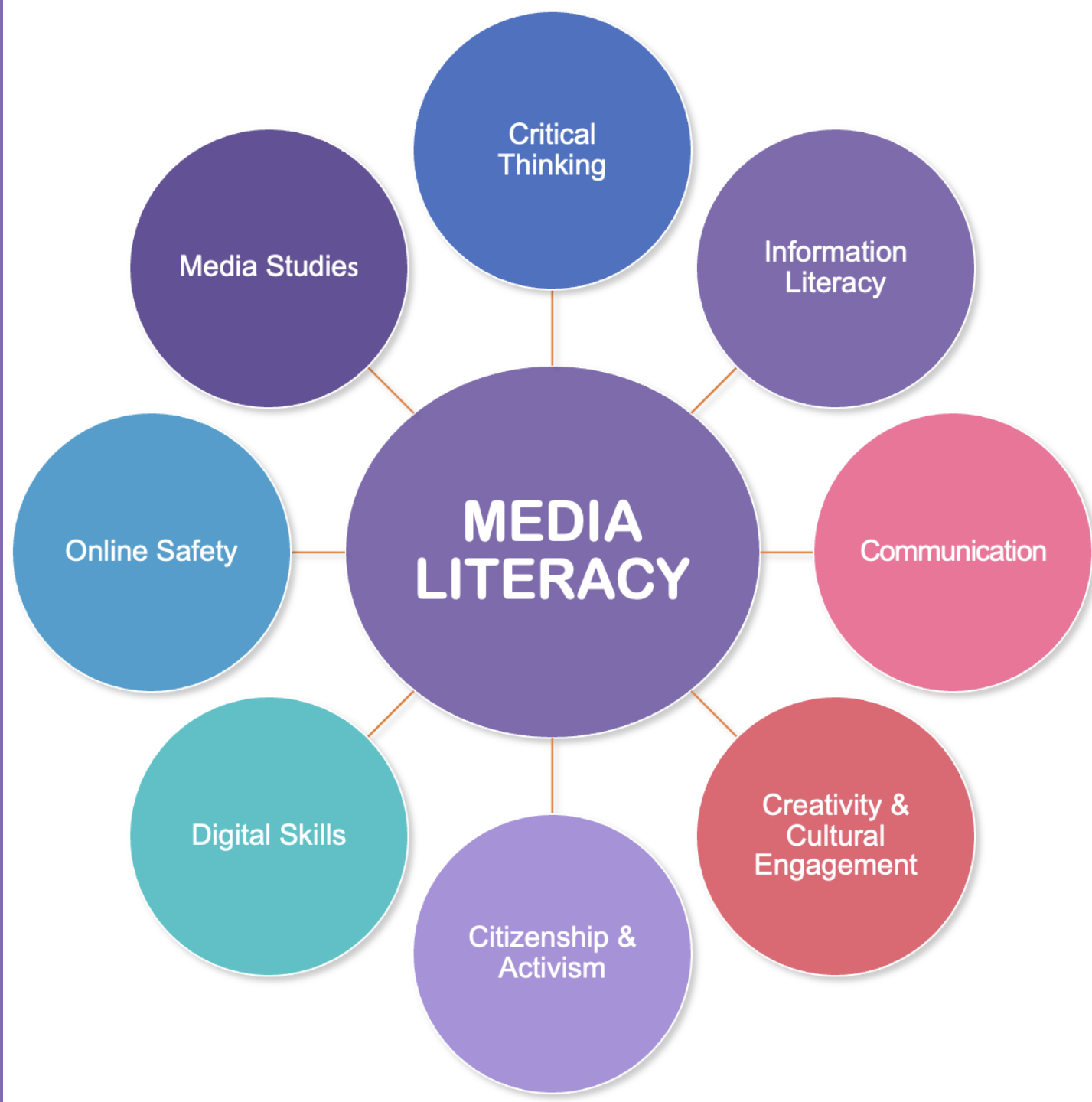
[Resources](#) →

CHECK_

It's always good to check where your information comes from. Find out who is supporting this campaign.

