



**Le centre pour l'éducation
aux médias et à l'information**



Media and Information Literacy Classroom Activity Sheets for Teachers



Translation of sheets from the pedagogical brochure and pedagogical files produced by CLEMI for the Press and Media Week at School®.

Cover picture: Students from the Jean de La Fontaine High School (Paris) take part in a workshop on «women athletes' media coverage», organized by CLEMI and the French National Olympic and Sports Committee, in partnership with *L'Équipe*, during Press and Media Week at School® 2017. J. Cherifi/CLEMI



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INFO Sheet

All levels

CYBER CENSORSHIP, A NEW BARRIER TO FREEDOM OF INFORMATION

The internet has revolutionised journalism by allowing independent voices, although sometimes censored, to be heard. To take back control, authoritarian regimes are attempting to develop a closed, censored and monitored internet.

Resources

- The website Nothing2Hide, an association for the protection of online information
nothing2hide.org
- Stamboliyska, Rayna. *La face cachée d'internet : hackers, dark net...* Larousse, 2017.
- Bortzmeyer, Stéphane. *Cyberstructure : L'internet, un espace politique C&F* éditions, 2018.

In English

- The state of internet shutdowns 2018 by Access Now accessnow.org

August 2019. Faced with pro-democracy protesters, Hong Kong's Chief Executive Carrie Lam implied that the government might block social media platforms. Seeking to control the information that is circulating, political powers are by all means prepared to partially or completely restrict access to the Internet. Access Now, an international non-profit dedicated to an open and free internet, recorded 196 shutdowns in 25 countries in 2018, mostly in Asia and Africa. A figure that is on the rise.

To justify these shutdowns which mostly happen during periods of election, inspection or protest, governments will often announce the need to take action to combat hateful rhetoric or false information. The aim is actually to prevent dissident voices from speaking out. India is the country that shuts down the internet most frequently. The web has also been totally or partially blocked in 20 African countries since 2015, 77% of the time in authoritarian states. In Egypt, over 500 sites, mostly of media companies and NGOs, are inaccessible. These shutdowns deprive the local population of access to reliable information and have dire consequences on their everyday lives and for the economy of the countries affected.

JOURNALISTS AND DISSIDENTS UNDER SURVEILLANCE

Authoritarian regimes also try to intercept communications published by journalists along with their sources using malware. In Mexico, the most dangerous peaceful country in the world for reporters, journalists have been spied on by Pegasus, a software sold by Israeli company NSO Group. The same program had been used to spy on Saudi dissidents connected to journalist Jamal Khashoggi before his assassination.

These surveillance tools are also sold to authoritarian regimes by European firms. In September 2019, Reporters Without Borders Germany and other NGOs pressed charges against German company FinFisher for selling

the spyware FinSpy, used to shut down opposition voices, to Turkey without an export licence.

SELF-CENSORSHIP

To thwart surveillance, journalists have access to their own weapons, such as encrypted email services like Signal and ProtonMail. But in this cat and mouse game, the censors are particularly cunning. Phishing – the practice of emailing a fake link which the journalist is encouraged to click on thereby releasing spyware – is becoming more and more sophisticated. This widespread surveillance method puts a journalist's sources at risk and off speaking altogether.

When they are not spying on journalists, opponents to press freedom set up troll factories where people are paid to harass them. Threats of death or rape, messages of defamation posted on social media. Regarding these kinds of attack, women are the main target. Seventy percent of female journalists have been threatened over the past five years, according to figures released by NGO Committee to Protect Journalists, and one in three female journalists has considered quitting the profession as a direct result of online violence indicates a report from the international women's media foundation.

What are the 'Gods of Silicon Valley' doing in the face of these freedom-destroying tools? Not much. Facebook's economic model does not encourage the social platform to diminish the impact of emotional viral posts, even when they contain hateful content. Leaked reports reveal that Google was planning to launch a censored search engine in China, Dragonfly. An internal outcry saw the project shelved for the time being, the firm says.

Élodie Vialle, journalist specialising in new technologies and the defence of freedom of information online

A ROUND-THE-WORLD TOUR OF FRONT-PAGE NEWS

Children can explore the press and learn about the media from as young as nursery age. Getting a child to react to an image and asking them to speak up about it is a way to encourage them to formulate theories and introduces the concept of information.

