

Digital Information Training (DIGIT)

Facilitator Guide



Module 1: Evaluating Media Sources

If you are facilitating this content with a group, consider the following tips to help you and the participants get the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. You can also hold follow-up sessions and invite your audience to bring in example sources for everyone to analyze together.
- **Find examples** – One of the trickiest parts of teaching source-evaluation skills is finding good examples. Visit fact-checking sites or call a local library to see if they have examples or other resources for your session.
- **Get to know your audience** – Discussing source evaluation inherently means discussing contentious issues. Getting to know your audience, whether you research them in advance or perform icebreakers at the start of your lesson, can help everyone navigate the conversation more easily.
- **Adapt your examples** – We encourage you to use examples that are relevant to your audience. Start with less inflammatory topics to help build rapport and keep the focus on source evaluation – not an emotional or hotly debated issue.
- **Create a welcoming environment** – Consider establishing some community guidelines at the start of your session to help everyone feel welcome and comfortable in the learning space. These could include information on how to respectfully handle disagreements or debates.
- **Encourage self-reflection and practice** – The goal of this module is to empower people with helpful skills. To that end, you can encourage self-reflection and let your audience guide the session with their own interests, examples, and questions. Instead of telling everyone what a source is, for example, give your audience time to work through source-evaluation activities on their own to discover and reflect on sources themselves.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Preliminary assessment questions

- Consider the question, “What do you look for or consider when you are evaluating a source?” as a group.
- Have attendees submit responses to Questions 1-5.

3. Overview content

As a group, review the overview and then answer the following questions:

- What is the difference between misinformation and disinformation? Ask the group to provide public examples or share personal experiences to reinforce these definitions.
- What does it mean to evaluate a source?
- What is challenging about evaluating sources today?

Review the evaluation tips and pause for questions.

4. Practical application content

Review the three situations and final thoughts as a group.

- Depending on the size of your group, you can go through the content together or break the audience into smaller teams to review the scenario and report back to the entire group.
- If you have less time for your session, briefly summarize the content for your attendees and move on to the group activities.

5. Group activity: Evaluation in action

Based on the size of your group and the time available, try the following variations:

- Give your attendees the articles and have them record their observations, thoughts, and questions before going over the material together.
- Walk through the first activity with the entire group before having everyone work in small groups or on their own.
- Divide larger classes into groups and have each one work through one of the examples and then report back to the entire group.
- For smaller groups, let everyone work through the examples on their own, and then discuss their observations as a group.

6. Testing your evaluation skills

Let the attendees find their own sources to evaluate using the five tips outlined in the module. Leave time for discussion and reflection.

7. Conclusion

Share the closing suggestions from this module and see whether there are any questions.

8. Closing assessment

Ask attendees to complete the closing reflection questions.

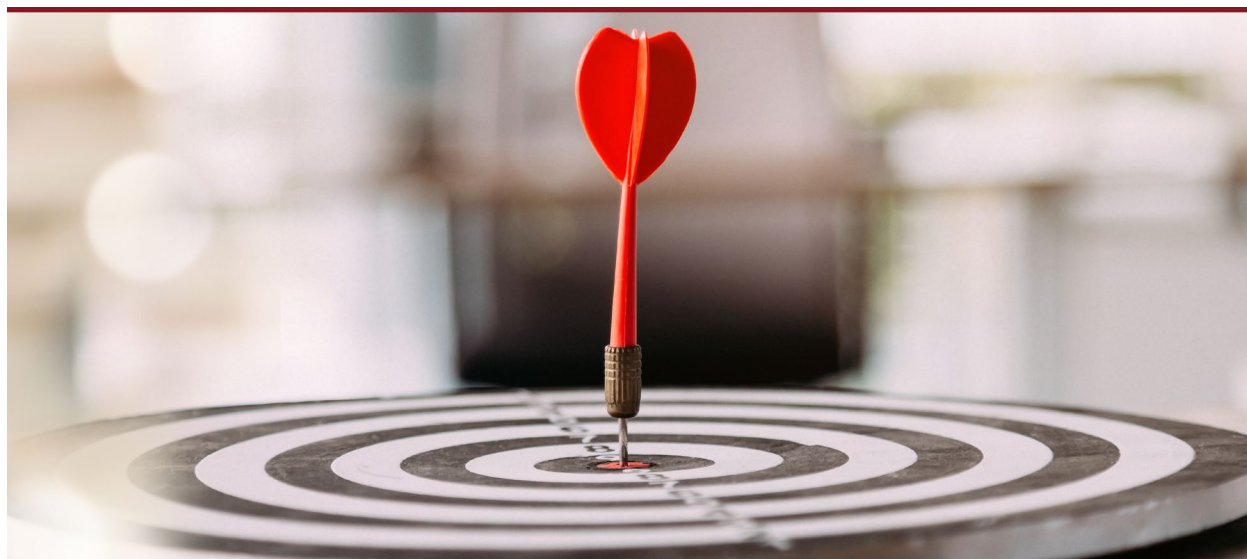
Share the information from the module’s final page about where participants can go to learn more.

