

**Be MediaWise:
A Misinformation Resilience Toolkit**

Facilitator's Guide

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About This Toolkit

Be MediaWise: A Misinformation Resilience Toolkit is the product of a partnership between [MediaWise](#) at the nonprofit [Poynter Institute](#), and the [American Library Association](#). Laying the groundwork to combat falsehoods ahead of the 2024 elections, MediaWise aims to equip thousands of libraries across the country with a suite of resources that will help any library worker in any city or town launch media literacy programming.

An advisory board of 12 library workers from across the country consulted with MediaWise — which since 2018 has been building media literacy courses for teenagers, college students, older adults, Spanish speakers, and others — on the development of the library resources. While the toolkit will be useful to any library worker, MediaWise aims to reach rural communities, those with a large population of Spanish speakers and older adults.

The Be MediaWise: Misinformation Resilience Toolkit Advisory Board is:

- Andrea Baer, Public Services Librarian, Rowan University
- Jazmyne Baylor, Research and Instruction Librarian, Western Carolina University
- Joanna Burkhardt, Professor, University of Rhode Island Library
- Jed Cridland-Hughes, Public Services Librarian, Spartanburg Community College
- Cicely Douglas, Director, South Sioux City Public Library
- Lindsay Frey, Adult Services Coordinator, Zion-Benton Public Library
- Jenny Garmon, Independent Consultant, Jenny Garmon LLC
- Angie Holan, Director, International Fact-Checking Network
- Shanna Hollich, Library Director, Guthrie Memorial Library
- Gina Petrie, Adult Services Librarian, Charlotte Mecklenburg Public Library
- Heath Umbreit, Adult Services Librarian, Morrill Memorial Library
- Hong Yao, Director of Technical Services, Queens Public Library



Using the resources

The references and resources in this guide are meant as practical assets as opposed to an exhaustive bibliography of digital literacy sources and research. The material is organized into specific formats that should enable use in a range of contexts, with versatility and ease of use in mind. You are encouraged to develop programming around this content, and your own engagement with the material will equip you with tools and resources for meaningful casual conversations and engagement with patrons who are interested in media and the misinformation landscape.

[Open Educational Resource\(OER\) web pages](#) are ready made and easily accessible. They contain a wide range of video and interactive activities, and can be used in guided environments, or as an available web resource.

[A slide deck](#) is included for every module. It contains all of the content on the web page, adapted for presentations. The slide decks do not contain interactive elements, but they do contain linked shortcuts to the videos and a button to restart the slideshow from any page. This provides another method for users to access and explore the content independently.

Conversation Starters are embedded in the OER pages and the slide decks. The conversation starters can be used to engage group discussion, but they can also be useful for practitioners looking for a handy resource to address common questions they may encounter from patrons. The suggested responses to the conversation starters are embedded in the speaker notes of the slide decks.

[Graphics Carousel:](#) The collection of graphics are thematically related to the toolkit and provide a cursory overview of the main points of each module. These can be printed as bookmarks, used for promotion or posters or used as carousel posts on social media.



Implementation Options

The toolkit is designed with consideration for the wide range of contexts, environments and audiences you might encounter. Some suggested techniques for implementing the content include:

Seminar/workshop model: Hosting a traditional discussion-based seminar in which you present the material to a whole group can be implemented by using the slideshow presentations that accompany each module. The slideshows can be downloaded and customized to meet the needs of your unique audience. For guidance on selecting examples and material, see the section “[A note on teaching with examples](#)”.

Kiosk model: With eight computers or tablet devices, you can set the slideshows up as rotating stations that participants can visit individually or in small groups of 2-4. Working at their own pace, they can explore and discuss the content. The slideshows contain responsive buttons that allow users to advance to appropriate videos and to restart the slideshow.

Asynchronous model: Using the links to the eight modules, participants can work through the interactive lessons and activities at the library or at home. Note that interactive activities are formative checkpoints and are not designed to record participant scores or performance.

Embedded ancillary material model: Because each module can be used as a stand-alone tool, you might want to include portions of the toolkit with existing or other planned services to reinforce your objective. For example, if you want to enhance a presentation on research methods, you may choose to include the third module, which offers definitions and examples of primary and secondary sources. The “[Topics and skills alignment](#)” section of this guide will help you select material for a range of uses.