Equipment

- National and international newspapers (if possible), National and international front pages, which you can find (in France) on the site kiosko.net or on the CLEMI's website, in the dossier accompanying the publication.

Learning outcomes

- Understand that the newspaper is a particular form of print media that provides information. Know how to recognise one.
- Learn that the first page is called the front page. Learn the specific features of a front page.
- Understand the universal phenomenon of information. Be able to recognise a front page in English.

FLICKING THROUGH THE NEWSPAPER TO FIND THE FRONT PAGE

A newspaper is not an easy publication for a child to handle. So from nursery, activities can be introduced to help children learn strategies and develop approaches as readers. Hand out a newspaper (some folded, others not; some the right way up, others not) to each child and ask them to place the front page the right way up. Give them a moment to do this unassisted, then, according to whether the child has managed to do it or not, ask each child how they did or give them directions, e.g. visual cues: look for the position of the newspaper title, use the images as a guide, etc.). The next part of the activity will focus on the different components that make up the front page.

Display two or three front pages on the board. Observe and describe them with the whole class, then list the features they have in common: the newspaper title, date, price, different size lettering (ask them about their function: big headlines to catch your attention, captions to explain the photos), one or more main headlines, texts in columns, images (photos, cartoons, advertisements, etc.).

Explain to the children that this page, which is page one of the newspaper, is called the front page. Write the word on the board, spell out the word. For pre-schoolers, ask the children to write the words 'FRONT PAGE' and stick on the front page of a newspaper or a photocopy. You might also create a large poster which is a front page made up of all the components identified earlier.

Further activities

Hand out a front page to each child and ask them to cut out the masthead, a headline, an image. Assemble all the cut-outs then divide them into groups and stick them onto three different posters.

Evaluation

To each pupil, distribute a newspaper whose pages have been detached and mixed up and ask the children to find the front page.

COMPARE FRONT PAGES FROM DIFFERENT COUNTRIES AND RECOGNISE NATIONAL FRONT PAGES

Provide the children with A3 photocopies of national and international front pages, including some with different alphabets (Chinese, Japanese, Russian, Greek Iranian, etc.). Give them a moment to look through them and study them unaided.

Discussion

What are they? How can you tell they are front pages? List the components. What are the similarities? The differences? Separate the front pages from your country from the others. Ask them to explain their choices. Display the front pages on the board and ask the children to point out their names. Circle them and read them out loud. Which ones do they think are from their own country? Cut out the newspaper titles and group them by country. Point out the countries on a map.

Reading activities

Hand out newspaper titles starting with LE, EL and THE only (in a range of fonts). Ask the children to divide them into groups (they might circle the article) and stick them onto the board in three columns, each headed by a flag (France, Spain, UK). Cut out the mastheads. On which ones can they recognise a day of the week in their own language? If possible, get hold of some international papers and, as you did with national ones, remove the pages. Mix up the front pages and the inside pages then ask the children to make two piles: one of front pages, one with the inside pages.

FURTHER ACTIVITIES

Recognise a TV news bulletin or weather report in their own language.

Anne Lechaudel, CLEMI coordinator (Paris Regional Education Authority primary level)

TEACHER'S Sheet

Age 11-14

PRESS CARTOONS: A UNIVERSAL FORMAT?

In just a few strokes, editorial cartoonists are able to poke fun at, criticise and call attention to political news and current affairs around the world. While they can be instantly understood at first glance, interpreting them, however, is a process inextricably linked with the cultural context of the country where they were published.

Learning outcomes

Modern languages:

- Understand different kinds of written document
- Engage different cultural references to interpret elements of a message
- Responding and speaking: react spontaneously to what others have to say

Media and information:

- Keep up to date with current affairs
- Nurture the critical mind
- Discover representations of the world presented by the media

Resources

- The 17 Sustainable Development Goals <https://www.un.org/sustainabledevelopment/fr/>
- COLLECTIF. *DéTrumpez-vous ! : 60 dessins de presse*. Gallimard loisirs, 2017
- COLLECTIF. *Ça chauffe pour la planète ! 60 dessins de presse*. Gallimard loisirs, 2018
- Le blog de Cartooning for peace on *Le Monde*
- Press cartoons on the *Courrier international* website
- The cartoons mentioned in this document are available in [this online dossier](#).

SESSION PLAN

This session can be easily adapted to other modern languages in your school. The topic covered is the environment, but global inequality, for example, is another topic on which a future session can be built, using the same model.

