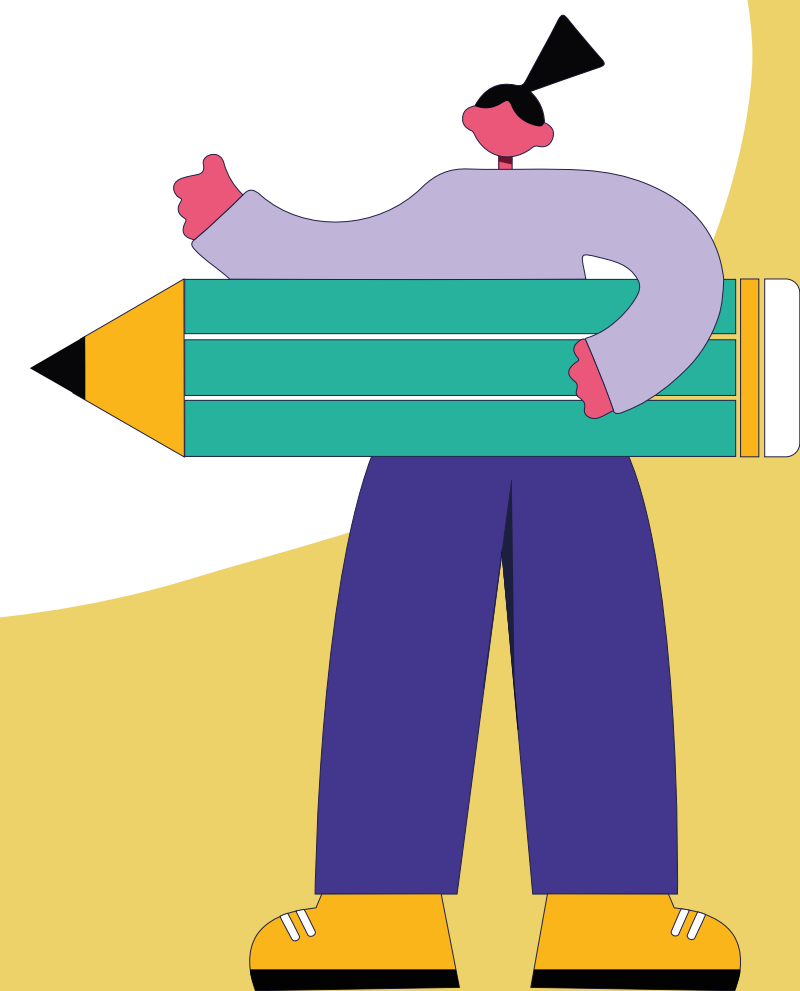


WELCOME TO

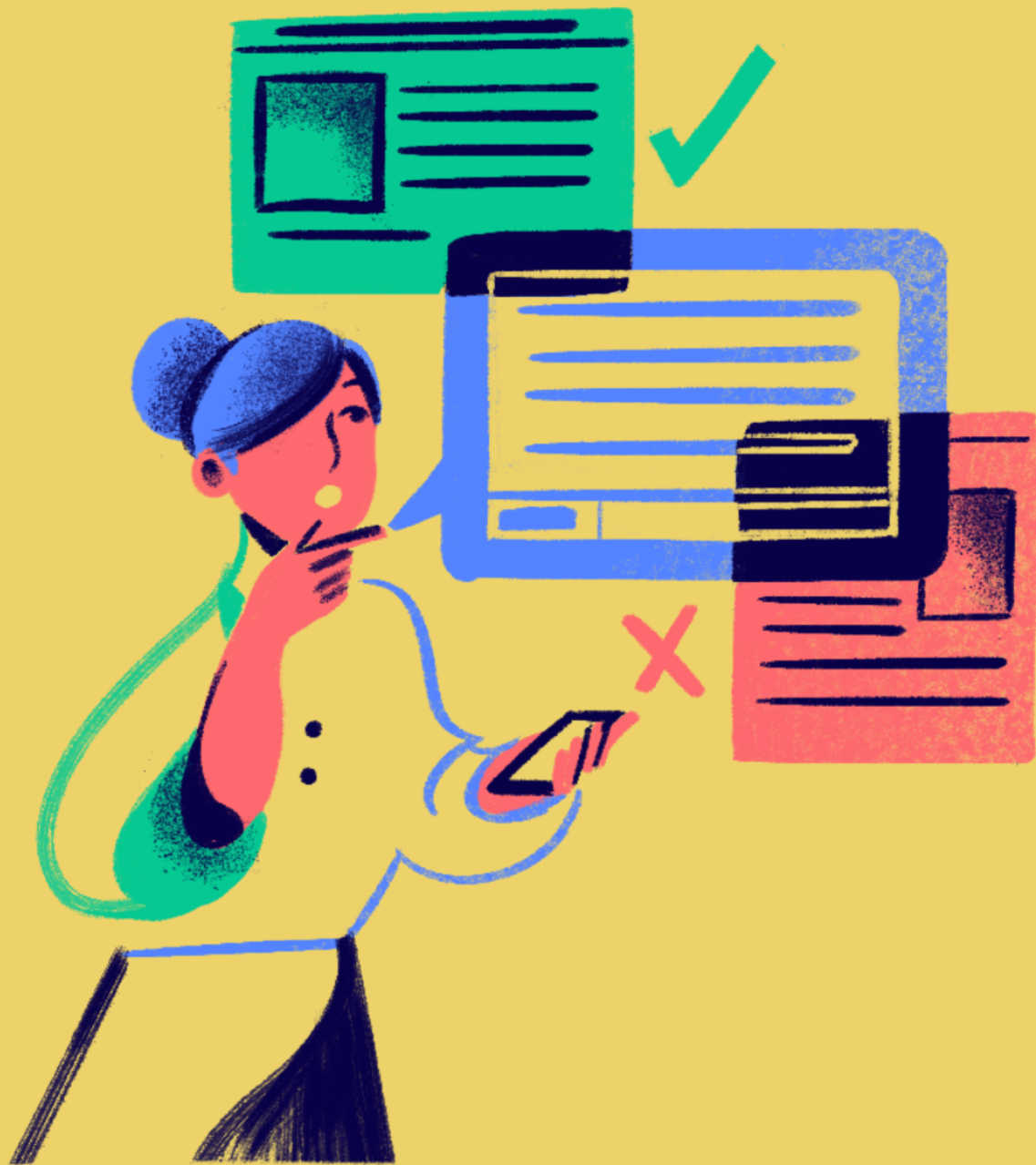
**DIGITAL TRAINING FOR
TRAINERS**



Welcome trainers!

This course is designed to

- Help you to teach your learners the difference between trustworthy and misleading information
- Understand how journalists check facts—and use those tips in your own lessons
- Support learners in dealing with social media and digital content in a smart and safe way
- Use simple, hands-on activities to build media skills and critical thinking in the classroom



[Check out this video to get an introduction to the course](#)

Course Overview

1

Theoretical Component

Development of journalistic skills for critical analysis of information with five Open Educational Resources.

2

Practical Component - Step into the Shoes of a Journalist

Three modules based on three Open Educational Resources to practice the techniques learned using real-world examples.

3

Evaluation and Certification

Final quiz and certificate for this ERASMUS+ innovation project.

