
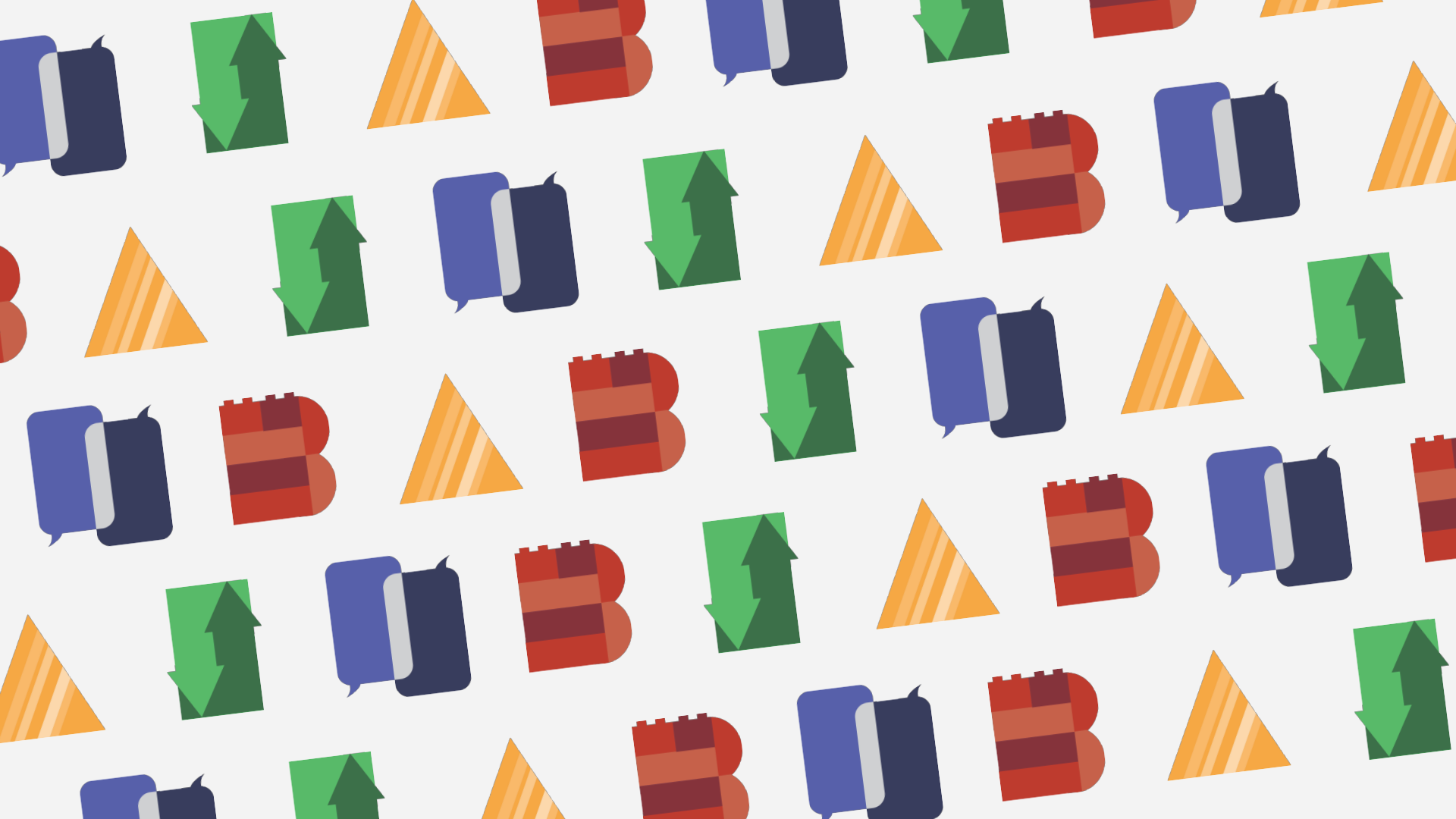


News Curation & Fact-Checking in the Classroom





Hello!

**We are your Habi Facilitators
Kaye, Lacey, Jovi, and Yumi**



The background of the slide is a repeating pattern of red lines forming a hexagonal grid, similar to a honeycomb structure. The lines are thin and evenly spaced.

Check-in!

Schedule

Session 1	Curating the News
Session 2	Media Environment and Vulnerability
Session 3	Bringing MIL to the Learners



Learning Objectives

- ★ To understand the key concepts in contemporary news media (i.e. misinformation, echo chamber) in the context of the classroom
- ★ To learn ways on how to discuss news curation in class

Chinese Whispers

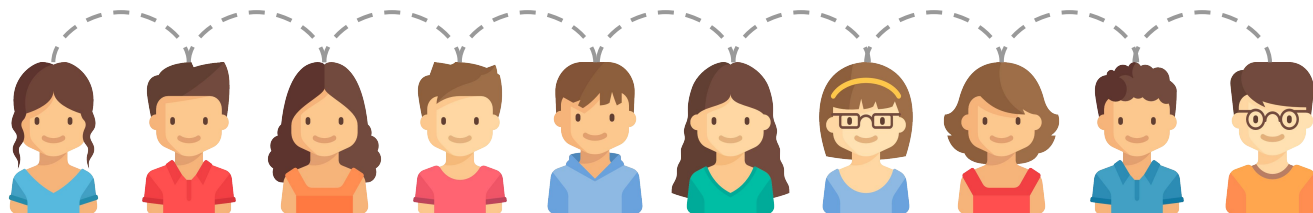
Form groups
of 10



Form a
straight line



Pass the
message as
accurately as
possible





Curating the News

INFORMATION AGE



MIS
+
DIS

INFORMATION AGE





Some facts and figures for context...

Taken from We Are Social and Hootsuite's
Annual Digital Report on the Philippines
(January 2019)

Source: Digital 2019 Report - The Philippines
<https://datareportal.com/reports/digital-2019-philippines>

JAN
2019

TIME SPENT WITH MEDIA

AVERAGE DAILY TIME SPENT CONSUMING AND INTERACTING WITH MEDIA [SURVEY BASED]



AVERAGE DAILY TIME
SPENT USING THE
INTERNET VIA ANY DEVICE



we
are
social

10H 02M

AVERAGE DAILY TIME
SPENT USING SOCIAL
MEDIA VIA ANY DEVICE



global
web
index

4H 12M

AVERAGE DAILY TV VIEWING TIME
(BROADCAST, STREAMING
AND VIDEO ON DEMAND)



3H 33M

AVERAGE DAILY TIME
SPENT LISTENING TO
STREAMING MUSIC



2H 06M

Source: Digital 2019 Report - The Philippines <https://datareportal.com/reports/digital-2019-philippines>