Two-hour session: students to work in small groups of two or three.

Understanding/reading the cartoon

Each group picks an editorial cartoon from an international collection selected by the teacher on environmental issues, e.g. climate change, pollution, greenhouse effect and deforestation. The students will already have studied with another teacher the different areas covered by the 17 Sustainable Development Goals which can be grouped into seven sub-categories: biodiversity, climate change, governance, inequality, methods of production and consumption, and pollution and waste.

To help students gain a general understanding of the cartoon, a table listing the Five Ws in the language of study is handed out. The student should then fill in the details about the illustrator (name, nationality) and the source (which publication?), then describe the image: where is the scene set? What does the cartoon depict? What subject does it address? Is there a caption? Who is the cartoon aimed at? Is everybody able to understand the message conveyed?

Once the students have spent time on this, the designated speaker in each group presents the work to the rest of the class. Discussing with the whole class, the students will realise that they can understand the meaning of a cartoon, regardless of the illustrator's nationality. For example, in the resources for this sheet, you will find a cartoon by Falco, a Cuban cartoonist, depicting a planet being put into a toaster as a symbol of global warming. The resources also contain a drawing by Dutch cartoonist Aren Van Dam showing a man chopping up a planet's lung with a chainsaw as a criticism of the consequences

of deforestation. Giving students a chance to discuss the meaning of cartoons produced by illustrators from around the world (here, Cuban and Dutch) is a great way to demonstrate the universal language of cartoons. In the next part of the session, students are going to qualify this observation by seeing that how a cartoon is understood is not necessarily universal.

Discussion topic

Work will already have been done on the vocabulary on the subject of sustainable development and analysing press cartoons. Ask the students to change groups from the previous activity and start a debate with the teacher acting as arbitrator. For the debate, the students will assume different roles.

Three 'role' cards are handed out or chosen at random in each group:

- No. 1: editorial cartoonist
- No. 2: a reader of the press cartoon
- No. 3: a person who opposes the subject supported by the cartoon (e.g. a climate sceptic, an intensive farmer, a petrochemical manufacturer, a car maker, etc.)

Each student performs the assigned role, using a pre-prepared table to put forward their arguments based on the cartoon (analysis/interpretation) and state their opinion and feelings about the image. The students will understand that certain topics will ignite different viewpoints.

FURTHER ACTIVITIES

Students can produce a press cartoon on the subject of sustainable development (for example with a guest press cartoonist) as part of the school project "Using press cartoons as a medium for learning about sustainable development".

Florence Dreux, teacher-librarian
Valérie Pietras, English teacher (Bordeaux Regional Education Authority)

FAKE NEWS: A MULTIFACETED PHENOMENON

This hackneyed expression can, in fact, cover a wide range of situations. This article takes a general overview of the different types of false information in circulation, from the simple hoax to deliberate misinformation.

Resources

- Checknews, the website that has answers to your questions: <https://checknews.fr>
- Décodex, to verify if a site is reliable or not: www.lemonde.fr/verification
- Hoaxbuster, the anti-disinformation platform: www.hoaxbuster.com
- The Observers from France 24: <https://observers.france24.com/en/>

'That's fake news!', 'Beware of fake news', 'We've got to put a stop to fake news!' The term often refers to the rising tide of disinformation that is flooding social networks and the public debate. Yet there is no precise definition, which is probably the reason why the expression is frequently misused. Take the US president Donald Trump, for instance, who sometimes describes as fake news criticism going around about himself, as if it were enough to label it as such to shut down the discussion. Here we will attempt to use the appropriate terms to make the distinction between several different notions.

DISINFORMATION

All information is based on facts: what someone said, a football score, the temperature measured at a given location in the morning. Any journalist will then report as best they can on the events that happen based on these facts. Journalism is never entirely neutral: two individuals might tell the same story with the emphasis on certain facts over others or not necessarily draw the same conclusions. But this is quite a different story from the legion of individuals and websites out there that have no qualms about spreading false information. They may cite, for example, figures that have been made up or show photos that have been doctored to alter their meaning, with the aim of propping up their own political message. It's a bit like a chef deliberately adding poisonous ingredients to a dish they are making. For example, several not-so-scrupulous websites confirmed in September 2017 that the Deputy Prefect of the French part of Saint Martin had fled after Hurricane Irma hit the Caribbean island.

