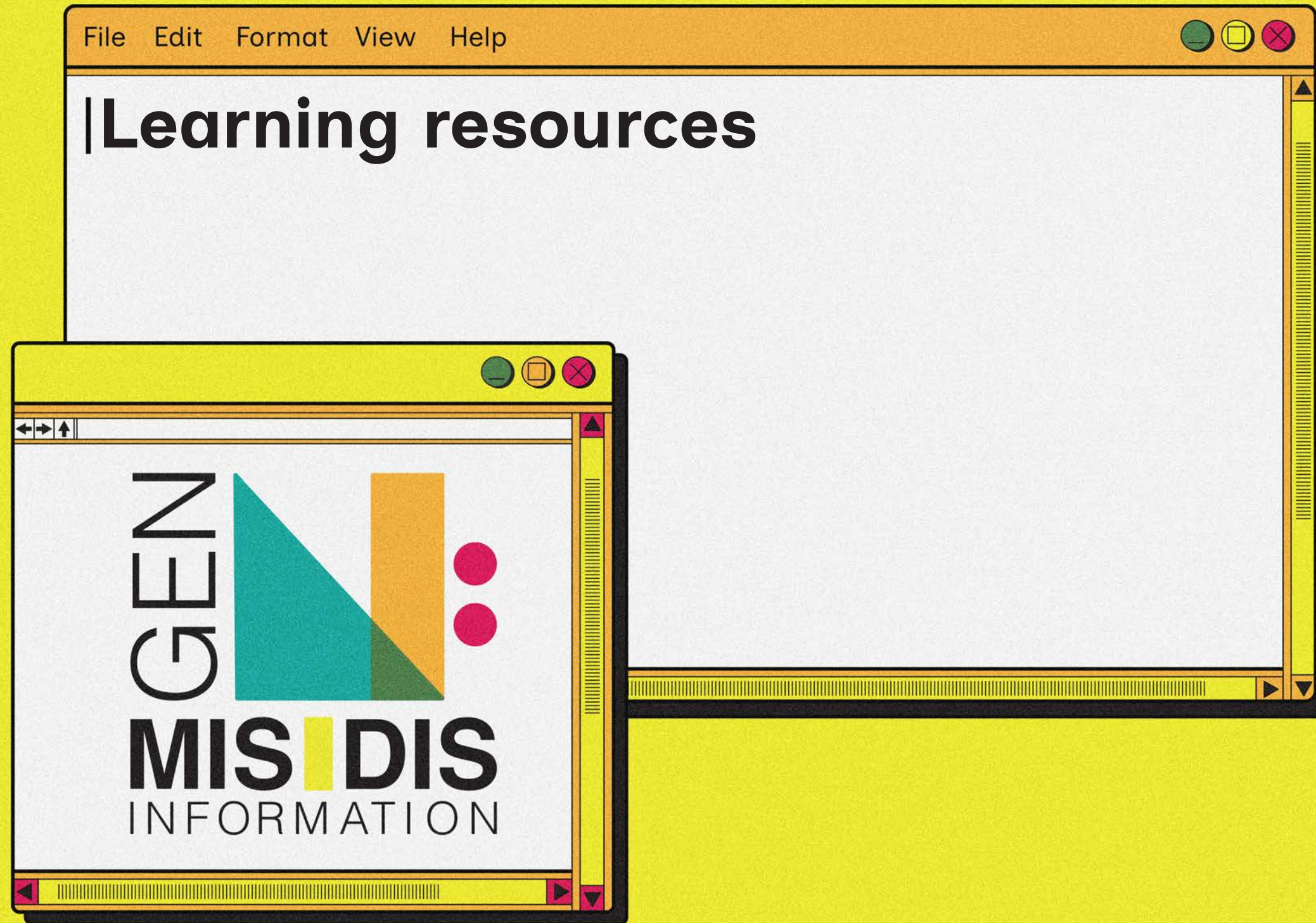




GEN
MIS DIS
INFORMATION





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NOTES

Lined area for taking notes.



Refugees and asylum-seekers are disproportionately impacted by AI propagated misinformation/ disinformation. Young refugees and asylum-seekers (YRAS) are ideal actors to upskill in this area as they already take on the role of technology educators within their communities. The project equips YRAS with knowledge, skills and resources to be champions of Responsible AI. More specifically, working with YRAS, educators and third-sector organisations, the team developed learning activities and resources focused on increasing YRAS' skills and capacities in: misinformation/disinformation, Generative AI, Responsible AI, and engaging with their wider communities on these issues.

The learning resources are developed based on:

- 1:** Research we have conducted exploring YRAS understandings of Generative AI, misinformation/disinformation and fake news.
- 2:** Observations gathered on how YRAS engage with learning in a computer club setting (i.e. using google search, responding to tasks where they need to use a computer or mobile phone, using ChatGPT).
- 3:** Expert feedback on learning mechanisms and techniques for engaging in learning about these topics provided. Expert feedback was provided at a workshop attended by YRAS, educators, third-sector volunteers and individuals who support YRAS and experts in media literacy education.

The programme is divided into three components:

- 1: AI Literacy
- 2: Media Literacy
- 3: Media & AI Literacy

Both the AI Literacy and Media Literacy are foundational components that need to be covered before moving to the Media & AI Literacy. Those deploying the programme are free to either start with the Media Literacy or the AI Literacy. Most of the learning resources (with the exception of the Media & AI Literacy) are designed to be used as stand-alone activities- enabling learners, educators and third-sector workers to select the activities most relevant to the communities they are working with.

The learning activities have been developed as part of a collaboration between Northumbria University, Action Foundation and the Guardian Foundation's NewsWise Team.



AI LITERACY

1: Your Data and AI

Learning outcomes:

- ◆ Recognise privacy considerations when sharing data with AI platforms
- ◆ Illustrate how decisions on sharing data is based on trust towards actors and privacy priorities

2: Types of AI

Learning outcomes:

- ◆ Identify different types of AI systems
- ◆ Describe how the AI systems operate and use data from users

3: Opportunities for perceiving with AI: Objects

Learning outcomes:

- ◆ Recognise AI as a tool for object recognition
- ◆ Demonstrate how AI tools can be used to recognise and inform them about objects in their surroundings

4: How AI is trained: Supervised Learning

Learning outcomes:

- ◆ Recognise how AI learns
- ◆ Identify the limitations in the way AI learns and how it is dependent on the data and its labelling

5: How AI is trained: Unsupervised Learning

Learning outcomes:

- ◆ Recognise how AI learns
- ◆ Identify the limitations in the way AI learns and how it is dependent on the data and its labelling

6: Storytelling with AI

Learning outcomes:

- ◆ Recognise opportunities to use Generative AI in creative endeavours such as storytelling
- ◆ Demonstrate ability to utilise Generative AI tools to generate text and images
- ◆ Construct and redefine prompts to get higher quality results from Generative Ai tools

7: AI perceptions: Voice & Language

Learning outcomes:

- ◆ Recognise the opportunities and limitations of AI in language translation
- ◆ Recognise the opportunities and limitations of AI in voice recognition

8: GenAI and manifestations of bias

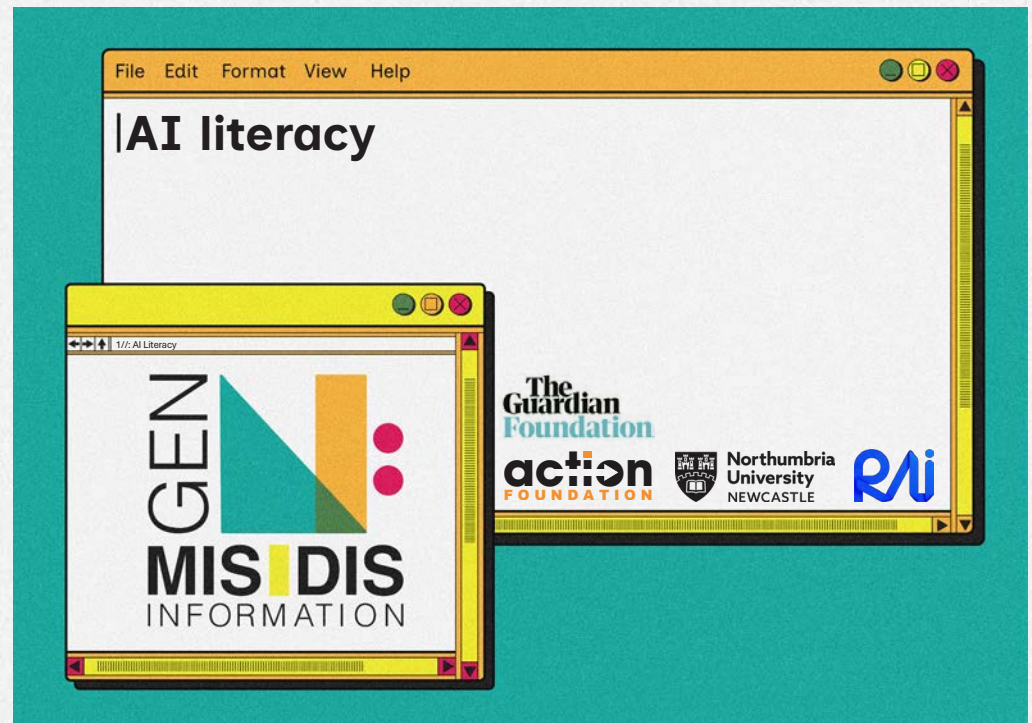
Learning outcomes:

- ◆ Question gender and racial bias within AI generated images
- ◆ Discuss how gender and racial biases come about in Generative AI
- ◆ Critically discussing impact of AI bias on our society

9: GenAI as source of information: Checking for accuracy

Learning outcomes:

- ◆ Demonstrate Responsible use of GenAI as a source of information
- ◆ Recognise the need to check sources of information generated by AI
- ◆ Demonstrate use of search engines to cross-check information generated by AI



MEDIA LITERACY

1: Trusted Sources of information

Learning outcomes:

- ◆ Recognise different actors that share information
- ◆ Identify how trust towards actors plays a role in whether information is trusted

2: Information targeting

Learning outcomes:

- ◆ Recognise that all information received is targetted
- ◆ Recognise the role of Recommender AI's in targeting information

3: Spotting fake news

Learning outcomes:

- ◆ Recognise the need to stop, question, check and decide when consuming information
- ◆ Apply checklist for things to check when identifying fake news

4: Fact vs opinion

Learning outcomes:

- ◆ Use language clues to analyse whether a statement is fact or opinion

5: Spotting incorrect information

Learning outcomes:

- ◆ Applying **Stop. Question. Check and Decide** when consuming information
- ◆ Adapting checklist for things to check when consuming information

6: Understanding the impact of false information

Learning outcomes:

- ◆ Recognise the impact of incorrect information on individuals and communities

7: Checking accuracy of information

Learning outcomes:

- ◆ Applying **Stop. Question. Check and Decide** when consuming information
- ◆ Identify ways to use search to cross-check information



MEDIA AND AI LITERACY

1: How to spread false information

Learning outcomes:

- ◆ Understand common tactics to spread false information effectively

2: Creating false information

Learning outcomes:

- ◆ Apply techniques used in creating false information

3: Fact checking news you receive

Learning outcomes:

- ◆ Evaluate information they are provided with to determine credibility

4: Role-playing receiver roles

Learning outcomes:

- ◆ Understand how to respond when exposed to misinformation and disinformation



File Edit Format View Help

|AI literacy

1//: AI Literacy

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1//: Your Data & AI

Today, we will be exploring what data we are willing to share with others and with AI. We will also discuss what data of ours AIs might be using.

INSTRUCTIONS:

- 1:** Cut out the **Actors** and **Data** into small tiles. First place the **Actors** tiles in the circles on the **Data Privacy Spheres** sheet starting with the **Actors** that you consider closest to you in sphere 1 and those least close to you in sphere 7. Then put the other **Actors** in the circles based on how close to you they are.
- 2:** When you have placed all your **Actors** in the spheres, put the **Data** tiles in the spheres based on which data you are willing to share with whom.
- 3:** After you have done that, share with the room examples of which data you shared with whom. Share with the rest of the room which data you were willing to share with AI platforms.
- 4:** Once you completed previous steps start a discussion about how AI platforms are or might use our data.