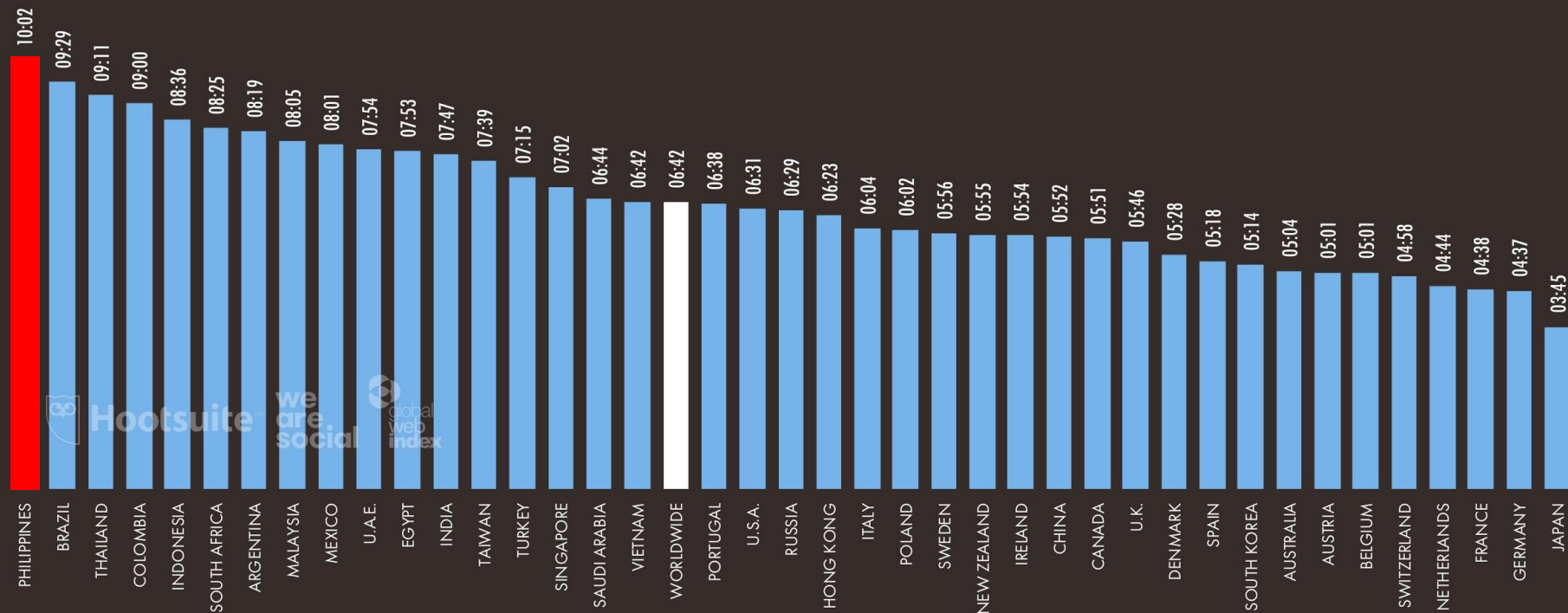
Hootsuite™

we
are
social

JAN
2019

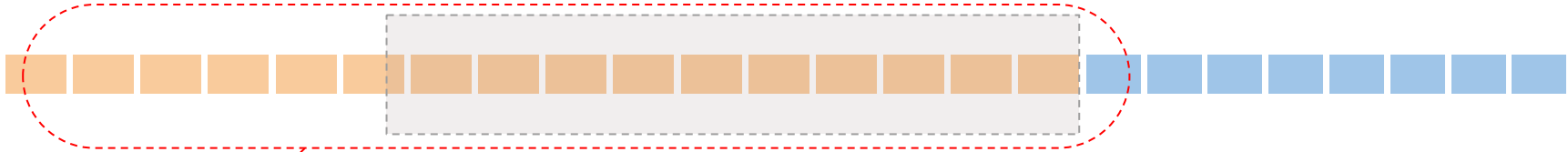
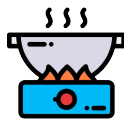
TIME PER DAY SPENT USING THE INTERNET

AVERAGE AMOUNT OF TIME PER DAY SPENT USING THE INTERNET VIA ANY DEVICE, IN HOURS AND MINUTES [SURVEY BASED]



Source: Digital 2019 Global Report <https://datareportal.com/reports/digital-2019-global-digital-overview>

On an average day...



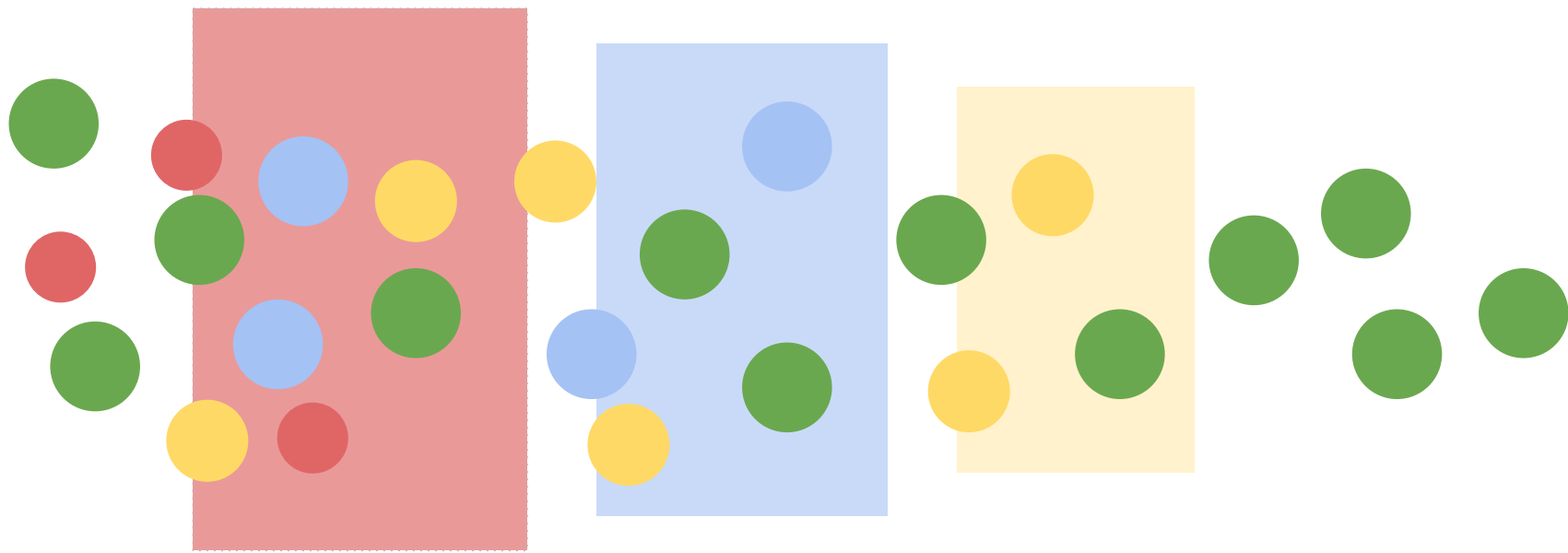
Unintentional
Exposure to Media



Intentional
Exposure to Media



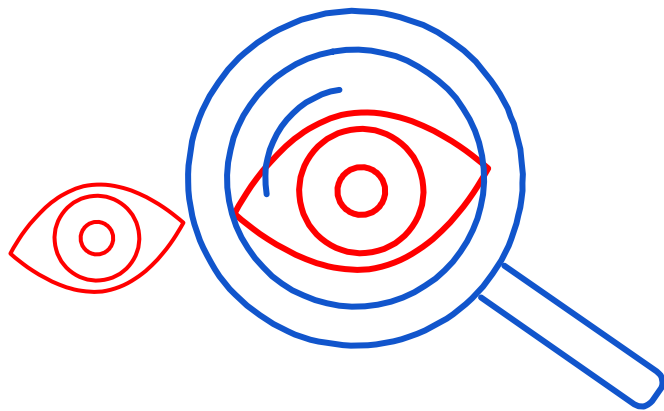
We are assaulted by massive amounts of content every day, and this has an influence on us whether we like it or not, whether we are aware of it or not.