MANIPULATION

Keeping informed would be far simpler if any given statement could be easily classified as either 'true' or 'false'. Alas, the reality is far more complicated: many a rumour has been formed from scraps of information which are absolutely true, but then distorted to twist their meaning, often with the intent of conveying a political message. By way of example, on 1 October 2017, the day of Catalonia's independence referendum, an individual posted a video showing a police officer

beating members of the public in the street. The caption posted with it read: 'Spanish police attacks Catalans'. While the footage was real, it had been taken completely out of its original context: the clip dated back to a demonstration that took place in November 2012 and was totally unconnected with the independence campaign. There is nothing 'fake', strictly speaking, about the video in this example, but sharing the clip without clearly stating it was five years old, particularly on a day when Catalonia was experiencing police violence, is hugely misleading.

CLICKBAIT FACTORIES

Like manipulation, clickbait sites are founded on true stories, but instead of presenting the information in an ethical manner, these unscrupulous news sources attempt to find the most attention-grabbing headlines possible, even if it means bending the truth. These sites have one mission: entice as many readers as it can to the site. More readers equals more advertising revenue. So next time you see a site promising that 'miracle cure' or a story to which 'you'll never guess what happened next', you're better off not clicking.

HOAXES

'Desigual to launch a clothing line for humans', 'After the clocks went back, an insomniac stayed awake an extra hour' ... Just a couple of examples from the website legorafi.fr which are made to resemble the kind of headlines you see all over the online press, but which are, in actual fact, made-up news stories for comic effect. Nothing particularly harmful here and, in theory, there's little chance the readers will be completely duped, unless they're half asleep. All the same, be careful: satirical and parody website are proliferating (there are over a hundred currently) and some like French site actualite.co actually let you create your own 'fake' article and share it on social media.

Adrien Sénécat, journalist for *Le Monde*

HOW TO RESPOND TO CONSPIRACISM IN THE CLASSROOM

The tragic terror attacks in recent years have shed light on the scale of the phenomenon. Since then, conspiracy theories continue to be a major concern and even a challenge for schools.

Resources

- Gérald Bronner, *La Démocratie des crédules*, Éditions PUF, 2013.
- Didier Desormeaux, Jérôme Grondeux, *Le Complotisme : décrypter et agir*, collection éclairer, Éditions Canopé, 2017.
- Gérard de Vecchi, *Former l'esprit critique (Vol. 1: pour une pensée libre)*, ESF éditeur, 2016.
- www.conspiracywatch.info
- <http://eduscol.education>

The issue of conspiracism* is set against a high degree of distrust of the 'official line' (be this political or from institutions and the media). 'Conspiracism' can be described as a world view that constantly sees conspiracy theories everywhere. It implies a systematic mistrust of the information broadcast by, for example, the mainstream media. This distrust is a symptom of a crisis of citizenship. As French sociologist Gérald Bronner wrote: 'Confidence is thus necessary to any social life... specifically democratic societies, pivoted around the progress of knowledge and the division of intellectual work.' (Bronner, 2013).

AVOID THE TRAP OF IMMEDIATE REFUTATION

For the average suspicious teenager, a conspiracy theory is often able to dodge refutation. When addressing young people, a direct response, pitching argument against counterargument, is futile. It can even lead the teacher into a trap. Or the burden of proof can be reversed. It is the teacher's responsibility to demonstrate that there is no conspiracy, yet their arguments may come across as further attempts to manipulate. A conspiracy theory is similar to the hypercritical method: the person who practices it rejects all counterarguments. You should avoid shutting the student down completely and do keep an eye on the time when giving your response. Also don't forget that some teenagers might deliberately provoke a reaction to disrupt the lesson.

ACCEPT THE CONTRADICTION AND BE INTELLECTUALLY ARMED

The aim is not to enter into an endless debate to gauge the veracity of the conspiracist arguments. There is never a case for accepting different truths – so-called alternative facts – over an established and verified fact. But one should accept the contradiction and examine: How are conspiracy theories developed? Where do they come from? How are they spread? Why do we believe in them? Why are they harmful?

This is a complex and deeply-rooted subject which has been covered in many publications, particularly in the fields of sociology and history. The website Conspiracy Watch provides an extensive bibliography. Eduscol and Canopé also has resources.