Actors



Best Friend



Social Media platforms



Stranger on Social Media



Shopping website



Famous person you admire



AI Platform



Stranger on the street



Government



Friend



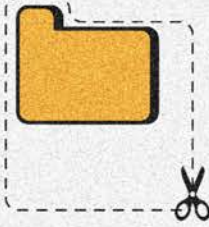
Peer at Action Foundation



Person online (i.e. other player in videogame)



Family



Data



My favourite food



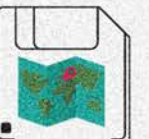
Biometric Data



My photo



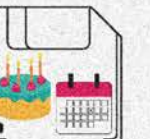
My name



Where I am (location)



Where I live



My date of birth



My email password



My mother's name



My phone code



My father's favourite movie



What I say in conversation with my friends



My secret



How long I spend online



My shoe size



My favourite game



Text messages from my friend



My online search history



Information about my health



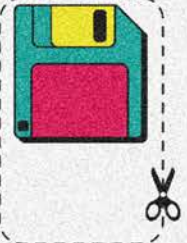
Which songs I like



Which books I don't like



The last film I watched

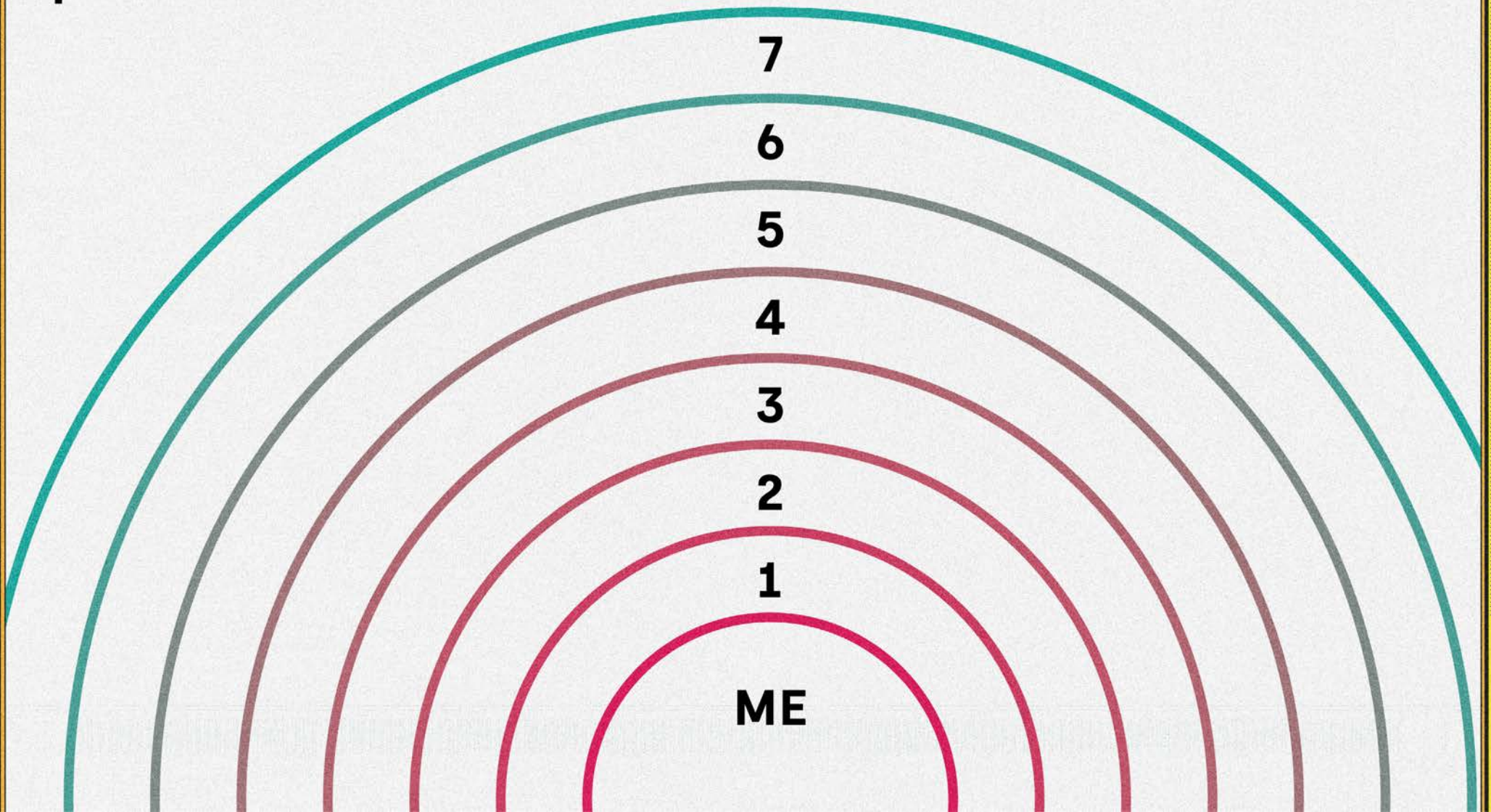




Data privacy spheres

Place the **Actors** tiles in the circles on the **Data Privacy Spheres** sheet starting with the actors you consider closest to you in sphere 1 and those least close to you in sphere 7. Then put the other actors in the spheres based on how close to you they are.

Put the **Data** tiles in the circles based on which data you are willing to share with whom.



1//: Your Data & AI

AI needs a lot of data to work. The types of data it needs and what data it needs depends on the AI platform and what it is designed to do.

- ◆ For example, an AI used on a streaming platform (e.g. Netflix) uses data from all its users to recommend things for you to watch. That data can include your age, where you are from, what you and others that are of a similar age to you have watched recently. The more data it has the better it would work at making what it considers to be the best recommendation it can make for you.
- ◆ Different AI platforms have different rules about what data they collect about you while you are using it and how they use your data. You can find these rules in their “Privacy Policy”.

Example:

DeepSeek (March 2025) collects and uses data about your device and network you are using, how you use DeepSeek, your location when using DeepSeek

ChatGPT (March 2025) collects and uses data about what you say to it, the files that you upload to it and how you use it

✓ AIs are always changing as the technology changes. This also means what data they collect and how they use it also changes so always check before sharing data on these platforms.

✓ Some AIs are part of the social media platforms that you use. So even if users are not using the AI available on that platform, it might use the data users share on that social media platform. So always check their privacy policy.

2//: Types of AI

In your groups, you'll be role playing as a user making a choice on what to eat and the AI systems used to help make that decision.

You will be assigned one of the 4 roles. Each group member will have different a different role and different instructions:

Generative AI: You will ask the user for their favourite meal and if they want to add any other ingredients. Use that information to come up with one **(1)** new meal recipe to be suggested to the user.

Recommender AI: You will show the user a list of foods. The user either likes or dislikes. Use that information to recommend three **(3)** meals.

Decision Making AI: You will use the preference list given to filter out options until one meal remains.

User: You will use different AI systems to decide what to eat.

ROLE

GENERATIVE AI

GOAL
You will ask the user for their favourite meal and if they want to add any other ingredients. Use that information to come up with one **(1)** new meal recipe to be suggested to the user.

...

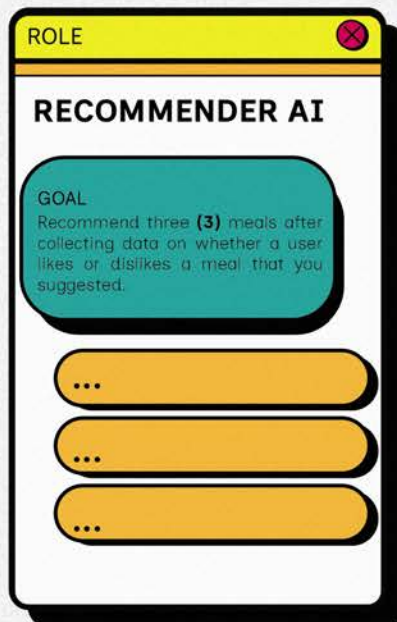
Generative AI

INSTRUCTIONS:

The **goal** given to you by programmers is to help the user create alternative recipes based on their favourite meal.

Steps:

1. Ask the user for their favourite meal.
2. Ask them if they'd like any other ingredients.
3. Use the ingredients suggested combined with the ingredients from the favourite meal to come up with a new meal recipe.
4. Suggest that to the user.



Recommender AI

INSTRUCTIONS:

The **goal** given to you by programmers is to recommend three (3) meals to the user based on whether they like or dislike certain meals.

Steps:

1. Show the cards to the user one by one.
2. The user responds to each one with a 👍 or 👎.
3. Discard the disliked meals.
4. Based on the liked meals, pick three other meals that you think the user might like.



Decision Making AI

INSTRUCTIONS:

The **goal** given to you by programmers is to decide what the user eats for dinner based on a list of preferences. That is your goal.

Steps:

1. Use the preference list to ask the user what they'd prefer
2. After every response, remove meals that don't fall into that category.
3. Stop when you're left with only one meal remaining.

Preference list:

1. Halal OR Not Halal
2. Vegetarian OR Not Vegetarian
3. Fish OR No Fish
4. Hot OR Cold
5. Healthy OR Junk
6. Easy to make OR Hard to make



2//: Types of AI

- ◆ What an AI does and how it does it is all based on the goal(s) **programmers have trained it and programmed it to do.**
- ◆ ChatGPT, Google's Gemini, & DALL-E are examples of Generative AI systems as the results they produce are more creative than accurate. **They take data they are trained on and create the new content you have requested.**
- ◆ Algorithms for social media platforms like Instagram and TikTok use Recommender AI systems. **They learn from data of all users on the platforms** to figure out what users similar to you like and tailor content to you.
- ◆ **Decision Making AI requires more data on how decisions have been made** before and uses maths to calculate what the best decision is. It is mostly used in medicine and health.

- ✓ You can always look online to find out what type of AI a platform is using
- ✓ When considering to use an AI tool, think about what you want to do and if it is the best type of AI to complete that task successfully



3//: Opportunities for perceiving with AI (Objects)

Today we will be going for a walk and exploring how AI can be used to identify objects in images that we take along the walk.

INSTRUCTIONS:

- 1:** In your groups, make sure that there is **at least one person with a mobile phone connected to the internet** that also has an object recognition application on their phone (e.g. the google app).
- 2:** Using the app, find where you can take a picture, take a picture and **use the application to search for what objects are in the picture.** Once you have found it let us know.
- 3.** As we go around on our walk, we want **each group to use the application to identify three different plants and three other different objects.** Each time you identify an object, share with the rest of the group what you took a picture of and what the application is telling you it could be.



Note: remember what we learnt about your Data Privacy. Clicking on the images button will prompt the app to request access to your photo library. Consider carefully if you want to do that.

3//: Opportunities for perceiving with AI (Objects)

- ◆ AI tools **can recognise objects** in images and videos.
- ◆ AI was first shown to be **better than humans in detecting tumours** in medical images because we have a lot of them for the AI to use and they are usually of high quality.
- ◆ **AI tools may not always recognise an object** if the image or video quality is not good and if there are a lot of other objects in the picture as well.

- ✓ If you are using an AI tool to recognise an object in a picture you are taking, and it doesn't work. Try taking the picture from different angles and/or remove other objects surrounding it.
- ✓ Remember AI tools use the pictures/videos you share as data, so think about your privacy and that of others before uploading a picture or video.



4//: How AI is trained - Supervised Learning

Today, you will be talking about how AI is trained using a method called supervised learning.

INSTRUCTIONS:

1: In your groups, you will receive a set of cards, and you will have to classify and categorise them. Decide who will be the **Sorter (the trainer)** and who will be the **Learner (the AI)**.

2: The Sorter will go through the deck sorting the cards into Oranges & Not Oranges without showing **the Learner**, while **The Learner** will then go through the sorted cards to understand how **the Sorter** categorised them.

3: The Learner will then try to categorise the cards again as accurately as they can.

Classification

INSTRUCTIONS:

- 1: We have given you two sets of cards which are our data. We randomly divided the cards into half:
 - a) The first set is the **Training Data** i.e. the cards you use to teach the AI
 - b) The second set half are the **Test Data** i.e. the cards you used to test if the AI learnt what you taught it
- 2: In your groups, **the Sorter** will classify the training data into oranges and not oranges without showing the learner.
- 3: **The Learner** looks at the classification and spends some time understanding and memorising it.
- 4: Now, both **Learner and Sorter** receive a new set of cards which are the **Test Data**. Reclassify the test data based on the rules **the Sorter** stated.
- 5: When done, compare the classifications and calculate (count) how similar they are.





How AI is trained - supervised learning

Discussion

What did you notice about your card classifications?

.....
.....
.....

Were they the exact same or different?

.....
.....
.....

Would this work if the sorter kept changing their mind about which ones are oranges and which ones are not?

.....
.....
.....

Can the AI you trained recognise an Apple?

YES **NO**

4//: How AI is trained - Supervised Training

- ◆ AI is trained on existing data.
- ◆ Today you did an AI training task by saying what images have an orange in them and which ones do not. This process on a large scale is how AI learns and we call it **Supervised Learning**.
- ◆ It is **Supervised Learning** because the **Sorter (trainer)** knows which ones are oranges and which ones aren't.
- ◆ The more an AI can do **the stronger it is**.
- ◆ Around the world there are a lot of people whose job is to do **exactly what you did today** in order to train AIs.
- ◆ If the data is incorrect or incomplete, or people training the AI labelled things incorrectly (e.g. labelled an apple as an orange) then the **AI will reflect that and be of a lower quality**.

✓ Always consider how AI outputs may be incorrect because of what data the AI was trained on, who trained the AI and how it was trained.



5//: How AI is trained - Unsupervised Training

Today, you will be talking about how AI is trained using a method called unsupervised training.

