

**#Challenge  
#YourFacts**

**FAKE**

**≠**

**FACT**

**INFO  
LAB**



**WEL-**  
**COME!**

By visiting the *Fake ≠ Fact Info Lab*, young people come to better understand the need to critically review and decode information from different channels. The exhibition is designed to give young people tools that help them identify common narrative techniques that could hide false and misleading information.

This educational guide is to assist you as a teacher and to lead the students through the different stations of the exhibition, while reflecting upon questions about 'what' and 'how' in relation to source criticism and propaganda.

### Conclude your visit

Conclude your visit to the exhibition with the same question you asked at the introduction:

#### **Questions for the group:**

'What do you think of when I say the word "propaganda"?'  
Does the group have the same view of propaganda now?  
Do they recognise themselves in any parts of the exhibition? If so, how did they react?

A nice way to summarise might be:  
'If you learn to decode information, you have the best chance to separate fake from fact'.

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**The Swedish Institute (SI)** is a public agency that encourages interest and confidence in Sweden around the world. The Swedish Institute operate in the fields of culture, education, science and business in seeking to strengthen ties and promote development.

## THEME 3. WHO'S AT THE DOOR?

3

Here we look closer at the mechanisms that allow us to accept, process and pass on propaganda to others. How does it use its presence in online games, on dating sites and other social platforms? We also bring up the consequences of having a narrow world view, such as becoming an easier target to those who spread fake narratives.

### Questions for the group (optional):

- 'Do you always know where the information comes from, originally? In other words, do you know who's at the door?'
- 'Do you think you receive propaganda in your daily life?'

## THEME 4. FIRST AID

4

In the final theme, we look at reasons for propaganda and our role. Talk to the group about the importance of slowing down. Look at the pictures and texts for a while to then describe and interpret, analyse and feel. Use knowledge from the other themes about sender, packaging and world view.

### Questions for the group (optional):

- 'Do you ever use these techniques and pull the handbrake or look closely at a message?'
- 'What tools do you use to stay safe and informed online?'

## Ahead of your visit

It's important for you to read all the exhibition texts before bringing groups to the exhibition. This will make you more comfortable discussing the topic. We also recommend that you read chapter one in the teacher's guide *Fake ≠ Fact – Introducing source-criticism in the classroom.*

Time: approx. 30 min.



## Introduction

**When you start**, gather the group in front of the introduction module and welcome them to the *Fake ≠ Fact Info Lab*. Explain that the exhibition contains four themes: source criticism, image analysis, self-reflection and tips on how to decode different forms of propaganda.

Tell the group that the exhibition was originally produced by the **Museum of Work** with the help of Swedish youth aged 16–24. The present version is a collaboration between the Museum of Work and the **Swedish Institute**.

### **Ask the question:**

**‘What do you think of when I say the word “propaganda”?’**

Be prepared for different answers. Let the students think for themselves. The idea is that you ask the same question at the end of the exhibition to see if there is any difference in answers.

## Visiting the exhibition

### THEME 1. THE PROPAGANDA LAB

1

Here we focus on identifying the five propaganda techniques: 1. Play on emotions, 2. Attack the opponent by creating an ‘Us’ and a ‘Them’, 3. Simplify/angle facts and information, 4. Address a target group, and 5. Repeat a message. Furthermore, the difference between white, grey and black propaganda is identified and how propaganda is packaged to reach a certain target group.

#### **Questions for the group (optional):**

‘Do you recognise any of these strategies from your own daily lives online?’

‘Can you think of any historical examples of propaganda?’

‘What do you do when you identify propaganda?’

### THEME 2. THE OPINION MACHINE

2

This theme focuses on which channels we use to collect information, news and knowledge, and how that becomes the basis for how we understand and experience the world. We also look at the effects of the digital footprints we leave behind, how our data is used to feed us more of the same, and how that can lead to us becoming less open to new information.

#### **Questions for the group (optional):**

‘What does your social media flow look like?’

‘Where do you get most of your news?’

‘Do you know where your digital tracks have been?’