[Fact-Checked](#) →

MEDIA LITERACY



CRITICAL APPROACH: MEDIA CONTENT & INFORMATION

“

Empowering citizens to make **well-informed** decisions about the **content & information**.

Equip people with the **knowledge & skills** to **critically** evaluate the information

Learn to **identify trustworthy** sources

Analyse media messages

Use information in a **responsible** way



LEARNING INTENTIONS

IN THIS WORKSHOP YOU WILL:



DISCUSS & EXPLAIN	Many challenges imposed by the information age, especially in relation to the analysis, evaluation and use of information ;
EXPLORE	How media messages are constructed and represent the world around us;
DISCUSS	The causes and consequences of disinformation and other forms of information manipulation;
ANALYSE	The main affordances and characteristics of digital media platforms and understand how they affect your experience online.
DEVELOP	Skills to communicate about the critical approach to media literacy
BUILD	Strategies to evaluate media content and have a healthy information diet

YOUR PARTICIPATION



DISCUSSIONS & ACTIVITIES

VERY IMPORTANT

SENSITIVE TOPICS MAY EMERGE



Let's practice **KINDNESS & RESPECT**

Remember

- ✓ We are all here to **learn** (including myself)!
- ✓ Do **not worry** about being **wrong** or saying something **inaccurate**!



5 minutes

DISCUSS IN GROUPS

Examples where you were unsure whether something was **TRUE** or **FALSE** or **REAL** or **FAKE**



Consider...



What was the topic?



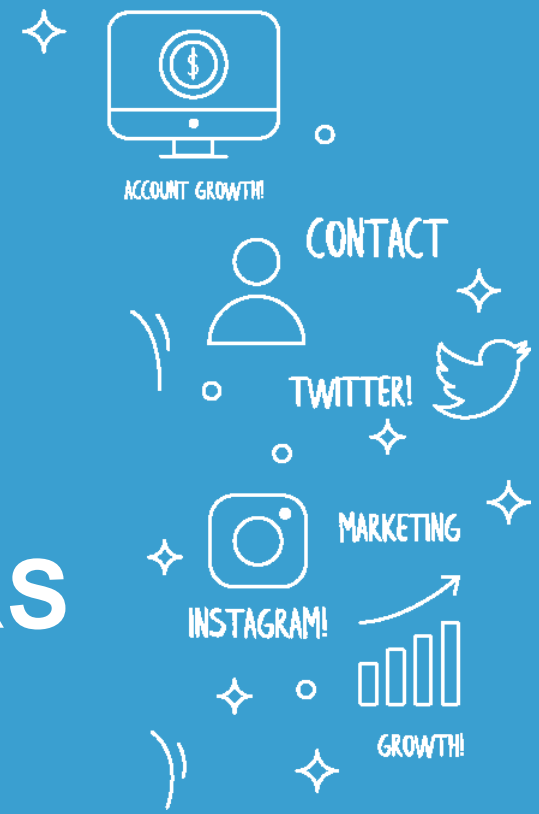
What was the mode of communication? (text, image, video...)



What was the format? (eg. news article, ad, meme,..)



Reasons you were unsure about the veracity of information



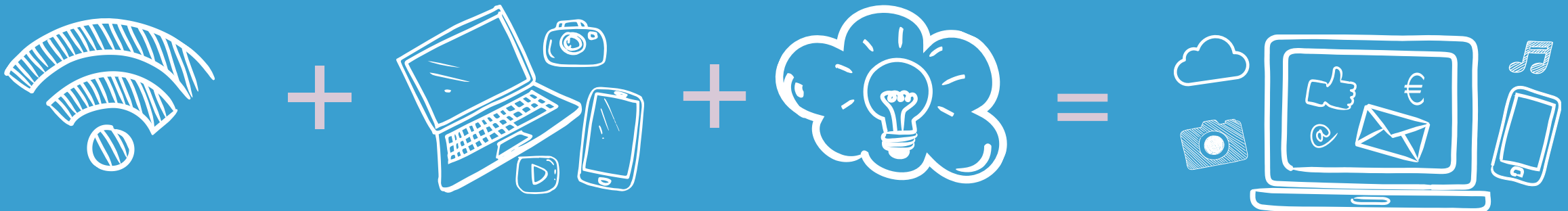
WE ARE ALL potentially DIGITAL MEDIA CREATORS

INTERNET

DIGITAL MEDIA

IDEA

DIGITAL MEDIA CONTENT



THE INFORMATION AGE

**Constantly bombarded
with information coming
from many different
sources...**



THE INFORMATION AGE

... and in **DIFFERENT FORMATS!**

Do you know how?

