

TEACHER'S GUIDE for #IWASFAKE

Basic Remote Learning Course on “Dealing with Disinformation Amidst the Infodemic”

This course is part of the #IWASFAKE Remote Learning Resources developed by Out of The Box Media Literacy Initiative (OOTB) in response to the shift in remote learning of schools caused by the COVID-19 pandemic.

Course Design

The course contains **four (4) modules** meant to be covered in four (4) weeks. As prescribed by the Department of Education of the Philippines, each module contains **two (2) lessons** and is aligned with selected MELCs (Most Essential Learning Competencies) for the SHS core subject Media and Information Literacy (MIL) (see MELC matrix in the next page). While the #IWASFAKE resources are especially designed for the MIL subject, teachers from all grade levels and subjects are welcome to adopt and integrate any of our content in their curriculum.

Since the individual modules are ready-to-use they can simply be adopted by the teacher anytime within the semester. However, we highly recommend the adoption of the entire course in its intended sequence (Module A to D).

This course modules are designed for **self-directed** and **asynchronous** learning that can be accessed by students in both **digital** (web platform) and **non-digital** (printable modules) formats.

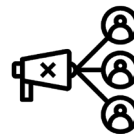
With minimal supervision from their teachers, the students will explore **key questions** in each lesson. It will be done through a brief discussion of **concepts**, real-world examples or **case studies**, and question prompts for **self-reflection**. For students accessing the course digitally, pop quizzes, video playlists and links to other supplementary media are also included in each module.



MODULE A “Fake news” and the Infodemic

LESSON 1. In what ways are “fake news” and the coronavirus similar?

LESSON 2. What is the ‘Infodemic’ and what makes it a big problem?



MODULE B Misinformation & Disinformation

LESSON 1. What makes misinformation and disinformation better terms to use than “fake news”?

LESSON 2. What are the seven types of mis-/disinformation?



MODULE C Practicing Healthy Skepticism

LESSON 1. Why should we keep our emotions in check when we are online?

LESSON 2. How do we find balance between doubting and trusting?



MODULE D Basic Verification & Reporting

LESSON 1. How can we verify posts and profiles on social media?

LESSON 2. What should we do after verifying mis-/disinformation?

Module Objectives and MIL MELC Matrix

This course is designed not to follow the suggested arrangement of MELCs for the MIL subject. Given that we recommend prioritizing the in-depth discussion of the topic of “fake news” in the MIL subject, we see it fit for teachers to not follow in order the MELCs. Instead we suggest that these MELCs be assigned across several modules/weeks.

Modules	Objectives <i>By the end of this module, the student will be able to...</i>	Most Essential Learning Competencies (MELCs) for MIL
A. “Fake news” and the Infodemic	<ul style="list-style-type: none"> explain the similarities between “fake news” and the coronavirus recall local and global events related to the “fake news” phenomenon discuss the related phenomena of “fake news” and the infodemic classify different “fake news” about COVID-19 into its four themes 	<ul style="list-style-type: none"> Discuss the implication of media and information to an individual and the society Analyze how the different dimensions are formally and informally produced, organized, and disseminated
B. Misinformation & Disinformation	<ul style="list-style-type: none"> explain the problem with the use of the term “fake news” compare and contrast misinformation and disinformation illustrate how networked disinformation operates in the country investigate the seven most common types of mis-/disinformation 	<ul style="list-style-type: none"> Discuss the implication of media and information to an individual and the society Analyze how the different dimensions are formally and informally produced, organized, and disseminated
C. Practicing Healthy Skepticism	<ul style="list-style-type: none"> determine how personal biases influence one’s perception of information identify the tell-tale signs present in most mis-/disinformation acknowledge one’s emotional reactions to given issues foster healthy skepticism towards the self and the information environment 	<ul style="list-style-type: none"> Discuss responsible use of media and information Discuss the implication of media and information to an individual and the society Analyze how the different dimensions are formally and informally produced, organized, and disseminated
D. Basic Verification & Reporting	<ul style="list-style-type: none"> evaluate the accuracy of an image post through Reverse Image Search verify an information by performing lateral reading demonstrate the ability to report mis-/disinformation on Facebook write a fact-check about a piece of mis-/disinformation appreciate journalists’ discipline of verification commit to empathetic conversation in correcting people’s misinformation 	<ul style="list-style-type: none"> Describe the different dimensions of text and audio-visual information and media Discuss responsible use of media and information Cite an example of an issue showing the power of media and information to affect change Analyze how the different dimensions are formally and informally produced, organized, and disseminated Present an issue in varied ways to disseminate information using the codes, convention, and language of media

#IWASFAKE Assessments for Remote Learning

Monitoring students' learning is one of the most important tasks of a teacher. This is one of the things that require a major adjustment in the shift to distance learning. Are quizzes and written exams still effective in distance learning? How are we going to check papers and worksheets? How can teachers ensure the integrity of assessments? How are students supposed to be graded?