Module 2:

Assessing Media Intent

If you are facilitating this content with a group, consider the following tips to help you and the participants get the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. You can also hold follow-up sessions and invite your audience to bring in examples of news media outlets for everyone to analyze together.
- **Localize the content and examples** – Consider tailoring the media examples to the participants' location and age. A local news story might resonate more than a national one, for instance. If your audience skews younger, you could cite more social media examples.
- **Strike a balance** – Use a local and/or national focus to help frame the lesson and discussion, and encourage your group to consider their individual media choices and habits as well.
- **Encourage self-reflection and practice** – The goal of this module is to empower people with helpful skills. To that end, you can encourage self-reflection and let your audience guide the session with their own interests, examples, and questions. Ask attendees to select outlets to explore and share examples they find interesting.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Preliminary assessment questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share some of their responses.

Variation 2 – Depending on your setup, you can use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

3. Overview content

Review and discuss with your group.

- Explore the evolution of news media with local examples as appropriate.

Review the trends in media and solicit additional ideas from your group for further trends.

- If you have time and want to generate more group discussion, ask your group to brainstorm examples of each of the listed trends: echo chambers, funding models, attention-grabbing techniques, social media, and fake news.

Review the lists of questions and things to consider when analyzing media intent.

- Frame the questions as a way to build on existing skills. For instance, you can ask attendees how they explore media more generally and then prompt them to recall how they analyzed a text's tone or style in literature classes.

4. Practical application content

Review the situations and final thoughts as a group.

- Depending on the size of your group, you can go through the content together or divide the audience into smaller teams to review the scenario and report back to the entire group.
- If you have less time for your session, briefly summarize the content for your attendees and move on to the group activities.

5. Group activity: Evaluation in action

Based on the size of your group and the time available, try the following variations:

- Give your attendees the examples and have them record their observations, thoughts, and questions before going over the material together.
- Walk through the first example with the entire group before having everyone work in small groups or on their own.
- Divide larger classes into groups and have each one work through one of the examples together and then report to the entire group.
- For smaller groups, let everyone work through the examples on their own, and then discuss their observations as a group.

6. Testing your evaluation skills

Let the attendees find their own examples to evaluate using suggestions and questions listed in this section. Ask them to share their experiences and conclusions when they are finished.

7. Conclusion

Share the closing suggestions from this module and see whether there are any questions.

8. Closing assessment

Ask attendees to complete the closing reflection questions.

Share the information from the final page of the module about where participants can go to learn more.

Module 3:

Interpreting Media Messages

If you are facilitating this content with a group, consider the following tips to help you and the participants make the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. This module lends itself to segmentation. Consider going over the media-frames content separately and more in-depth if time allows and you have an audience that isn't as familiar with the idea of framing.
- **Compare local and more national or global content** – Compare how a particular issue is covered by your local outlets versus national or international outlets, and spend some time thinking about how different outlets frame various communities or groups. This can be an eye-opening way to explore media frames.
- **Draw on existing knowledge** – To simplify the concepts of framing and rhetorical strategies, draw on experiences that might be familiar to your audience. For instance, to introduce the idea of rhetorical appeals, ask your group to recall how they analyzed texts in literature classes.
- **Encourage self-reflection and practice** – The goal of this module is to empower people with helpful skills. To that end, you can encourage self-reflection and let your audience guide the session with their own interests, examples, and questions. Ask attendees to select outlets to explore and share examples they find interesting.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and ask volunteers to share their stories of successful persuasion.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

3. Overview content

Variation 1 – If you have less time, break participants into groups. Have them explore the three major sections and then share their findings and observations with the entire group.