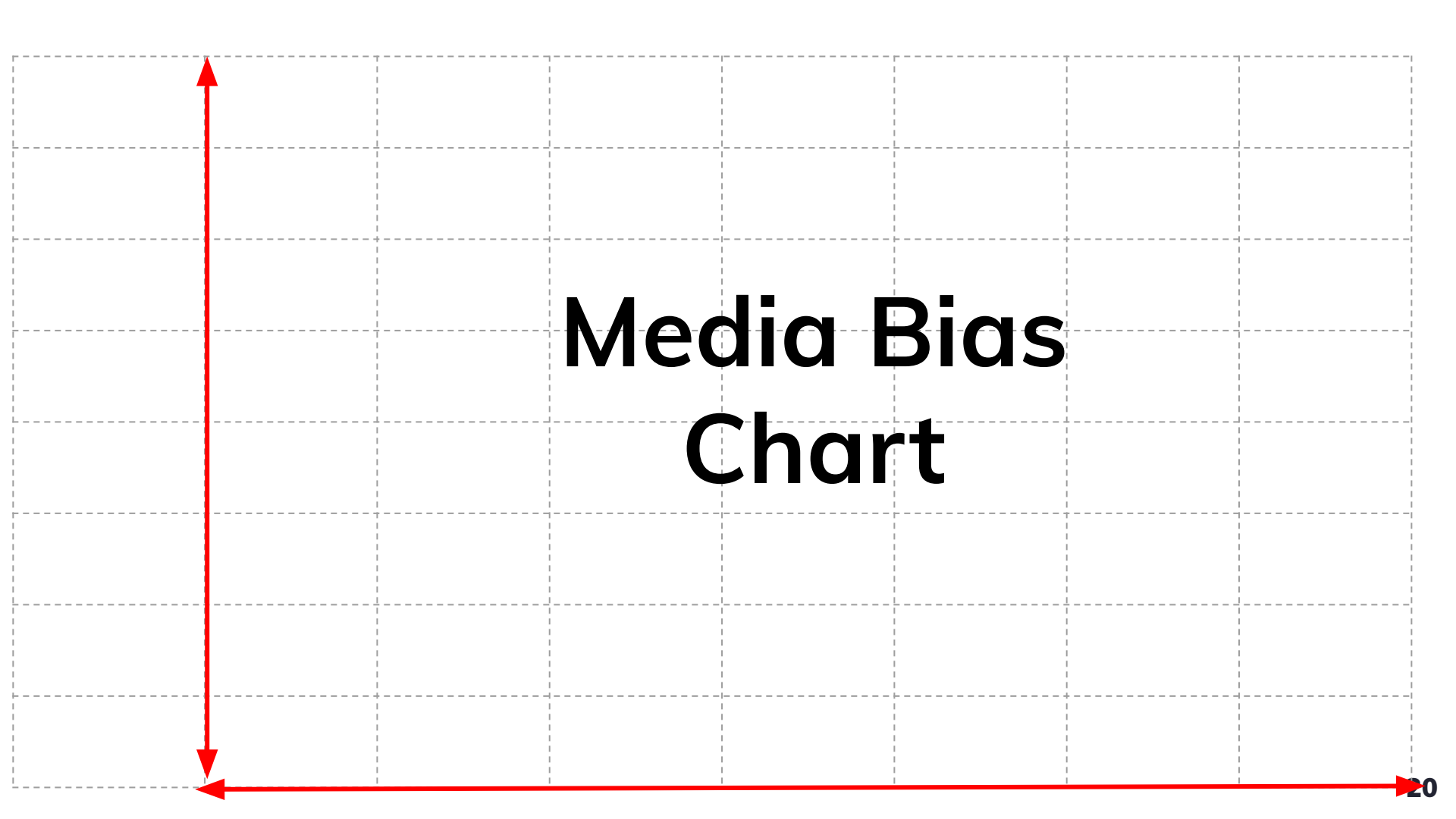
**We need to better curate
the content we receive.**