We have always believed that Media Literacy is at its best when focused on process skills and not on the mastery of content knowledge. Center for Media Literacy notes that *“teaching [Media Literacy] is different from teaching factual knowledge. Media literacy provides a process for learning—the process of inquiry—which can be applied to any content or subject area. It’s like learning to tie your shoes or ride a bike—you usually don’t “get it” the first time. Becoming media literate takes practice, practice, practice!”* (CML MediaLit Kit, 2008)

This is as good as saying we are not fans of objective type quizzes and written exams when teaching Media Literacy. This, however, does not mean that quizzes are irrelevant and useless in teaching the #IWASFAKE course. Quizzes are best utilized to sharpen students' conceptual knowledge and prepare them for real world application of skills which is the real meat of Media Literacy.

Quizzes

Each module in the #IWASFAKE Basic Course is supplemented with an objective type quiz with answer keys provided at the end. Instruct your students to answer them honestly and check their answers on their own afterwards. The results of these quizzes should not be recorded for student grades because its purpose is just to support your students' learning.

Moreover, for teachers who are doing online learning delivery, we recommend that you use the quizzes for interactive synchronous sessions.

Worksheets

Unlike the quizzes, the worksheets we created require students to use more analytical and evaluative thinking skills. These are designed to better assess the students' media literacy skills in practice as they are tasked to reflect not only on different media content but also their own news consumption. Some worksheets also require data gathering from available media.

These worksheets can be done in one sitting but will take a longer time to accomplish than the quizzes. Make sure to arrange with your students some protocols on how they will submit to you their outputs. Feedback is very important in distance learning. More than the scores you will give their work, prioritize giving your students substantive and personal feedback.

Performance Tasks

Authentic assessment is the gold standard in teaching Media Literacy. As stated above, the most important thing in Media Literacy is the meaningful application of essential skills and knowledge in the real world setting.

While it is important to think about what media tools (e.g. apps, online software) and media forms (e.g. blog, short film, podcast, poster) will be most ideal for the students to use and create, assigning performance tasks must first and foremost consider what specific competencies do you want to see your students perform.

Media Literacy is not the same as teaching Educational Technology nor Multimedia Arts.

The goal of teaching Media Literacy is NOT to train students to produce beautiful media content nor master a media production skill for any given purpose. Rather, the emphasis should be on the “so what”: For what purpose and for whom should the media be used and/or created? The performance tasks here focus on

the application of the four (4) #IWASFAKE skills and habits. While we identified recommended media tools and media forms to use for these tasks, you may consider others that may be more applicable to your students depending on their contexts. Rubrics are also provided.

The quizzes, worksheets, and performance tasks are all available only to registered teachers of the #IWASFAKE program. This is so that you can manage your students’ learning depending on your own context. Once you have downloaded the resources, you may upload them to your respective Learning Management Systems (LMSs) or send them directly to your students.

#IWASFAKE Assessments	Estimated time to accomplish	Requires internet use	Best assigned after module
Quizzes			
1. Classification: COVID-19 “Fake News”	10 mins	No	A
2. Multiple Choice: Misinformation & Disinformation	5 mins	No	B
3. True or False: Practicing Healthy Skepticism	5 mins	No	C
4. Jumbled Letters: Verification & Reporting Vocabs	10 mins	No	D
Worksheets			
1. “Fake News” Free Association	15 mins	No	A
2. “Fake News” Vulnerability Self-Check	15 mins	No	A
3. Deceptive Seven	45 mins	Optional	B
4. Patient Zero Philippines (w/ reading material)	30 mins	Optional	A/B
5. Are You Racist? (w/ reading material)	30 mins	Optional	C
6. Balancing Act	45 mins	No	C
7. Targeted (Fake) Headlines	45 mins	No	C/D
Performance tasks			
1. Kill ‘em with Kindness	*	Yes	D
2. Memes4News	*	Yes	D
3. Nose for (Fake) News	*	Yes	D

* Depends on the student

Name: _____

Date: _____

CLASSIFICATION: COVID-19 “Fake News”

Directions: Read each headline and identify which of the 4 themes of COVID-19 “fake news” does it fall under. Write only the letter of your answer. The choices are:

A. Where it came from

C. Symptoms and treatment

B. How it spreads

D. How we’re responding

- _____ 1. Tu-ob steam effective pamatay sa virus! SUBUKAN NINYO!
- _____ 2. COVID-19 only affects the elderly
- _____ 3. Bilang ng patay sa COVID sa Cebu lampas 5,000 na!
- _____ 4. Food poisoning sa hospital na binista ni VP Leni - nurse whistleblower
- _____ 5. Stay under the sun, heat can kill off the virus
- _____ 6. Indian immunity: Study claims dark skinned people cannot be infected by virus
- _____ 7. BEWARE: Mosquitos transmit coronavirus!
- _____ 8. Vitamin M mabisang lunas sa COVID: DITO LANG MABIBILI
- _____ 9. Made in China: Chinese Originated Viral Infectious Disease 19
- _____ 10. Antibiotics are effective in preventing and treating the new coronavirus
- _____ 11. Try this at home: Disinfect face masks with gasoline or diesel
- _____ 12. If a fart makes it through two layers of cloth, including denim jeans, how confident are you feeling in that facemask??
- _____ 13. Bangkay ng COVID nakatambak sa labas ng Jesus Reyes Hospital
- _____ 14. Study: Bill Gates with ID 2020 seeks to ‘microchip’ the world through COVID-19 vaccine
- _____ 15. “Sanitizers Don’t Help Against Coronavirus”

Answers: 1. C, 2. B, 3. D, 4. D, 5. B or C, 6. B, 7. B, 8. C, 9. A, 10. C, 11. C, 12. B, 13. D, 14. A or C, 15. C

Name: _____

Date: _____

MULTIPLE CHOICE: Misinformation & Disinformation

Directions: Select the correct answer for each item.

- _____ 1. The key difference between misinformation and disinformation is _____.
- A. Intent to harm
 - B. Effect to society
 - C. Level of falseness
- _____ 2. This term is coined to refer to “the many ways our information environment is polluted”.
- A. Information overload
 - B. Information disorder
 - C. Information distress
- _____ 3. The _____ of the term “fake news” happens when the term is used by politicians and other groups to attack the credibility of professional news organizations.
- A. Contamination
 - B. Weaponization
 - C. Popularization
- _____ 4. Misinformation happens when people unknowingly share false or misleading information. Often this happens because _____.
- A. They don’t care whether information is right or wrong.
 - B. They don’t understand technology.
 - C. They are trying to help.
- _____ 5. Where do staged videos, made-up quotes, and fake websites fall under the seven types of mis-/disinformation?
- A. Manipulated content
 - B. Satire
 - C. Fabricated content
- _____ 6. Which of the seven types of mis-/disinformation refers to when headlines or captions do not support the content, i.e. clickbaits?
- A. False connection
 - B. False context
 - C. Manipulated content
- _____ 7. When news stories from previous years are re-shared in present time, what type of mis-/disinformation is this?
- A. Imposter content
 - B. False connection
 - C. False context
- _____ 8. Which of the seven types of mis-/disinformation is not intended to cause harm but has potential to fool?
- A. Satire
 - B. Misleading content
 - C. Fabricated content

ANSWERS: 1. A, 2. B, 3. B, 4. C, 5. C, 6. A, 7. C, 8. A

Name: _____

Date: _____

TRUE OR FALSE: Practicing Healthy Skepticism

Directions: Identify whether the statement is true or false.

- _____ 1. Misleading content is information that has some amount of truth to it rather than being entirely made up.
- _____ 2. To be an emotional skeptic means to doubt people’s feelings towards you.
- _____ 3. If you agree with a news story, there’s a higher chance that it’s true.
- _____ 4. All information is designed to deceive or manipulate people in one way or another.
- _____ 5. We must be aware of and open to questioning not only the biases of media producers but also our own biases.
- _____ 6. Impulsive people are less likely to be misinformed.
- _____ 7. Anchoring bias happens when we believe the first thing that appears in our newsfeed is most credible.
- _____ 8. One reason why many “fake news” about COVID-19 is spreading is because of people’s fear and anxiety over the disease.
- _____ 9. To be cynical means to act with caution.
- _____ 10. It does not mean that if you spot a red flag in a particular material, it is already a piece of disinformation.

Answers: 1. TRUE, 2. FALSE, 3. FALSE, 4. FALSE, 5. TRUE, 6. FALSE, 7. TRUE, 8. TRUE, 9. FALSE, 10. TRUE

Name: _____

Date: _____

JUMBLLED LETTERS: Verification & Reporting Vocab

Directions: Identify the correct word by jumbling the letters.