TO 'READ' ALL THESE FORMATS?



THE INFORMATION AGE

NEWS

ADVERTISING

ENTERTAINMENT

MEMES

INFO & EDUCATIONAL

SCIENTIFIC

THE INFORMATION AGE

Amidst this ocean of information,
DIGITAL PLATFORMS and **MEDIA**
ORGANIZATIONS compete

In order to

Grab YOUR Attention!





Source: Tactical Tech - <https://theglassroom.org/en/misinformation-edition>

THE INFORMATION AGE

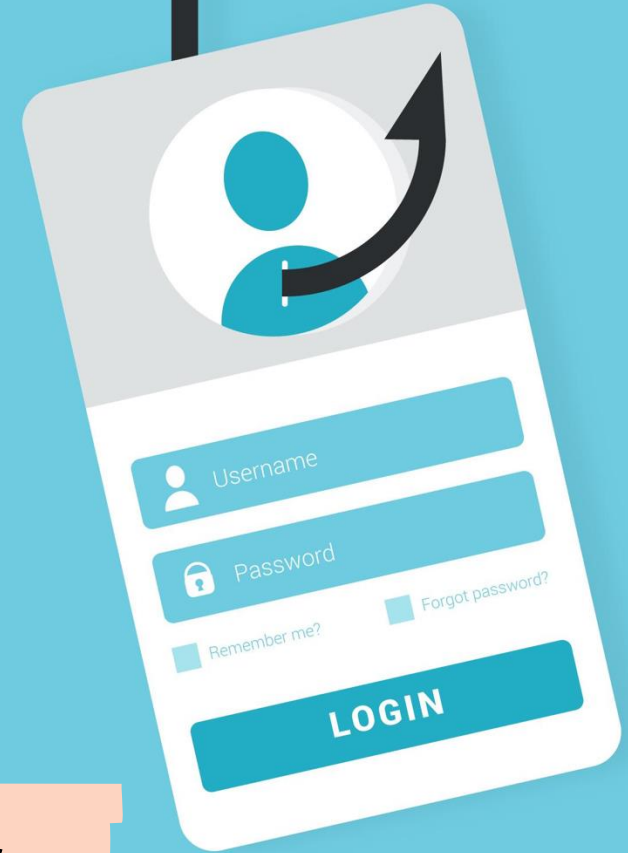
KEEP YOU *Hooked!*

PLATFORMS designed to **grab attention** & **keep** users **engaged**.

Combination:

- ✓ UX strategies
- ✓ Psychological principles
- ✓ Data-driven techniques (**Algorithms** push content).

Designed to **ATTRACT** interest, **DRIVE** viewership or readership, & ultimately **GENERATE REVENUE** => advertising & subscriptions.