A note on teaching with examples

Media literacy is best taught and learned through the use of current, relevant and meaningful examples. To that end, the toolkit provides, where possible, real world examples of news items and misinformation. Examples have been carefully selected to be as politically neutral as possible, but it is important to note that political misinformation cannot be ignored or glossed over in a media literacy education program. Our assumption is that the practitioner is best suited to determine what content will be most effective for their audience. You are encouraged to seek out and use examples from your community, and for your specific audience.

As this toolkit highlights, it can be difficult to determine when a source is accurate and reliable and when it might be misinformation. You want to ensure that any examples you use meet the objective of the module and are from reliable sources. You will also discover that finding “non-examples” of inaccurate news and misinformation can be pretty challenging. Use these tips to guide your selection of material:

1. **Check your own bias and emotions.** Even librarians have opinions. It is critical that, as the facilitator, you recognize any potential biases or opinions you have that might interfere with your choices when selecting material. If you are feeling passionately for or against a topic or source, it might be best to keep looking for something else.
2. **Balance is key.** Be mindful that examples you choose do not represent only one side or perspective. Especially when choosing political topics, you want to be sure to find an equal number of examples from all sides.
3. **Know your sources.** Here is an [article from Poynter.org](#) that might help you as you evaluate a source.
4. **Don't be afraid to work backwards.** Especially if you're looking for misinformation, it can be useful to rely on current fact-checking sites to find material that has already been checked. This way, you can be confident that the examples you are selecting do fit the lesson, and you can use the links and sources provided within the fact-check as evidence. Here are a few credible fact-checking sites:

<https://www.politifact.com/>

<https://www.reuters.com/fact-check/>

<https://www.factcheck.org/>

<https://www.usatoday.com/news/factcheck/>

Spanish language sites:

<https://www.politifact.com/espanol/>


<https://factchequeado.com/>



































Topics and skills alignment

While each module addresses specific skills and concepts, you will find that certain fundamental ideas are repeated at various points. This chart will allow you to select material that is appropriate to your specific needs. You can also use this to align your services with the specifically identified needs of your audience.

=specifically targeted topic or skill

=adjacent topic or skill addressed in this module

| Skills | DIG 3Q | Lateral reading | Going upstream | Read past the headline | Keyword search | Reverse Image Search | Click restraint | Critical thinking |
|----------|--|---|---|---|---|---|---|---|
| Module 1 | | | | | |  | |  |
| Module 2 | | | |  | | | |  |
| Module 3 | |  | | | | | | |
| Module 4 | | |  |  | | | | |
| Module 5 |  | | | | | | | |
| Module 6 | |  | | |  | |  | |
| Module 7 | | | | | |  | | |
| Module 8 | | | | | | |  |  |

| Topics | Internet safety | Defining mis- and dis-information | Bias and media | Defining journalism | AI | Credibility of sources | Echo chambers and algorithms | Primary vs. Secondary Sources | Responsible sharing |
|----------|---|---|---|---|---|---|---|---|---|
| Module 1 |  | | | | | | | | |
| Module 2 | | |  |  | |  | | | |
| Module 3 | | | | | |  | |  | |
| Module 4 | | | |  | |  | |  | |
| Module 5 |  |  |  | | | | |  |  |
| Module 6 |  |  | | | | |  | | |
| Module 7 |  |  | | |  | | | | |
| Module 8 | |  | | | | |  | |  |



Links to resources

Toolkit links:

[Home page](#)

[Slideshow presentations](#)

[Transcripts of all video content](#)

[Graphics carousel — Images for print, social media and promotion\(PDF and PNG formats\)](#)

External links:

[MediaWise home page](#)

[ALA home page](#)

Further reading

Caulfield, M. (2017). [*Web literacy for student fact-checkers*](#).

Digital Inquiry Group. (2024). Digital Inquiry Group. <https://inquirygroup.org/>.

Media Literacy for Adults: Architecture of the Internet Programming Guide. (2024). American Library Association.
https://www.ala.org/tools/sites/ala.org.tools/files/content/Media-Lit_Arch_Prog-Guide.pdf

Media Literacy in the Library: A guide for library practitioners. (2020). American Library Association.
https://www.ala.org/tools/sites/ala.org.tools/files/content/%21%20Media-Lit_Prac-Guide_FINALWEB_112020_0.pdf