**One of the biggest
sources of content that
affects us is the news.**



**We start curating content
and news by being critical
about where its sourced.**



Media Bias Chart



OVERALL QUALITY

POLITICAL BIAS

ORIGINAL FACT
REPORTING

FACT
REPORTING

FACTS +
COMPLEX
ANALYSIS

FAIR OPINION

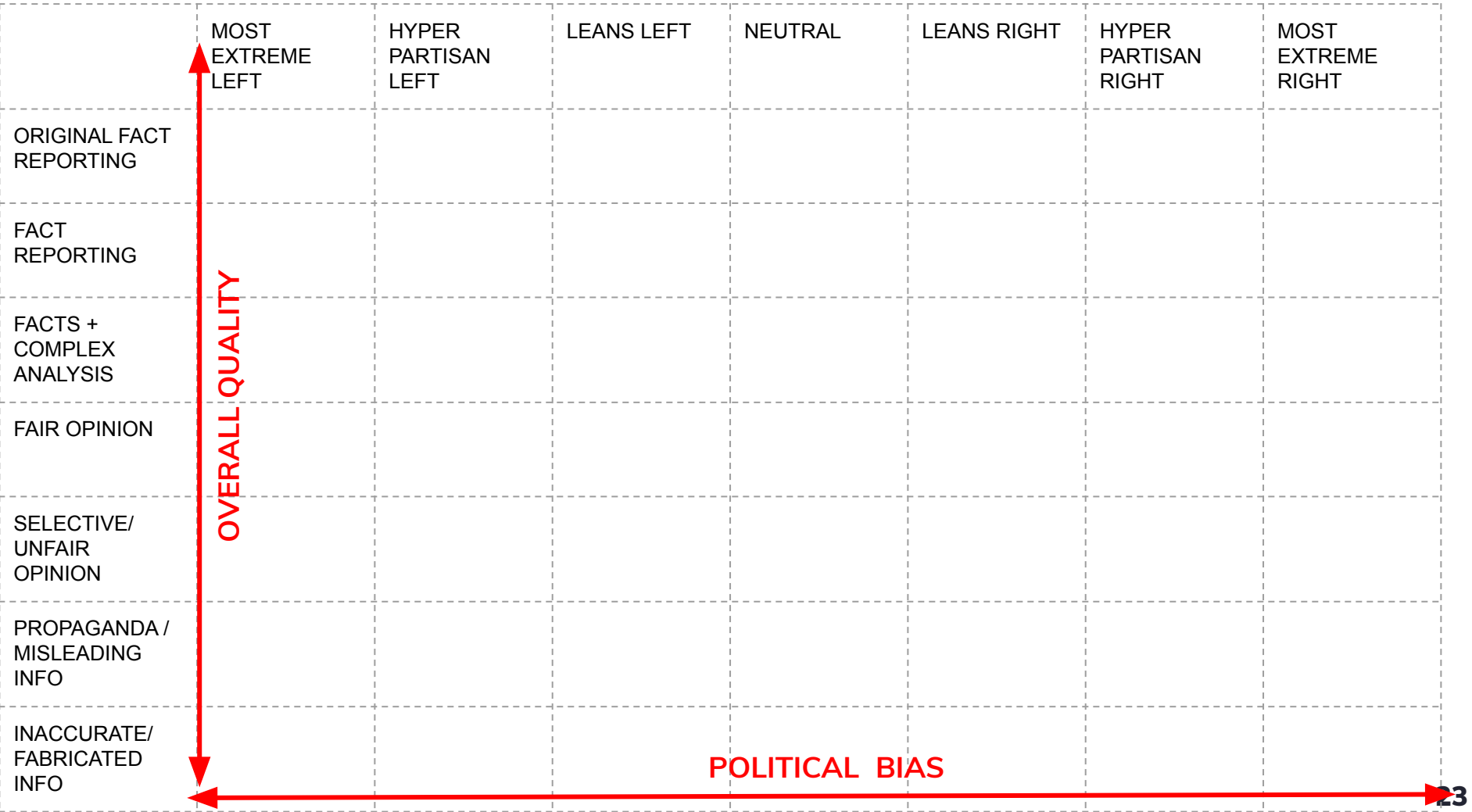
SELECTIVE/
UNFAIR
OPINION

PROPAGANDA /
MISLEADING
INFO

INACCURATE/
FABRICATED
INFO

OVERALL QUALITY

POLITICAL BIAS



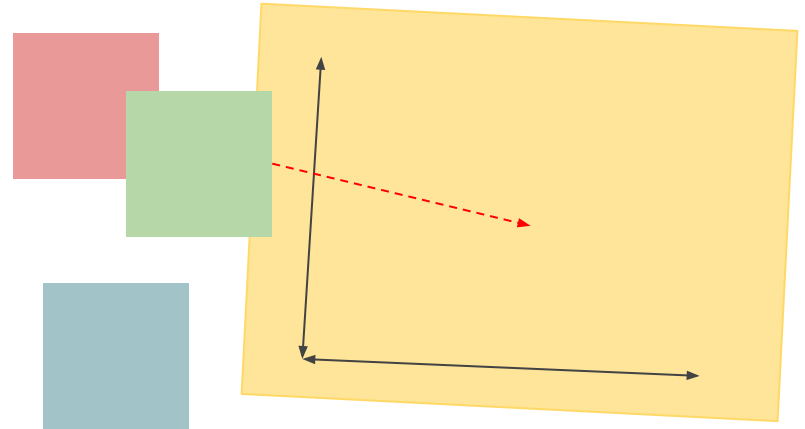
Activity:

Using the Media Bias Chart

In groups of 10, discuss the different types of media and news sources commonly accessible to Filipinos provided in the next slide.



Using post its, arrange them where you think they are located on the Media Bias Chart



- 
- ★ Rappler
 - ★ Philippine Daily Inquirer
 - ★ Vera Files
 - ★ Abante Tonite
 - ★ Mocha Uson Blog |
facebook.com/Mochablogger
 - ★ Thinking Pinoy |
thinkingpinoy.net
 - ★ Pinoy Ako Blog |
pinoyakoblog.com
 - ★ Get Real Philippines |
getrealphilippines.com
 - ★ ABS-CBN
 - ★ The Manila Times

- ★ CNN
- ★ Fox News
- ★ Bloomberg
- ★ BuzzFeed News
- ★ AP News
- ★ BBC News
- ★ Reuters
- ★ Vox
- ★ Channel News Asia
- ★ The New York Times