What you need for the course

Device

- Computer or tablet (smartphone only partially usable)

Internet

- Stable connection required, headphones recommended

Access

- Email account for receiving shared materials and tools

Browser

- Preferably Chrome or Firefox (pop-ups for tools must be allowed)



Course Structure

1

**The Power of
Questions: The Five
W's approach to
verifying news.**

2

**The Source Matters:
Understanding
where information
comes from.**

3

**Think Before
Believing: Facts,
opinions, and media
literacy.**



Module 1: The Power of Questions: The Five W's Approach to Verifying News



Activity 1

Icebreaker Activity
"Analyzing a Viral Image"

Activity 2

"Work from Home?"
practicing the the
technique of the five W's
with a Job ad

Activity 3

Identifying the Simple 5
W's in a real newspaper
article

Activity 4

Analyzing a post on
Social Media

Application in your courses

Example Activities

- **Activity 1 – Icebreaker: Analysis of a viral image (10 min)**
 - Task: In pairs, describe the image using who/what/when/where/why; how much/how many only if recognizable.
 - Guiding questions: Who is shown? Where does the image come from (source)? What is missing?
- **Activity 2 – Practicing the 5 Ws with a job advertisement (15 min)**
 - Task: Groups mark who (provider), what (activity), when (deadlines/times), where (location/remote), why (incentive), how much (wage/hour).
 - Mini-check: Is anything unclear or too good to be true? → Make a note.
- **Activity 3 – Simple W questions in a newspaper article (15 min)**
 - Task: Read a short news item in teams; each person takes on a W, fills in the table and explains it to the group.
- **Activity 4 – Checking a social media post (10 min)**
 - Task: Check the post using all 6 W questions; note any missing W information.
 - “Second step” (2–3 min): How could we check this? (second source, date, imprint/‘About us’, image search).
 - Short presentation: 1 minute per group, conclusion: “Share/Don't share? Why?”

What is the goal of Module 1?

Understand Information Origins

Help learners grasp where information originates.

Spot Trustworthy Sources

Teach criteria to distinguish reliable from unreliable sources.

Use Journalistic Methods

Promote media literacy through proven verification techniques.