- _____ 1. CIIBTOTVYEJ the common misconception that journalists are supposed to be free of bias which is impossible given that journalism is a profession that involves making a lot of decisions: The Myth of _____
- _____ 2. IEFAITOV CNR the act and process of proving if something is accurate or correct:
- _____ 3. OLTRL someone who makes intentionally inflammatory, rude, or upsetting statements online to elicit strong emotional responses:
- _____ 4. EAARLLT leaving a site to see what other digital sources say about it: _____ Reading
- _____ 5. AYHMTPE being aware of, being sensitive to, and vicariously experiencing feelings and thoughts of others
- _____ 6. ENNTCUAIIHT the use of multiple accounts or pages that hide the real identities of the people running them to mislead and/or influence people: Coordinated _____ Behavior
- _____ 7. EREESVR an image verification technique that allows you to check one or more image databases (with billions of images): _____ Image Search
- _____ 8. ERTEEDANG any digital content that is produced and shared by end users of an online service or website: User-_____ Content
- _____ 9. NAEHCKCGCTIF the process of checking that all the facts in a piece of writing, a news article, a speech, etc. are correct
- _____ 10. DTRDSSAAN a guide for what is and isn't allowed on Facebook: Community _____

Answers: 1. Objectivity, 2. Verification, 3. Troll, 4. Lateral, 5. Empathy, 6. Inauthentic, 7. Reverse, 8. Generated, 9. Fact-checking, 10. Standards

Name: _____

Date: _____

WORKSHEET: “Fake News” Free Association

Directions: The following are terms, concepts, and entities that are related to the “Fake News” phenomenon. Read each term and think of four or five other words, situations, or events that might be associated with it.

“Fake news”	
Mainstream media	
Social media	
DDS, Dilawan	
Internet trolls, troll farms, bots	
State-sponsored disinformation	
Cyberwarfare, propaganda	
Blogs	

Name: _____

Date: _____

WORKSHEET: “Fake News” Vulnerability Self-Check

Directions: Mark each statement Yes, No, or Don’t Know as it applies to you.

- _____ 1. I rely on social media to receive news and information.
- _____ 2. When I read or watch the news, I only skim through the details and seldom get the entire story.
- _____ 3. I spend ‘more than enough’ hours on social media daily.
- _____ 4. I naturally share other people’s posts when I find them interesting.
- _____ 5. I can easily tell if an image is photoshopped.
- _____ 6. I make decisions on impulse when I am afraid, anxious, or confused.
- _____ 7. I often compare news and information coming from different sources.
- _____ 8. I am part of an organization/group where I have similar beliefs with its members (i.e. student orgs, religious group, Facebook political groups, gaming communities).
- _____ 9. I do not have a lot of opportunities to discuss news, politics and current affairs with people I disagree with.
- _____ 10. I think the news media today cannot be trusted generally.

In the space below, explain how vulnerable you think you are to “fake news”. Consider your answers in the checklist above.

Name: _____

Date: _____

WORKSHEET: Deceptive Seven

Directions: Since the seven (7) types of mis-/disinformation exist in a spectrum, more than one type can apply to a specific piece of content. In this worksheet, your task is to identify all the possible TYPES applicable to each item given. After identifying the types, provide each with a one-sentence explanation why such type describes the content.

- As early as February 2020, this photo circulated on social media of supposed coronavirus-infected corpses in Wuhan, China. This, however, was a photo taken in 2014, showing participants of an art project remembering victims of a Nazi concentration camp. *(Read more at cutt.ly/iwas1)*



Type:

Explanation:

.....

.....

Type:

Explanation:

.....

.....

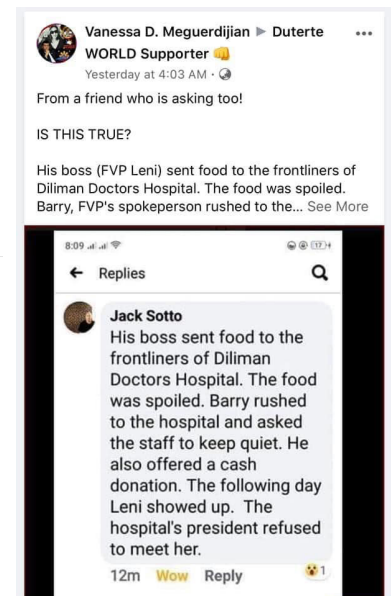
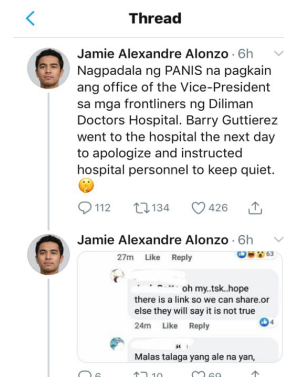
- Viral tweets and rumors claimed that the Office of Vice President donated spoiled food to frontliners at a QC hospital and allegedly bribed the hospital staff to keep silent about it. The hospital released a statement days after, denying the rumors. Robredo herself said the incident never happened. *(Read more at cutt.ly/iwas2)*

Type:

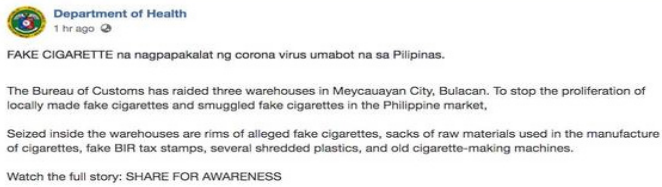
Explanation:

.....