Time & Engagement

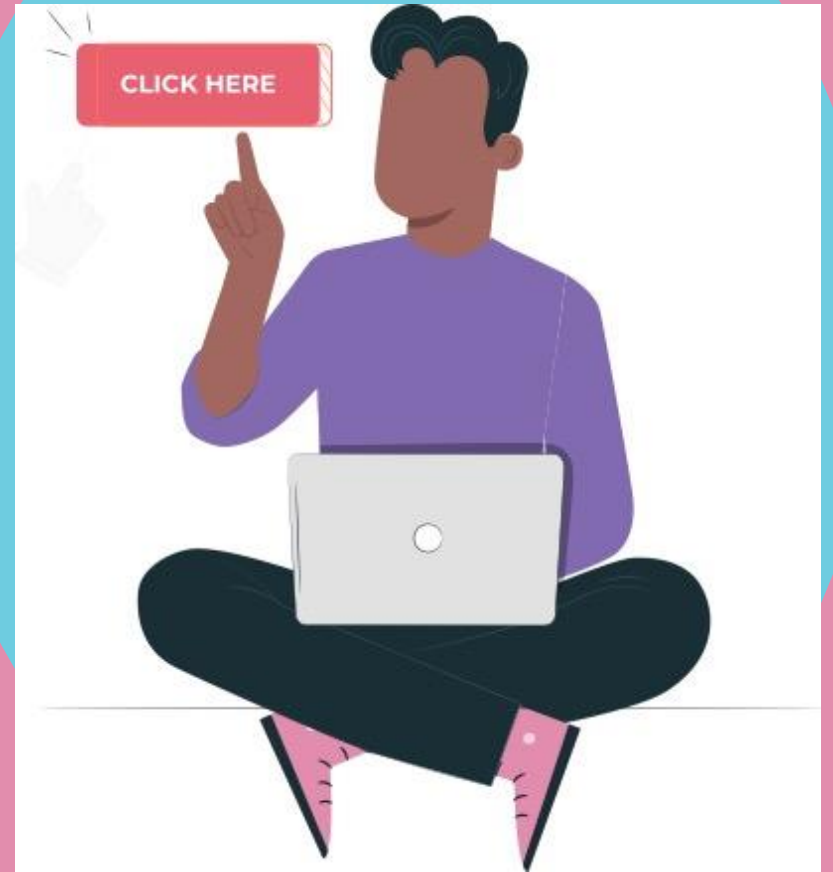
THE INFORMATION AGE

*More Clicks =
More Revenue!*

MEDIA ORGANIZATIONS & CONTENT CREATORS:
Various strategies and techniques to **PERSUADE**
users to **CLICK** on their **LINKS**!

- ✓ **EYE-CATCHING HEADLINES:** evoke curiosity
- ✓ **SENSATIONALIST LANGUAGE:** shocking & people want to learn more by clicking on the link.

THE GOAL: Grab attention, spark interest & ultimately drive users to engage with content.



Clicks & Clicks & Clicks

THE INFORMATION AGE

STOP

STOP

STOP in this context means that we must be **attentive**, **focused** and **cautious** when we encounter media content



ACTIVITY 1

STOP

Let's

Think about strategies to **MEANINGFULLY STOP** when you encounter information or media content.



Think about your **everyday experience** with digital media. What typically draws **your attention**? What **distracts** you the most?



Do you usually know the **source** of the information **before** **engaging** with it? What makes a **good source** of information?



About your **personal bias**: Do you **know what** it is and, if so, do you think it **affects** the way you interpret/understand the content?

STOP



Best practices

THE MEDIA ENVIRONMENT: its features & how it influences the way we engage with information.

THE SOURCE OF INFORMATION: If we don't know who created a piece of content, we cannot even start the process of assessing its reliability.

PERSONAL BIAS: Ask yourself: how my personal preferences may influence the way I understand the content? We cannot get rid of confirmation bias, but being aware of it helps a lot.

Break Time!

5 minutes



MEDIA CONTENT

REPRESENTATION

- EVERYTHING IN THE MEDIA IS CONSTRUCTED.
- REPRESENTATIONS TAKE MANY FORMS SUCH AS RADIO SEGMENTS, NEWSPAPER ARTICLES, PHOTOGRAPHS, FILMS.
- WHILE MEDIA REPRESENTATIONS MAY SEEM REALISTIC, REMEMBER THEY'RE JUST CONSTRUCTIONS.

MEDIA CONTENT

Representation

HOW various **ideas, concepts, experiences, groups, individuals, identities,** and **cultures** are **DEPICTED, PORTRAYED, or SHOWN** in **DIFFERENT MEDIA FORMS:** TV, film, news, advertising & online content.

All media messages are constructed

REPRESENTATION: Plays a significant role in shaping how we see the world around us.