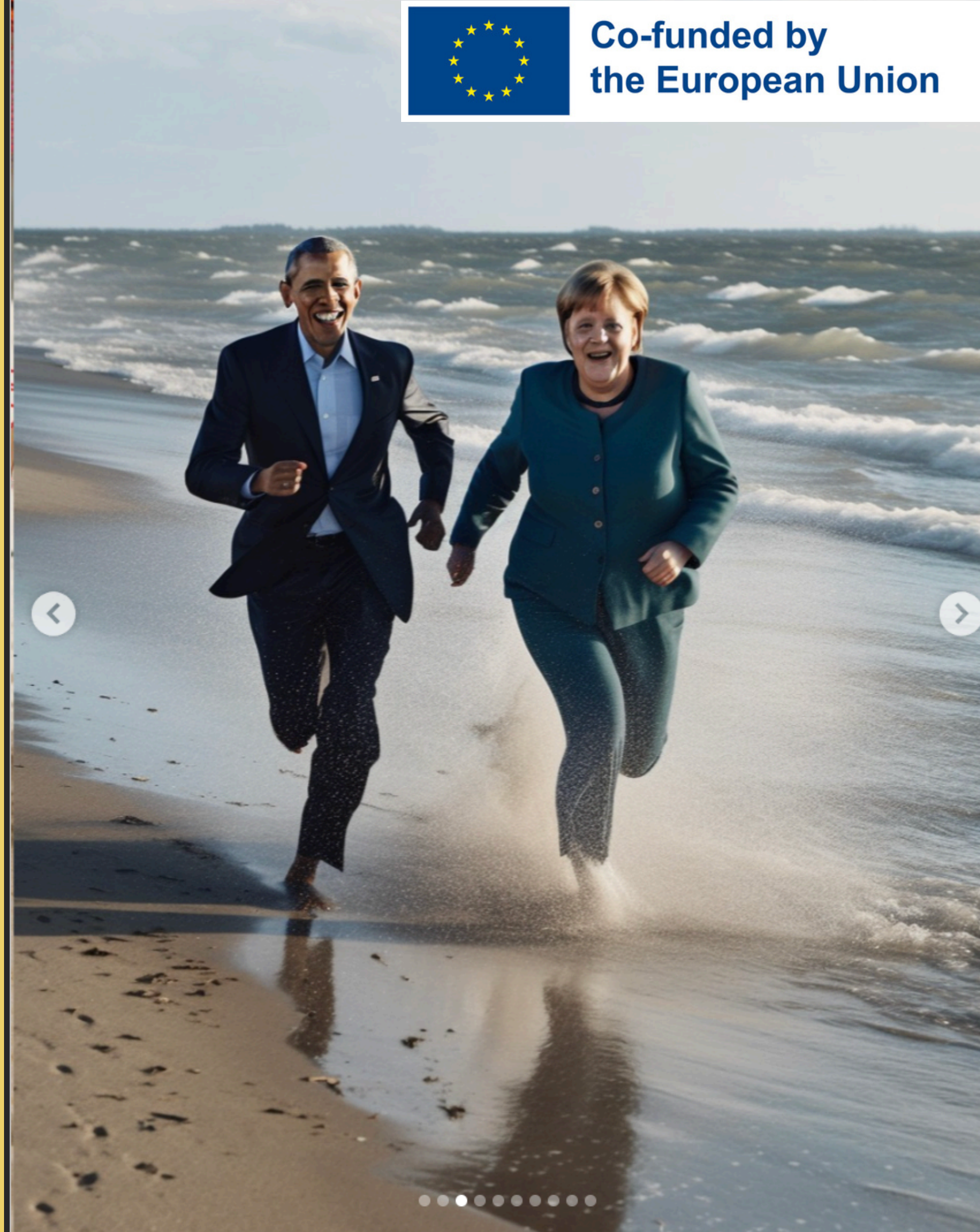


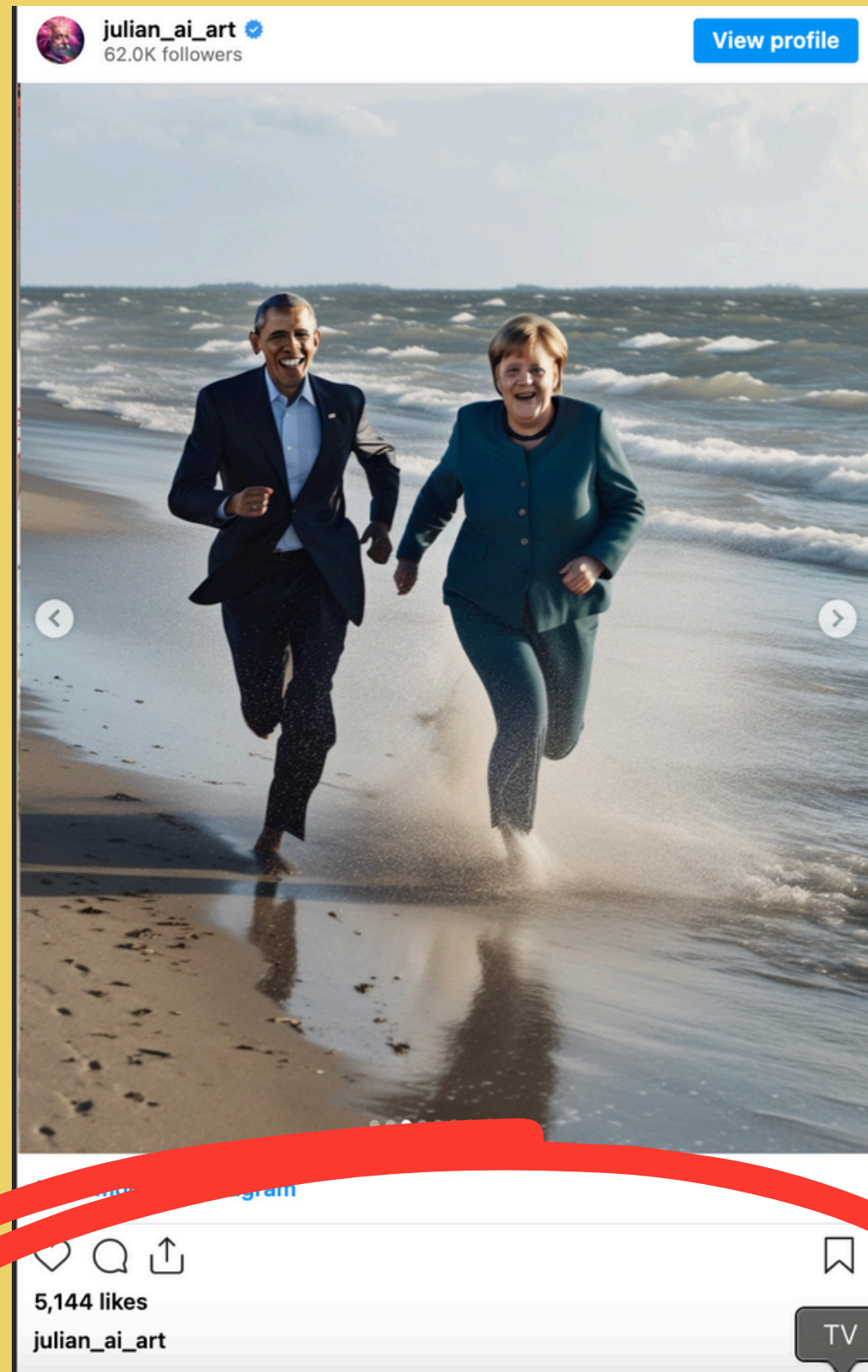
ICEBREAKER ACTIVITY

Identify and discuss this fake viral post - Why is it important to check where information comes from?

DISCUSSION

- What do you see happening in this picture?
- Does this image appear real or not? Why?
- What make the picture seem authentic or questionable?





Source Analysis

- Who created this image?
- Where was it shared?

Reflection

- How might such images influence public opinion?
- What was the purpose behind creating and sharing this image?
- What's the risk of sharing such pictures?

The 5 W's and How



Who: Identify the source of the information.



What: Understand the message being delivered.



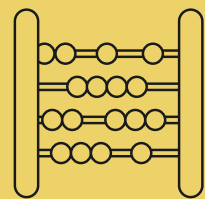
When: Check publication date for relevance.



Where: Identify the platform or location it appeared.



Why: Discover the purpose behind sharing the info.



How (much/many): Note the quantity/amounts related to the information.

ACTIVITY 2

Read the following job ad and use the “5 W’s and How” Method to identify if it’s real or fake

Some questions to consider...

- “Does anything seem strange or missing?”
- “Can we trust this ad?”
- “How can we check it?”
- “Would a scammer want to make it sound very easy and attractive?”



Work From Home – Easy Admin Job!

We are looking for friendly people to do simple data entry work from home. No experience needed!

Company: GlobalOnlineJobz Ltd.

Salary: Up to €3,000/month – paid weekly!

Start: Immediately

Hours: Flexible – work when you want

Requirements: Internet access, phone, basic typing skills

Bonus: Get a €100 start bonus if you apply today!

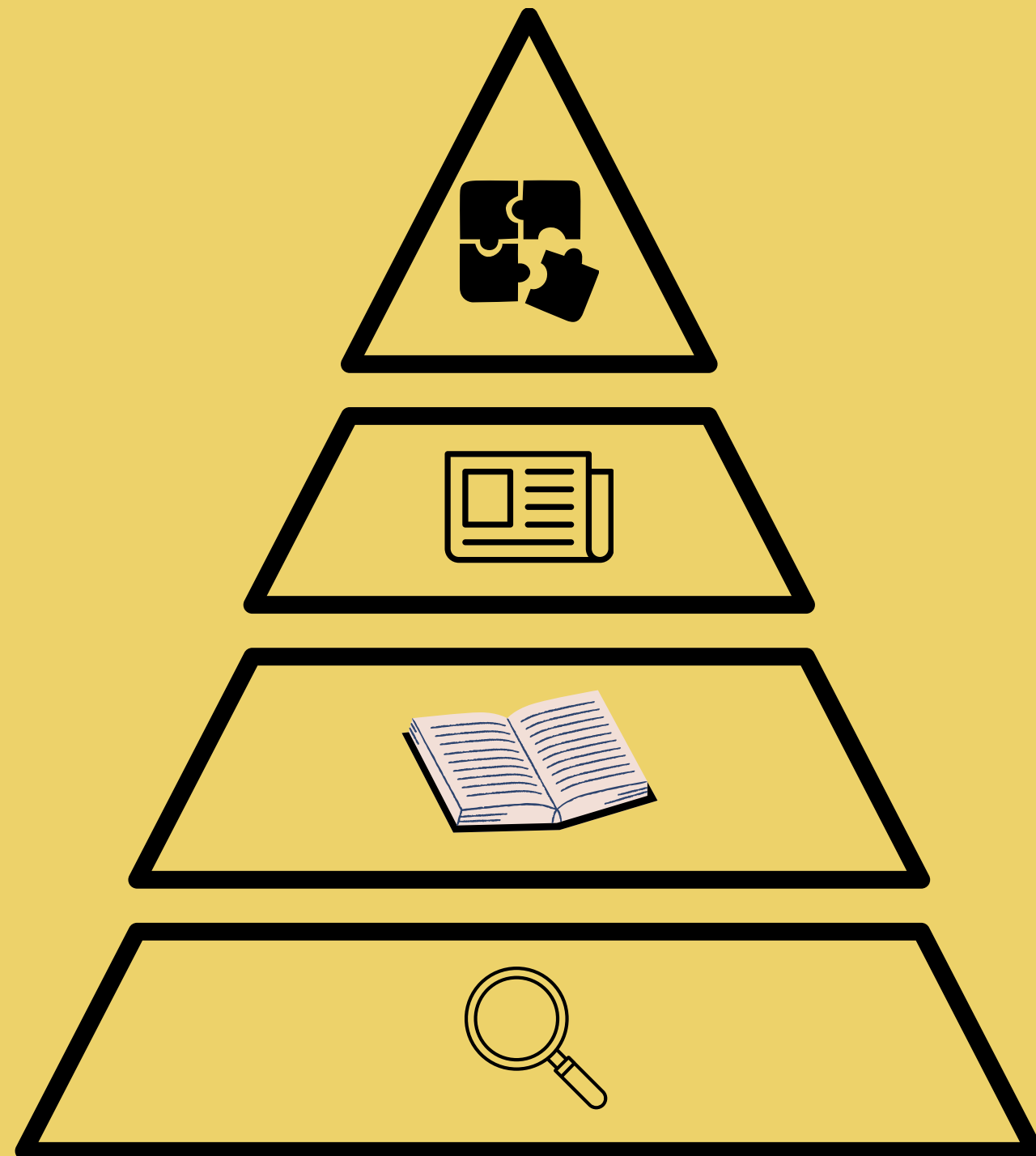
To Apply:

Send your CV to: hrglobalonlinejobz@gmail.com

We will contact you on WhatsApp for a short interview.



Why use the 5 W's and How?



COMPLETE UNDERSTANDING

Identify all the crucial information

JOURNALISTIC STANDARD

Used by professionals to gather information

TEXT OR IMAGE COMPREHENSION

MAKES IT EASIER TO ANALYZE TEXT/IMAGES

GAP IDENTIFICATION

Use to reveal missing information

What and **Who** are the most important starting points

- They define the type of information you're dealing with.