Variation 2 – If you have more time, consider covering the overview and saving the section on case studies and activities for another session. Review and discuss with your group.

Explore the overview of media messages.

- Ask attendees to suggest other news stories in addition to the example of the Notre Dame Cathedral fire.

- Review the content on mediums and messages.

- Ask attendees to share examples of and observations about the tools they use.

- Optional activity – Ask participants to consider the questions in bold about multimedia platforms and how they impact media messages in small groups and then report their group's thoughts to the larger group.

- Review the content on media frames.

- Break attendees into small groups to consider the list of media frames and brainstorm examples.

- The concept of media frames is complex. Participants may benefit from extra time or from working in small groups to absorb the content.

- Review the content on rhetorical strategies and appeals with the entire group.

- Review the content and consider the questions outlined under the section about analyzing media messages.

4. Practical application content

Review the situations and final thoughts as a group.

- Depending on the size of your group, you can go through the content together or break the audience into smaller teams to review the content and report back to the entire group.

- Walk through the fourth case study together as one group.

5. Group activity: Evaluation in action

Based on the size of your group and the time available, try the following variations:

- Give your attendees the examples and have them record their observations, thoughts, and questions before going over the material together.
- Walk through the first example with the entire group before having everyone work in small groups or on their own.
- Divide larger classes into groups and have each one work through one of the examples together and then report to the entire group.
- For smaller groups, let everyone work through the examples on their own, and then discuss their observations as a group.

6. Testing your evaluation skills

This section includes examples for further exploration. Divide the participants into groups, and ask each one to tackle one of the examples. Alternatively, you can ask attendees to work through the examples on their own after the session.

7. Conclusion

This section wraps up the first three modules of the curriculum, which make up a unit. Review the concluding thoughts, highlights, and reminders from all three units.

Answer questions and encourage students to reflect on what they have learned in Modules 1-3 if you have done them all.

8. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

Share the information from the final page of the module about where participants can go to learn more.



Module 4: Understanding How the Brain Processes Information

If you are facilitating this content with a group, consider the following tips to help you and the participants make the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. This module lends itself to open discussion, group engagement, and reflection time, so if you have extra time, build in opportunities for conversation.
- **Be open to exploration** – It's OK to go in different directions depending on participants' interests. Consider making time for group activities and discussion or longer question-and-answer periods.
- **Don't worry too much about the vocabulary** – This module introduces many new terms and concepts that are helpful for framing the discussion, but don't worry about memorizing all of them. The main goal is to be able to use critical-thinking and self-reflection skills to recognize manipulation tactics, regardless of whether you know what the tactic is called.
- **Encourage self-reflection and conversation** – Because self-reflection and metacognition are specific goals in this module, consider leaving time for individual work and reflection and small-group discussion. As they delve into the material, participants can reflect on their experiences, which will help build the skills covered in this module.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- This module contains a brief introduction to the next few modules, which focus on mis- and disinformation specifically.
- Attendees can read over both the Unit 2 and Module 4 introductions on their own, or you can briefly summarize the content.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider this question together in small groups and share their stories.

Variation 2 – Ask attendees to jot down a response on their own, and ask volunteers to share their stories of falling for a false rumor.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

Go through the content sections with the entire group. Depending on the size of the audience, you can discuss these sections as one group or divide into smaller teams to share ideas. Consider pausing for discussion and reflection after each section.