.....



3. A website named medsalert.ml, bearing the name and logo of the DOH, falsely claims that fake cigarettes that spread coronavirus have been shipped to the Philippines. *(Read more at cutt.ly/iwas3)*



Type:

Explanation:

.....

.....

Type:

Explanation:

.....

.....

4. A false article claiming that Bill Gates was arrested for “creating coronavirus” used an edited photo of him in handcuffs. The original post shared on Facebook links to an article published by an Australian satirical website called Betoota Advocate. The story was, however, republished as real news on a different website and was shared many times on Facebook by commenters who seem to believe the claim is true. *(Read more at cutt.ly/iwas4)*

Type:

Explanation:

.....

.....

Type:

Explanation:

.....

.....



Name: _____

Date: _____

WORKSHEET: “Patient Zero” Philippines

Directions: Read this excerpt from the article “*The Philippines Was A Test Of Facebook’s New Approach To Countering Disinformation. Things Got Worse.* (August 7, 2019)” by Craig Silverman for BuzzFeed News. Answer the questions provided.

One month before the recent midterm elections in the Philippines, a political Facebook page called PULITikaNgInaMo shared an article that said Chinese tourists were largely responsible for lawless behavior on the resort island of Boracay.

The page called the tourists “dog eaters,” and referred to Chinese people as “ching chong.” It invited its followers to submit memes mocking them. The same page also posted a photo of what appeared to be a Chinese child defecating on a public street and called on its many followers to “fight together” against Philippine President Rodrigo Duterte and his close relationship with China.

Three years after Duterte’s 2016 campaign rode a wave of false stories, paid trolling, and the resulting Facebook engagement to victory, opposition candidates who once lambasted the president and his legions of digital disinformation agents have adopted some of the same tactics. The result is a political environment even more polluted by trolling, fake accounts, impostor news brands, and information operations, according to a new study.

Alarmingly, this uptick occurred in spite of Facebook investing in third-party fact-checking and acting to remove pages and accounts that violated its policies — including the takedown of a network belonging to a key Duterte social media adviser. The goal was to prevent the same outbreak of falsehoods, harassment, and digital manipulation that characterized the 2016 campaign.

Instead, these tactics became even more widespread among digital campaigns and were adopted by those who once condemned them, according to Jonathan Corpus Ong, an associate professor at the University of Massachusetts Amherst and a coauthor of the research. He told BuzzFeed News that the worsening

situation in the Philippines’ digital environment is a warning sign to the US for 2020.

“I would stress that the Philippines could preview disinformation innovations in other countries,” he said.



That was the case in early 2016, when Duterte supporters’ successful weaponization of Facebook was followed by similar tactics in the online battles that preceded Brexit and Donald Trump’s election victory.

“[Duterte’s win] was the beginning because a month later it was Brexit and then Trump got the nomination and then you had the US election,” said Katie Harbath, Facebook’s public policy director for global elections, in a speech last year.

She referred to the Philippines as “patient zero” when it comes to the weaponization of digital platforms during elections.

By that measure, there is reason for global concern. The research by Ong and two colleagues paints a bleak picture of the ability of platforms such as Facebook to counter bad actors, and details the increasing professionalization of trolling and information operations within political campaigns.

(...) They write that “social media and disinformation have become more central and entrenched in the conduct of Philippine political campaigns” while “disinformation producers are becoming more insidious and evasive.”

Ong and his colleagues show that new election rules aimed at bringing more transparency to digital campaigns, as well as efforts by Facebook to support fact-checking and execute takedowns, didn't beat back the tide of digital disinformation. The official and unofficial digital campaigns supporting Duterte and the opposition simply adapted to new rules and instituted countermeasures to avoid being flagged by fact-checkers or the platforms. And the PR firms executing these tactics still face little or no accountability, Ong said.

The result was that the use of trolls, false news, misleading memes, microtargeting, and other so-called black ops was even more widespread in 2019 than in 2016. Budgets for social media campaigns also increased, according to Ong and his colleagues.

“This is practiced by both Duterte’s allies and the opposition, and even by politicians who previously decried the rise of disinformation practices, showing they felt they had to adapt, rather than continue to oppose, these new forms of digital campaigning,” they write.

“Facebook has become a very big business here,” one person running a social media campaign in support of Duterte told them.