FORM THE CRITICAL MIND

Developing the critical mind is one of the greatest ambitions of the education system. 'Today, more than ever, we need citizens capable of filtering information and spotting traps set by imposters in order to make appropriate choices for the common good as well as for one's own.' (Vecchi, 2016) The problem is that conspiracism can also influence the critical mind. Conspiracist logic and rhetoric needs to be decrypted. Critical inquiry is a habit that should be instilled in students by providing them with the tools and means they need to reach their own judgements independently in our information and communication society. Media and information education makes a clear contribution to forming the critical mind.

PROVIDE A RESPONSE IN THE LONG TERM

Any given response will be the start of a long road ahead. An action that will need to be followed up over several years. As Jérôme Grondeux and Didier Desor-Meaux highlight: 'Work on conspiracism will not necessarily gain the support of all your students or necessarily serve as an effective or enduring "vaccine". An activity will only make sense within the overall teaching a student receives... Education can be a long process.' In schools, media and information education helps to teach students how to use information suitably as citizens that will stay with them into adulthood.

Initially published in the 2018 Pedagogical guide, "Réagir face au complotisme en classe" (p. 19)

*'Pierre-André Taguieff décode la théorie du complot', interview with Christophe Ono-Dit-Biot, *Le Point*, 15 December 2011. www.lepoint.fr/societe/taguieff-decode-la-theorie-du-complot-15-12-2011-1408474_23.php

THE FOOTPRINT AND SHADOW OF YOUR DIGITAL IDENTITY

A digital identity is constructed from the digital footprint that a web user leaves behind, intentionally or unintentionally, actively or passively, when doing stuff on the internet, e.g. searching and posting, especially on social media and with connected devices.

Learning outcomes

- Understand the notion of a digital identity and footprint
- Become familiar with the notions of private and public spheres

Resources

- Michel Arnaud et Louise Merzeau, *Hermès - Traçabilité et réseaux*, CNRS, 2009.
- Dominique Cardon, *Le design de la visibilité*, FYP Éditions, 2009.
- Antonio Casili, *Être présent en ligne : culture et structure des réseaux sociaux d'Internet*, Idées Economiques et Sociales, 2012.

SESSION PLAN

Digital life and private life

Use the game Mediasphere as a mediating tool and in particular the yellow 'My digital life' questions to start a discussion around the notions of private life, public life, professional life and the influence digital traces have on the interconnections between these spheres.

Explain that the private, public and professional spheres are interconnected in our digital and social media age and that these interconnections are generated by the traces we leave on the internet.

Exploring the notion of digital footprint

Browsing footprint

In the Firefox browser, install the Lightbeam extension, then ask the students to run searches on different websites. When they have finished, open the Lightbeam extension and display the graph of their browsing interactions.

The graph shows that these interactions are divided into two categories: sites visited by students (represented by circle icons) and third-party sites connected to visited sites via cookies (triangle icons). Explain that these traces are generated by two kinds of navigation: intentional (sites visited) and unintentional (third-party sites).

Publishing footprint

Ask the students to perform a search on a celebrity using the search engine Webmii. When the results are displayed, browse the different profiles shown (Facebook, Twitter, etc.)

Get the students to identify the three types of trace: a footprint linked to the profile (generated when the profile was created); publishing footprint (posting text, images, videos, shares, etc.), and publishing footprint by third parties (likes, comments, shares, etc.). Explain that there are two types of footprint: intentional (publishing/profile) and unintentional or legacy (third-party publishing).

Footprints linked with connected objects

Ask the students to use the interactive simulation 'A day in the life of data'.

Highlight the fact that our everyday connected objects (smartphones, bank cards, toll road autopay, travel passes, connected watches, etc.) collect different traces of data (location, health data, surveillance). Explain that connected objects can be used to trace the everyday movements of anybody.

Links between digital footprint and identity

Watch the video 'Dave the clairvoyant' subtitled in English on YouTube.

Ask the students to compile a profile of the participants in the Dave the Clairvoyant experience. Categorise the traces by sphere (private, public, professional). Start a discussion: how can the digital footprints collected be exploited by others? Explain that the traces of data collected from an individual can be used to create an identical profile.

FURTHER ACTIVITIES

Ask the students to create a yearbook, real or virtual, containing the digital profile of every student in the class. The profiles will be made up exclusively of intentional and unintentional, active and passive, footprints.