- How the brain processes information
 - Review this content and leave time for group discussion and questions.
 - Encourage participants to reflect on situations where they processed information in different ways.
 - Mis- and disinformation factors and self-reflection
 - Review these two sections together.
 - Ask whether anyone has additional thoughts or examples about the major factors that drive mis- and disinformation types or thoughts about how metacognition works.
 - The psychology of mis- and disinformation
 - Review this list with your entire group or break them up and have each group explore a few items on the list and share their ideas with the larger group. Leave time for people to share additional examples.
 - Critical evaluation skills
 - Conclude the overview by reviewing the tips and suggested questions with the entire group.
- ## 5. Practical application content
- Review the examples as a group.**
- Consider separating your class into smaller groups or pairs and dividing up the examples in the table.
 - Each small group can review a few examples and report their observations to the entire group.
- ## 6. Group activity: Assessing psychological and manipulation tactics
- Based on the size of your group and the time available, try the following variations:**
- Divide larger classes into groups. Ask each group to work through one of the provided examples and report back to the entire group.
 - For smaller groups, let everyone work through one example on their own, and then discuss their observations as a group.

7. Testing your evaluation skills

Ask participants to work together in pairs or smaller teams, or prompt them to start the activity on their own and share their observations and experiences.

8. Conclusion

Share the closing thoughts section, and leave time for questions and further discussion.

9. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

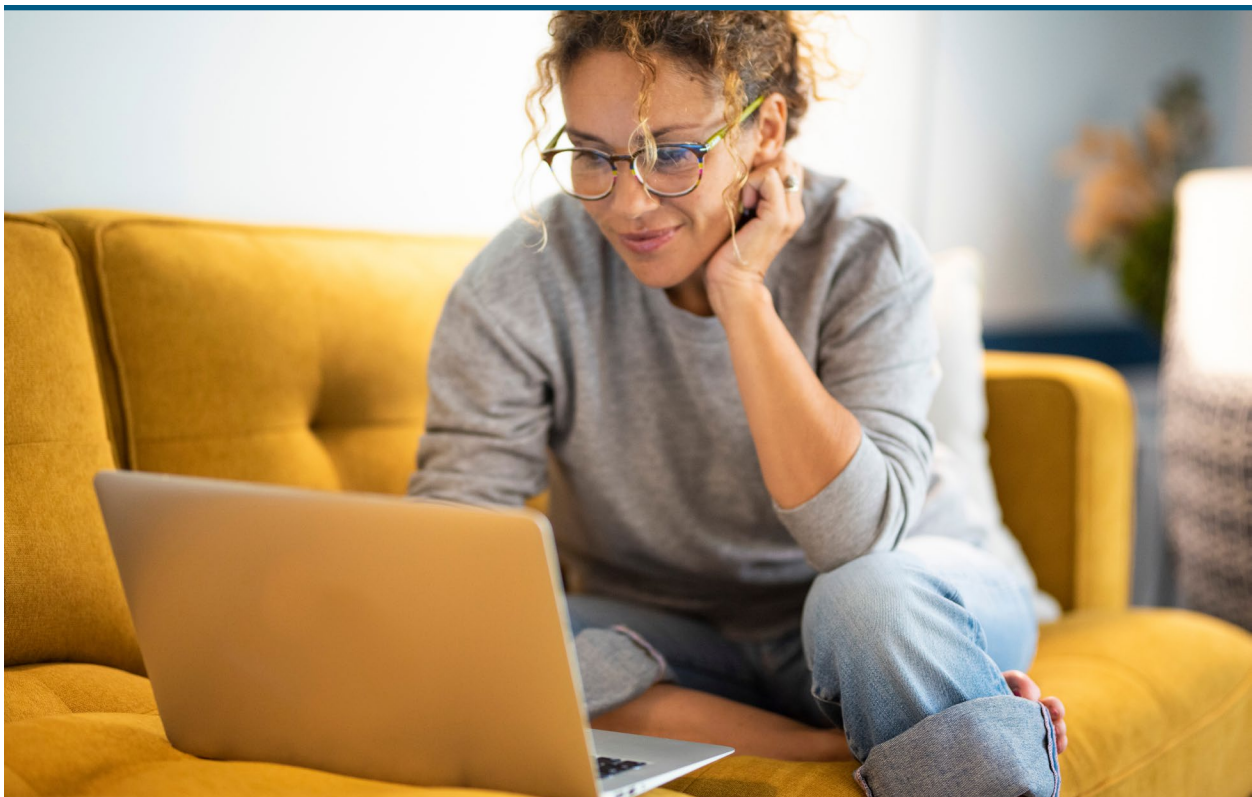
Share the information from the final pages of the module about where participants can go to learn more.