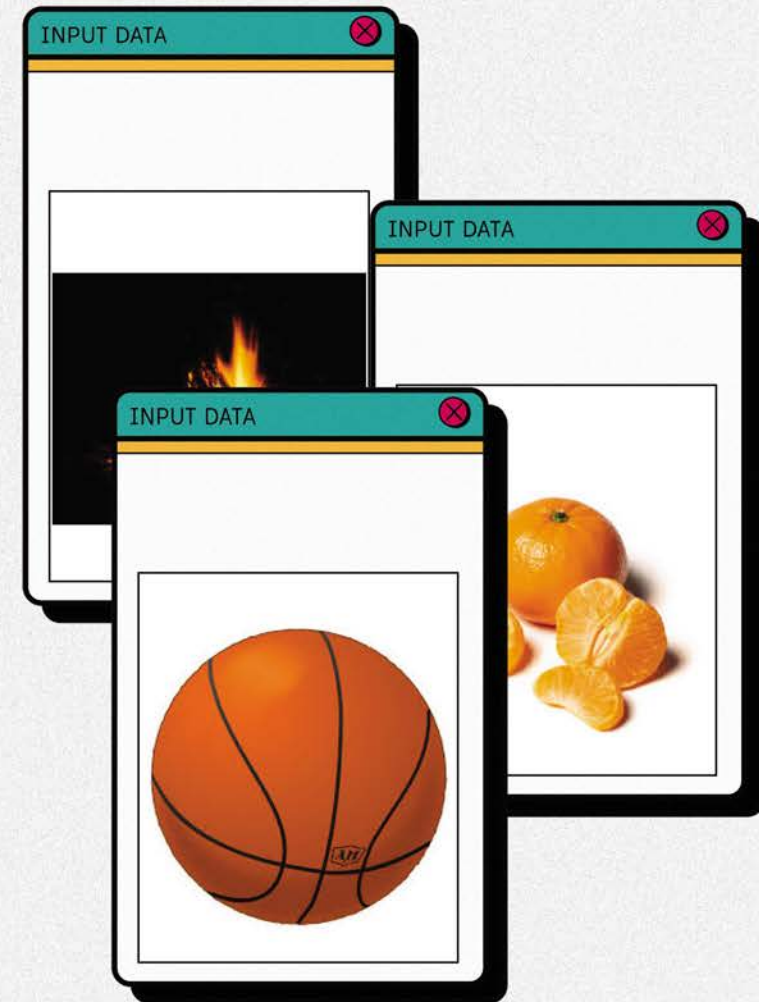
INSTRUCTIONS:

- 1:** You will receive a set of cards, and you will have to organise them into groups. Pair yourselves up with one person being **the Organiser (the AI)** and the other being **the Observer**.
- 2: The Organiser** will go through the deck and attempt to organise them into different categories according to patterns or similarities observed without showing **the Observer**.
- 3: The Observer** will then go through the different groups of cards to understand how **the Organiser** arranged them. **The Observer** will try to identify what criteria the organiser used to group the cards.
- 4:** Redo the activity again with more cards.

Grouping

INSTRUCTIONS:

- 1:** We have given you a set of unlabelled cards which are our **Input Data**. In your groups, **the Organiser** will attempt to group the cards into different groups based on patterns identified without showing **the Observer**.
- 2: The Observer** looks at the way the cards have been grouped and tries to identify what patterns **the Organiser** used to group them the way they did.
- 3:** Now, the activity is done with a new set of cards with more in the deck.
- 4:** When done, compare the groupings of the cards from each set of cards and see how different the groupings are.





How AI is trained - Unsupervised Learning

Discussion

What did you notice about your card groups?

.....
.....
.....

Did the amount of cards affect the way they were grouped?

.....
.....
.....

Can the AI you trained recognise an Apple?

YES **NO**

5//: How AI is trained - Unsupervised Training

- ◆ AI is trained on existing data.
- ◆ Today you did an AI training task by identifying similarities and patterns from a set of cards. This process on a large scale is how AI learns through **Unsupervised Learning**.
- ◆ It is **Unsupervised Learning** because **the Observer** has no direct input into the learning—and that is why it is different from **Supervised Learning**
- ◆ **If the data set is not inclusive** then the AI will reflect that and be of a **lower quality**.

✓ Always consider how AI outputs may be incorrect because of what data the AI was trained on, who trained the AI and how it was trained.



6//: Storytelling with AI

Today, we will be working in groups to use AI to help you with storytelling.

INSTRUCTIONS:

1: In groups, use the given questions to **create a character** and their journey to success.

2: Draw the scenes with that information.

3: Use a Generative AI (e.g. ChatGPT, Craiyon) to **create text and images for your story**. Use the prompt toolbox to construct prompts about your story and put them into the Generative AI platform you are using.

4: Keep in mind **you can change the prompts** if you don't like your result.



Note: remember you can always tell ChatGPT to translate text for you by saying or typing "translate to [language of your choice]."



DRAW THE SCENES

1. Who is _____
How old are they?
What is their eye colour?
What is their hobby?

1.



2. What does _____
need to do?

2.

Where does it need to be done?

3. What was the
accomplishment?

3.



When does it need to be done?



DRAW THE SCENES

Who is _____

1.

Age:
Eye colour:
Hair colour:
Hobby:

What does _____
need to do?

2.



What did _____
accomplish?

3.



When?

Where?



PROMPT TOOLBOX

ACTION

KEEP ADD
 CREATE MAKE
 REMOVE CHANGE

TYPE

TEXT/VIDEO
 IMAGE/PICTURE

CONNECTION WORDS

ABOUT OF TO
 AFTER FOR FROM
 DESCRIBING

SCENE 1 PROMPTS

1. Create a text describing

2.....

SCENE 3 PROMPTS

1.....

2.....

SCENE 2 PROMPTS

1.....

2.....

3.....

4.....

5.....

6//: Storytelling with AI

- ◆ Generative AI tools **can be used to create new** text, images, videos and sound.
- ◆ The content that is created and its quality depends on two things: **how the AI is trained** and on what data, and on **your prompts**- what you ask it to do
The more an AI can do, the stronger it is.

- ✓ When asking an AI to create something for you, the more specific you are in asking the better.
- ✓ If you are not happy with the what the AI has created, you can keep asking it to make changes until you are happy.

7//: AI Perceptions: Voice and Language

Today we will be using AI to explore how we can use it to recognise sound and translate things we are saying or writing from one language to another.

In your groups, you will be doing three (3) activities.

- ◆ **In the first activity**, in groups you will sing songs in English to see how an AI tool may recognise the songs and tell you what it is called.
- ◆ **In the second activity**, you will sing songs in different languages other than English to see if an AI tool is able to recognise the songs.
- ◆ **In the third activity**, you will see how AI tools can be used to translate text from one language to another. You will ask it to translate “Piece of cake” to the languages you speak and then ask it to translate sayings in your language to English.

**INSTRUCTIONS:**

- 1:** In your groups, agree on one popular song in English that you know and can sing.
- 2:** Once you have decided, pick one of you to be the first to sing. On a phone or computer, open a voice recognition application or platform (e.g the google app) and find where you can ask it to recognise a song.
- 3:** With that open start singing the song you selected. Does it recognise the song correctly and tell you the song name? If it doesn't, take turns singing to get it to recognise it and tell you the song name.
- 4:** Now try singing or playing the song while you all make other sounds in the background. Does it recognise the song?



Take turns in each singing a song from your home in a non-English language. **Does it recognise the song correctly and tell you the song's name?**

Write down below the languages of the songs it did not recognise.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

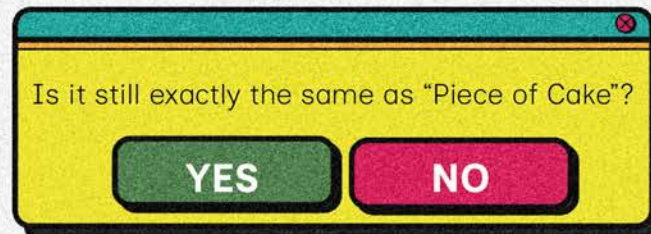
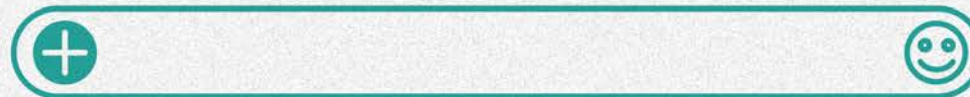
INSTRUCTIONS:

- 1:** In your groups, **open a Generative AI** (e.g. ChatGPT, Copilot, Google Gemini)
- 2:** Ask the Generative AI **“What does Piece of Cake mean?”**
- 3:** Discuss the answer to make sure you all understand it. Now **ask the Generative AI to translate “Piece of cake”** to one of your languages.
- 4:** Discuss with the group:
 - ◆ Does it still have the same meaning?
 - ◆ Would you have translated it differently?
 - ◆ In your language do you have a saying with the same meaning?

**INSTRUCTIONS:**

1: Now ask the Generative AI to **translate “Piece of Cake”** to the different languages spoken in the group or in the room that you are in by after each translation it gives you type in “Translate to _____”

2: Once you have translated it **at least 5 times**, ask the Generative AI to translate it to English by typing “Translate to English”. Write down the final translation to English below:



7//: AI Perceptions: Voice and Language

- ◆ AI tools **can recognise voice and respond to what you say to it.** However, it is sometimes limited to only the languages it has been trained on so it may not always recognise things said in different languages.
- ◆ **The more data on a language it has the better.** There are some languages that AI does not recognise at all because they are not a commonly used or written language.
- ◆ **AI tools can be used to translate to different languages.** However, it is sometimes limited to only the languages it has been trained on so it may not always work.
- ◆ AI tools that listen to voice **sometimes do not work if there is a lot of background sounds.**

- ✓ If you are using an AI tool to listen what you are saying and respond to it and it doesn't work, try moving to a quiet room.
- ✓ If an AI tool does not recognise the language you are using, try finding another AI tool that has been trained on the language you want.



8//: AI & Bias

Today, we will explore what bias means and how it can appear in AI generated results.

INSTRUCTIONS:

- 1:** Individually, **match the images** to the job titles.
- 2:** In groups, discuss **why you matched them the way that you did.**
- 3:** In your groups, use a Generative AI (e.g. ChatGPT, Craiyon, Copilot) **to create images** of a Doctor, CEO, and Childminder.



Match the job titles to the images



Childminder

Teacher

Manager of a big company (CEO)

Doctor



Note: remember you can always tell ChatGPT to translate text for you by saying or typing "translate to [language of your choice]."



INSTRUCTIONS:

1: Once you have created all the images, as a group go through each image and compare it with the image we gave you. For example, **compare the image of the Doctor you made using Generative AI and the image of the Doctor we gave you.**

2: Write down in the box what differences you spotted between the images. Once you have spotted all the differences, each group will share the differences they found and we will discuss why you think these differences exist.

3: You will then in your groups look up **“What is bias?”** Using a Generative AI platform. Discuss the answer in your group to make sure you all understand. **Discuss together what is AI bias and why it happens.**

4: Discuss what would happen if we are all using AI to make images of childminders and they are all of women? **Would that influence how people think about men being good childminders?** Can men not be good childminders?



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8//: AI & Bias

◆ AI is trained on existing data and information. The results that it shows, like the images you generated, are based on **what it has learnt from the data and how the people making the AI guided it to learn** and how they corrected it to get the image they think is correct.

◆ **AI bias can impact our society.**

Example:

If an AI is trained on a 100 images of childminders and 90 of the images are of women childminders and only 10 are images of men childminders it will probably generate images of women childminders not men childminders.

If all the images of childminders are women, this might make people think that only women can be childminders and that is not true. Men can also be childminders

- ✓ When asking AI tools to make images for you, always stop and think about how the image it creates might be bias.
- ✓ You can use prompts to change the initial image generative AI tools give you so that you can correct for the biases they have.

9//: Checking accuracy of information

Today, we will be learning how to find accurate information using Generative AI.

INSTRUCTIONS:

1: In your groups, you will receive some/a choice of headlines. Use a Generative AI (ChatGPT) to **check if the headlines are accurate** and to find out what really happened.

2: Note down what you put in as prompts into the Generative AI. Find three (3) reliable news sources to check if the response the Generative AI gave you is accurate and find out what really happened.

3: Decide what parts of the headlines we gave you **are true and what parts are false.**

4: Discuss your observations with the rest of the room.



Checking Accuracy Of Information

Headlines

HEADLINE 1

Mo Farah ran the 200 meter sprint winning a gold medal in the 1998 Olympics!

HEADLINE 2

Newcastle United won the 2025 FA Cup.

HEADLINE 3

The penguins of Heard and McDonald Islands now have to pay taxes to Trump!



PROMPT TOOLBOX

QUESTION WORD

WHO
WHAT
HOW
WHICH
WHEN
WHERE

EXAMPLE STATEMENTS

DID MO FARAH WIN AN OLYMPIC GOLD MEDAL

DID NEWCASTLE UNITED WIN A CUP

TAXES THAT THE PENGUINS NEED TO PAY



Note: remember you can always tell ChatGPT to translate text for you by saying or typing "translate to [language of your choice]."