This activity, to be completed in more than one lesson, is a way for students to apply the knowledge learned about the different spheres of digital life, the various types of footprint and the link between digital footprint and digital identity.

STORIES: A NEW VEHICLE FOR INFORMATION

Made popular by Snapchat and adopted by lots of platforms since, stories are aimed at a young audience and designed for reading on a mobile screen. The format prioritises images and short videos and transforms our relationship with news.

Learning outcomes

- Understand the influence of this media format on information production
- Know how to read and create a story

Resources

- Thomas Coëffé, 'Guide : débuter sur Snapchat', Le blog du Modérateur, September 2016. <https://www.blogdumoderateur.tcom/debuter-snapchat/>
- Xavier Eutrope, "La story, reine de l'info mobile", Ina Global, October 2018. <https://www.inaglobal.fr/numerique/article/la-story-reine-de-l-info-mobile-10279>
- CLEMI, 'Webinaire Snapchat' with Olivier Laffargue (*Le Monde*), June 2018. <https://youtu.be/g9KN6UwPPEQ>

SESSION PLAN

Compare how information is treated on different media

Question students on their relationship with news and their social media habits. Create a list of the different types of news sources they know: traditional media, entertainment channels, journalists, artists, influencers, friends and family, etc.

Compare how news is treated by a same media publication, on the same day but in different media: print, web, stories on social (Instagram and Snapchat). Ask students to study how news is organised on the different types of media. Get them to fill in a table with the number of subjects reported, topic, format and angle, and the hierarchy of information.

Analyse the place of advertisements: are they easily identifiable? Who are they aimed at? What products are being marketed? From the same group, choose a subject included in more than one publication and compare how it has been dealt with. How is the news presented? Can you find the same information in each? Has the author of the article been published? Are the headlines informative or sensational? Compare the images selected to illustrate a same subject: what differences can you spot between them? Analyse the relationship between text and images: what purpose does the caption serve? Where can you find the essential information? Can you infer the intended audience for each type of media?

Analyse and publish a story

With the students, study different stories produced by traditional print media (*Le Monde*, *L'Équipe*, *L'Express*, *The Guardian*, etc.) and describe them. Analyse the flow of information inside the story and the content presented on the different maps: are there hyperlinks? Additional text to be displayed? Animated infographics? Videos?

Identify elements specific to our web culture (animated GIFs, sound, cultural references included).

Study the interactions with the readers made possible by these new formats: voting or sharing an opinion, giving a response or asking questions. Do they tap into our emotions or our sense of reason? How do they contribute to the information?

From their observations, question the students on the advantages and limitations of the story format. A story is used to present information succinctly, make it more appealing and reach out to a young audience. But it also generates more or less uniform content, confines a user to a given app and causes confusion between information, entertainment and advertising. It segments information and prevents the reader from acquiring a general overview of the news across the media.

Ask the students to create a story from a news item

After getting into groups, list the essential information using the Five W questions and choose an angle. Plan a storyboard. What types of image should be included: illustrative or informative? How should they be organised? How do you plan for readers to circulate the story? What type of interaction do you want to encourage: quizzes, links, etc.? What soundtrack should you choose? Create suitable titles, which must be short and eye-catching. On Instagram, one activity might be to think about suitable keywords and come up with hashtags to accompany the publication. The students' work can be recorded in Snapchat using the Memories function and in Instagram using Your story.

FURTHER ACTIVITIES

Ask the students to research the economic model of these platforms using different document resources. They might explore the conditions required to be included, what encourages likes or shares, or how user data is exploited.

TEACHER'S Sheet

Age 11-18

CENSORSHIP: SHAPING THE BOUNDARIES OF THE INTERNET

While the utopian idea of a free and open internet is still pursued, it is confronted with an unpleasant reality. Today's web is a fragmented space, largely due to the highly efficient filtering technology that is now available. China with its web surveillance and censorship systems is a perfect example.

Learning outcomes

- Understand the role of the internet with regard to freedom of information and expression
- Learn about the main web filtering and censoring technologies available
- Be aware of the frontiers and inequality of access to information in the digital age

Resources

- Alviani, Cédric. *Le nouvel ordre mondial des médias selon la Chine*, Reporters Sans Frontières, 2019.
- Defranoux, Laurence. Chine : la cybercensure s'infiltré dans tous les recoins du Net. *Libération*, 24 July 2017.
- Untersinger, Martin. Trois fois moins de contenus terroristes en ligne repérés par la police française en 2018. *Le Monde*, 27 May 2019.