Where and **When** help place the information in context

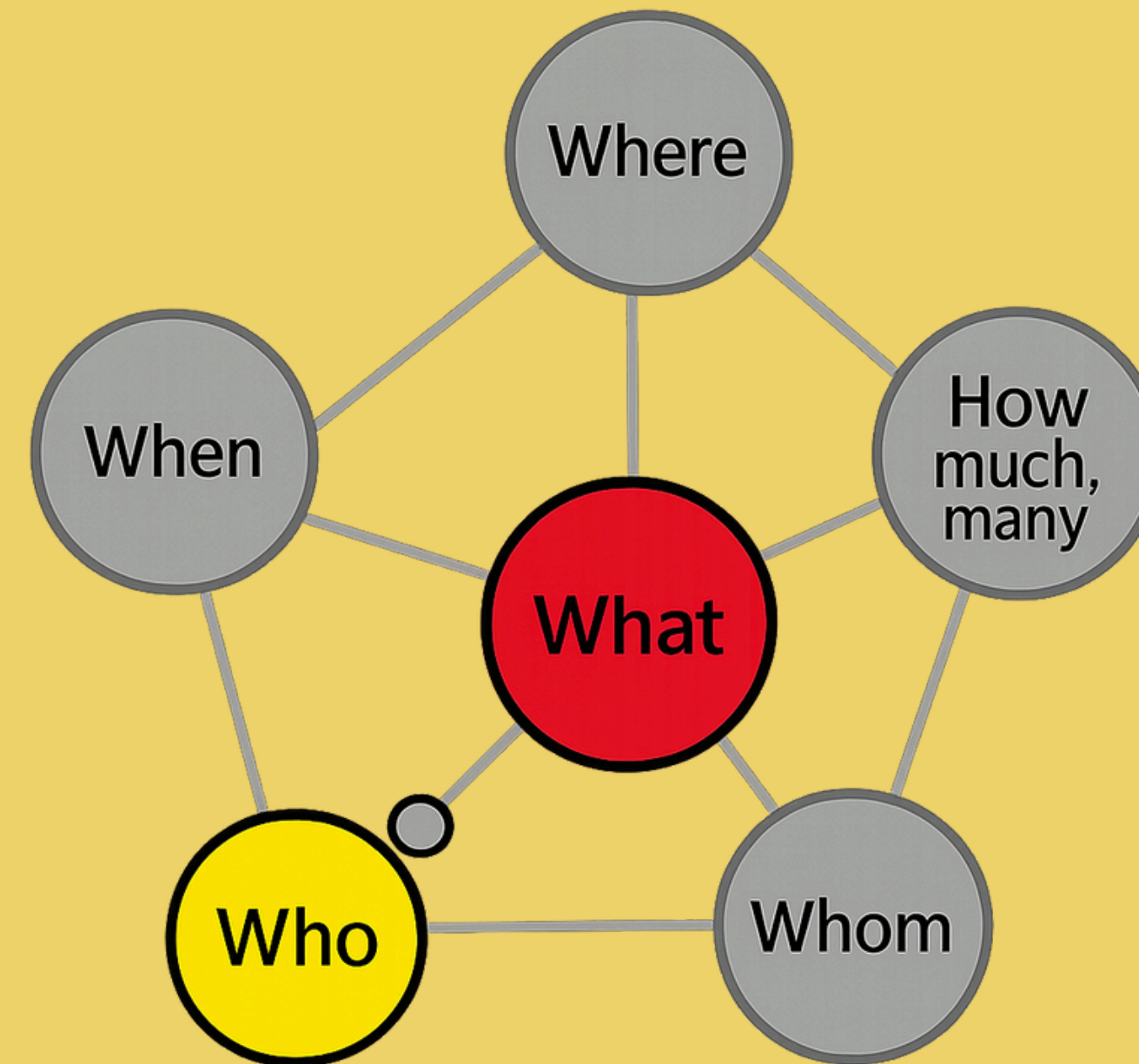
- They tell you where and when something happened.

How much / How many and **Whom** add important details

- These describe quantities and who is affected.

All the Ws connect together to give a clear picture of the situation.

- This method helps you analyze and trust the source of any information.



How to use the “5 W’s and How”

Simple Questions (Elemental)

- Who is involved?
- What happened?
- When did it occur?
- Where did it take place?
- How much/many?

These questions seek factual, objective information that's easily verified.

Complex Questions (Relational)

- Why did it happen?
- How did it occur?
- What are the implications?
- For what purpose?

These questions explore deeper connections, causes, and meanings.

ACTIVITY 3

Identifying the Simple 5 W's in a
real newspaper article

[Use this worksheet to identify the 5
W's](#)

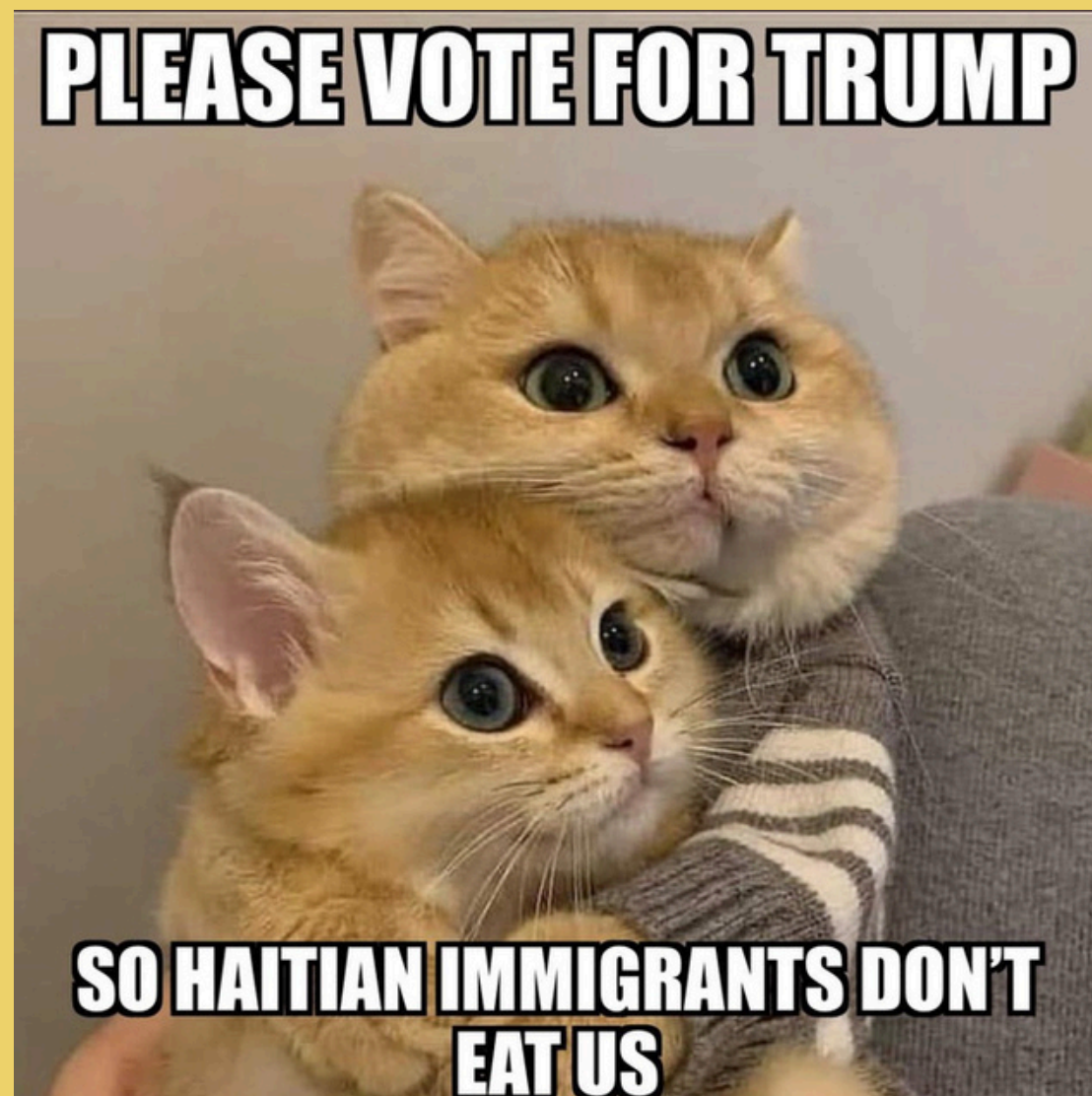


German police arrest teenage neo-Nazis over alleged attacks on migrants

Authorities say far-right 'Last Defence Wave' group wants to bring about collapse of Germany's democratic system