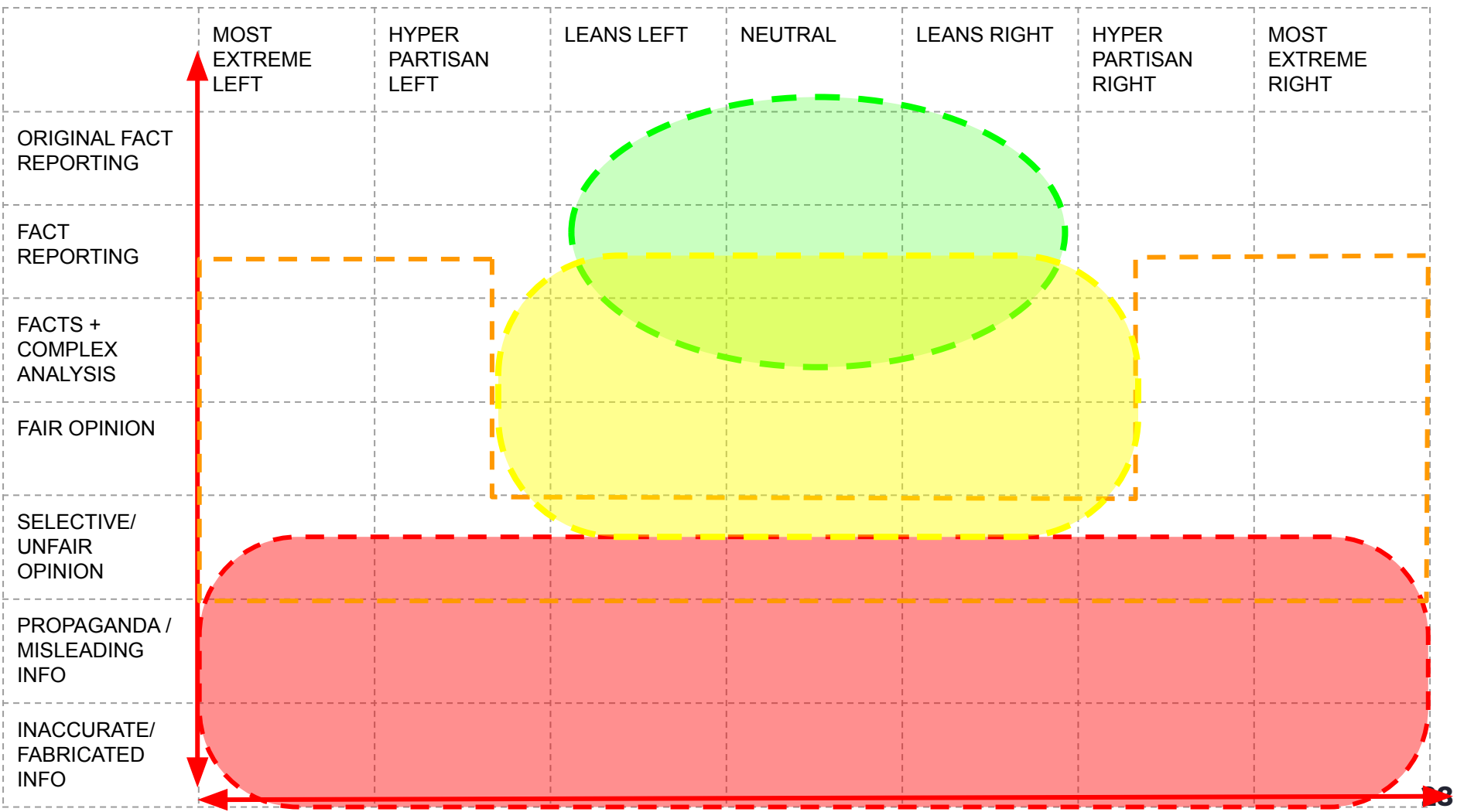


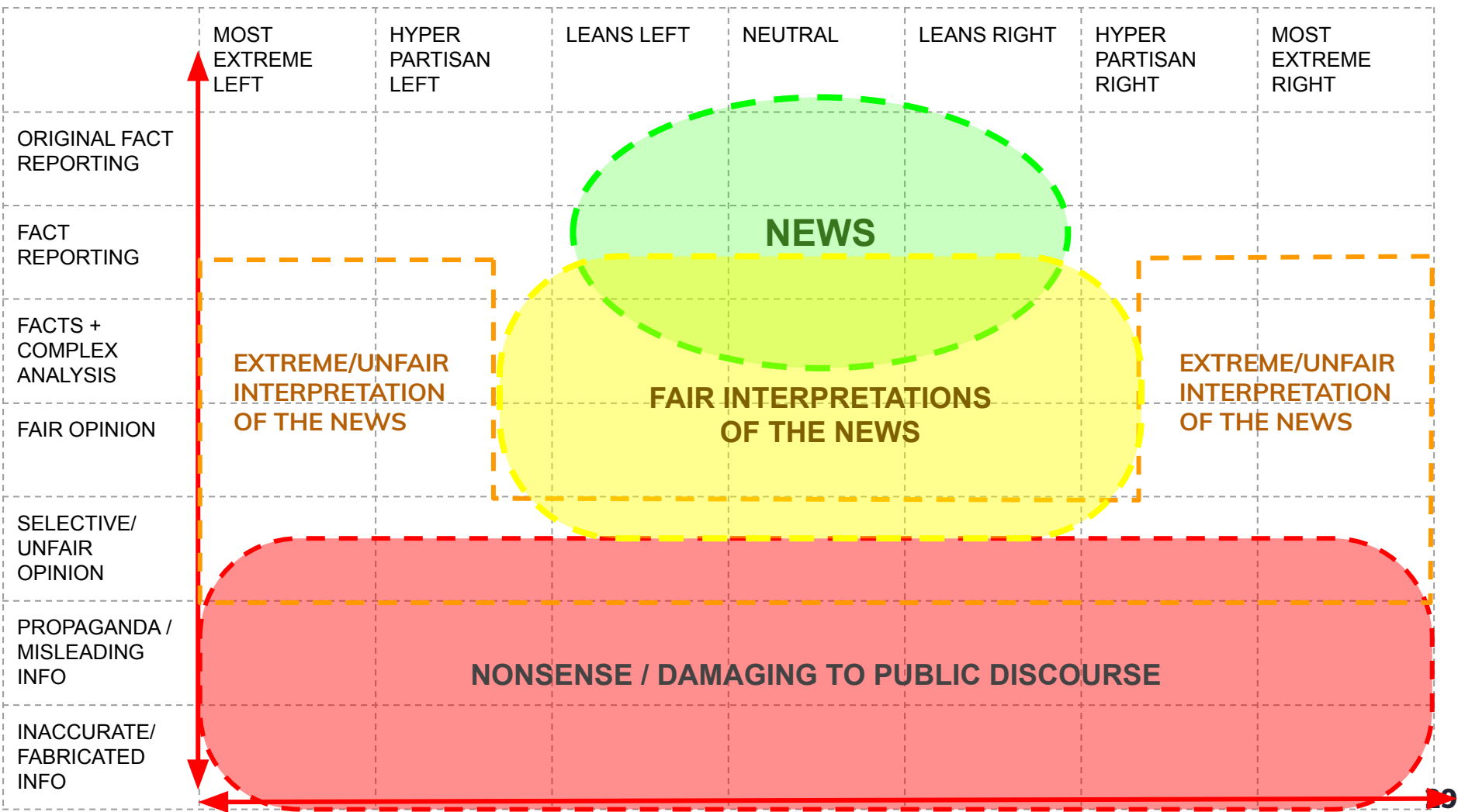
Partner with another group, and compare your charts and your process in making your charts.

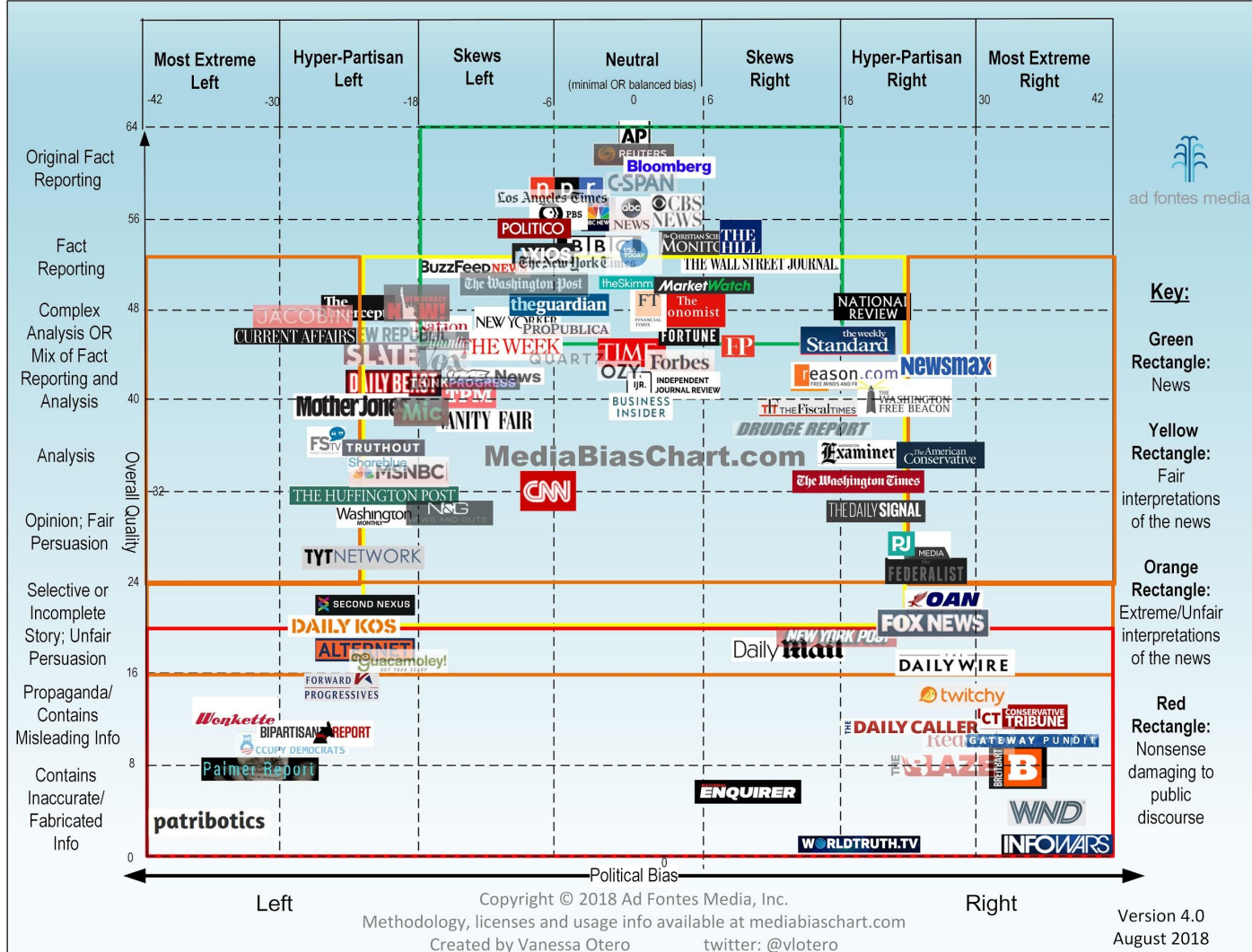
What parts of your charts are similar? Which parts differ?

The background of the slide is a repeating geometric pattern of red lines forming a series of interlocking hexagons and rhombuses, creating a 3D effect.

Kumusta?