Module 5: Understanding How Online Media Shapes Perceptions

If you are facilitating this content with a group, consider the following tips to help you and the participants get the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. This module lends itself to open discussion, group engagement, and reflection, so if you have enough time, consider building in opportunities for conversation.
- **Go local and get personal** – This module deals with online personalization, so feel free to engage in discussions, use examples, and leave room for individual exploration around issues that resonate with your audience.
- **Leave time and space for exploration** – Carve out extra time for individual and group exploration of the concepts in this module.
- **Don't worry too much about the technical terms** – This module introduces concepts that might sound intimidating. Reassure your group that they do not have to be computer science experts to explore these topics.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- Briefly introduce the module topic, and check in to see whether there are any concerns about the technical nature of the content or being judged for social media habits. Take some time to make sure everyone is on the same page and comfortable before proceeding.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and then ask volunteers to share their thoughts.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

- Review this content with your group and ask whether anyone has questions or observations to share.
- If you have a larger group and/or would prefer a variation, you can break participants into teams and ask each one to explore and report on a different section of the overview.

5. Practical application content

Review the examples as a group.

- Consider breaking participants into smaller teams or pairs and dividing up the examples in the list.
- Each small group can review a few examples and report their observations to the entire group.

6. Group activity: Filter bubble activity

To explore the topic, use the overview example provided or, ideally, select your own local example.

7. Testing your evaluation skills

Have participants complete the individual activity and share their observations and experiences.

8. Conclusion

Share the closing thoughts section, and leave time for questions and further discussion.

9. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

Share the information from the final pages of the module about where participants can go to learn more.

Module 6: Spotting Potentially False and Misleading Information

If you are facilitating this content with a group, consider the following tips to help you and the participants get the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. This module lends itself to practice and hands-on activity, so build in additional practice time so participants can get hands-on experience spotting false and misleading content.
- **Localize and personalize the practice** – Depending on your group, you might wish to explore specific kinds of misinformation, bring in local examples, or let your group take the lead. Feel free to use this lesson as a launching point for the type of content and examples you want to explore.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- Briefly introduce the module topic and emphasize that there will be time to practice skills individually and in groups.
- Consider reviewing the learning outcomes from the previous modules to emphasize how participants are building media literacy skills.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and then ask volunteers to share their thoughts.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

- Review the content with your group and see whether anyone has questions or observations to share.
- If you have a larger group and/or would prefer a variation, break participants into smaller teams and have each one explore and report on a different section of the overview.

5. Practical application content

Review the examples as a group.

- Consider breaking your group into smaller teams or pairs and dividing up the examples in the list.
- Each small group can review a few examples and report their observations to the entire group.

6. Group activity: Spotting false and misleading information

- One of the best ways to explore this topic is by practicing. Ask everyone to work through the first example together, and then turn everyone loose to work through the second activity suggestion on their own.
- A variation for larger groups involves partnering or grouping participants so they can share observations as they practice spotting false and misleading content.
- If the second activity suggestion about social media isn't appealing to your group, select one of the resources listed (e.g., a fact-checking site or a site that analyzes and publishes reports about misinformation) for participants to practice their media literacy and analysis skills.

7. Conclusion

Share the closing thoughts section and leave time for questions and further discussion.

8. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

Share the information from the final page of the module about where participants can go to learn more.