WRITE WHAT CHATGPT TOLD YOU:

Who:

What:

How:

Which:

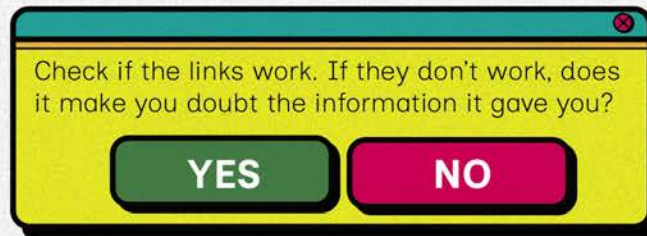
When:

Where:



Checking Accuracy Of Information

1. Once ChatGPT gives you a response ask it to “**List the sources used with links**”. ChatGPT will then give you a list of links to webpages it is claiming to use to give you the answer.



2a. If the links **work** move on to the next activity.

2b. If the links **does not work** try sending the same prompt again but this time make sure you have pressed the “**Search the Web**” button before sending it.



3. Once you have done that move to the next activity.



Checking Accuracy Of Information

Decide what parts of the headlines we gave you are true and what parts are false. Once you have identified what parts are true and what parts are false. Share with the rest of the room what really happened.

True

Handwriting practice area for 'True' with 10 horizontal dotted lines.

False

Handwriting practice area for 'False' with 10 horizontal dotted lines.



Checking Accuracy Of Information

Once ChatGPT gives you a list of sources and answers, find three (3) of them that you think are reliable news sources. To decide if it is a reliable news source check **Stop. Question. Check. Decide.**



9//: Checking accuracy of information

- ◆ You can use Generative AI like ChatGPT **to find information**. Information can be about topics you are interested in or about events that have happened.
- ◆ However, the responses that Generative AI gives are **not always 100% accurate** because it is limited by what data it has been trained on and how it has been trained and by whom.
- ◆ **Bias** within AIs can also affect the accuracy of the information it gives you.
- ◆ Generative AIs will always try to give you a response because that is the goal it has been programmed to do but it is not always accurate and **sometimes they hallucinate**.
- ◆ **AI hallucination** happens when an AI says something that sounds true but isn't. It can make up information that sounds good, but it's not correct.

✓ When getting information using Generative AI, like ChatGPT, always be aware that the response might not be fully accurate

✓ Always **Stop. Question. Check**. Decide when you get information from generative AI and don't forget to ask it for its sources to help you decide if the information is accurate.

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File Edit Format View Help



|Media literacy

2//: Media Literacy

GEN
MISDIS
INFORMATION

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1//: Trusted Sources of Information

Today, we will be exploring how to recognise information sources that you can trust.

INSTRUCTIONS:

1: Cut out the **Actors** and **Information** tiles.

2: First place the **Actors** tiles in the circles on the **Actors Trust Spheres** sheet starting with those you trust the most in sphere 1 and those you trust the least in sphere 7. Then put the other **Actors** in the spheres based how much you trust them as source of **Information**.

3: When you have placed all your **Actors** in the spheres, put the **Information** tiles in the spheres based on which information you would trust coming from those **Actors**.

4: After you have done that, share with the room examples of which information you trusted from whom. Share with the rest of the room which data you were willing to share with AI platforms.

5: Once you completed your task we will have a discussion if we should trust information from AI platforms.

Actors



Best Friend



Social Media platforms



Stranger on Social Media



Shopping website



Famous person you admire



AI Platform



Stranger on the street



Government



Friend



Peer at Action Foundation



Person online (i.e. other player in videogame)



Family



Online News Website



Newspaper



TV News Show



Radio News Show



Information



The best cure for a disease



Cost of items



World politics



What is happening in the UK



What is happening back in home country



Weather



Local events



Immigration policies



Where to live



Best career to work in



Topic you are interested in



First aid





Place the **Actors** tiles in the circles on the **Actors Trust Spheres** sheet starting with those you trust the most in sphere 1 and those you trust the least in sphere 7. Then put the other **Actors** in the spheres based how much you trust them as source of **Information**.

Actors trust spheres

7

6

5

4

3

2

1

ME

1//: Trusted Sources of Information

- ◆ People trust different types of information **based on where or from whom they receive the information.**
- ◆ People often to refer to **Actors** who they trust to give them correct **Information** as “trusted sources of information” but who or what is a “trusted source of information” **depends on the relationship between the receiver of the information and the source of information.**

- ✓ When receiving or encountering information, think of how your relationship with that source of information and the type of information is influencing if you trust it or not.
- ✓ When receiving or encountering any type of information always Stop.Question.Check.Decide.

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2//: Information Targeting

Today we will learn about receiving information and targeted information.

INSTRUCTIONS:

- 1:** In your groups you will be given three characters: **Salem, Sarg and Catsogram (social media platform)**. Go over the three characters and make sure to understand their interests and roles.
- 2:** As a group, take on Sarg's character and **pick which of the WhatsApp messages we gave you** that you would forward on to Salem.
- 3:** Then as a group, **take on Catsogram's character** and pick which social media posts you would share with Salem.
- 4:** Discuss together why you picked the messages and posts that you picked to **share with Salem**.
- 5:** In your groups you will **look up using ChatGPT** "What is Recommender AI?" And "How does Recommender AI work?"
- 6:** Discuss together what you learnt.



SALEM



Character 1

Name: Salem

Age: 15 years old

Interests: Playing football, seeing friends, drinking hot chocolate, laying outside in the sun

ROLE: RECEIVER OF INFORMATION

In this session, the role of Salem is of a cat that receives information from friend Sarg, and from the social platform Catsogram.



SARG



Character 2

Name: Sarg

Age: 15 years old

Interests: Playing basketball, seeing friends, drinking soda, laying outside in the sun

ROLE: RECEIVER AND SENDER OF INFORMATION

In this session, Sarg is a cat that receives information via WhatsApp and wants to decide which information they want to forward to Salem.



Catsogram

Character 3

Name: Catsogram Social Media Platform

Made by: Ceta Social Media Company

Goals: Connecting users, keeping users on the platform and getting them to buy things

ROLE: SOCIAL MEDIA PLATFORM

In this session, you will play a role of Catsogram Social Media Platform. Catsogram will use a recommender AI to put together a series of Catsogram posts that will interest Salem.



Sarg, you have received four messages!

Decide which one you will send to Salem. Indicate which one you will send by putting a tick mark above it and then share with everyone in the room why you chose it.





2//: Media Literacy/Information Targeting

Catsogram, you have all the posts below available to you!

Decide which ones you want to put on Salem's search page. Remember you want Salem to be interested in the things you share and potentially buy things. Indicate which ones you will send by putting a tick mark below. Share with everyone in the room why you chose them.



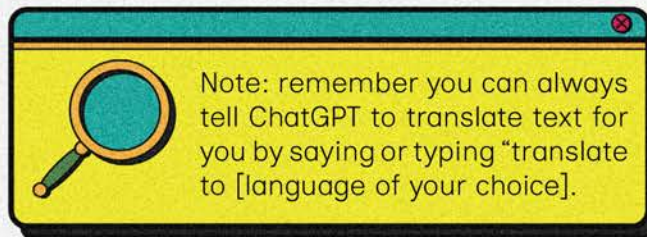
Catsogram

Discuss with everyone else in the room:

- 1: What Sarg chose to send to Salem and why?
- 2: What posts did Catsogram show Salem and why?
- 3: Is the information we receive online or via messages always targetted?

In your groups use Gen AI to look up what Recommender AI is, and how does it work?

Discuss within your groups what you understood from the answers you got.



Discuss with the rest of the room what you learnt about Recommender AI.

2//: Information Targeting

- ◆ **We all produce and consume information** whether it is by sending/receiving messages, posting/sharing/viewing social media posts or looking up something online.
- ◆ **The information we view is often targeted**, whether it be a friend sending us a message to share a piece of information they want us to see or a social media platform creating For You pages of posts the platform thinks that you would like.
- ◆ Most social media platforms, shopping platforms and video streaming sites like Youtube and Netflix use Recommender AI systems to target specific information to you. **The platforms use information about you** like your age and the things you have interacted with (E.g. liking a social media post) to recommend content to you.

- ✓ When you receive information always stop and question "Why am I receiving this information?"
- ✓ Always consider how digital tools like social media platforms, shopping platforms and video streaming sites are learning from how you engage with content online in order to recommend things they think that you would be interested in.

3//: Spotting Fake News

Today we will try to spot fake news looking at different article headlines.

INSTRUCTIONS:

1: You will be presented with a series of headlines. For each headline, think about if it is real news or fake news. Based on your first thought on whether you think it is real or fake form a line with those who think it is Real on the left and those who think it is Fake towards the right.

2: Go to Gen Ai and ask it **“What is fake news?”**. After you find the answer, discuss with the rest of the room what Fake News is. In your groups circle the items that help in spotting real news. Discuss with everyone in the room why you think they help in spotting if news is real or fake.

3: Go over the **Stop. Question. Check. Decide** checklist an discuss it in your groups to make sure you understand it. Apply the checklist to the articles we have given you to spot which article is fake news.



Spotting Fake News

Headlines

HEADLINE 1

Boy smashes 3500 year old vase at the museum

HEADLINE 2

Expensive cars floating on boats during floods in Dubai

HEADLINE 3

Seal steals dinghy for sunbathing sessions



Spotting Fake News

Discussion

Go to Gen AI and ask it to explain fake news.

What did it say?

.....
.....
.....
.....

Discuss with everyone in the room about what you learnt.

.....
.....
.....
.....



Note: remember you can always tell ChatGPT to translate text for you by saying or typing "translate to [language of your choice]."

In your groups:

1: In your groups circle the items below that help with spotting real news.

2: Discuss with everyone in the room why you think that the things you circled help you in identifying if a piece of news is real or fake.

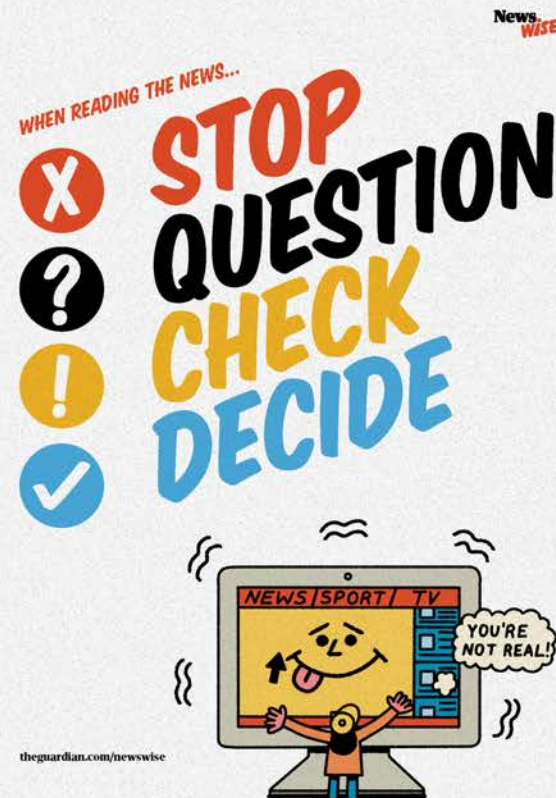
Images	Menu bar	Videos
Clickbait title	Sources	Copyright information
Author's name	AI images only	Dramatic headline
	Date	

Now go over the **Stop. Question. Check. Decide** Checklist and discuss in your groups to make sure everyone understands what to look for when trying to spot if news is real or fake.



In your groups:

- 1: Use the checklist to decide which of the articles we have given you are fake news and which are real news.
- 2: When you are done, share with everyone in the room which article you think is fake news and why



3//: Spotting Fake News

- ◆ Not all news we see online is real or correct.
- ◆ News is **designed to attract your attention** and the headlines are often more dramatic in fake news.
- ◆ **Fake news is false information that looks like real news.** It's made to look like it's from a trusted source, but it's not true or is intentionally wrong.

✓ When reading news online always Stop. Question. Check. Decide using the checklist we gave you

QUESTION	CHECK
<input type="checkbox"/> Author	Story from different sources
<input type="checkbox"/> Other articles by the author	Photographs
<input type="checkbox"/> Webpage	Quotes
<input type="checkbox"/> Website address	Quotes from different people
<input type="checkbox"/> Writing	Fact or opinion
<input type="checkbox"/> Headline	Evidence, i.e. statistics

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4//: Identifying the difference between fact and opinion

Today, we will be looking at news reports and messages from people we know to help understand the difference between a fact and an opinion!

INSTRUCTIONS:

- 1: Read the News Article** and summarise it with the 5 W's.
- 2: Think of one example of each Language Cues.** Work out which text messages are facts, opinions, rumours, or speculations.
- 3:** Write a statement about the news report. **Swap it with your partner.**
- 4:** What kind of statement did your partner write?



Read the news article

Can you summarise it with the 5 W's?

◆ Who?