MEDIA CONTENT



Editing

There are **many**
different ways
of telling the
same story...

MEDIA CONTENT

THE ROLE OF

Algorithms

Vital role: for **experiencing** media content in the digital age.

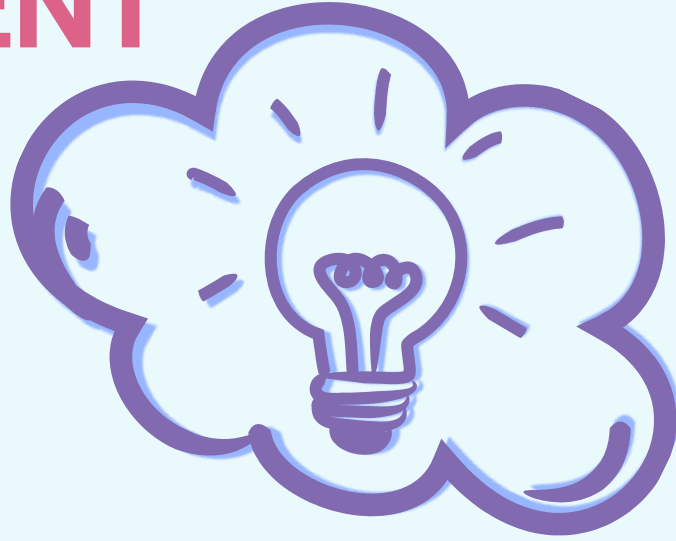
INFLUENCE:

- ✓ **What** type of **content** we see,
- ✓ **When** we see it,
- ✓ **How** we **engage** with it.

SHAPE users **experience** of digital platforms
(eg. social media, search engines, streaming, news sites)



MEDIA CONTENT



THINK

Think

Key concepts

To understand to begin our process of engaging with media content: **REPRESENTATION, EDITING & ALGORITHMIC MANIPULATION**



