

TRAINERS' GUIDE



Values4All Curriculum Activities

Misinformation and Disinformation

Age of Information

Information is a crucial element in our existence, where it serves as the source for growth and development. We require information to live our lives, to make connections with others and to build relationships in order to coexist. In the world we live today, we see an infinite amount of information, and this is produced by an unlimited number of sources such as websites, social media and traditional media. This brings us to reflect upon few important questions,

- Who controls information?
- Who can we trust?
- Who might be manipulating information?

These questions play a vital role in determining the existence of our political, social, economic, and environmental realities. In those situations, if provided with misinformation or disinformation it can even create havoc and ignite humanitarian crisis.

The internet has amplified and increased the ability at which misinformation and disinformation travel. Studies show that, false information spread significantly farther, faster, deeper, and more broadly than the truth in all categories of information.

Values Intervention

We already see the severe repercussions created by misinformation and disinformation in our societies. The curriculum provides tools that are strengthened by shared values, to understand the ill effects and to counter them. It is aimed to increase information literacy skills, so that individuals can better make their own determinations about what is true and what is false. Most importantly, the curriculum aims to counter misinformation and disinformation using both individual values and societal values. The awareness it provides will enhance the ability of individuals to be mindful when information is presented to make effective decisions.

Curriculum Objectives

The curriculum has two main objectives;

- Understanding the impacts of misinformation and disinformation on values.
- Countering misinformation and disinformation using values.

Curriculum Guidance



The curriculum is only a guide that provides a pathway for facilitators to engage with participants through experiential learning activities. Therefore, the facilitator has the opportunity to adapt the methodology according to the target audience.

The curriculum also contains, under each activity, reflective questions which are designed in two levels;

- Recommended questions - Under the reflection sections, recommended questions are provided to establish the discussion. These questions will help facilitators to make an entrance to the activity and understand different dimensions of the discussion
- Optional questions - These questions will help facilitators to take the discussion into a deeper level and a wider scope, by sharing personal experiences and incidents.

Target Audience



The curriculum is designed targeting young adults and anyone with an interest in values education and information literacy.

Activity Structure



Participants are guided to do an activity that would simulate an experience. This experience would provide the foundation for participants to have an open discussion in a safe space. The discussion will be facilitated with key reflective questions that would enable participants to share personal stories, opinions and ideas.

Each activity of the curriculum is designed with 3 components;

- Thought provoking (activity, audio visuals, skits and other tools to engage)
- Learning and unlearning (personal reflections/ experiences and discussions)
- Connecting (debriefing and summarizing to connect the lessons learnt with the outside world)

Introductory Reflections



- Why is information needed? What is the importance or significance of information?
- What is misinformation? What is disinformation? Is there a difference?

Misinformation: *Unintentional mistakes with no deliberate intention to deceive.*

Disinformation: *Fabricated or deliberately manipulated information with an intention to harm.*

- What do you identify as misinformation? What do you identify as disinformation? Discuss some examples.
- When and where do you often see misinformation or disinformation?