Module 7: Investigating Suspicious Claims and Images

If you are facilitating this content with a group, consider the following tips to help you and the participants get the most out of the learning experience:

- **Consider the amount of time you have** – If you have a longer period of engagement with a group, consider spacing out the content over multiple sessions. This module lends itself to practice and hands-on activity, so build in additional practice time so participants can get hands-on experience spotting false and misleading content.
- **Localize and personalize the practice** – Depending on your group, you might wish to explore specific kinds of mis- and disinformation, bring in local examples, or let your group take the lead. Feel free to use this lesson as a launching point for the type of content and examples you want to explore.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- Briefly introduce the module topic and emphasize that there will be time to practice skills individually and in groups.
- Consider reviewing the learning outcomes from the previous modules to emphasize how participants are building media literacy skills.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and then ask volunteers to share their stories of being fooled by a fake image or claim.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

- Review the content with your group and see whether anyone has questions or observations to share.
- If you have a larger group and/or would prefer a variation, break participants into smaller groups and have each one explore and report on a different section of the overview.

5. Practical application content

Review the examples as a group.

- Consider breaking your group into smaller teams or pairs and dividing up the examples in the list.
- Each small group can review a few examples and then report their observations to the entire group.

6. Group activity: Investigating and fact-checking suspicious images

One of the best ways to explore this topic is by practicing. Depending on the size of the audience and the amount of time allotted, you can take various approaches:

- Work through the examples together as an entire group.
- Divide your audience into smaller groups and have each one work through one or two examples together.
- Work through the first example as a demonstration, and then instruct individuals or small groups to practice with the remaining examples.

7. Conclusion

Share the closing thoughts section and leave time for questions and further discussion.

8. Closing assessment

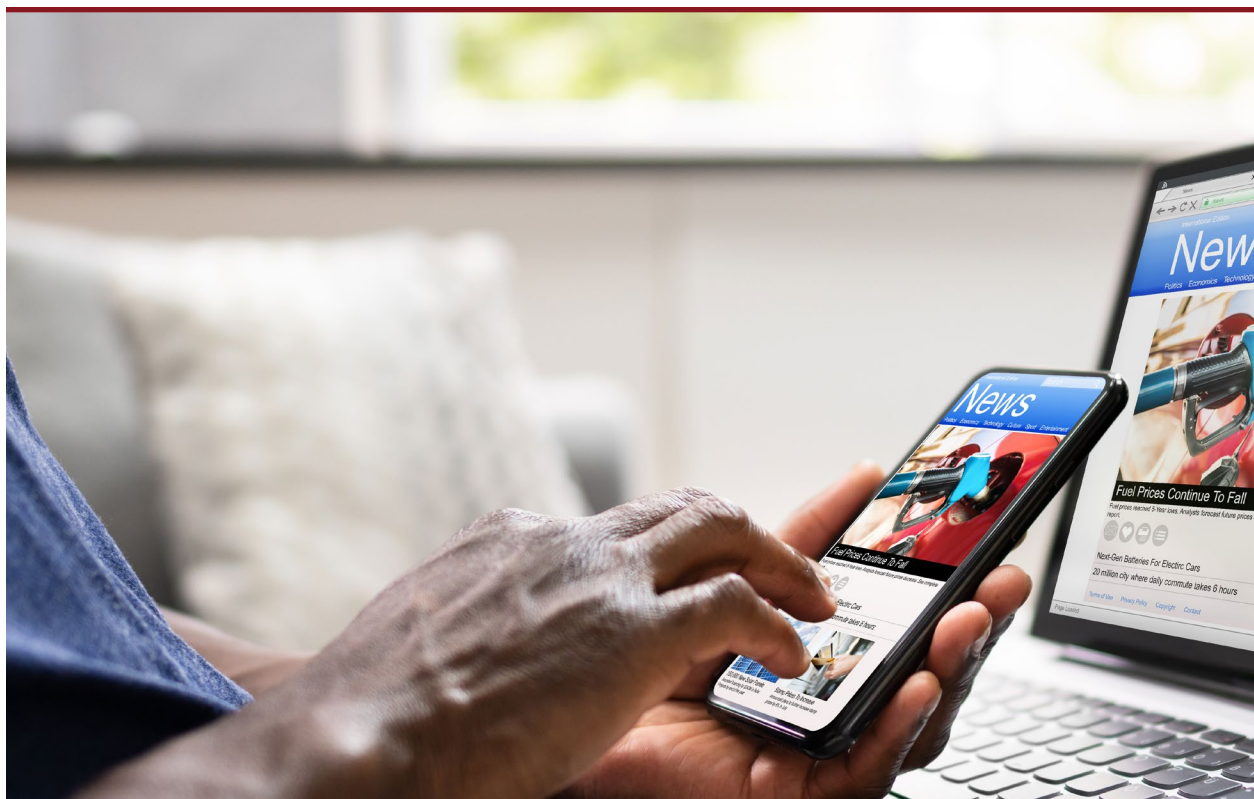
Ask attendees to complete the closing reflection questions on their own.

