Why Disinformation Spreads

Objectives:

- To get participants familiar with the gradual evolution of disinformation with technology
- Get participants to develop critical thinking abilities necessary to tackle disinformation
- Get participants aware of the reason falsehood is created and circulated

Pre-workshop tasks:

- Get the slides ready

- Get the following activity sheets ready for reference
    - Tackling Disinformation I
    - Cases of Disinformation
    - Tackling Disinformation II
    - I used to think . . . and I now think . . .

Facilitator Notes:

- *Delivering this workshop requires a certain level of content related knowledge from the facilitator's side. Please refer to the relevant resources under "**theme 1: Finding and Consuming Digital Contents**" of the toolkit to learn the stuff you find unfamiliar in this guide.*

Flow

Topic	Objectives	Description
Intro and Energizer 15/15 mins	Get participants familiar with Miro Get participants to work	Start with the facilitator's introduction and provide a brief overview of the workshop. Inform participants that we'll begin with a fun activity named **2 truths and 1 lie**. Since the workshop is about falsehood, this energizer fits well here.

	together on a fun task	The rules of this activity are: • A participant frames 3 statements about herself. Two of them must be true and one must be a lie. • When ready, the participant tells the three statements out loud • Remaining participants try to guess the lie. Take a minute for everyone to form their three statements of 2 truths and 1 lie. Then distribute participants into groups of 4-5 each. Each participant will share her statements with her group members and they will try to guess the lie. The activity ends after everyone has shared their truths and lies.
Introduction to disinformation 10/25 mins	Get participants to think on disinformation and its magnitude at present	Ask - What do you understand by disinformation? How is disinformation today different from 20 years ago? Get their responses like in the previous question. Highlight some key ideas before moving on: • Disinformation is any false information spread intentionally. What might those intentions be? - we'll explore in today's workshop • Rise in technology, especially the internet, has enabled every person to create and circulate information, including disinformation.
Analyzing disinformation 15/40 mins	Get participants to analyze cases of disinformation Get them thinking about the motives behind disinformation	Facilitator - For the next activity, I'll be showing you two examples of disinformation. You'll have to think about the reasons they might have been created and spread. *Facilitator note: Refer to this activity sheet to understand this activity in detail.* Encourage discussions for each example by asking driving questions, or by putting together any two contrasting opinions from participants and asking them to elaborate. Examples of driving questions are: • What might be the cause behind the spread of this false information? • What consequences might this piece of falsehood invite? Once participants are done with both the images for this activity, inform them that they'll

		be doing the rest in groups.
Group activity 35/75 mins	Get shy members to speak up in smaller groups Get participants to make their thinking visible	Present your screen and show the activity sheet they will be referring to. Also show the area of the Miro board where the participants will be posting their thoughts. Provide a short demo to help them model the process. Share the link to the [activity sheet](#) that contains the rest of the images and the descriptions. Ask the groups to discuss why those pieces of falsehood were spread. Provide them with 20 minutes for this part. Before you start the activity, ask the participants to have active discussions in their groups. *Facilitator notes: Refer to this [activity sheet](#) for guidance on the activity.* Once the activity is over, ask one participant from each group to present their thoughts on those images. Each representative gets 2 mins to speak.
Reflection and closure 15/90 mins	Get participants to think about how their thinking has changed during this workshop Highlight the key ideas from the workshop	Project the slide for reflection on the screen and ask participants to complete the sentences: **I used to think . . . and I now think . . .** *Facilitator notes: Read this [activity sheet](#) to know more about this activity. This activity can also be done using mediums other than Miro.* As key ideas, present the slide containing the information below: ● Falsehood knowingly distributed to undermine society ● Falsehood distributed for financial gain ● Falsehood from sloppy / poor journalism ● Beclouding of fact for political purpose ● Differing interpretations of facts based on ideological bias ● Misunderstanding parody Inform participants that this information has been taken from the book **Antisocial Media by Siva Vaidyanathan**. Ask participants to relate one piece of disinformation discussed today with one reason mentioned in the slide.

		As a closure, inform participants that the digital world has been polluted due to the overwhelming amount of falsehood present. A good digital citizen needs to be equipped with the necessary knowledge and tools to spot the disinformation and tackle it.