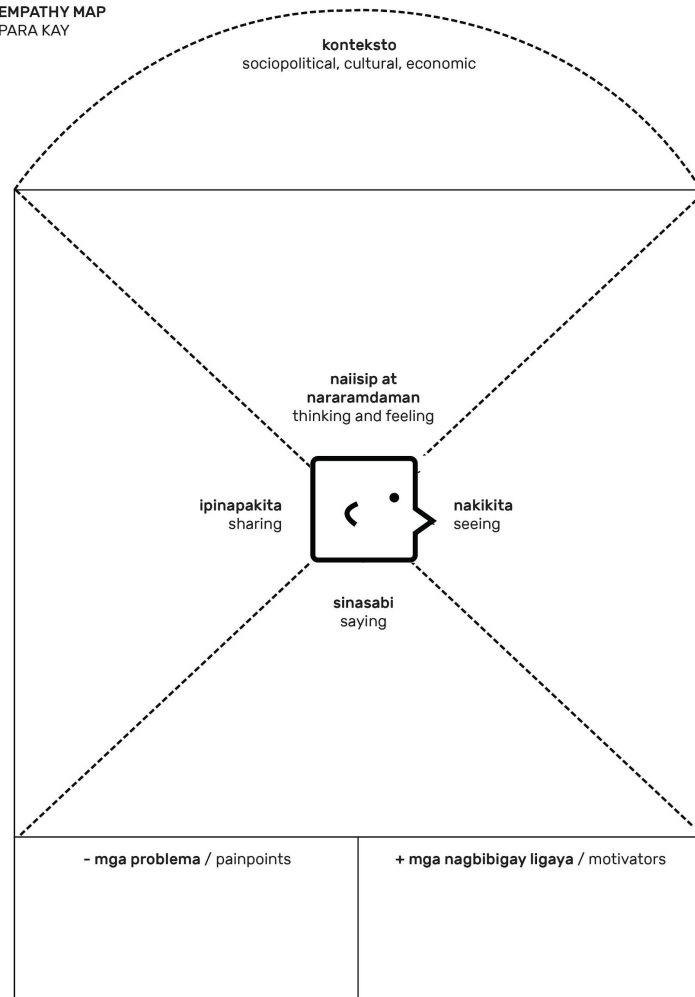


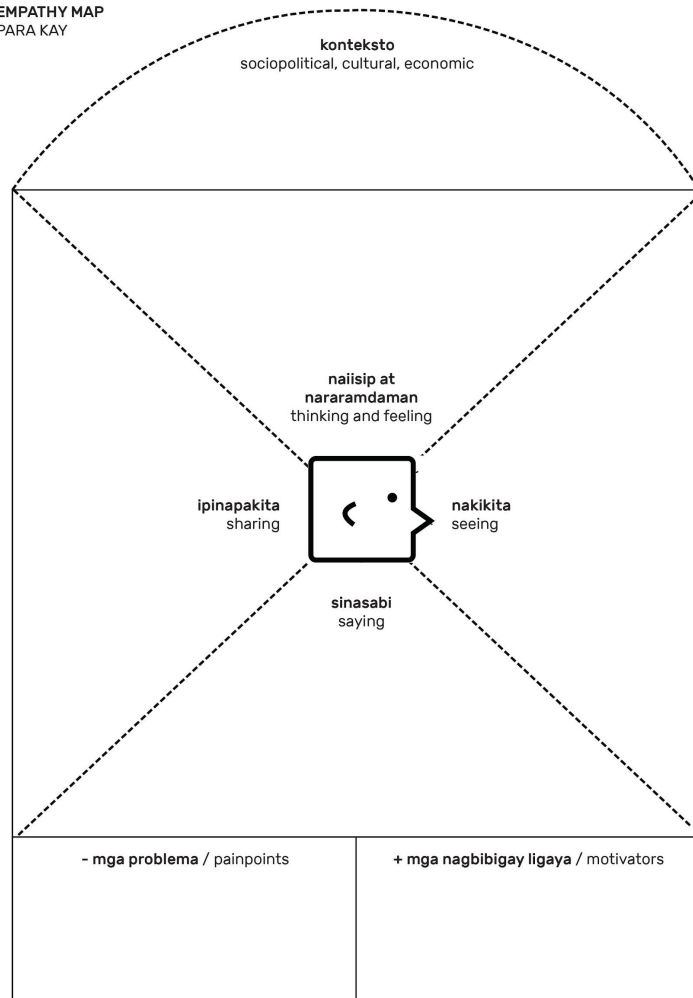



Media Environment and Vulnerability

Empathy Map

SOCIAL MEDIA
EMPATHY MAP
PARA KAY





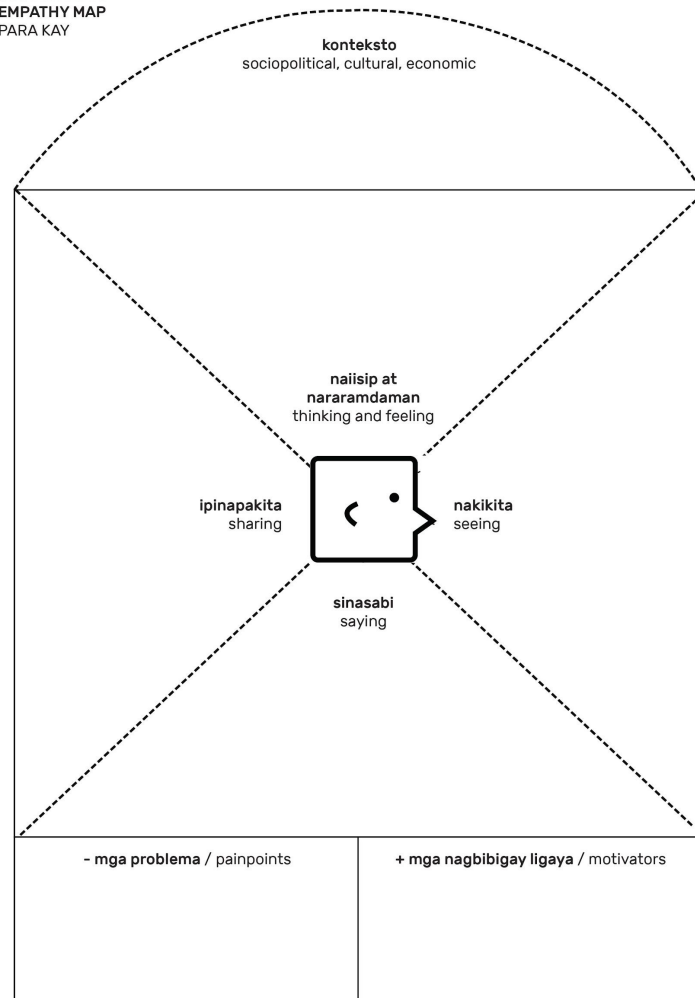


Think about someone that you see on social media

Fill up an empathy map for them

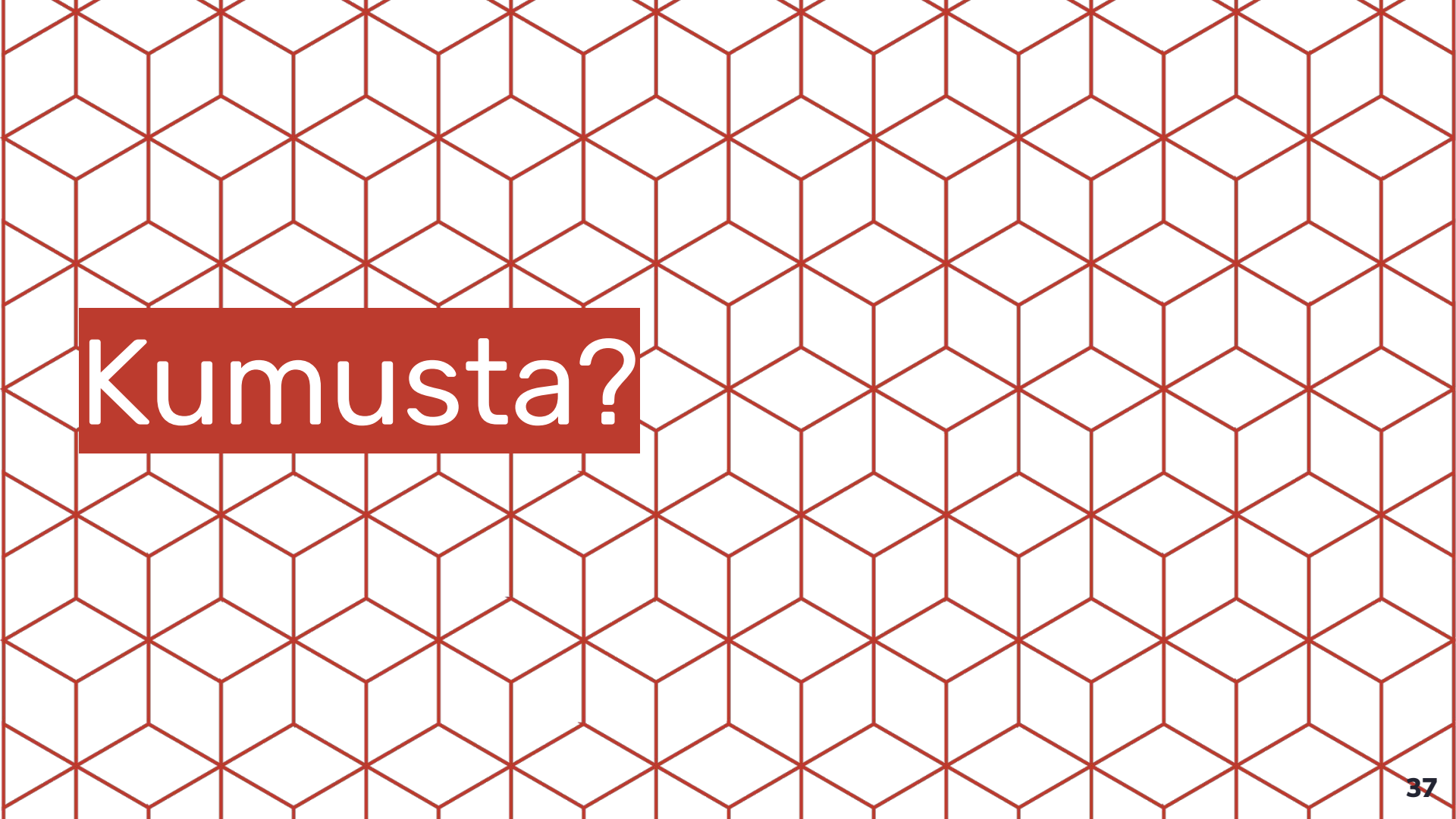
Empathy Map

SOCIAL MEDIA
EMPATHY MAP
PARA KAY





**Find a partner and share
your empathy maps with
one another**

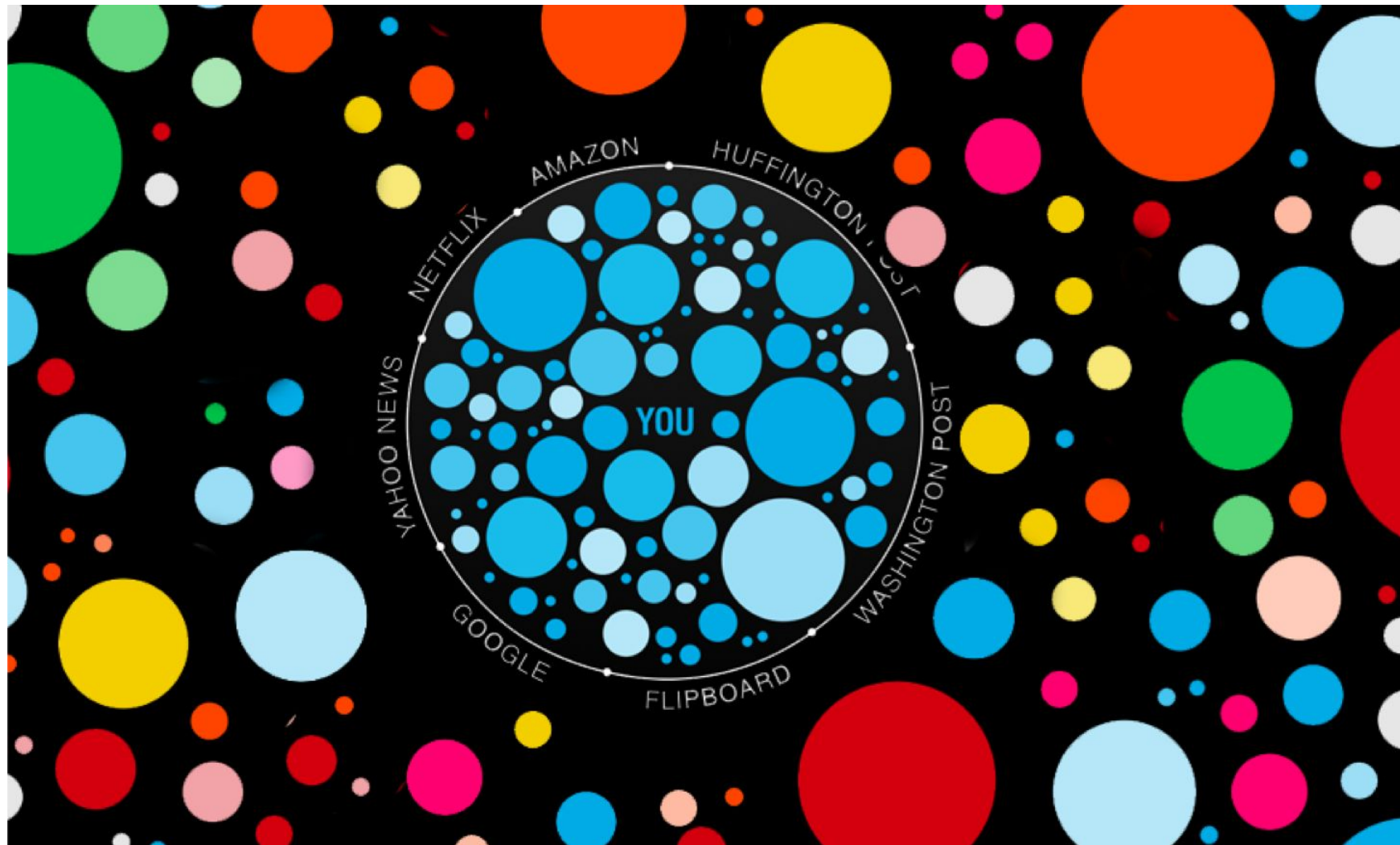