.....

◆ What?

.....

◆ When?

.....

◆ Where?

.....

◆ Why?

.....

Northumberland News

Volume 4, Issue 1 September 2023

TREE FELLED!

FAMOUS SYCAMORE GAP TREE AT HADRIAN'S WALL FOUND CUT DOWN



The Chopped Tree

A police investigation has been launched into the felling of one of the most photographed trees in the UK, the Sycamore Gap tree at Hadrian's Wall, Northumberland, which was found cut down on Thursday morning.

The world famous tree, voted English tree of the year in a Woodland Trust competition in 2016 and featured in the 1991 film Robin Hood: Prince of Thieves, is thought to have been deliberately felled.

Photographs taken on Thursday morning show it appears to have been sawed at the base of the trunk with a chainsaw. The sycamore tree, estimated to be several hundred years old, had previously stood in a small picturesque valley in Northumberland national park in the north of England.

Photograph of the tree, January 2022

In a statement, Northumberland national park authority said it "can confirm that sadly, the famous tree at Sycamore Gap has come down overnight. We have reason to believe it has been deliberately felled. We are working with the relevant agencies and partners with an interest in this iconic north-east landmark and will issue more details once they are known."

"A Northumbria police spokesperson said: "We can confirm an investigation has been launched following damage

to the Sycamore Gap tree in Northumberland. "Inquiries are ongoing to establish whether any criminal offences have been committed."

Local people were left bereft at the news. A local pub, the Crown Inn at Humshaugh, posted: "Absolutely shocking news this morning, Sycamore Gap is no longer, ..What on earth goes through people's heads?"

Swap your statement with the person beside you.

Interpreting language clues

Think of one example of each one of them

Fact is an information that is true and trustworthy.

Opinion is someone's thoughts or feelings about the situation.

Rumour is a story that may not be true and no evidence is known.

Speculation is a guess about what happened and why it happened.

Interpreting language clues

Think of one example of each one of them

LANGUAGE OF FACT

It is **proven** that...
 Experts **demonstrated**...
Evidence shows...
 It was **discovered** that...
 Aisha **verified** that...
 Jack **confirmed** that...

LANGUAGE OF OPINION

Simon **suggested**...
 He **thinks** that...
 They **Believe** that...
 I **feel**...
 My **opinion/idea** is that...
 I **like/don't like**...
In my opinion...
 You **agree/disagree**...

LANGUAGE OF SPECULATION

He **predicts**...
 Sally **suspects** that...
 I **Evidence** shows...
 Kofi **discovered** that...
Perhaps...
Personally...

LANGUAGE OF RUMOUR

It has **been said**...
 It was **reported** that...
 Gustavo **heard** that...
 It **appears** that...
 It **seems** that...
Apparently...
Allegedly...
Supposedly...



Work out the messages

Which one is a:

fact

opinion

rumour

speculation

What's going on with the Sycamore Gap?

Apparently it came down overnight

I wonder if it was the wind



Did you hear what happened to that tree?

Yeah I did.

I feel like it was caused by the weather in the area



Have you heard what happened to that tree?

Yes. It was confirmed that it was cut down. The police have launched an investigation now though.

Sycamore Gap tree at Hadrian's Wall cut down by 'vandals'
[bbc.co.uk/news/uk-england-tyne-66947040](https://www.bbc.co.uk/news/uk-england-tyne-66947040)



Do you know what happened to the Sycamore Gap?

I heard that trees fall down when they get to a certain age.

My uncle told me that when I was little



I can't believe what happened to that tree 😞

Yeah It's so sad



<https://www.theguardian.com/environment/2023/sep/28/famous-sycamore-gap-tree-at-hadrians-wall-found-apparently-cut-down>

This confirms that it was felled deliberately



Did you hear about what happened in Northumberland?

I did. I think the tree insects are responsible. Termites and such





Write your statement about the news report

It could be one of the following: fact, opinion, rumour, speculation

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Written by:.....

Swap your statement with the person beside you

What type of statement did they write? Why is it important to know the difference between a fact and opinion?

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Comments by:.....



4//: Identifying the difference between fact and opinion

- ◆ Sometimes people share their opinions when sharing information with you
- ◆ To know if information is correct or not, you need to be able to identify why statements being shared with you are **facts or opinions**.

- ✓ When you receive information, always stop and ask yourself "Is this a fact or opinion".
- ✓ Look at the language clues when deciding if it is fact or opinion.

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5//: Spotting incorrect information

Today, we will be using our Stop, Question, Check, and Decide Checklist while receiving information to spot things that are incorrect.

INSTRUCTIONS:

- 1:** You will be divided into groups and each group will receive a **different kind of message.**
- 2:** All messages will be about pygmy hippos. **You are to be sceptical about it.** Consume the information and then use the checklist to verify the story.
- 3:** Take note of what you question and check so you can share back with the other groups. **Report back if the checklist worked and what adjustments you'd make to it (if any).**



Groups



Text



Picture



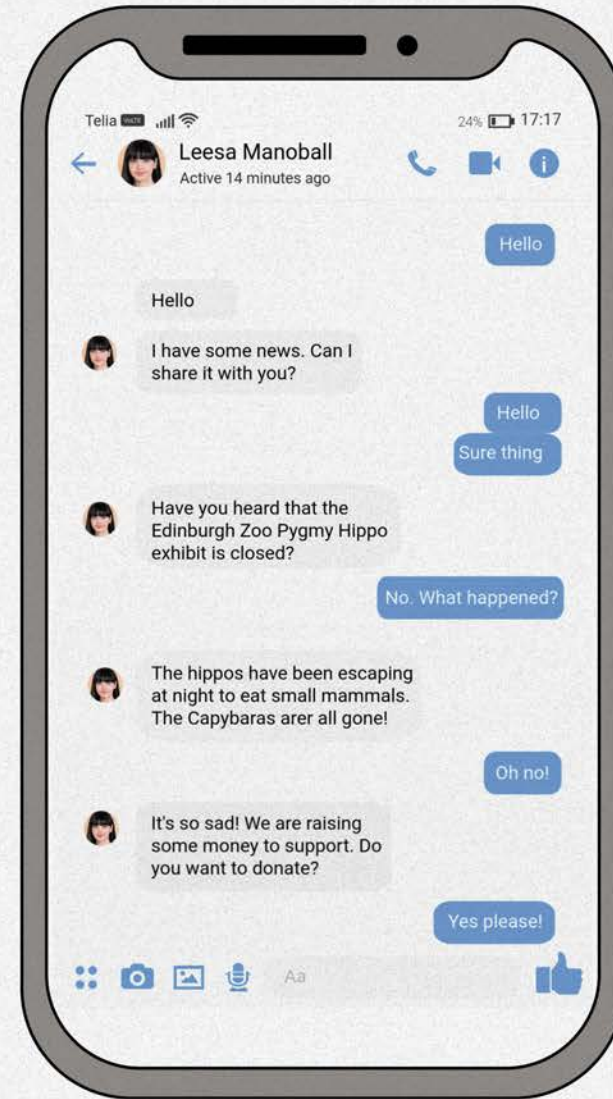
Voice note



Video

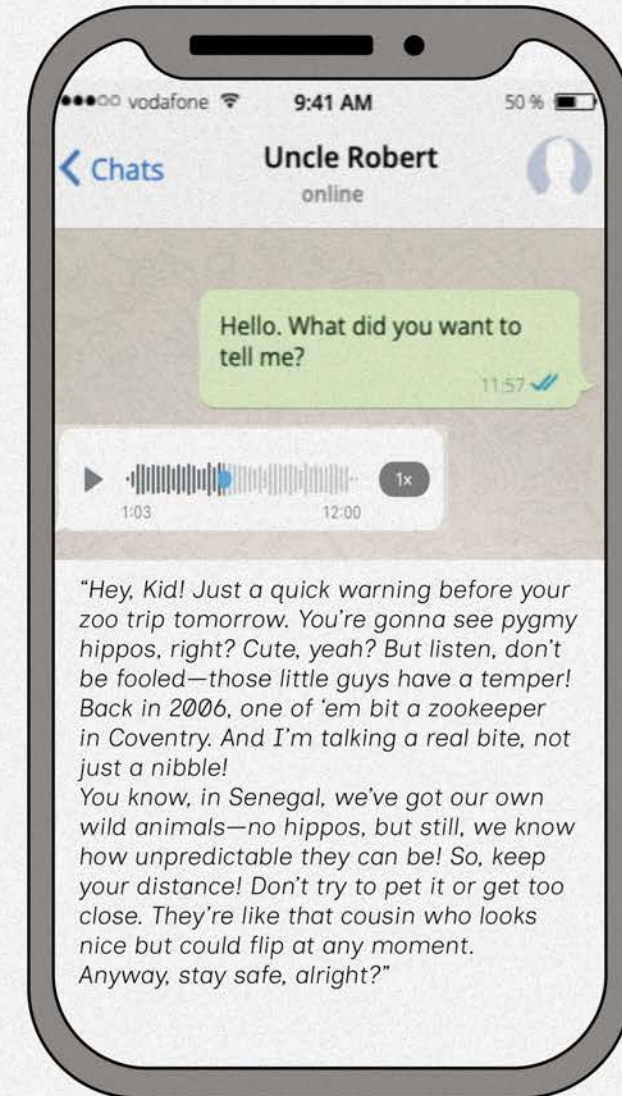


Pygmy Hippos



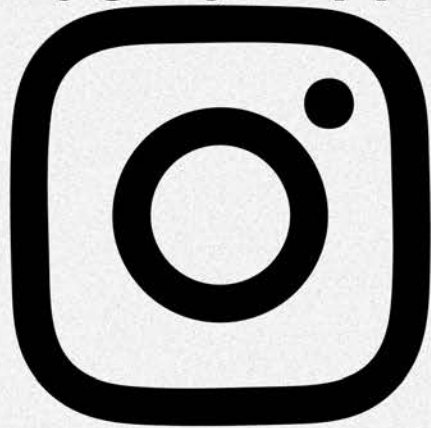


Pygmy Hippos



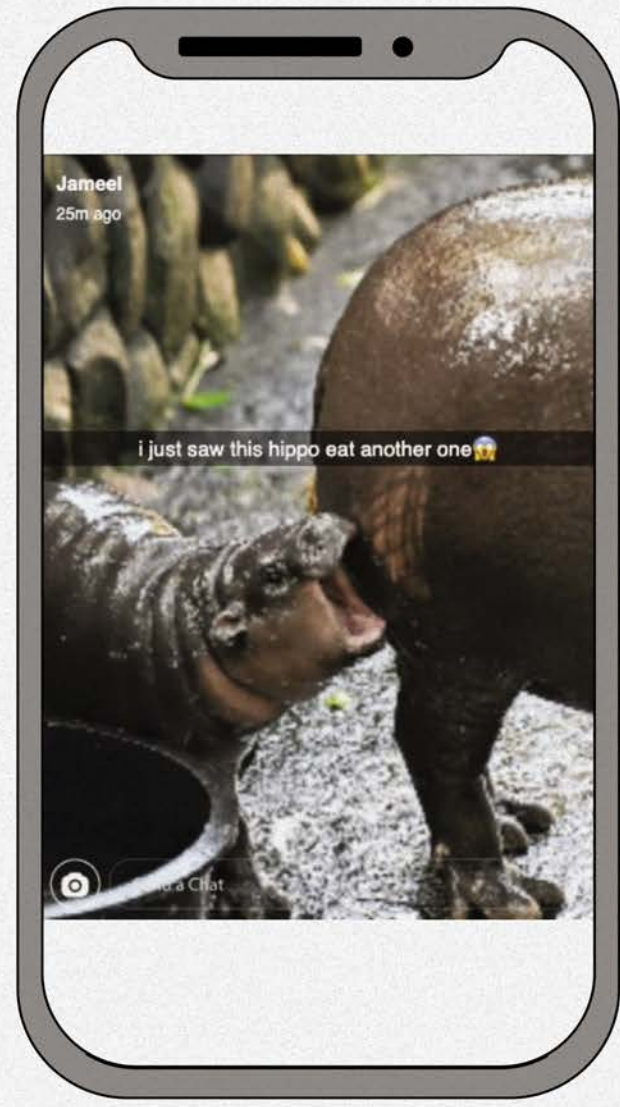


Pygmy Hippos





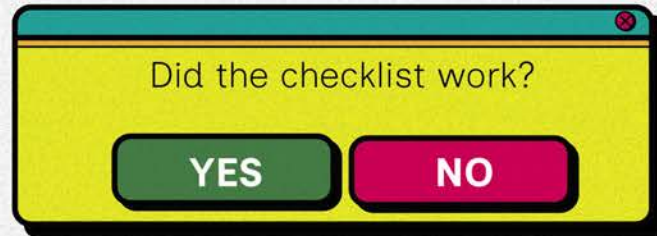
Pygmy Hippos





Checklist evaluation

1:



2: Did you have to make any adjustments? If so, what were they?

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.....
.....
.....

3: What did you, as a group, question and check?

.....
.....
.....
.....



