

Building Block E

Disinformation and society



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Young People
Fighting Disinformation



Co-funded by the
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Platoniq

Fundació

Designs digital participatory processes and facilitates innovative participatory methodologies to help build more democratic and just societies and organisations, making use of open civic technologies.



**Techniques
being used**

C

B

**How do you
spot & resist
fake news?**

D

**How is fake
news being
spread?**

A

**What is
disinformation?**

E


**Disinformation
and society**



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A low-angle, upward-looking photograph of several people's hands holding smartphones. The perspective is from below, looking up at the hands and phones. The background is a bright, slightly overexposed white. In the center, there is a magenta rectangular box containing white text. The text asks about the impact of disinformation. The hands are holding various models of smartphones, mostly white and silver. Some people are wearing watches or bracelets. The overall mood is one of collective digital engagement or communication.

What is the impact of disinformation
emotionally and collectively?

Investigation & resources

01

Interviews

Local experts such as Colectic and Nereida Carrillo from Learn to Check (learntocheck.org)

02

Resources in digital media education

Existing resources and methodologies
Webinars, toolkits, didactic guides, training courses

03

Paper

Investigation and publications



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Testing Plan

01

Building block first design

Development of the building blocks.

02

Testing with close friends and school

Test building block with close friends and a local school to collect feedback.

03

Building block review & redesign

Reviews and redesigns building block according to feedback.



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Building Block E: Desinformation and society

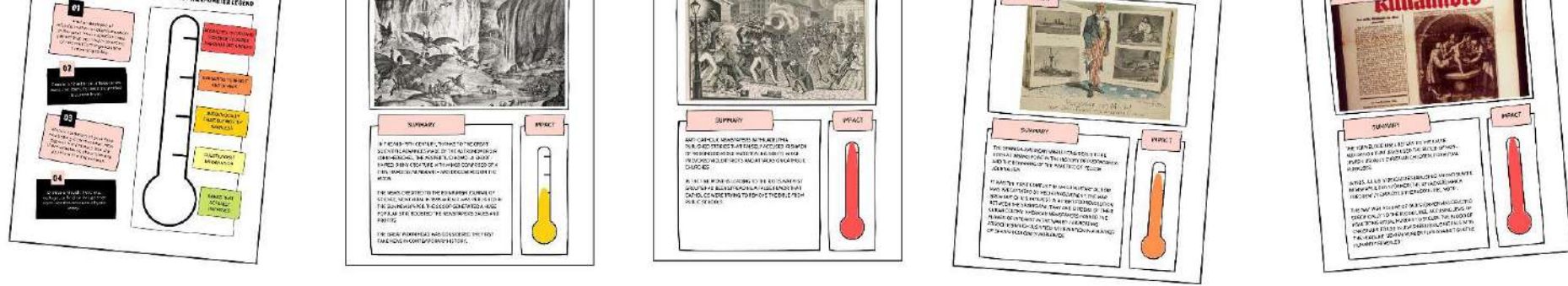
Learning objectives



Can reflect and discuss the influence and impact of disinformation on society and one's personal situation.



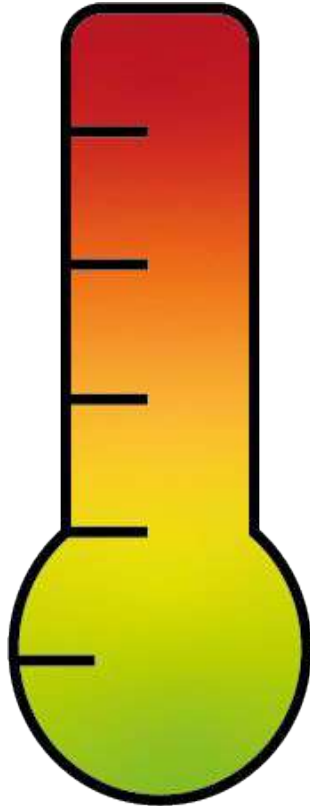
Can summarise and critically think about fake news within a historical context and in the present



Historical Fake News

Activity # 1: Creating a timeline of fake news and analysing its impact

- Knowledge about historical fake news and their impact
- Knowledge about different levels of impact of disinformation



Promotes hatred and violence towards marginalized groups

Danger to yourself and others like vaccines have microchips

Unequivocally false but mostly harmless like Greta Thurnberg is a time traveller

Questionable information

No Harm: Things that actually happened

TITLE

The Great Moon Hoax



Time Period: 1835

ILLUSTRATION



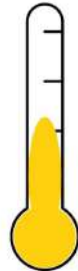
SUMMARY

IN THE MID-19TH CENTURY, THANKS TO THE GREAT SCIENTIFIC ADVANCES MADE BY THE ASTRONOMER SIR JOHN HERSCHEL, THE VESPERTILIO HOMO - A SHORT-HAIRED, SHINY CREATURE WITH WINGS COMPOSED OF A THIN, HAIRLESS MEMBRANE - WAS DISCOVERED ON THE MOON.

THE NEWS, CREDITED TO THE EDINBURGH JOURNAL OF SCIENCE, WENT VIRAL IN 1835 WHEN IT WAS PUBLISHED IN THE SUN NEWSPAPER. THE SCOOP GENERATED A HUGE POPULAR STIR, BOOSTED THE NEWSPAPER'S SALES AND PROFITS.

THE GREAT MOON HOAX WAS CONSIDERED THE FIRST FAKE NEWS IN CONTEMPORARY HISTORY.

IMPACT



Disinformation City

Activity # 2: Understanding the impact of fake news on today's society





Un médico español llora mientras asegura que
pacientes de COVID-19 mayores de 65 años les
los respiradores para dárselos a los más jóvenes

Están fumigando los parques
venenos muy fuertes para el coro





Bloc A

Què
és la desinformació?

Desenv
Iniciativa
Vision
colupat p
e for So

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of the European Union

JUST
DO IT

BEST CITY

Miles



PREGUNTA #2

¿Cuánto más pagas por comprar una camiseta con marca personal en una tienda?

☒ 1 euro

☒ 12 cent

☐ 65 cent