Kumusta?



Points to Ponder

- ★ People curate their own social media experience and that has an effect on the things we share and say online
- ★ When is curation good? When can curation be harmful?







“

The internet is showing us
what we want to see but not
necessarily what we need to
see.”


- Eli Pariser, Online Democracy Advocate



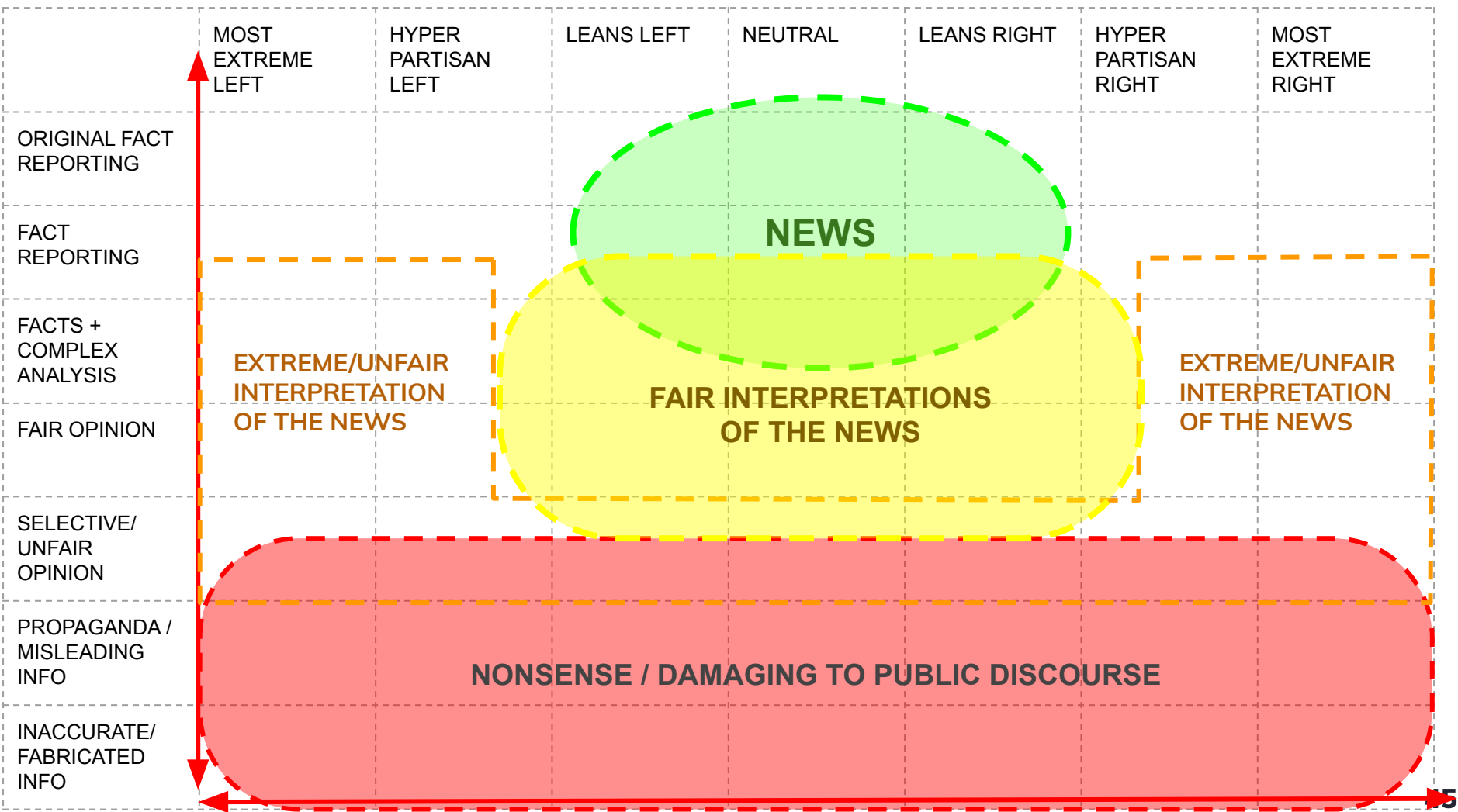
**We're all in echo
chambers of our own
creation, which makes us
vulnerable to
misinformation.**



