INFORMATION & MISINFORMATION
Identifying and responding to disinformation (R2)



From: https://climate.ec.europa.eu/eu-action/climate-disinformation_en

Structured Reading/Note-Taking:
As part of the learning activity relating to this Unit, please watch each of the three videos from the EU Learning Corner, then make notes on:

1. The main ways disinformation works. Think about each of the videos in turn and how disinformation is described in these.
2. What are some common signs of disinformation? What might make you suspicious about a piece of information and how would you go about checking it out?

[Here are some links to sites that might help:
The European Digital Media Observatory https://edmo.eu/
Google Fact Check Explorer: https://toolbox.google.com/factcheck/explorer]

Examples to Share:
Search out some examples of climate disinformation perhaps on social media or a blog / discussion site you know. Focus in particular on identifying examples of the following typical disinformation tactics:

False attribution: Authentic images, videos or quotes are taken from other events
Fabricated content: Content that is fabricated, sometimes combined with real content
Imposter sources: For instance, websites, blogs, or social media accounts that pose as a well-known brand or person, or as a (school) friend
False connection: The content does not match the headline/captions
False context: The information conveyed is basically accurate but in an inaccurate context
Doctored content: Content, such as statistics, graphs, photos, and video have been modified or doctored. This includes cheap fakes and deepfakes
Weaponised misinformation: Exaggerated, blown out of proportion facts
Conclusions based on rumours: Hard conclusions based on Information presented as 'rumours'.

[Based on information taken from *www.globsec.org/* and other Fact Check sites.]