

# FACT CHECKING

PREPARATION TIME: 30'

TEACHING TIME: 1 X 60'

## ABSTRACT

This learning scenario introduces the notion of fact checking. It contains some basic information about fact checking, that is, how to check if the news and/or information is fake, how and where to search if a story is fabricated, how to verify it, what is *CRAP test* (currency, reliability, authority and purpose).

## KEYWORDS

*Fact checking,  
Reliability, Truth,  
Truthfulness,  
News, Information,  
CRAP Test*

## ONLINE EDUCATIONAL RESOURCES

- *Lesson on Fact Checking from [mediactiveyouth.net](http://mediactiveyouth.net)*
- *PowerPoint presentation on factchecking from [Mediactiveyouth.net](http://Mediactiveyouth.net)*
- *A List of fake news to test for reliability*
- *Jane Elizabeth, American Press Institute - Fact Checking: A Primer*
- *Manual on investigative journalism from Center for Investigative Journalism of Serbia*

## LESSON AIM

The aim of the lesson is for participants to understand the notion of fact checking, to understand the basic notions of reliability and authority, questions that they should ask if they wish to check the facts and reliability of a story, to practice how to spot them and check if a news and/or information is genuine or fake-fabricated.

## LESSON OUTCOME

Participants will get familiar with the concept of fact checking, understand the basic notions of reliability and authority, learn questions that they should ask if they wish to check the facts and reliability of a story, and be instructed to practice how to spot them and check if a news or information is genuine.

## LESSON IMPLEMENTATION PROCESS

**Min 1-5 Warming-up:** An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. The educator introduces the topic and class contents, prepares PowerPoint presentation; various teaching methods: lecturing, discussion, group work, self-reflection.

**5-35 Collaborative learning** – in 30 minutes, participants talk about fact checking. The educator provides a definition and explain it, and then introduces a CRAP chart – then s/he describes in more detail the 4 key terms: Currency, Reliability, Authority and Purpose/point of view, and goes on to provide the further basic questions that one should ask in checking the facts.

**35-55 Use of web resources as learning material** – The participants are then divided into groups. given an example and asked to use the CRAP test, think about the questions and ultimately rule-vote if a story sounds genuine or not. Some of the stories that could be taken as examples can be found [here](#).

While presenting the content make sure to interact with the trainees and encourage them for active participation.

**55-60 Conclusion:** Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

## MATERIALS / TOOLS

Video projector, laptop/desktop, internet connection, PowerPoint/Prezi presentation which is enriched with visual materials (images and video clips) and research based factual information.