 The Guardian / May 21

ACTIVITY 4



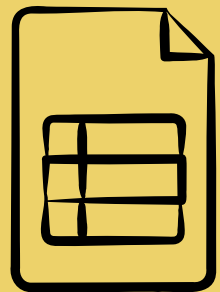
<https://x.com/tedcruz/status/1833174142591365185>

Analyzing a post on Social Media

Use the [Napkin Idea](#) to analyze this social media post

Basic journalistic framework

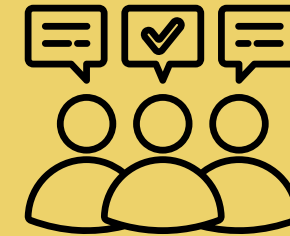
Examples in German class



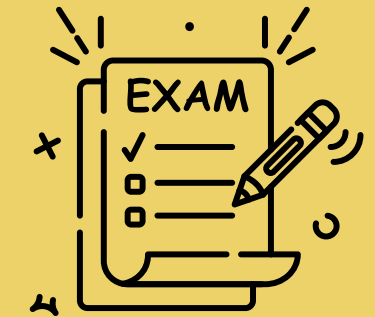
A2: 5-W table for a very short post
(Who/What/When/Where/Why/How many) + sentence starters



B2: Mini-debate “real or not?” + reasons/counterarguments



Mark information vs. opinion; distinguish between source and author



Exam reference: Expressing and justifying opinions (B2), vocabulary for media/topics

The Power of Questions (5W's & How)

Trainer Focus: Use this module to help your learners verify information by applying the journalist's "5 W's and How" technique.

How to Use It in Your Teaching:

1. Use the provided [PDF worksheet](#) to practice the 5 W's with:
 - Fake job ads
 - Newspaper articles
 - Viral images or social media posts
2. Ask learners to bring their own content (headlines, screenshots) and analyze it using the 5 W's worksheet.
3. Start sessions with the icebreaker activity (e.g. fake viral image) to spark discussion.

Why This Matters:

→ Builds a repeatable method learners can use daily to question what they read and share.

Module 2: The Source Matters: Understanding Information

Activity 1
Who Can You Trust?
Identifying the Source of
Information



Activity 2
Can You Verify This?

Activity 3
Source Sorting – Reliable or
Not?

Application in your course

Example Activities

- **Activity 1 – Who can you trust? – Identifying the source of information (15 min)**
 - Task: In small groups of 4–6, sort mini snippets (logo, “About us,” excerpt from the legal notice): sender vs. actual source.
 - Key questions: Who is behind it? Is there an author/date/imprint? Are there references to data/studies?
- **Activity 2 – Can you verify it? (15 min)**
 - Task: Each group selects a claim from a short text/post and performs the 3-step check:
 - Find a secondary source (is there independent confirmation?),
 - check the date and author (current? verifiable?)
 - Search for the original source/study or do a simple image search (if the claim is accompanied by an image).
 - Documentation: Write down 3 lines: What was checked? – How was it checked? – Result (plausible/unclear/false).
 - Brief feedback: 1 sentence per group: Share or not – why?
- **Activity 3 – Sorting sources: reliable or not? – (15 min)**
 - Task: Place mixed cards (authority, news, NGO, company blog, advertising, private channel) on a scale: reliable ↔ unclear ↔ unreliable.
 - Reasoning: Name at least 2 criteria (e.g., transparency, expertise, verifiability/evidence, timeliness, interests/advertising).
 - Plenary: Present for 30–40 seconds each; discuss differences.

Using Social Media for Teaching Purposes - Examples



A2: “Is that true?” – 3 short posts, learners choose trustworthy/uncertain



B2: Lateral reading in 3 steps (second source, date, “About us”)



Outcome: Relevance to everyday life (government agencies, work, housing), source literacy





Why are sources important?

1. Not All Info Is True

Need to verify because false info spreads online easily and quickly.

2. Source Affects Value

Information's reliability depends on its origin/source.

3. Ask Critical Questions

Who says it and where did it come from?

Different Types of Sources



Personal

Firsthand experiences
or testimonies.



Documentary

Written reports and news articles.



Organizational

Official groups like government.



Non-organizational

Individuals speaking personally



ACTIVITY 1

Who can you trust? Identifying the source

View the twitter posts and
complete the exercise to evaluate
if the source is trustworthy



[Click here for the exercise or view the pdf version](#)

Good Sources

Experts with real experience

Official Organizations

Named Authors

VS.

Weak Sources

“Someone said...”

No name or link

No author / unclear website

How to judge a source



Author Identification

Is the author named clearly?

Relevant Experience

Does the author have subject expertise?

Evidence Support

Is the information backed by facts?

Topic Connection

Is the source directly related to the subject?

THE CRAAP TEST

Currency When was this posted? Is it recent?

Relevance Does it affect your life in Germany?

Authority Who wrote it? Is the source known or official?

Accuracy Is the information supported by evidence or links?

Purpose Is the aim to inform, sell, or provoke emotion?

ACTIVITY 2

Can you verify this?



Use the CRAAP Test to evaluate the reliability of information

Look at this twitter post and
use the CRAAP test to discuss

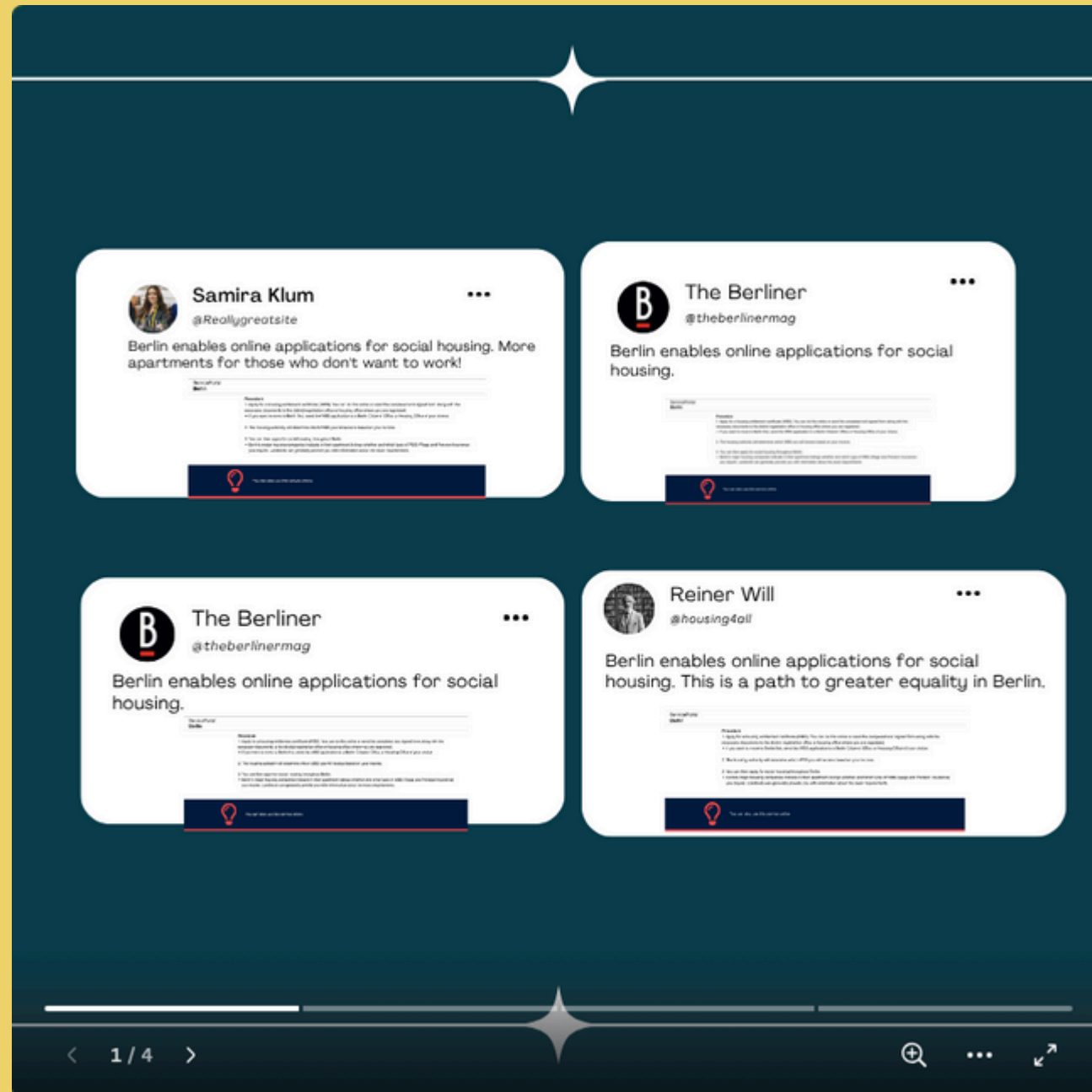
Currency: Is it recent?