Source: Silverman, C. (7 August, 2019). *The Philippines Was A Test Of Facebook's New Approach To Countering Disinformation. Things Got Worse*. BuzzFeed News. Retrieved from <https://www.buzzfeednews.com/article/craigsilverman/2020-philippines-disinformation>

I. Use context clues or a dictionary to define the following terms in the article.

- “Patient zero”
- Weaponization (of digital platforms)
- Professionalization (of trolling and information operations)
- Takedowns
- Microtargeting

II. Questions:

1. Why is the Philippines referred to as “patient zero” for disinformation?
2. What are the specific disinformation tactics and innovations that have been observed in the Philippines, particularly in the last two elections (2016 and 2019)?
3. What efforts have been done by social media platforms and by the government to address digital disinformation in the country? Have these been successful, and why so?

Name: _____

Date: _____

WORKSHEET: Are you racist?

Directions: Read this excerpt from the article “*Coronavirus coverage shows how epidemics can spread racism* (January 30, 2020)” by Jonathan Corpus Ong and Gideon Lasco for OpenDemocracy.net. Answer the questions provided.

The way we understand illness is rarely defined by science alone. That is particularly evident when there are gaps in scientific knowledge – cliché and prejudice fill the void. Narratives of karmic debts, secret conspiracies, and depraved deviants offer the most irresistible explanation. In our fractious times, misinformation – spread wittingly and unwittingly – through the media and online only exacerbates these fallacies.

We see this today both in media coverage and public response to the Coronavirus outbreak. Overnight, to be from Wuhan – or even just to be Chinese – is to be a dangerous “other” to be shunned, banned from entry (regardless of the medical rationale for such a decision), and even blamed for the outbreak. In a matter of days, millions of mostly healthy people have found themselves trapped in their own homes – and unwelcome anywhere else.

As social scientists, we fear that such dangerous narratives are encouraging racism and hate by portraying vulnerable populations as virulent carriers, rather than victims worthy of empathy and sympathy. The outbreak comes at a time when mainland Chinese people are already facing prejudice in neighbouring

Asia countries. In Hong Kong, mainlanders have long been referred to by the slur “locust”. This intra-ethnic mockery, of course, plays out against a broader political battle for sovereignty from Beijing.

Recently the Twitter account Free with Hong Kong whose bio includes “Fight for Freedom” posted pictures of Chinese restaurants serving newborn mice and bat soup to diners with the hashtags #chinazi and #WuhanCoronaVirus. Political resistance might be moral justification for such incendiary tweets, but this betrays both bigotry and amnesia. The SARS epidemic of 2003 is widely suspected to have originated from civet cat in the Cantonese province of Guangdong, bordering Hong Kong.

In the Philippines, China’s territorial encroachment of the South China Sea not to mention President Rodrigo Duterte’s increasingly cozy ties with Beijing have triggered political and cultural resentments – many of which, while justifiable per se, have been projected onto mainland Chinese tourists and workers. In the recent election of 2019, opposition politicians and influencers seeking political leverage fanned the flames of anti-China sentiment through emotionally manipulative memes and racist speech.

Philippine responses to the coronavirus have been similarly hostile. On Facebook, a transport blogger recently shared a screenshot of a ride-share driver refusing to serve mainland Chinese clients with the message, “If you are Chinese national you are not welcome because all of have Wuhan virus” [sic]. Instead of calling this out as unacceptable, the blogger’s resigned caption simply was: “Too harsh? Or fair enough?”

Other influencers have peddled conspiracy theory from alt-right news sites such as The Washington Times (also known for promoting climate change



WASHINGTONTIMES.COM

Virus-hit Wuhan has two laboratories linked to Chinese bio-warfare program

denial), insinuating the virus might be Beijing's secret biological weapon to undermine their political and territorial rivals.

(...) This is not a new phenomenon. The SARS epidemic was met with similar responses, including the perpetuation of Asian stereotypes. The scare over the Ebola virus was likewise laden with prejudice against Africans. As Donald Trump's tweets during those times show (e.g. "Stop the EBOLA patients from entering the U.S. Treat them, at the highest level, over there. THE UNITED STATES HAS ENOUGH PROBLEMS!"), it can lead to unwarranted actions and further incite panic.

Both journalists and the general public can do better by amplifying stories that recognise the agency of doctors and responders on the ground, and sharing (and verifying) stories and videos produced by

ordinary people in Wuhan. These stories remind us that the outbreak is experienced most exceptionally as a tragedy by people that both mainstream news and fake news sites have dehumanised.

Before sharing and posting clickbait articles, it's healthy to engage with the roots of our prejudice and our selective empathy. Are we conflating the Chinese government, whose past or present actions we may object to, with the Chinese people? What lessons should we heed from previous epidemics of SARS, Ebola, and even AIDS and the secondary catastrophe of discrimination and social shaming that they have inflicted to particular communities?