ACTIVITY 2

THINK

Think

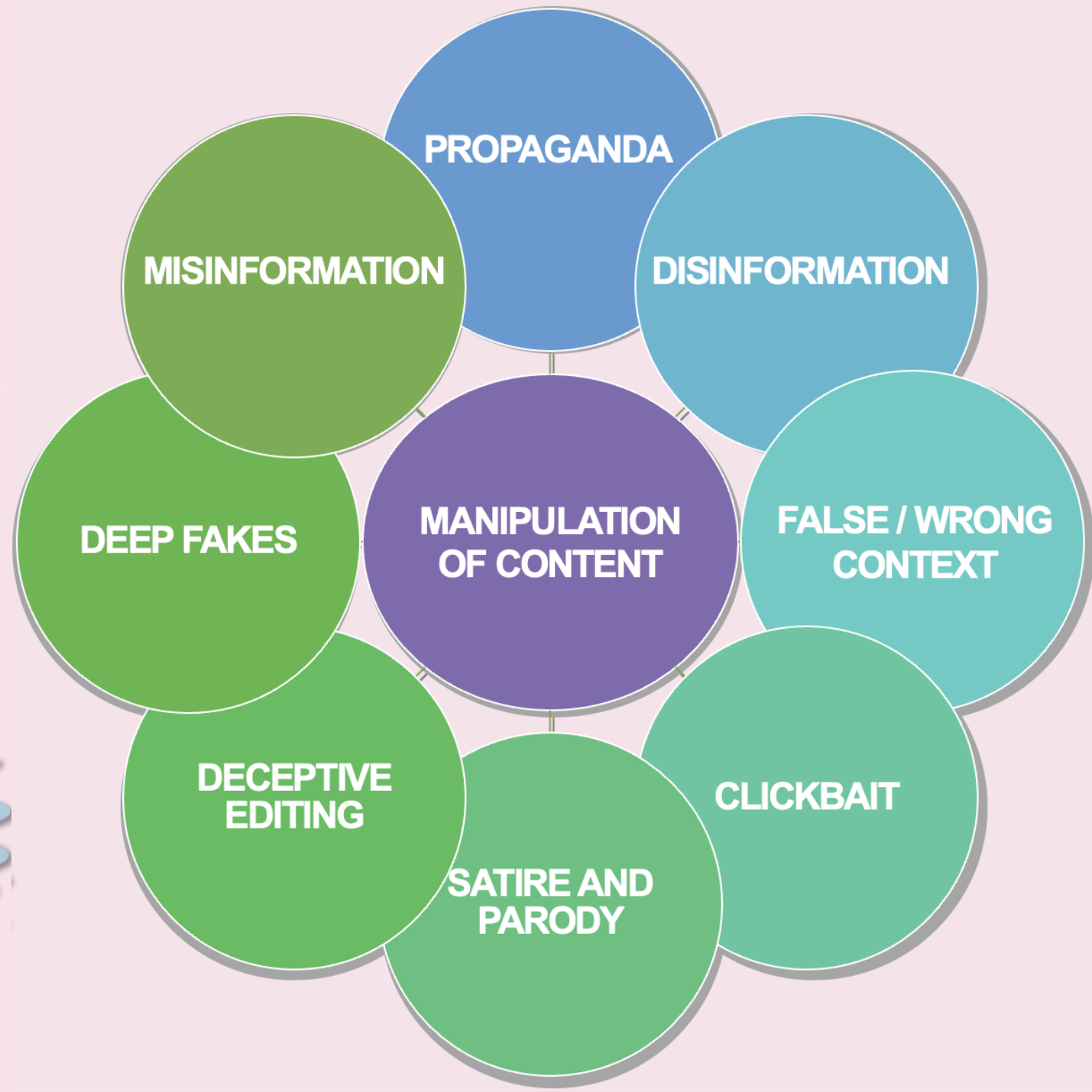
BRAINSTORM

What are the many ways in which media content can be manipulated to mislead or deceive us?

Think

What does each category mean?

What are possible consequences of this kind of manipulation?



The background is a solid teal color. It is decorated with various hand-drawn white icons. These include a question mark inside a circle, several rectangles, a circle with an 'X' inside, a checkmark inside a square, and several curved arrows indicating a cycle or process flow. The icons are drawn in a sketchy, hand-drawn style.

ACTIVITY 3

CHECK

ACTIVITY 3: CHECK

Brainstorm

STRATEGIES & BEST PRACTICES to **CHECK** if a piece of information or media content is **ACCURATE** or **NOT**.

This includes content in any format (text, image, video...)

ACTIVITY 3: CHECK

Lateral reading

News source evaluation

Images & videos verification



ACTIVITY 3: CHECK

Priorities

1. What is possible to do with the technology we have and the time available

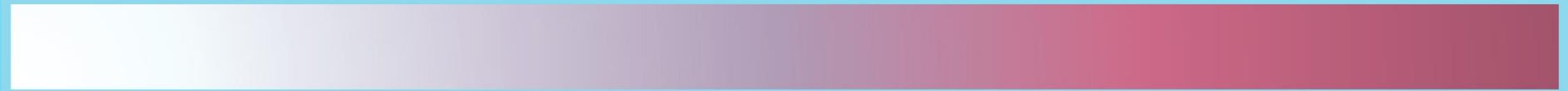


Must do all the time

Do in some situations

Never do

2. The importance and the potential impact of the piece of information being analysed



Not important

Somewhat important

Extremely important

Key Takeaways...



STOP

Best practices

To **PREPARE** yourself BEFORE you meaningfully engage with media content.

Need to make sure we have full **attention** & **focus** when dealing with content.

It is like **running checks** in our mind to make sure we are aware of the following:

STOP *Best practices*

THE MEDIA ENVIRONMENT: its features & how it influences the way we engage with information.