Relevance: Does it matter to
me?

Authority: Who said it?

Accuracy: Is it true?






Purpose: Why was it written?








 **Quiz**

A Guide to Evaluating Information




How to Identify a Reliable Source

-  Comes from official institutions (e.g., Tagesschau, ARD, gov websites)
-  Shows author name or organization clearly
-  Includes a publication date
-  Uses neutral or professional language
-  Provides evidence or trustworthy links

Warning Signs of an Unreliable Source

-  No author or unknown authorship
-  Sensational/emotional language (“shocking!”, “must see!”)
-  No date or outdated info
-  No evidence or unsupported claims
-  Found on platforms known for misinformation (e.g., WhatsApp chains)

If You're Unsure

-  Look for the author and check their background
-  Cross-check the info on official websites
-  Ask a teacher or use fact-checking sites like [correctiv.org](https://www.correctiv.org) or [bpb.de](https://www.bpb.de)

ACTIVITY 3

Source Sorting – Reliable or Not?

Compare three real-world examples
and evaluate the reliability of each

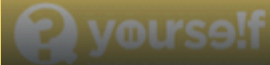



Use this worksheet to evaluate the three sources on the next slide.

Determine if they are reliable or not.

Can you trust this?

| Criterion | Deutsche Welle | Bild.de | Whatsapp |
|--|----------------|---------|----------|
| Is the author named? | | | |
| Language used (Neutral / Emotional / Sensational) | | | |
| Is publication date clear? | | | |
| Is evidence provided? | | | |
| What is the source's purpose? (Inform / Entertain / Manipulate) | | | |
| Do you trust it? Why or why not? | | | |

  Co-funded by the
Erasmus+ Programme
of the European Union

Can you trust these sources?



The Source Matters

Trainer Focus: Use this module to teach how to judge whether content is credible.

How to Use It in Your Teaching:

1. Use the Source Sorting activity to classify content as reliable or not.
2. Apply the [CRAAP Test](#) worksheet.
3. Teach warning signs (e.g. no author, emotional language) and discuss examples.

Bonus Tip:

→ Encourage learners to use fact-checking sites like [correctiv.org](https://www.correctiv.org) and [bpb.de](https://www.bpb.de).

Module 3: Think Before You Believe: Fact, Opinion, and Media Literacy



Activity 1: Ice Breaker

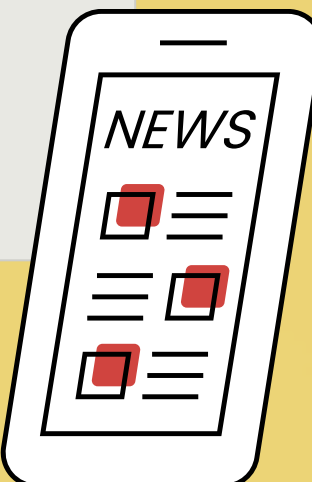
Examination of a viral post and reflection on why it has captured people's attention.

Activity 2: Fact or Opinion?

Identify differences between informational and opinion-based texts.

Activity 3: Fact-Checking Challenge

Learning fact-checking with reliable sources and interactive tools.



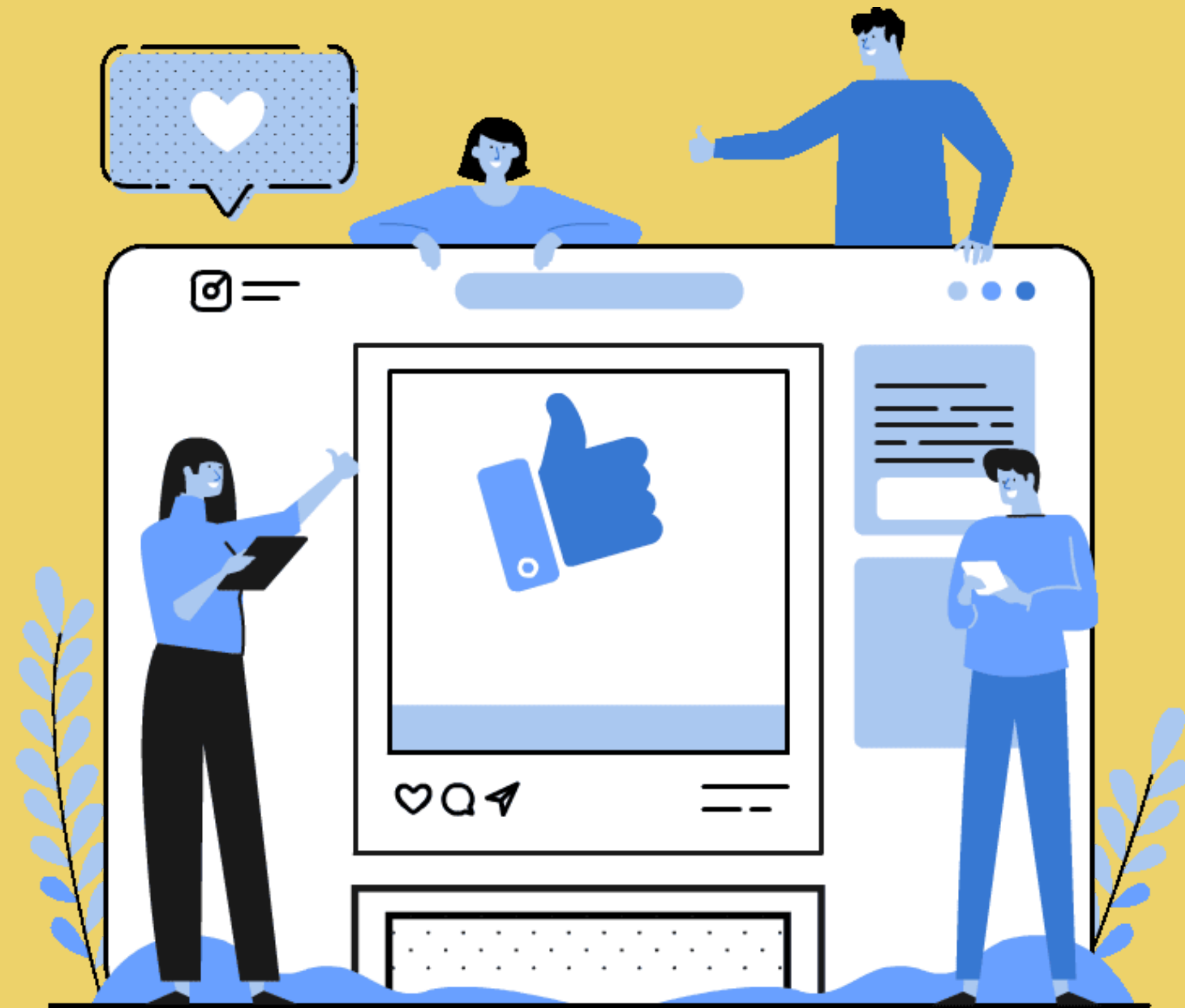
Application in your course

Example Activities

- **Activity 1: Icebreaker (5 min)**
 - Task: Hand signals/survey: “How can you tell that something is true?” – Collect 2–3 answers.
- **Activity 2: Analyzing the post (10 min)**
 - Task: Clarify the 6 W questions; discuss: language/image/emotion, numbers, celebrities, fear/outrage → Why is this appealing?
- **Activity 3: “Fact or opinion?” (15 min)**
 - Task: Sort statements from the post (two columns) and justify; mark signal words.
- **Activity 4: Reflection (5 min)**
 - Task: Record mini checklist: Who? Source? Date? Evidence? Tone/emotion?