**When we relate with
others, start with
empathy instead of
judgment.**



**A nuanced understanding
of curation means
selecting media useful in
forming our own beliefs
and worldview.**



The background of the slide is a repeating pattern of red lines forming a hexagonal grid, similar to a honeycomb structure.

Bringing MIL to the Learners

WE GOTTA DO SOMETHING
ABOUT ALL OF THIS
FAKE NEWS ONLINE!

HOW DO YOU EVEN
TELL WHAT'S FAKE?



The background of the slide is a repeating pattern of red lines forming a hexagonal grid, similar to a honeycomb structure.

Small Group Discussion



Form groups with 7-10 people

Collaborate, share, and discuss



Guide Questions

1. What is your experience with fake news, echo chamber, or misinformation?
2. What are your experiences with teaching or learning media literacy?
3. How do you talk about fake news at home?
4. How might we make our students more critical in discerning news?
5. What can you do to promote media literacy education?

“

The mark of an educated man
is the ability to entertain a
thought without necessarily
accepting it.”

– Aristotle

Sample Lesson



Activity

Show samples of fake and real news articles and photos

Analyze media and news articles and sources using the **Media Bias Chart**

Identify if the news article are real or fake using **a fact verifying tool** (e.g. Snopes.com, Politifact, Google Scholar, etc)

Identify source of photos using **Google Reverse Image Search**

Discuss about echo chamber, fake news, post-truth

Reflect on personal media environment using the **Social Media Empathy Map**

Share their Social Media Empathy Map in small groups

Write tips on how to curate and fact check the news

Work together to make a **Google slides on Fact-Checking**



Activity

Watch a video about fake news

Read the journalists' handbook

Look for fake news in their FB feeds

Discuss indicators of fake news with in small groups

Analyze and fact-check 3 articles

Share their findings in small groups

Write tips on how to fact-check

Work together to make an infographic for fact-checking



Using it in class:

Ask your students to create and research on a list of various news sources, both traditional and digital media.

Have them use the Media Bias Chart to curate these different sources, based on the different parameters of the chart.

Use their output as a starting point for discussing news curation, fake news and media bias, critical thinking and research, etc.



Sites you can use to verify news

- ★ Google Reverse Image Search
- ★ Snopes.com
- ★ Google Scholar
- ★ PolitiFact
- ★ DigitalTayo
- ★ and many more...



Search Snopes.com

[Submit a Topic](#)

[Shop Snopes](#)

[What's New](#)

[Hot 50](#)

[Fact Checks](#)

[News](#)

[Videos](#)

[Archive](#)

[About Us](#)

[Randomizer](#)

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[Learn How](#)

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**Your feedback and story tips
are always welcome at
Snopes.com.**

A better digital world starts with us

Working in partnership with experts from across the Asia Pacific region, Digital Tayo provides accessible learning modules and resources to build skills for a digital world. Through Digital Tayo, we want to reach Filipinos across the country and shape the Philippines digital community.





Uncovering How News Is Made

Want to trace how news is sourced and shaped? These tools and activities will deepen your understanding of where news comes from, how it is made, and how the context of a story can influence its content and impact.



- Provide context. Take special care not to misrepresent or oversimplify promoting, previewing or summarizing a story.
- Gather, update and correct information throughout the life of a news story.
- Be cautious when making promises, but keep the promises they make.
- Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
- Consider sources' motives before promising anonymity. Reserve anonymity for sources who provide information that is not available elsewhere and who are at risk of retaliation or other harm.

SEEK TRUTH AND REPORT IT

- Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
- Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public.
- Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
- Support the open and civil exchange of views, even views they find objectionable.
- Recognize a special obligation to serve as watchdogs over public officials and government. Seek to ensure that the public's business is conducted openly, and that public records are open to all.

SFJ



ACTIVITY


Journalists Code of Ethics

Students evaluate three recent news stories for adherence to the standards expected of journalists in their daily work.


ACTIVITY

What Would You Do? Media Ethics Scenarios


This activity helps students apply journalism standards of accuracy, fairness and clarity in deciding how to report the news.



Teaching subjects vs Teaching students



**Teachers who teach subjects
make sure they cover the
syllabus**



**Teachers who teach students
keep the larger goal in sight**

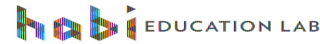
The success of the learner

“

Good teachers teach subjects
Great teachers teach students”

We'd love to hear your feedback!

Please fill out the feedback form



Feedback Form

Hello! Congratulations on completing the workshop! We aim to make sure that our activities are updated and relevant to participants like you. To achieve this, we would like to get your feedback and suggestions. Thank you!

- Habi Team

Please shade the number that corresponds to your rating of the following aspects of the workshop according to the scale below:

5 - Very Satisfied 4 - Satisfied 3 - Neutral 2 - Unsatisfied 1 - Very Unsatisfied

1. Content
2. Facilitators
3. Program flow
4. Length
5. Timing of activities
6. Materials
7. Space
8. Encouraging participation
9. Relevance to my work
10. Overall experience

5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
5 4 3 2 1
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5 4 3 2 1

Please answer the following questions about the workshop:

What concept did you find most interesting?

What part did you enjoy the most?

Any additional comments, reactions, or suggestions to the Habi team?

Please complete the information. Put a checkmark or write N/A if not applicable.

Is this your first time to participate in a Habi workshop? ☐ Yes ☐ No What is your grade level/s taught? _____
Years in teaching _____ What other workshops would you be interested in? _____
personal development? _____

Thank you for your feedback. Your responses are appreciated.

The background of the slide is a repeating pattern of red lines forming a hexagonal grid, similar to a honeycomb structure. The lines are thin and evenly spaced, creating a series of interconnected hexagons across the entire surface.

Check-out

Salamat!

kumusta@habieducationlab.org
fb.com/habieducationlab
instagram.com/habi_ph