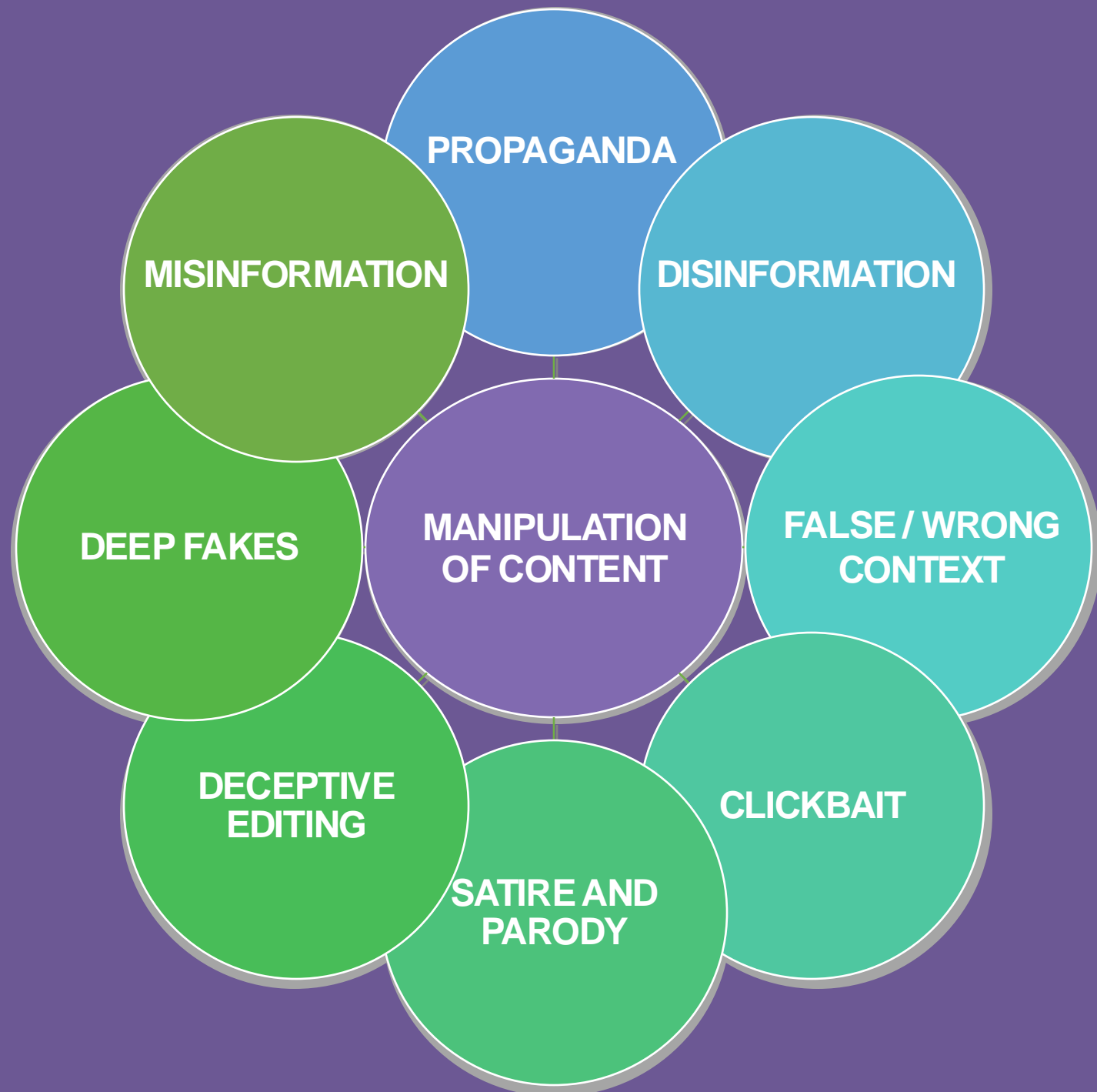
THE SOURCE OF INFORMATION: If we don't know who created a piece of content, we cannot even start the process of assessing its reliability.

PERSONAL BIAS: Ask yourself: how my personal preferences may influence the way I understand the content? We cannot get rid of confirmation bias, but being aware of it helps a lot.

THINK

Key concepts

To understand to begin our process of engaging with media content: **REPRESENTATION, EDITING & ALGORITHMIC MANIPULATION**



THINK

Best practices

Once we fully understand these basic concepts,
we can **think** about the different categories of content manipulation.