SESSION PLAN

Different tools for similar applications

To start, ask your students to list the apps that they have on their smartphones and any websites they frequently use. Compare this list with the list of the most popular websites in the world on Alexa, a metrics tool run by Amazon.

After Google and YouTube but before Facebook, the list contains four Chinese websites: Tmall, Baidu, Qq and Sohu. Does this list match how they use the internet? If so, where do the websites they don't know or use come from?

On this same website, ask the students to compare the ranking in three countries: France, their own country and China. While the results are similar for the first two, China has sites that are either unknown or rarely used in your country.

Get the students to research what services the Chinese sites offer and what their local equivalents are. Instil in them that the ways in which they use the internet are not universal and that the web is bound by borders and geography. However, while the tools might be different, we all share similar needs and practices: finding information, social networking, entertainment, shopping online and so on. Ask the students to think about the differences and similarities.

An example of internet surveillance and censorship

For the next activity, ask the students to visit Greatfire, a website that monitors the status of websites censored by the Great Firewall of China. What websites are blocked for Chinese web users? What reasons do they give?

This site shows the scale of the censorship of digital content in this country. Some sites we use daily, like Wikipedia or Google, are not accessible to Chinese citizens. But some requests are also filtered on the social platform Weibo which is hosted in China. Does this kind of filtering exist in your country? On what scale might it exist? For all citizens? A school? A company? Ask the students to research the laws or measures that might justify - or not - the use of censorship in democratic societies.

The role of search engines in access to information

Before playing the video China - the land of censorship (Hikari Productions, Arte), and after presenting the history of the subject, ask the students to carry out research into a well-known controversial subject: the 1989 Tiananmen Square protests.

Perform an image search on search engine Baidu and repeat it on the search engine Google, then compare the results. You'll notice a significant difference: you won't find any images related to the events of 1989 on Baidu. Web users do not have access to the same results depending on their geographic location. What are the consequences of filtering on freedom of speech and freedom of information for the citizens in each country? After the students have watched the video, ask them to carry out additional research and write a brief description of the mechanisms used by the Chinese government to filter the internet and explain why. You can also explore the distinction between absence of information and the volume of entertaining but useless information saturating the web: can parallels be drawn in the information universe they co-inhabit?

Elsie Russier, training manager, CLEMI

TEACHER'S Sheet

Age 14-18

WIKIPEDIA, A GLOBAL ONLINE RESOURCE

Founded in 2001, online encyclopaedia Wikipedia is available in 294 different languages, offering plenty of opportunities to look at how it works with secondary students and a helpful resource for a language class.

Teaching a specialist subject like history geography, geopolitics or political science in years 11 to 13 can provide a useful framework for an activity exploring the online encyclopaedia.

Learning outcomes

- Understand information in its linguistic and cultural context
- Use sources of information in different languages

Resources

- Wikipedia statistics [[online](#)] Wikimedia.org, page updated on 31 December 2018.
- Edward Snowden [[online](#)]. Wikipedia, the free online encyclopaedia. Page viewed on 27 September 2019.
- Edward Snowden [[online](#)] Wikipedia, The Free Encyclopaedia. Page viewed on 27 September 2019.

1. To learn more about the state of advancement of articles and the labels assigned in Wikipedia, see the page «Évaluation/Avancement».

2. WikiProjects are pages in the encyclopaedia used to coordinate community efforts by grouping contributors together around topics thereby centralising resources, discussions, recommendations and work tools in relation to a topic on the same page.

SESSION PLAN

Compare different language versions of Wikipedia

Ask students at the start of the lesson to search and write down the principles on which Wikipedia was founded, i.e. universality, open knowledge, respect of a neutral point of view. By comparing their native-language and English-language versions of the article on Edward Snowden, for example, the students will notice that all the language versions of the encyclopaedia comply with the same founding principles and editorial guidelines, but that each article has its own structure, community of contributors and dedicated page.