5//: Spotting incorrect information

- ◆ **Incorrect information can be misinformation or disinformation.**
- ◆ Misinformation is when the information shared is incorrect by **accident**.
- ◆ Disinformation is when the information shared is incorrect **on purpose**.
- ◆ Text, images, videos and sounds **can all be fabricated** and manipulated using editing tools and AI tools.

- ✓ No matter where you have received the information and from whom, always Stop. Question. Check. Decide.
- ✓ Always use the checklist whether it is information you see on the news or information you see on social media and social messaging platforms.

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6//: The impact of incorrect information

Today, we will be looking at the different reactions that information and incorrect information can cause.

INSTRUCTIONS:

- 1:** Read the information about the three different characters: **Salem, Sarg and Dolly**. Make sure to understand their interests and where they are from.
- 2:** You will be presented with headlines of events happening in the world. **Based on what you know about characters**, consider how they might feel about the news they hear and write that down in the table.
- 3:** You will then be presented with a **snapshot of a group chat conversation** between Dolly, Salem and Sarg where they are discussing if a protest or celebration is happening in the town they live in. **Read the conversation and understand which of them believe it is a protest and which of them believe it is a celebration taking place.**



SALEM



Character 1

Name: Salem

Age: 15 years old

About: Salem is from the Middle East and moved to the UK 6 years ago. Salem enjoys playing and watching football, and reading about Middle East and global history.



SARG



Character 2

Name: Sarg

Age: 15 years old

About: Sarg was born in Europe, and moved to the UK 3 years ago. Sarg enjoys playing and watching basketball, and reading about European and global history.



DOLLY



Character 2

Name: Dolly

Age: 15 years old

About: Dolly is from South America, and moved to the UK 3 years ago. Dolly enjoys playing and watching football, and reading about South America and global history.



The impact of incorrect information

Write down in the table how **Salem, Sarg and Dolly** might be feeling based on the information that they believe.

Online posts	Argentina wins the 2022 Football World Cup!	Morocco wins the 2022 Football World Cup!
		
		
		

How does the information make each of them feel?

EMOTIONS BANK

- Worried




- Upset




- Bored




- Happy




- Inspired




- Amazed




- Excited




- Stressed




- Dissapointed







The impact of incorrect information

Online posts

Greek and Roman ancient objects stolen from British Mueseum in 2024!

Middle Eastern and South American ancient objects stolen from British Mueseum in 2024!

How does the information make each of them feel?



EMOTIONS BANK

- Worried
😟😞😓😫
- Upset
😞💔😭😡😢
- Bored
😐😑😒😓😔
- Happy
😄😃😁😍🎉🌟
- Inspired
😁💡🔥🎯🌟
- Amazed
😲😱👏🌈👏
- Excited
😄🎉😁🏃🔥🌟
- Stressed
😞😓😡🔥🧠🌟
- Dissappointed
😞😓💔😐😔

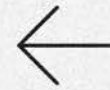
1: On the right you can see a screenshot from a **group chat between Salem, Dolly and Sarg.**

2: From his home in the city, Salem could see that there were a lot of people out in the street walking towards the town centre and they were being very loud. He asked his friends about what is going on.

3: Dolly looked online at a reliable news website and it said that it is only people going out to celebrate the local football team winning a game. Dolly thinks it is a celebration.

4: Sarg saw on Catsogram Social Media Platform someone saying that people are out protesting because they are angry. Salem and Sarg do not.

Stop. Question. Check. these pieces of information they are seeing on social media that makes them think it is a protest.



GROUP CHAT

SALEM



people are out on the streets and are being very loud!

DOLLY

I checked the news. It is just a celebration

SARG



Someone posted that it is a protest

DOLLY

Why do people think it is a protest?

SARG



The people are angry



The impact of incorrect information



This is a celebration!



This is a protest!

How does the information they think is true make each of them feel?

EMOTIONS BANK

Worried



Upset



Bored



Happy



Inspired



Amazed



Excited



Stressed



Dissapointed



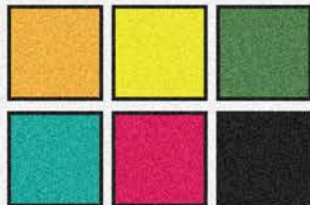
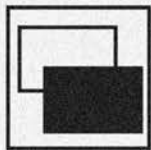
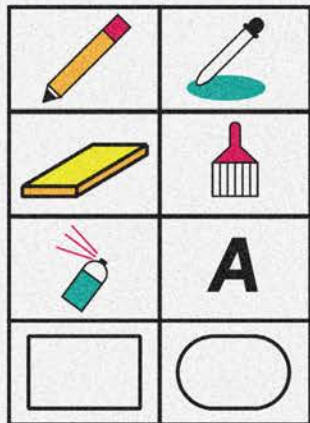


The impact of incorrect information

Salem believes it is a protest, and he tells his family and community, including other people from Middle East. They all think it is a protest. Draw what you think Salem and Salem's family and community will feel and do.



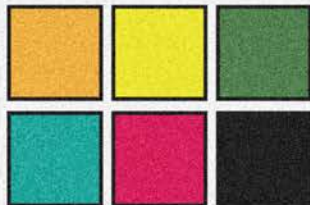
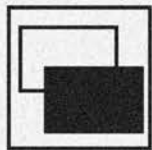
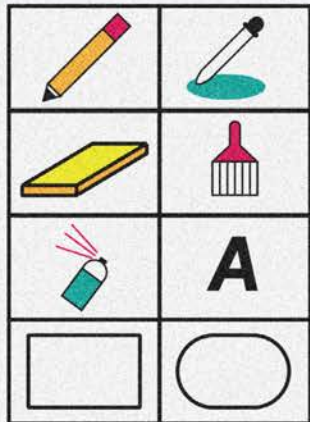
File Edit View Image Options





The impact of incorrect information

Dolly believes it is a celebration, and she is correct! Dolly tells her family and community, including some other people from her home country. They all think it is a celebration. Draw below what you think Dolly and her family and community will feel and do.



6//: The impact of incorrect information

- ◆ Information we receive can have an effect on **how we feel and what we do** in response to the information we have received.
- ◆ People feel differently about different pieces of information **based on who they are and their life experiences**.
- ◆ **We need to consider how a piece of information may make someone feel** before we send it to them or share it on social media platforms, especially if we are unsure if it is correct information or not.

- ✓ When you receive information consider how the information made you feel and how it may make others feel.
- ✓ Before you share or send information to others always **Stop.Question.Check.Decide** because sharing incorrect information can impact how people feel and how they act.

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7//: Checking accuracy of information

Today, we will be learning how to find accurate information using search engines.

INSTRUCTIONS:

- 1:** You will receive some headlines. Use a **search engine** to check if the headlines are accurate and to find out **what really happened**.
- 2: Note down what you put into the search engine.** Find three **(3)** reliable news sources to find out what really happened.
- 3:** Decide what parts of the headlines we gave you are true and **what parts are false**.
- 4:** Share back with the class.

Checking accuracy of information

Headlines

HEADLINE 1

Mo Farah ran the 200 meter sprint winning a gold medal in the 1998 Olympics!

HEADLINE 2

Newcastle United won the 2025 FA Cup.

HEADLINE 3

The penguins of Heard and McDonald Islands now have to pay taxes to Trump!



PROMPT TOOLBOX

QUESTION WORD

WHO
WHAT
HOW
WHICH
WHEN
WHERE

EXAMPLE STATEMENTS

DID MO FARAH WIN AN OLYMPIC GOLD MEDAL

DID NEWCASTLE UNITED WIN A CUP

TAXES THAT THE PENGUINS NEED TO PAY



Note: remember you can always tell ChatGPT to translate text for you by saying or typing "translate to [language of your choice]."

WRITE WHAT CHATGPT TOLD YOU:

Who:

What:

How:

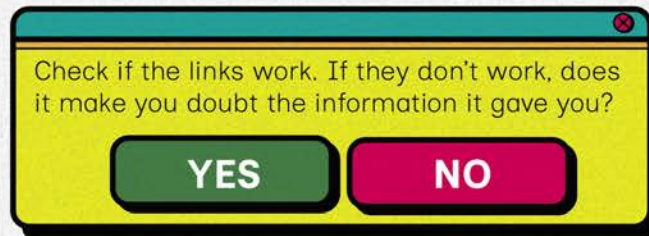
Which:

When:

Where:

Checking Accuracy Of Information

1. Once ChatGPT gives you a response ask it to “**List the sources used with links**”. ChatGPT will then give you a list of links to webpages it is claiming to use to give you the answer.



2a. If the links **work** move on to the next activity.

2b. If the links **does not work** try sending the same prompt again but this time make sure you have pressed the “**Search the Web**” button before sending it.



3. Once you have done that move to the next activity.



Checking Accuracy Of Information

Decide what parts of the headlines we gave you are true and what parts are false. Once you have identified what parts are true and what parts are false. Share with the rest of the room what really happened.

True

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False

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.....

.....

.....

7//: Checking accuracy of information

- ◆ You can use **Search Engines**, like Google, to find out information about a topic or about information of an event that has happened.
- ◆ Search engines use **algorithms** to crawl the web and look at the content of websites. They then organise them into an index (like a catalogue) so that the search engine can find the information when asked.
- ◆ Search Engines also use algorithms to **rank webpages** and that is why some webpages appear first in the list and some lower. The ranking is usually done based on what the algorithm thinks is the best quality in response to your question.

- ✓ If you are not getting the results that you want try changing the wording for what you are asking for.
- ✓ When trying to find information or checking if information you have received is correct, always try to find more than one reliable source.
- ✓ Always Stop. Question. Check. Decide when you get information using search engines so that you can check if the source is reliable and decide if you believe it.

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File Edit Format View Help



|AI and Media literacy

3//: AI_Media Literacy

GEN
MISDIS
INFORMATION

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1//: How to spread false information

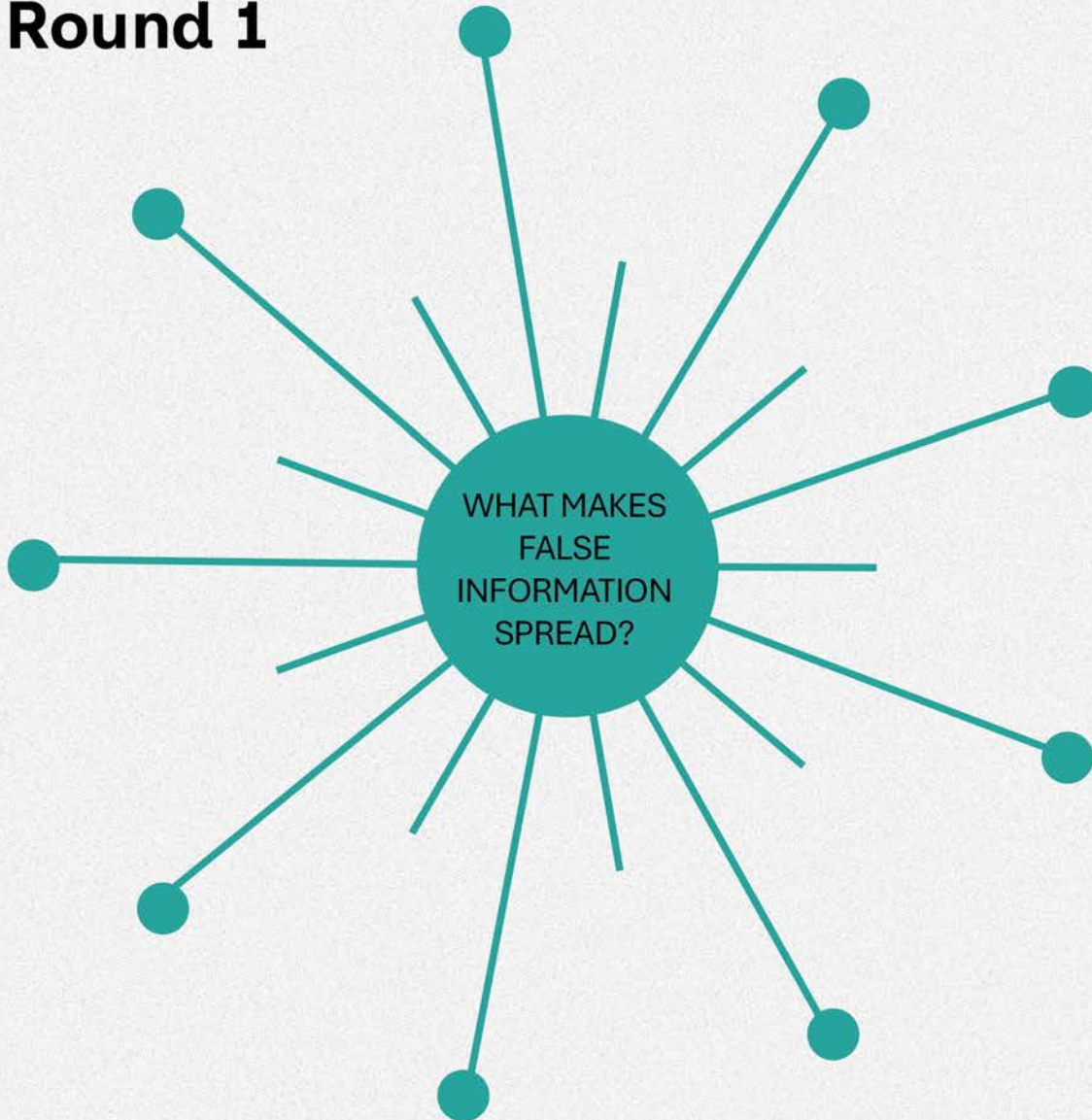
Today, we will be learning about false information by observing how easy it is to spread it.