This makes us **MORE CAUTIOUS, ALERT** and, consequently, **MORE RESILIENT** to manipulative media content.

CHECK

Key steps

To take once to assess the **ACCURACY & RELIABILITY** of media content:

- ☐ Check the reliability & reputation of the **SOURCE**;
- ☐ Check the author's **QUALIFICATIONS & EXPERTISE** on the topic;
- ☐ Check if **OTHER SOURCES** are reporting the story (cross-reference);
- ☐ Check if **reputable** fact-checking **WEBSITES** have assessed the story;
- ☐ Check for **SIGNS** of **DECEPTIVE** editing, especially with images & videos;
- ☐ Check the **QUALITY** of the text & presentation: be aware of poorly written messages, sensational or exaggerated headlines; and overly emotive content.



MEDIA LITERACY FOR CITIZENSHIP

Citizenship

Actively participating in civic life and contributing to the well-being of society.

It encompasses responsibilities such as staying informed about current events to meaningfully engage in public debates, participating in democratic processes, such as elections, and advocating for positive change.

MEDIA LITERACY FOR CITIZENSHIP:

Individuals should be **empowered** to critically engage with media content, navigate the information landscape, and actively participate in the society as responsible and well-informed citizens.


DISINFORMATION and other forms of content manipulation are a real **threat** to **democratic** societies.

As citizens, we must look after our information diet and make sure we access, use and share information in a responsible manner.

RESOURCES


www.medialiteracyireland.ie/training-development/

MEDIA LITERACY IRELAND

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Training & Development



Search Results

BE MEDIA SMART
Workshop in Box
The workshop in a box provides teachers, librarians, community leaders and other learning facilitators with the resources they need to deliver a media literacy workshop. The aim of the workshop is to discuss with participants best practices in engaging with digital media content, and raise awareness about the disinformation problem and its impact on the...


Interland
Interland, developed by Google, is an online adventure that teaches kids aged between 7-12 the key lessons of internet safety through four challenging games. Please click on the link below to access the...

EDU MEDIA test
EduMediaTest
The EduMediaTest is an online questionnaire designed to carry out an initial assessment of the media literacy of pupils aged 14 to 18, as well as to improve their media skills, based on the results obtained, using training materials that are freely available on the website. Please click on the link below to access the...


Behind the Headlines
This programme developed by the Guardian Foundation aims to empower young people to understand, critically analyse, engage with and participate in the media. It offers resources that can be used to support and embed news and media literacy across the secondary curriculum, such as lesson guidance, display materials, worksheets and news vocabulary fact...


Inoculation Science
This website from the Cambridge Social Decision-Making Lab, provides games, videos and research explaining inoculation theory and how it helps build resistance against...


EDMO's Fact-checking Briefs
These monthly briefs are a good source for teachers who want to discuss disinformation in the classroom. They provide an overview of the disinformation narratives with highest circulations in the month previous to publication. Please click on the link below to access the...

BAD NEWS
The Bad News Game
The goal of this game is to expose the tactics and manipulation techniques that are used to mislead people and build up a following. Bad News works as a psychological "vaccine" against disinformation: according to the developers, playing it builds cognitive resistance against common forms of manipulation that you may encounter online. Please click...


Break the Fake
Developed by MediaSmarts, this website offers a lot of resources such as workshops, lessons plans, fact-checking tips, posters and infographics to help both children and adults to fight online disinformation. Please click on the link below to access the...



Questions?

BE MEDIA SMART



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www.bemediasmart.ie

**MEDIA
LITERACY
IRELAND**



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ACKNOWLEDGEMENTS

BE MEDIA SMART is an initiative of Media Literacy Ireland. Facilitated by Coimisiún na Meán, MLI is an independent, informal, alliance of people and organisations working together to promote media literacy in Ireland.

The BE MEDIA SMART Training Programme was developed by Dr. Ricardo Castellini da Silva on behalf of EDMO Ireland.

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