Source: (Ong, J.C. and Lasco, G., 30 January, 2020). "Coronavirus coverage shows how epidemics can spread racism". Open Democracy. Retrieved from: <https://www.opendemocracy.net/en/response-coronavirus-shows-how-epidemics-can-spread-racism/>

I. Use context clues or a dictionary to define the following terms in the article.

- Cliche
- Prejudice
- Fallacies
- Bigotry
- Selective empathy

II. Questions:

1. What are some cliches and prejudices about China and the Chinese people that have emerged since the outbreak of coronavirus?
2. According to the article, what are the specific socio-political conditions or situations that contribute to the hostile response of some Filipinos to the coronavirus?
3. What recommendations did the authors give for people to address emotionally manipulative content and racist speech?
4. How does 'emotional skepticism' help in these kinds of mis-/disinformation?

Name: _____

Date: _____

WORKSHEET: Balancing Act

Directions: Reflect on your own news consumption and personal biases. Fill in the blanks.

I strongly believe news and information from...	I highly doubt news and information from...
Because...	Because...
I notice that most, if not all, information from this source are...	I notice that most, if not all, information from this source are...
I would only doubt information from this source if...	I would only believe information from this source if...
Aside from this source, I make sure to get information from other sources such as...	Aside from this source, there are many other unreliable sources of information like...
I know I have my own personal biases about...	I know I have my own personal biases about...
But I make sure that these biases are not the reason why I trust these sources. I have trust because...	But I make sure that these biases are not the reason why I doubt these sources. I have doubt because...
<i>In conclusion, it's always best to find a balance between trusting and doubting; practice healthy skepticism.</i>	

Name: _____

Date: _____

WORKSHEET: Targetting the Vulnerable

Directions: A lot of “fake news” rely on people’s confirmation bias, or our tendency to accept information faster and easier when they confirm our existing views. They are designed to trigger people’s emotions, too. In this worksheet the challenge for you is to try to be inside the mind of a “fake news” peddler or influencer. Come up with “fake news” headlines about COVID-19 that target each audience group according to their beliefs and worldviews. After writing the headline, explain why you think it will work with the audience group.

<p>Audience Group A. These are people who are displeased with the government agencies running the national efforts against COVID-19. They have a very low trust in the present administration.</p>	Headline:
	Explanation:

<p>Audience Group B. These are Filipinos who seem to view their fellow Filipinos who are poor as generally lazy, ungrateful, and rude. They believe that people’s incompetence and lack of hard work leads to poverty.</p>	Headline:
	Explanation:

<p>Audience Group C. These are people who have misogynistic views, those that show strong hatred or contempt of women. They believe that women are of lesser value than men in the society.</p>	Headline:
	Explanation:

<p>Audience Group D. These people hate activists in general. They think protests are passe and that they only promote chaos and disorder. Some even link them to terrorist groups.</p>	Headline:
	Explanation:

Name: _____

Date: _____

PERFORMANCE TASK: Kill ‘em with Kindness

Correcting people who share mis-/disinformation could be pretty challenging, especially if the one you are correcting is not a very accepting person. But still you must try. Empathic conversation is key here. You must try to take the position of the person you are correcting and understand where they are coming from. This will not only make them open up to you but will also help you manage your own feelings and stress levels.

Directions: In this Performance Task, the challenge for you is to try to make an empathic conversation with someone who shared misinformation online. Try striking a conversation with (a) a complete stranger and (b) with a friend, relative, or acquaintance.

Here is a suggested step-by-step for you:

1. Look for a shared piece of mis-/disinformation on social media. Try looking at public groups, chat groups, or your news feed.
2. Verify it by the going through the three (3) key questions and tips in UGC verification (Module D - Lesson 1)
3. Look for supporting material/s online (e.g. fact-check articles, videos, first-hand sources)
4. Analyze and reflect on a caption or comment that was written by a person you want to converse with. Where is s/he coming from? What could be his/her reason for sharing the content?
5. Construct your response. You may either publicly post it in the thread and tag the person or send it as a private message.
6. Wait for the response of the person.
7. If you receive a response, try sustaining the conversation.
8. Remember: The goal is not to “win over” the person but to practice empathy.
9. Screenshot your conversation or copy it verbatim. Note: Do not disclose the names of the people you conversed with (Blur the names or give them aliases).

Student Output: Produce a creative media presentation featuring the record of your two attempts at empathic conversation (either through screenshot or verbatim copy); the details of the corrected mis-/disinformation; and your reflection of the experience.

