



**Project  
Website**

<https://pros4democracy.internprize.eu/>

**Activity  
Video  
Summary**

<https://www.youtube.com/watch?v=msEqVB2zrEY>

Lesson Category

## Media and News Literacy

Title

### Separate facts from opinions

Area(s)

#### **Political persuasion and the trustworthiness of the media**

Objectives

- 1. Separate facts from opinions.**
- 2. Identify persuasive strategies that politicians are using to win voters.**
- 3. Assess the trustworthiness of various sources of election information.**

Time needed

**1-90 minutes class**

Materials needed

**Computers with internet access, pen and paper**

Age level(s)

**14-18**

Number of participants per group

**First tasks with the class.**

**The main task, divide the class in pairs.**



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**Separate facts from opinions**

Originally designed by **CECE** as a part of the EuroVoters project

<https://eurovoters.eu>

## **Step-by-step description of activity**

1. Review first with your students the differences between facts and opinions. Remind the class that a fact is a statement that can be proven, while an opinion is a statement that shows a person thought about something.
1. After a first review with your students about the differences between facts and opinions, present and discuss the video “Separate Facts from Opinions” (provided in the appendices).
1. Explain to the class that during an election period it is hard to separate facts from opinions and citizens are bombarded with all kinds of information sources. Have the class discussing which memories they have from the previous elections and from which information sources they got that from.
1. Write on the board the most known information sources (also based on the previous students’ assumptions) and ask students to rank them in order of trustworthiness. In this task there are not correct outcomes, it is just an exercise.
1. Debate with the class and assign in the board which information sources in the students’ opinions are sharing more facts and which of them are not. Since the student’s answers will also be based on their own opinions, remind that to the class and explain that to get a more precise answer, they need to investigate more. In this task there are not correct outcomes, it is just an exercise.
6. Present and explore with the class different techniques used by candidates to persuade voters. These techniques will be then used as references for students for the main task. Present to the class the video “How Voters Decide: Crash Course Government and Politics #38” (provided in appendices) to better understand the topic.
6. Before the main task, present to the class a proposal on how to create a political campaign video, for students to better understand the power of slogans and how influence works on citizens. Present to the class the video “Political Campaigns: Crash Course Government and Politics #39” (provided in appendices) to better understand the topic.
6. Place students working in pairs to look through the video’s samples of election for persuasive techniques presented before. Students should write what’s the most common used persuasive techniques and which of them they can recall from the previous elections.
6. After, place students discussing in class the above task findings and coordinate the debate whether students think these techniques work, and why.
6. Finalizing wrapping up a discussion on how voters need to be able to focus on facts and see through the persuasive techniques aimed their way.

## Strategies of teaching and learning

Critical-incidents analysis and Problem-based learning

## Evaluation

Identify if students wrote down correctly the persuasion techniques used by politicians on the videos. Also, while debating with the class, understand if they got the notion of what is a fact and an opinion and the importance of indagating deeply until the truth/fact is found.

## Notes to the educator

- In step 1, you can use the following video to support you if you feel more comfortable:  
[https://www.youtube.com/watch?v=Gz9ZGW\\_1oMM&feature=emb\\_logo](https://www.youtube.com/watch?v=Gz9ZGW_1oMM&feature=emb_logo)
- In step 7, use the information displayed in the appendices or use your own material if you think necessary.

## Notes to the students

Takes notes while watching the videos. It is important to find and write it down the persuasion techniques that politicians are using, to debate with the class later.

## Suggestions for follow-up activities

Based on past and known worldwide educational activities, try to have your own class election and see if students will persuade other based on opinions or facts. Use the following link as your activity guidance:

[https://www.elections.wa.gov.au/sites/default/files/content/documents/Teacher%27s\\_Guide\\_to\\_Elections.pdf](https://www.elections.wa.gov.au/sites/default/files/content/documents/Teacher%27s_Guide_to_Elections.pdf)

## Appendices

How Voters Decide: Crash Course Government and Politics #38 – **video**:

<https://www.youtube.com/watch?v=eermkiaFoWc>

“Separate facts from opinions” – **video**:

<https://www.youtube.com/watch?v=nKBzdtADTiY>

“Political Campaigns: Crash Course Government and Politics #39” – **video**:

<https://www.youtube.com/watch?v=2A5QlpAyKSO>

<https://qz.com/1782348/cambridge-analytica-used-these-5-political-ads-to-target-voters/>

The examples inside the link above are all based on the Cambridge Analytics scandal, so all candidate's proposal is using psychological traits in order to manipulate them better. Which will be easy for students to better spot the manipulation techniques.

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