INSTRUCTIONS:

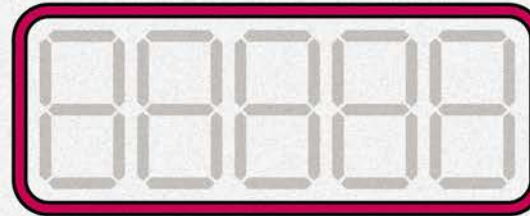
- 1:** Go to www.getbadnews.com/en/intro and start **The Bad News Game**. In the game, you have to get as many followers as possible by spreading fake information.
- 2:** Play the first round of the game and note **what makes false information spread**. Note which strategy you used and write down your follower count.
- 3:** Look at the **strategies checklist**. Decide with your partner what strategy that you thought was most effective and share it with the rest of the room. Share your insights with the group.
- 4:** **Play The Bad News Game** again using the strategies shared in the room and note your results.



Round 1



Follower count:



Strategy:

.....

.....

.....

What would you do differently next time?

.....

.....

.....



SUPER SPREADING STRATEGIES CHECKLIST

Impersonation

MEANING:

Emotion

MEANING:

Polarisation

MEANING:

Conspiracy

MEANING:

Discredit

MEANING:

Trolling

MEANING:

What strategies other groups used?

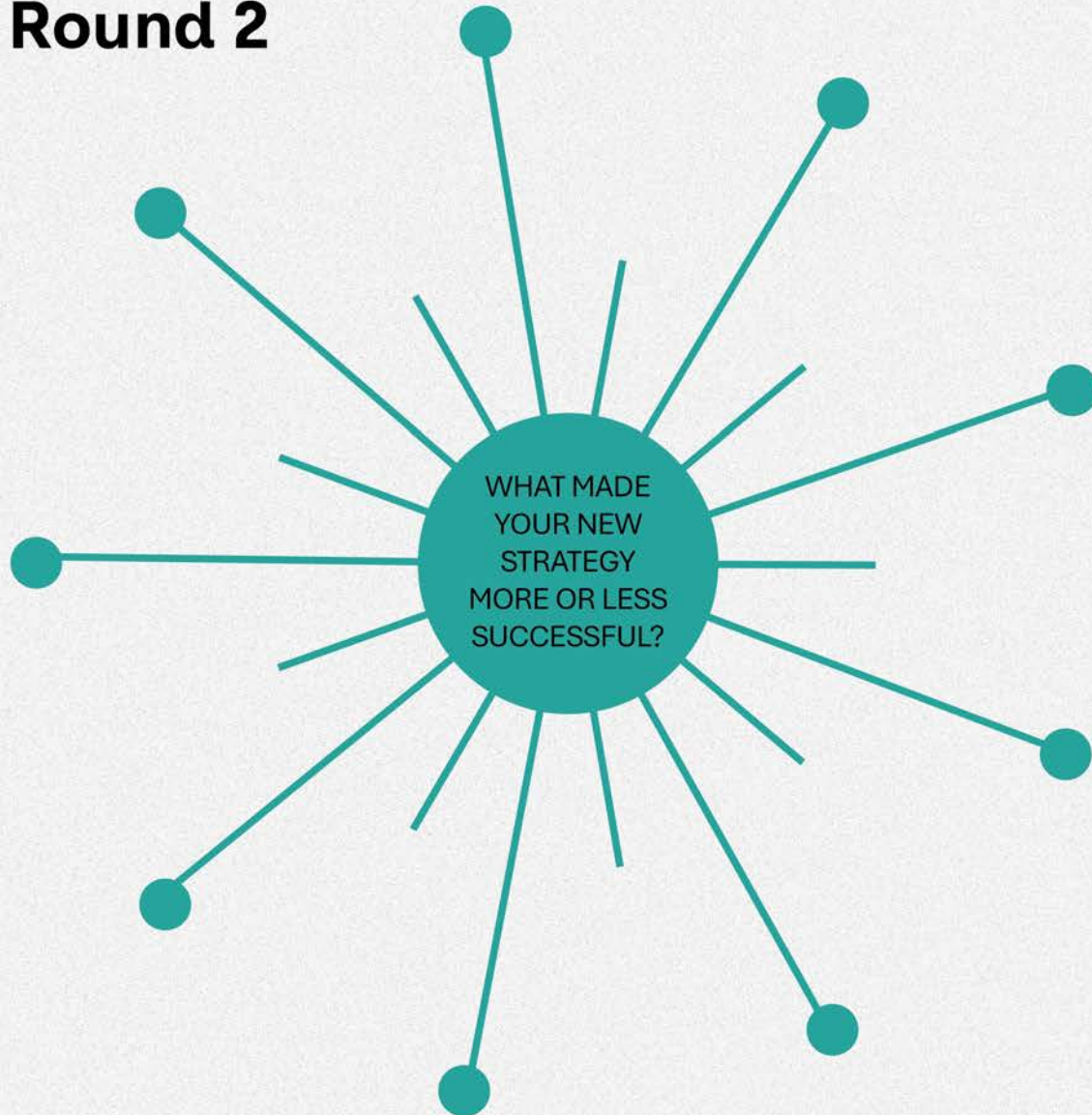
.....

What strategies are you planning to use in the next round and why?

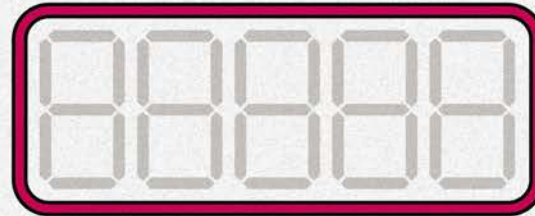
.....



Round 2



Follower count:



Strategy:

.....

.....

.....

What would you do differently next time?

.....

.....

.....



Reflection

What are the most effective strategies? Can you explain why?

Dotted lines for writing.

What could make the strategies that you used more effective?

Dotted lines for writing.

1//: How to spread false information

- ◆ There are different strategies used to spread false information.
- ◆ These strategies include impersonation, emotion, polarization, conspiracy, discredit and trolling.

✓ When receiving or viewing information always Stop and Question if the spreader of the information is using any of these strategies.

2//: Creating false information

Today, we will be making false information by creating a newspaper and post for social media.

INSTRUCTIONS:

- 1:** You will be assigned to three groups and each will receive a character name: **James Moriarty, Kittey Riley, or Langdale Pike.** Each group will receive a sheet of facts about Sherlock Holmes.
- 2:** Using those facts, plan the creation of a convincing piece of content. This could be a newspaper article or a social media post. Look at the example templates to see what information is required.
- 3:** Locate images to be added to the content. You can find images online or use Generative AI to create images. **Make it as convincing as possible** using the Super Spreading Strategies Checklist from the previous lessons.



Characters

CHARACTER

Formidable enemy
JAMES MORIARTY

James Moriarty is a well-known adversary of Sherlock Holmes. The mastermind behind the mysteries, Moriarty spreads false information to discredit Holmes - his enemy.

Role:
Spreading false information

CHARACTER

Journalist
KITTEY RILEY

Kittey Riley is a journalist who always strives to tell the truth. Riley takes great care to make sure the facts in their articles are true, aiming to provide an accurate impression of Holmes.

Role:
Spreading true information

CHARACTER

Influencer
LANGDALE PIKE

Langdale pike is never quite sure what is right or wrong. BUT they are popular, and their news gets shared. They make content that gets the biggest following.

Role:
Spreading mixed information



HEADLINE

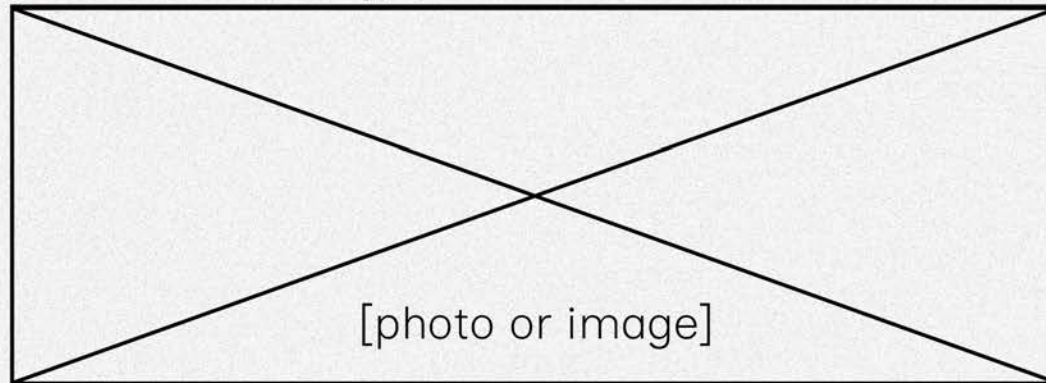
eye-catching title for your story

Subheadline (optional)

used to show what a paragraph will tell us about

By/Author's name

your name



photo

[photo or image]

photo description

Photo caption

LEAD PARAGRAPH

summary of who, what, when, where, why, and how. Hook the reader with the most important info right away!



*eye-catching
title for your
story*

*used to
show what a
paragraph will
tell us about*

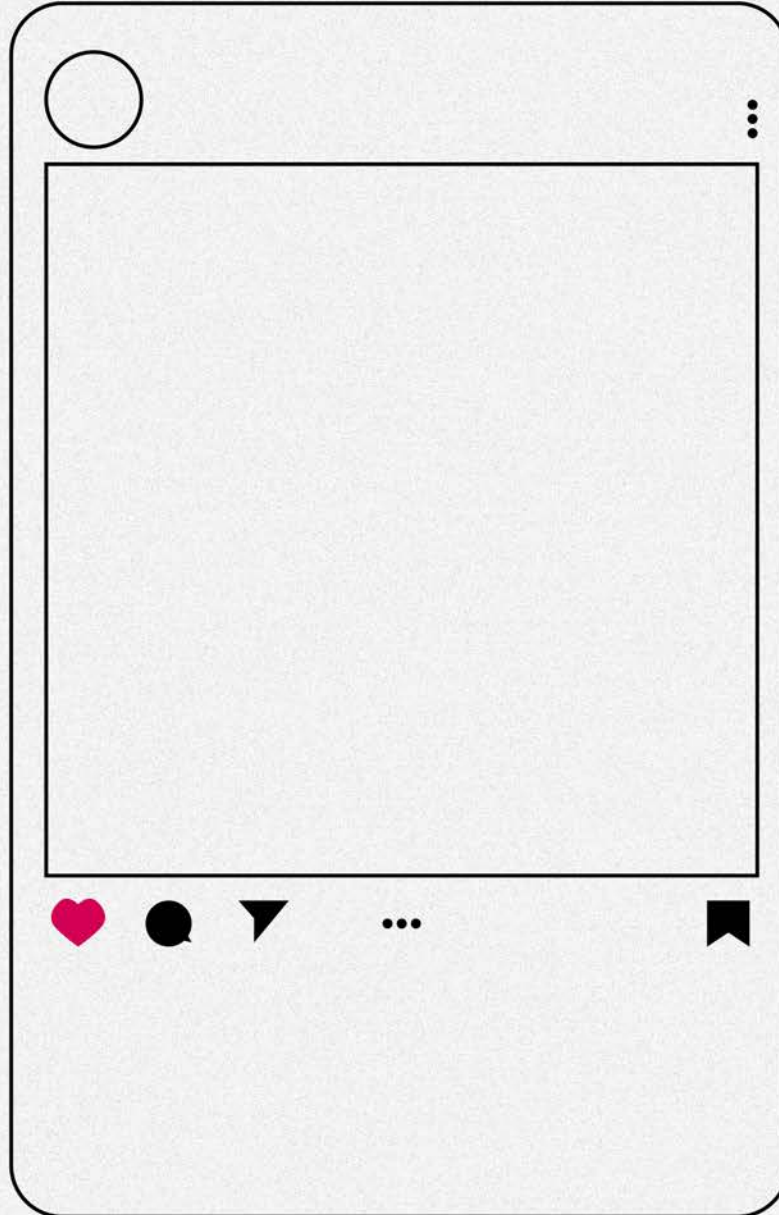
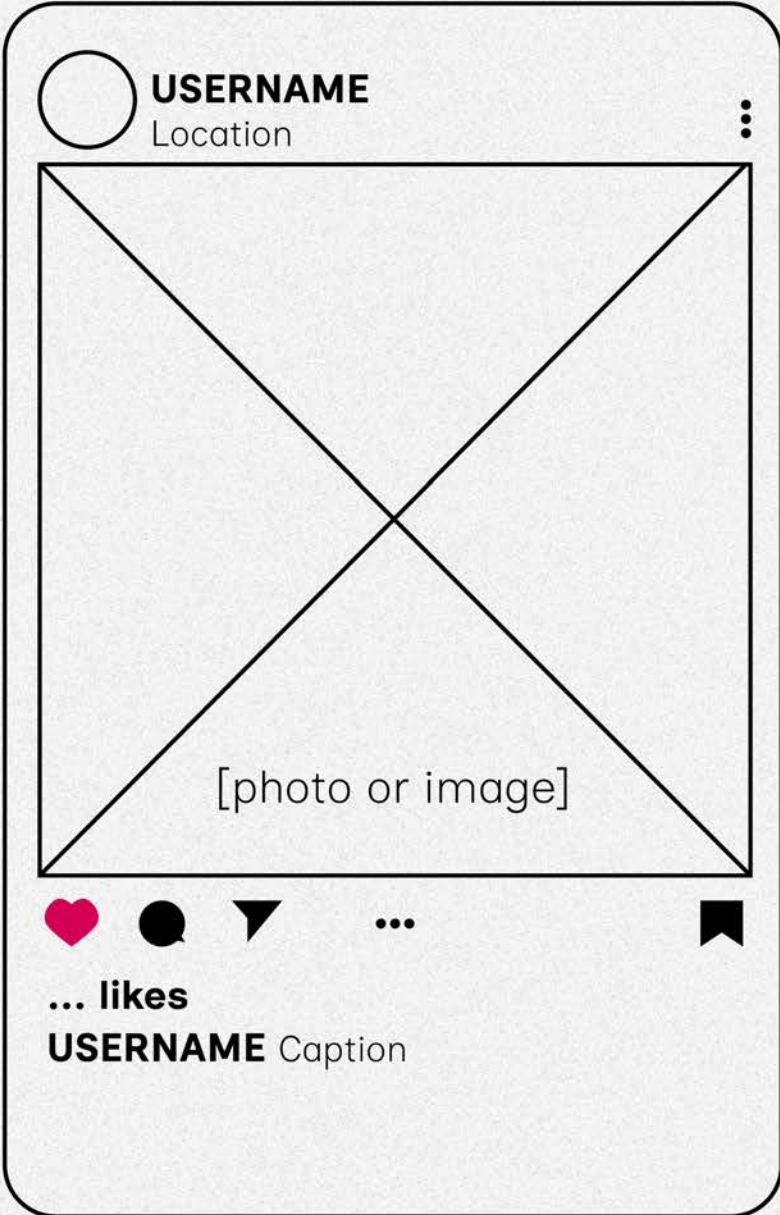
your name