ICEBREAKER ACTIVITY

Swipe, Share, Stop...
**Why did this post blow
up?**



DISCUSSION

- What makes this post eye-catching? (Image? Language? Emotion?)
- What's missing? (Sources? Context?)
- Would you fact-check it before sharing?
- Who benefits if people believe this post without thinking?

**BREAKING: 10.000
MIGRANTS TO BE HOUSED
IN LUXURY BERLIN HOTEL
WHILE LOCALS FACE RENT
CRISIS! WHERE'S THE
FAIRNESS?!**



 5.800

 7.300 Shares



What is media literacy?

Understanding Information

Media literacy helps you comprehend how information is created and shared across platforms.

Protection

It shields you from misinformation and manipulation in daily life.

Evaluating Content

It gives you tools to decide what's real and what's just someone's opinion.

Facts

Facts can be proven true or false through research and evidence.

- **Based on data and evidence**
- **Can be verified independently**
- **Remains consistent regardless of belief**

Opinions

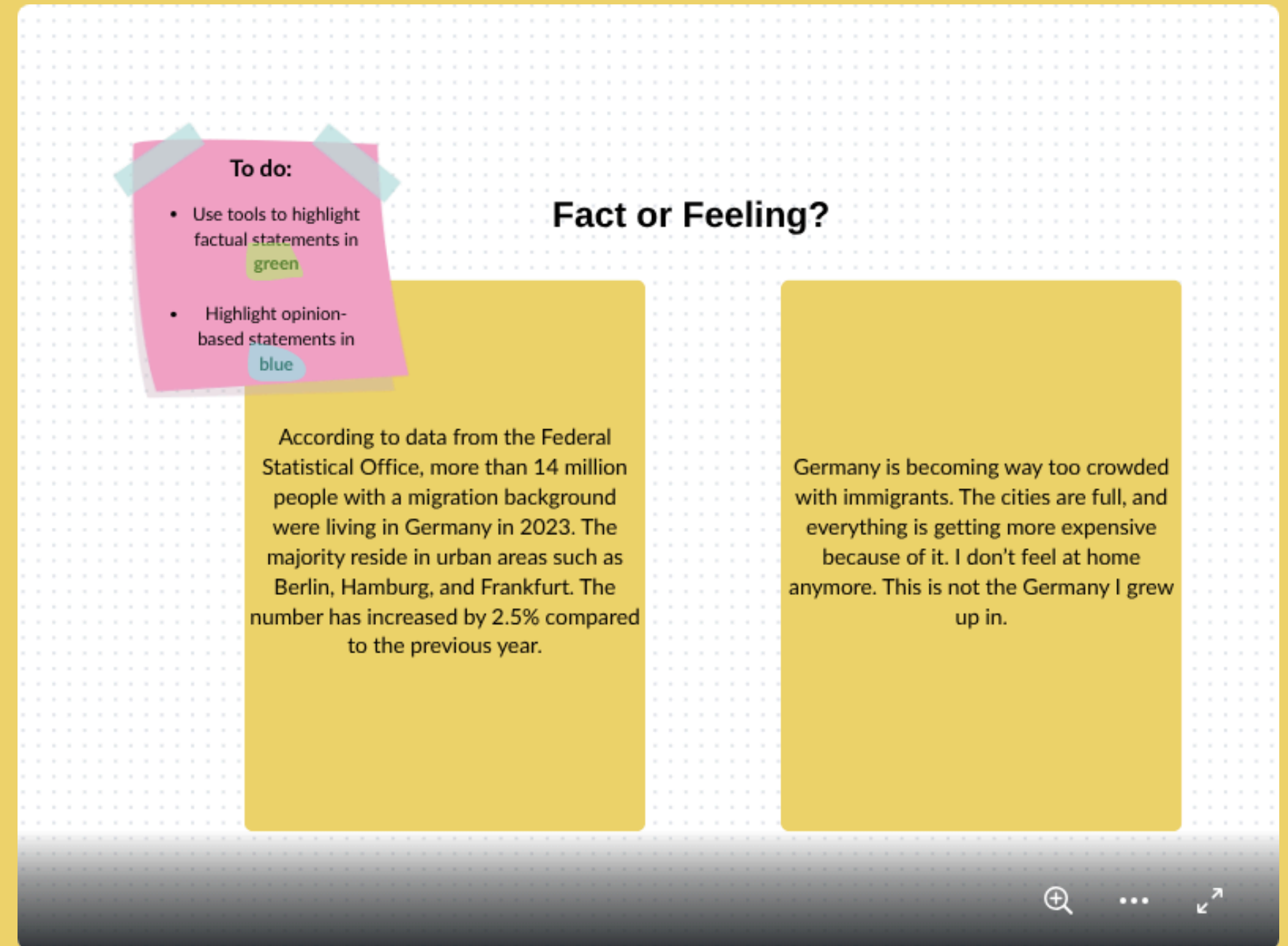
Opinions are what someone believes, thinks, or feels about something.

- **Based on personal perspective**
- **Often contains value judgments**
- **May sound factual but lacks proof**

ACTIVITY 2

Fact or Opinion?

Identify differences
between informational and
opinion-based texts.



To do:

- Use tools to highlight factual statements in **green**
- Highlight opinion-based statements in **blue**

Fact or Feeling?

According to data from the Federal Statistical Office, more than 14 million people with a migration background were living in Germany in 2023. The majority reside in urban areas such as Berlin, Hamburg, and Frankfurt. The number has increased by 2.5% compared to the previous year.

Germany is becoming way too crowded with immigrants. The cities are full, and everything is getting more expensive because of it. I don't feel at home anymore. This is not the Germany I grew up in.

[Click here to see the activity.](#)

DISCUSSION

- Which text presents facts? Which presents personal opinions?
- What language or clues helped you identify that?
- Which type of text would be more reliable for someone seeking objective information? Why?