Possible media tools and formats:

- Digital (Offline): Powerpoint, Photoshop, Movie Maker
- Digital (Online or App-based): Canva, FlipGrid, Padlet
- Non-digital: Zine, collage-style poster

Performance Task Grading Rubric: Kill Them with Kindness

Criteria	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Use of empathic language (25%)	Student did not demonstrate courtesy and rapport was not established; Student may have used harsh or sarcastic language	Student made the effort to establish rapport but mutual understanding was not reached	Courtesy, rapport, and respect were present in the conversation; it ran smoothly	Courtesy, rapport, and respect were present in the conversation; it ran smoothly and ended with observable agreement between the parties
Use of supporting materials for misinformation correction (25%)	Student did not provide any resources to support the corrected misinformation in both conversations	Student provided limited resources to support the corrected misinformation in each conversation	Student referenced 1-2 substantive resource/s that supported the corrected misinformation in each conversation	Student referenced more than 2 substantive resources that supported the corrected misinformation in each conversation
Student's reflection on the experience (25%)	Student failed to reflect on the experience	Student provided little reflective notes on the experience	Student effectively expressed learning from their reflection on the experience	Student effectively expressed learning from the experience and showed vigor in undertaking empathic online conversations beyond the exercise
Creativity in presentation (15%)	Student either failed to provide screenshots or record the conversations verbatim	Student was able to provide copies of the conversation but it was poorly taken	The student used sufficient tools in presenting the conversation and the reflection	The student used a variety of tools in the presenting the conversation and the reflection
Compliance in required persons to converse (10%)	Student either did not accomplish the task of interviewing (1) a stranger and (2) a friend, relative, or acquaintance OR Student staged the conversations	Student only accomplished 1 of the 2 required conversations	Student accomplished both conversation tasks	Student went beyond expectation and attempted to make more conversations than required

Name: _____

Date: _____

PERFORMANCE TASK: Memes4News

Today, some people take memes as their sources of news. As ridiculous as it is, this seems to be the rule in the post-truth era: “If it seems to be true, it must be true.” This is a very dangerous premise why “fake news” spread so easily and so widely today. Whether a meme is well edited or poorly edited does not matter; these fabricated and manipulated content rely on their emotional load. Memes, after all, are designed to be funny, sarcastic, or provoking--not be instructional or informative.

Directions: In this Performance Task, you will produce a creative portfolio of memes (3-5 memes) that have become viral over the course of the COVID-19 pandemic. Collect information and analyze these memes and look for credible news and information sources to fact-check them. Provide the following information for each meme:

Text	What words or phrases are written in the meme?
Image	What images are included in the meme?
Claim	What does the meme want to say?
Source	Who created or shared this meme?
Reach	How many reactions, shares and comments did this meme receive?
Purpose	What do you think is the purpose of the creator of the meme?
Example comment	Copy a comment on the meme that was posted by any random user.
Evaluation	Based on the meme’s content, claim, source, reach, and purpose, how harmful do you think is this meme? What is the likelihood that this meme can misinform people?
Facts	What are the actual facts about the claim of meme?
Source of fact-check	Where did you get these facts?
Manipulated or fabricated?	Is the meme a manipulation of existing images, quotes, or headlines, or is the meme 100% false and made-up?
Satire?	Was the meme created for satire? Why do you think so?

What are memes?

A meme is a virally transmitted image embellished with text, usually sharing pointed commentary on cultural symbols, social ideas, or current events. A meme is typically a photo or video, although sometimes it can be a block of text. When a meme resonates with many people, it’s spread via social platforms like Twitter, Facebook, Instagram, texting, and more. The more a meme is spread, the greater the cultural influence it has.

Definition from Gil, P. (22 June, 2020). What is a Meme?. Lifewire.com. Retrieved from <https://www.lifewire.com/what-is-a-meme-2483702>

LEARN MORE about memes in the instructional video of OOTB Media Literacy Initiative, titled “MediaXMemes” on YouTube!

Performance Task Grading Rubric: Memes4News

Criteria	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Meme analysis and evaluation (40%)	Student failed to collect 3-5 appropriate memes for analysis	Student made the effort to analyze and evaluate the memes but some information are missing	Student successfully provided all re-quired analysis and evaluation of the memes	Student successfully provided well-supported analysis and articulate evaluation of the memes
Use of supporting materials for fact-checking (30%)	Student did not provide any fact-check or sources to back up the fact-checks given	Student provided limited or unreliable sources to back up the fact-checks	Student provided accurate fact-checks of the memes with reliable sources cited. All sources are hyperlinked (for online/digital outputs).	Student was able to provide substantive fact-checks with enough background context and details. All sources are hyperlinked (for online/digital outputs).
Creativity and Organization (30%)	The portfolio demonstrates little creative expression and organization.	The portfolio demonstrates an average amount of creative expression and organization.	The portfolio demonstrates some creative expression and organization.	The portfolio demonstrates creative expression and outstanding organization.