photo

*photo
description*

*summary of who, what,
when, where, why, and
how. Hook the reader with
the most important info
right away!*



2//: Creating false information

◆ With advances in Generative AI, it is now easier for people to create images, videos and text **that can be used to create false information.**

Example:

Deep Fakes can be created using AI. **Deep Fakes are fake images or videos (with voice) made to look like someone did or said something.** They can be of anyone including celebrities and famous people. They are made by AI learning how a person looks, talks and moves and making a fake version of it.

✓ When receiving or viewing information always Stop, Question and Check if the content including the images or videos are real or fake, before you decide if you believe it or not.

QUESTION	CHECK
<input type="checkbox"/> Author	Story from different sources
<input type="checkbox"/> Other articles by the author	Photographs
<input type="checkbox"/> Webpage	Quotes
<input type="checkbox"/> Website address	Quotes from different people
<input type="checkbox"/> Writing	Fact or opinion
<input type="checkbox"/> Headline	Evidence, i.e. statistics

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3//: Fact checking news you receive

Today, we will be fact checking some information. Try to remain in your groups from last week.

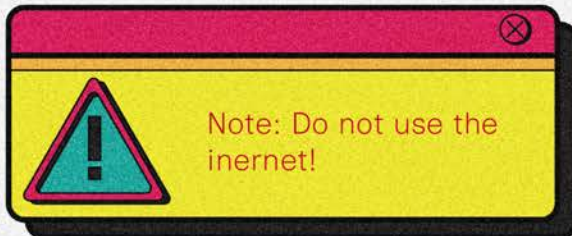
INSTRUCTIONS:

1: You will receive some articles. Read through them and engage in a **Stop. Question. Check. Decide.** process. Do this without using the internet.

2: Take note of your initial thoughts. Using the internet, determine if the article your group received is a fact or not. Use search engines, ChatGPT, and an AI content checker of your choice.

Prompt ChatGPT to comment on the credibility of the article.

3: Highlight any inaccuracies you spot in the text. **Can you also spot which images are AI generated?**



Initial thoughts

Tick the statement you think is correct.
Engage with a Stop. Question. Check.
Decide. document.

- The article is real information
- The article has some real and some fake information
- The article is fake information

How did you make your decision?

.....

.....

.....

.....



Note: You can use search engines, ChatGPT or an AI content checker.

Final thoughts

Tick the statement you think is correct:

- The article is real information
- The article has some real and some fake information
- The article is fake information

Share with the rest of the room how you made your decision!



Circle the fragments of the picture that make you think that the image could be AI generated.

Image source: BBC (2023). BBC Bitesize. [online] BBC Bitesize



3//: AI_Media Literacy/ Fact checking news you receive

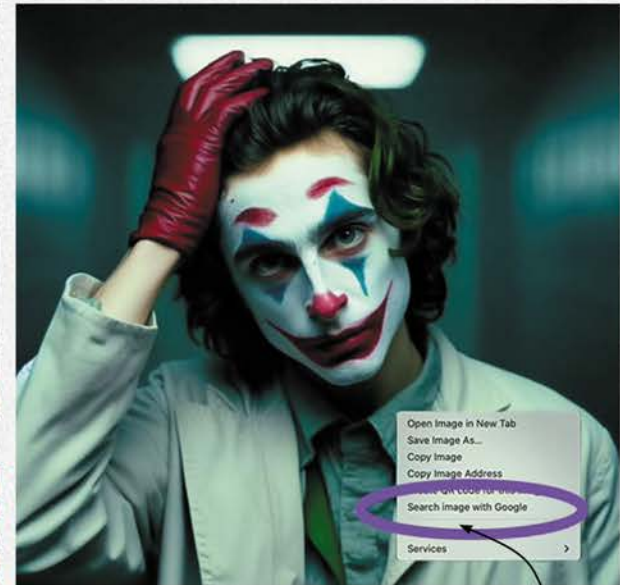


face is too perfect



weird hands

text is unreadable

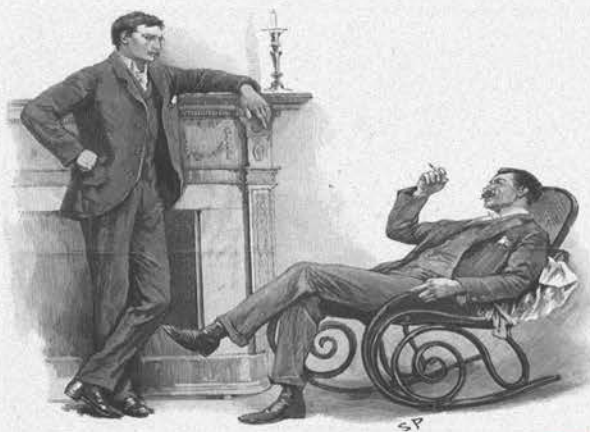


*Sometimes it looks too good!
Use the search to find the source.*

Image source: BBC (2023). BBC Bitesize. [online] BBC Bitesize

Is it AI?

Place a on the images you think are made by AI



What is the easiest way to tell if an image has been created using AI?

Text area with horizontal dotted lines for writing.



Final thoughts - Images

Circle the statement you think is correct:

- The image in the news article is real
- The image in the news article is fake

Share with the rest of the room how you made your decision!



Note: Use the information you learnt about spotting fake images!

3//: Fact checking news you receive

- ◆ We can **Stop. Question. Check. Decide.** on any news we receive. This also applies to information we may view or receive through **social media and social messaging platforms** like TikTok, Instagram and WhatsApp.
- ◆ There are several ways to **Check** information online. This can include using a search engine or Generative AI like ChatGPT to **cross-check information**. You can also use an AI content checker which will tell you how likely the content is to be generated by AI.

- ✓ When receiving or viewing information, always Stop, Question and Check the images.
- ✓ To visually check images, focus on the details in the image (e.g. the writing in it, the hands etc.) and be wary of images that appear to be too perfect.
- ✓ AI is getting better at generating images, videos and voice. So it is becoming harder for us to visually spot on our own if the images, videos and sounds we view or receive are real or fake. So when in doubt, you can do reverse image search or look online to see if the video or sound is being shared on the webpages of reliable sources. You can also use an AI content checker.

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4//: Role playing receiver roles

Today, we will be learning how to respond when exposed to incorrect information.


INSTRUCTIONS:

- 1:** In pairs, take one **Spreader** card and one **Receiver** card to choose your roles.
- 2:** Pick a piece of information from the previous session and discuss it with your partner.
- 3:** Discuss how the **Receiver** would react if the **Spreader** shared this information with them.
- 4:** Use generative AI to generate the second pane of the storyboard. You are also to prompt generative AI to ask how the **Spreader** would respond to the **Receiver's** actions.
- 5:** Finally, in the 4th panel, draw how you would respond to the spreader's response.




Roles

ROLE




INTENTIONAL SPREADER
This individual shares the information because they have something to gain from sharing it, or from the receiver believing it. They will want the receiver to believe their information.

ROLE



ON-THE-FENCE RECEIVER
This person is willing to talk about the information with the spreader, but to learn more. Not to change their mind. They are worried about the reaction of the spreader, and whether the spreader would believe them if they tried to change their minds.

ROLE



UNINTENTIONAL SPREADER
This individual shares the information because they think it is true, they do not know it is false. They share it to try and help the receiver or to chat about the topic, not to try and change the receiver's mind.

ROLE



CLOSE CHALLENGER RECEIVER
This person is close to the spreader, they are a member of their family. They are worried about the spreader's response and whether they will become angry, but they still want to change the spreader's views.



PROMPT TOOLBOX

ACTION

KEEP
CREATE
REMOVE
ADD
MAKE
CHANGE

TYPE

IMAGE/PICTURE

CONNECTION WORDS

ABOUT OF TO
AFTER FOR FROM
DESCRIBING

SCENE 1 PROMPTS

1. Create a picture of
2.
3.

SCENE 2 PROMPTS

1.
2.
3.



Note: Remember - some of the information may not be real.
Note: Use the prompt box on the previous page to help you ask the Generative AI to make the images

Use a Generative AI to create images of how the spreader will share information and how the receiver will receive the information.

SCENE 1

SHARING INFORMATION

How does the spreader share the information?



SCENE 2

RECEIVING INFORMATION

How does the receiver receive the information?





PROMPT TOOLBOX

ACTION

KEEP
CREATE
REMOVE
ADD
MAKE
CHANGE

TYPE

IMAGE/PICTURE

CONNECTION WORDS

ABOUT OF TO
AFTER FOR FROM
DESCRIBING

SCENE 3 PROMPTS

1. Create a picture of
2.
3.

SCENE 4 PROMPTS

1.
2.
3.



Note: Remember - some of the information may not be real.
Note: Use the prompt box on the previous page to help you ask the Generative AI to make the images

Use a Generative AI to create images of how the receiver will respond to the information and how the sender will respond back to the receiver.

SCENE 3

RECEIVER RESPONSE

How should the Receiver respond to the information they received

SCENE 4

SENDER RESPONSE

How should the Sender respond to the Receiver



How do you think the Receiver felt when they first received the news?

Tick the emotion from the Emotions bank below

EMOTIONS BANK

Worried



Upset



Bored



Happy



Inspired



Amazed



Excited



Stressed



Dissapointed



How do you think the Spreader felt about the receivers response?

Tick the emotion from the Emotions bank below

EMOTIONS BANK

Worried



Upset



Bored



Happy



Inspired



Amazed



Excited



Stressed



Dissapointed



How do you think the Receiver felt after a month of receiving the news?

Tick the emotion from the Emotions bank below

EMOTIONS BANK

Worried



Upset



Bored



Happy



Inspired



Amazed



Excited



Stressed



Dissapointed



4//: Role playing receiver roles

- ◆ We have learnt about how incorrect information is spread but it is equally important to think about **how we respond** when we receive information that we think is fake.
- ◆ People often find it difficult responding to someone spreading incorrect information and some people try to correct the **Spreader** and others engage in a conversation without trying to correct them.

- ✓ When you think you have received incorrect information, consider how you feel about the information before responding. Also think about your relationship with the spreader and what the best way is to respond.
- ✓ Correcting someone spreading incorrect information can be difficult and you both might get upset. So consider how you both might feel and proceed with what is best for you and for the spreader.

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