Share the information from the final page of the module about where participants can go to learn more.

Module 8: Practicing Good Media Hygiene

If you are facilitating this content with a group, consider the following tip to help you and the participants get the most out of the learning experience:

- Leave time and space for exploration and practice – This module introduces major concepts around media hygiene. It also encourages individuals to reflect on their own habits and develop practices that work best for them. You have considerable flexibility with how you introduce the content and how much time you leave for both individual and group reflection and activity.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- Briefly introduce the module topic.
- Consider reviewing the learning outcomes from the previous modules to emphasize the different skills participants are building over the course of the modules.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and then have volunteers reflect on their own media habits.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

- Review the content with your group and see whether anyone has questions or observations to share.
- If you have a larger group and/or would prefer a variation, break participants into smaller groups and have each one explore and report on a different section of the overview.

5. Practical application content

- Break participants into small groups and have them explore the questions and resources listed.
- Consider dividing up the content and letting small groups take the lead in exploring and teaching others what they learned in their respective sections.

6. Activity: Media hygiene questionnaire

Give everyone time to work on the activity section individually, and then put everyone into pairs or small groups to discuss their observations.

7. Conclusion

Share the closing thoughts section and leave time for questions and further discussion.

8. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

Share the information from the final page of the module about where participants can go to learn more.

Module 9: Sharing Digital Information Skills

If you are facilitating this content with a group, consider the following tip to help you and the participants get the most out of the learning experience:

- **Customize your content** – This module introduces a variety of approaches for sharing media literacy knowledge. Feel free to heavily customize the content depending on the interests of your audience. If people are more concerned with ways to engage with family and friends, you can focus there; if your audience is interested in developing their own community programming, you can shift the focus in that direction.



Sample Lesson Plan for Facilitators

1. Welcome and introductions

2. Introductory content

- Briefly introduce the module topic.
- Review the content from Module 8 to lead into Module 9.

3. Preliminary assessment questions

Reflection question

Variation 1 – Ask attendees to consider the question and share their stories in small groups.

Variation 2 – Ask attendees to jot down a response on their own, and then ask volunteers to share their stories of talking to someone to try to correct mis- and disinformation.

Multiple choice questions

Variation 1 – Ask attendees to complete each question individually, and ask volunteers to share their responses.

Variation 2 – Depending on your setup, use a polling tool like [Poll Everywhere](#) to generate anonymous responses from the audience.

4. Overview content

- Review the content with your entire group, leaving time for questions. Prompt a discussion about how people have shared information about media literacy and mis- and disinformation with others.
- If you have a larger group, consider leaving time for smaller breakout groups to engage in discussion before coming back together.

5. Practical application content

- Break up the list and assign small groups a few areas to explore on their own. You can adjust the number of areas the groups are assigned based on the overall size of your audience.
- Encourage them to search for more information and examples. The small groups can then report on what they've discovered.

6. Activity: Sharing digital information skills

- Give everyone time to work on the activity section individually, and then put them into pairs or small groups to discuss their observations.
- As a variation, instruct half of your class to work on Example 1 and half to complete Example 2, and then have everyone report back with their ideas.

7. Conclusion

- Share the closing thoughts section and leave time for questions and further discussion.
- Encourage your group to share their ideas and resources for future learning opportunities.

8. Closing assessment

Ask attendees to complete the closing reflection questions on their own.

Share the information from the final page of the module about where participants can go to learn more.