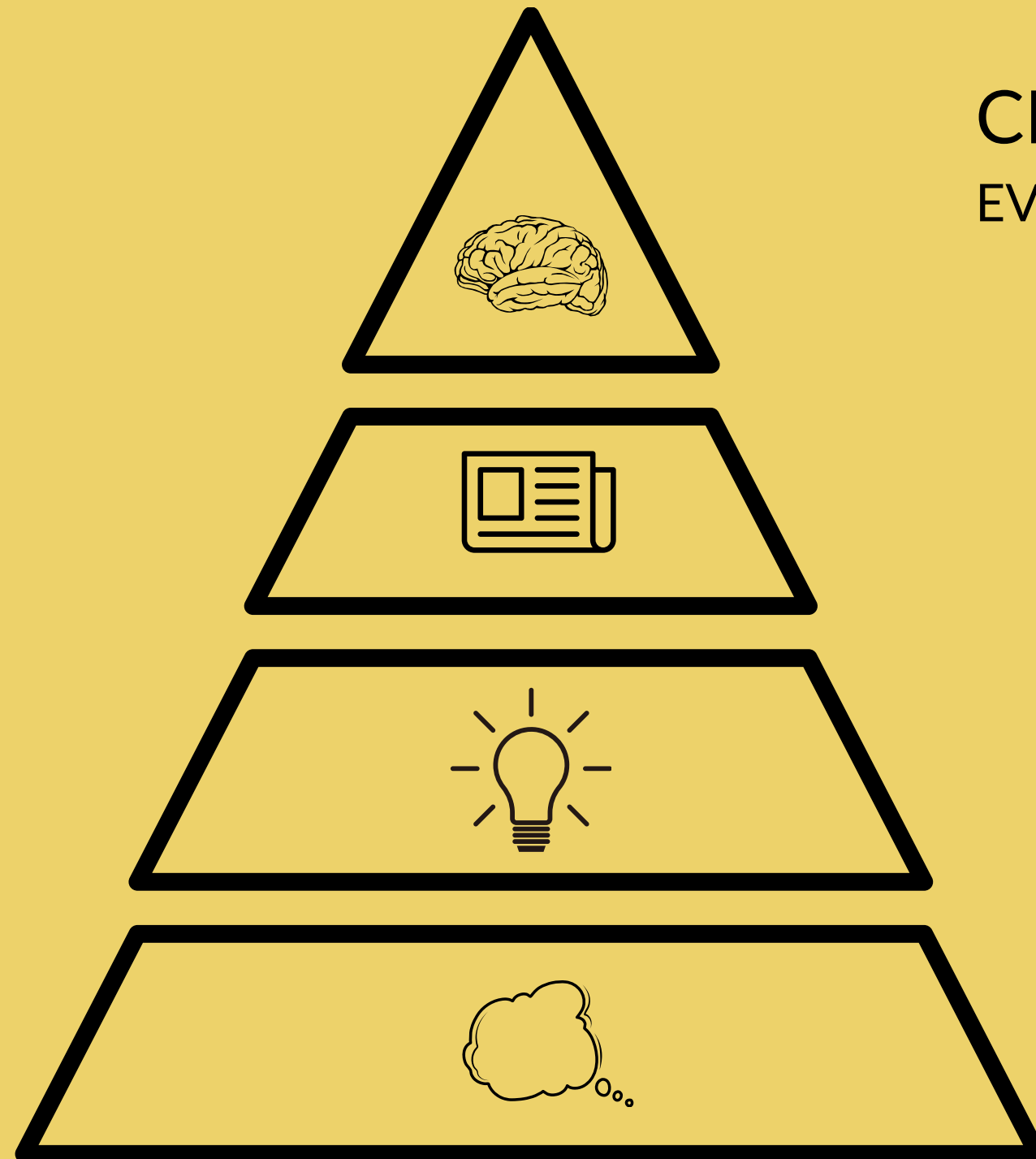


Scan the QR code to discuss
using Mentimeter



Quiz

Why it Matters



CRITICAL THINKING

Evaluate information before accepting it

MEDIA CONSUMPTION

RECOGNIZE BIAS AND MANIPULATION TACTICS

DECISION MAKING

FORM OPINIONS BASED ON FACTS, NOT
OPINION

HEALTHY DISCOURSE

DISCUSS issues clearly with common
understanding

Type of Journalistic Texts

NEWS

Presents verified facts and
events without interpretation



INTERVIEWS

Direct quotes and information
from sources



COLUMNS

Personal perspectives from
regular contributors



EDITORIALS


The publication's official stance
on issues



ACTIVITY 3

Fact-Checking Challenge

Interactive Activity – Fact-Check It!

 In this activity, you will evaluate three short statements. One of them is TRUE, while the others are FALSE or MISLEADING. Your task is to research each statement online, determine whether it is accurate, and provide a credible source as evidence.

Use trusted sources such as:

- Official government websites (e.g. [deutschland.de](https://www.deutschland.de), [destatis.de](https://www.destatis.de))
- Fact-checking platforms (e.g. [correctiv.org](https://www.correctiv.org), [bpb.de](https://www.bpb.de))
- Major news outlets with known editorial standards (e.g. [tagesschau.de](https://www.tagesschau.de), [dw.com](https://www.dw.com))

Statements:

1. "Berlin's public transport is free on weekends."
2. "Germany has over 80 million residents."
3. "Asylum seekers in Germany receive €1,200 per month."

Instructions:

1. For each statement, research using reliable online sources.
2. Decide if the statement is TRUE, FALSE, or MISLEADING.
3. Write down the result and copy-paste the source link where you verified the information.

Think Before you Believe

Trainer Focus: Use this module to strengthen learners' media literacy and critical thinking.

How to Use It in Your Teaching:

1. Run the “Fact or Opinion?” activity using the provided materials.
2. Start with the viral post icebreaker: 'Why did this blow up?'
3. Encourage learners to reflect: What's missing? Who benefits?

Bonus Tip:

→ Use Mentimeter or classroom boards to gather examples for group analysis.



Final Quiz

Test what you learned
in this course with the
final quiz

Trainer Implementation and Final Considerations

Use these tools in your own training! This course is packed with practical, ready-to-use content.

How to Use this Course:

1. Replicate activities using PDF worksheets.
2. Turn 5W's, CRAAP Test, and Fact vs. Opinion into classroom activities.
3. Let students bring content from their digital lives for analysis.
4. Use built-in quizzes and adapt them to your class.

Your Role as the Trainer:

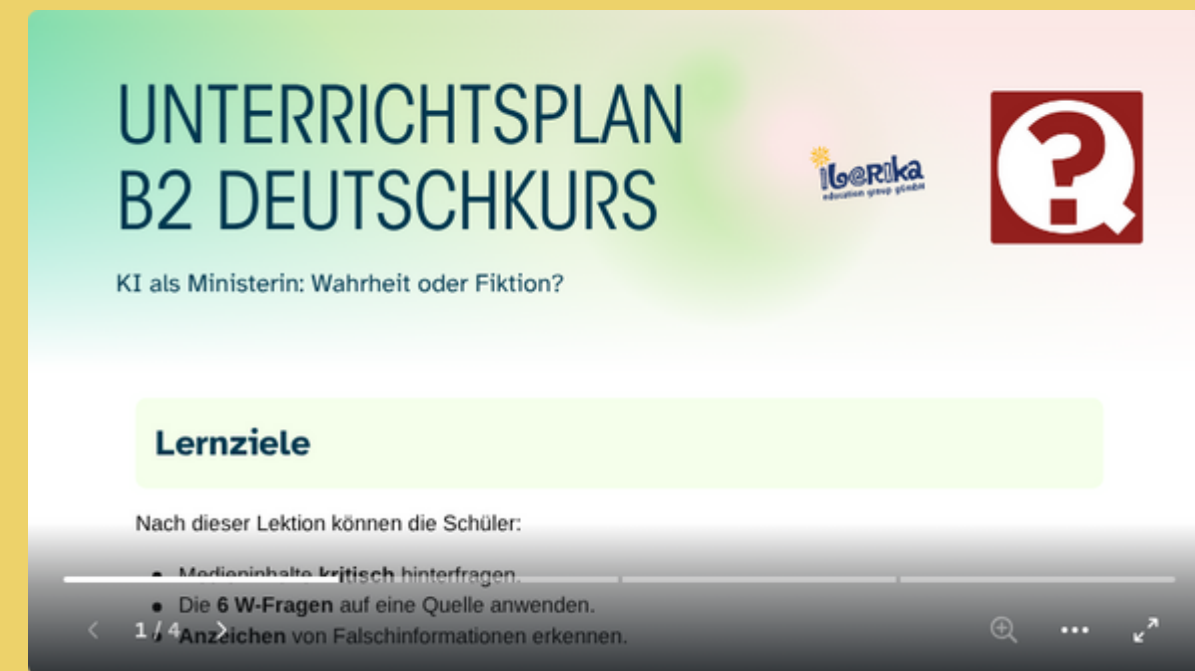
→ Help learners build habits of questioning, verifying, and thinking critically.



Here you can view examples of exercises that our German trainers have created for their courses.



[Example 1](#)



[Example 2](#)

Thank you for participating in our course!
We hope you gained valuable insights and feel inspired to put what you have learned into practice.

Contact us: info@iberika.de

[iberika Website](#)

<https://qyourself.eu>

Erasmus+: Key Action 2, Cooperation partnerships in adult education
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Number: 2023-1-ES01-KA220-ADU-000153626