The articles are not similar from one language to another, however, in terms of length or content. For instance, the article in English puts the emphasis on the revocation of Snowden's passport and on the national debate that came in the wake of his whistleblowing in the United States between national security and right to privacy. The article in French goes into detail about France refusing the whistleblower's request for asylum, which is barely mentioned in the English version. The structure of the article is different in each version and the infoboxes are based on templates specific to each language. Despite the authors' strong pretensions to respect the neutrality of the point of view, it is impossible to completely avoid bias altogether, be this in cultural, historical or geopolitical terms, or a vision of the world articulated around the language used.

Next, ask the students to observe and compare the sources of the two articles in terms of language, country, type (the majority of sources are from the press in both language versions) and refer to these for a more in-depth study of the subject.

Improve an article through translation

Notifications are sent out about Wikipedia when they enter a different stage of progress, e.g. draft, in production, etc. ⁽¹⁾

Since not all articles are at the same level of progress from one language to another, modern language teachers can invite students to translate a labelled article from a source language to expand an article that is still in its infancy or has room for improvement in English. To do this, you will need to go into Wikipedia's community portal. Here contributors regularly compile a list of articles to create or improve for each 'project' ⁽²⁾. French Italian teachers, for example, will find on the French-speaking page 'Project: Italy' and a section 'To do' that lists all the articles in development. The Italian version of these articles, which have the biggest chances of being expanded, can be used as a reference for a translation exercise. To complete the translations and adapt them to English-speaking readers of the online encyclopaedia, students can improve their article by including selected information from the sources in English and completing the articles' bibliography.

FURTHER ACTIVITIES

Different viewpoints or world visions can also be brought to light among speakers of a same language. The lively discussion between French-speakers in France and those in Quebec about the article on the Puck (sport) – palet in France, rondelle in Canada – is an interesting example. These activities can be linked to participation in the Wikiconcours lycéen, an initiative founded by the CLEMI and Wikimédia France, which encourages participants to improve articles on Wikipedia's French version based on primary sources.

Perrine Le Dûs, teacher-librarian (Nice Regional Education Authority)

Objectives



TRAINING teachers and helping children to reach a thoughtful and autonomous use of media



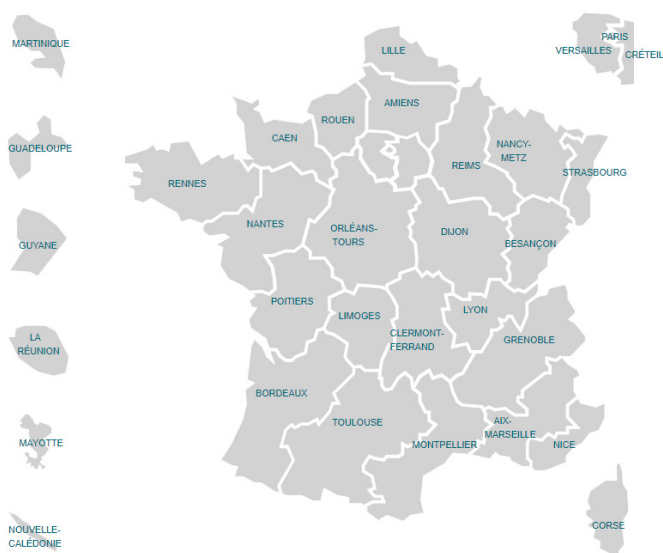
PRODUCING tools and resources in media literacy



SUPPORTING media projects and productions in schools



DEVELOPING projects connecting media professionals and teachers



Local academic coordinators' network

To ensure Media literacy implementation throughout the country, CLEMI national team closely cooperates with a strong coordinators network. CLEMI also rely on several teams of educational trainers working on a grass-root level.

Contacts :

clemi.fr/contacts-academies



**Le centre pour l'éducation
aux médias et à l'information**

About CLEMI

CLEMI is in charge of Media and Information Literacy (MIL) in the French education system.

CLEMI was created in 1983 with the mission to train teachers to a better knowledge of the news media system and to build children's citizenship skills by providing tools and fostering their critical thinking of media and information. Media literacy is a crucial asset to achieve a better understanding of the world. CLEMI's actions rely on a national team, a strong network of local academic coordinators but also on several media partners to build up projects and actions for schools. Nowadays, children are flooded in an ongoing, instantaneous, media-saturated environment. By encouraging freedom of speech, fostering critical thinking, giving students tools to find and assess information, CLEMI's role is to empower children to become wiser and smarter citizens. It is a major task at the core of the French education system and a major issue for society.

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