

## LEARNING CARD

# Tip the Scales

**Description** The objective of this activity is to dismantle a network dedicated to trafficking and illegal trade of plant and animal species. To do this, students will conduct a research activity to know what information is false and what is not, and express their research through different languages and media. Specifically, students will have to detect through different research processes (scientific, police or journalistic) if the information that other groups have provided them is real or not.

---

**Tag**

- Blog
- Design
- Instagram
- Twitter
- WhatsApp
- Youtube

---

## Skills

### **PRODUCTION**

- To create and modify audiovisual productions
- To use filming and editing tools
- To create and modify written productions
- To use writing software and apps
- To create and modify drawings and designs
- To use drawing and design tools
- To create and modify photographic productions
- To use photographic and editing tools
- To create cosplay and costumes

### **CONTENT MANAGEMENT**

- To search, select and download
- To manage content archives
- To manage content dissemination and sharing

### **INDIVIDUAL MANAGEMENT**

- To self-manage

### **SOCIAL MANAGEMENT**

- To create collaboratively
- To coordinate and lead
- To participate in social media
- To teach

### **PERFORMANCE**

- To act
- To break the rules

### **MEDIA AND TECHNOLOGY**

- To recognize and describe
- To compare
- To evaluate and reflect
- To take action and to apply

### **NARRATIVE AND AESTHETIC**

- To interpret
- To recognize and describe
- To compare
- To evaluate and reflect
- To take action and to apply

### **IDEOLOGY AND ETHICS**

- To recognize and describe
- To evaluate and reflect
- To take action and to apply

### **RISK PREVENTION**

- To recognize and describe
- To evaluate and reflect
- To take action and to apply

---

### **Learning areas**

- Arts
- Sciences
- Social Sciences
- Technologies

---

### **Card language**

- English
  - Spanish
  - Italian
-

## Structure

---

<b>Sessions</b>	6 (variable)
<b>Duration</b>	55' (variable)
<b>Number of participants</b>	10-30
<b>Age</b>	• 14-16
<b>Materials</b>	<ul style="list-style-type: none"><li>• Smartphone with camera</li><li>• Computer</li><li>• Internet access</li></ul>

---

## Process

---

### Key questions

- How is an investigation narrated?
- How is it researched from the journalistic, police and scientific points of view?
- How is information communicated through social networks?
- How are content produced and organized for a blog? Who makes them?
- How can I position a personal brand on social networks?
- How is the information organized in a video?
- How is false information distinguished from true information?

### Development

*(We suggest starting this activity on a Friday)*

Presentation by the teacher of the task of the week in which they explain the steps of scientific, police and journalistic research.

Team organization and explanation of the roles that students should develop.

The teacher explains in private to each group the roles and challenges they have to work on (3-5 minutes maximum).

And finally, the teacher presents a video that they have created, in which the functioning of the necessary tools that should be used will appear: Inform the participants about the necessary guidelines to carry out a police investigation; show the students about the steps to carry out a journalistic investigation and show the necessary steps to carry out a scientific investigation.

Specifically, students are expected to perform part of the work individually and part as a team.

The work teams are the following:

- Criminal team: makes news, both false and true.
- Investigative teams (journalists, biologists and police): they should investigate the clues and the truth about the false information

Prepare and edit content in different media and platforms (blog, social networks ...).

Exhibition of the results of each group.

Discussion about the process and the overall evaluation of the work. Specifically, there should be a playful phase to get to know the students' proposals.

### Evaluation

The teacher should evaluate the following competences and/or products made:

- Communication capacity
- Ability to write
- Capacity for analysis and synthesis
- Ability to distinguish false and true news
- Capacity to work in a team
- Ability to create a transmedia narrative
- Evaluation of the content of the final product

### References for professors

- Redcriter: <https://www.redcriter.com/>
- Guidelines for conducting scientific research: <http://elmerbmx.blogspot.com.es/2012/05/cuales-son-las-pautas-de-la.html>
- Guidelines for conducting a journalistic investigation: <https://goo.gl/vFyQuN>
- Guidelines for conducting a police investigation: <http://www.mailxmail.com/curso-criminalistica-investigacion/fases-investigacion-criminal>

### Author

Marcos Blanco Kroeger, Digital Editor at Santillana, Spain - [mblancok@santillana.com](mailto:mblancok@santillana.com)

Daniel Gurpegui Haering, Teaching staff at La Salle Institution, Spain -

[dghaering@institucionlasalle.es](mailto:dghaering@institucionlasalle.es)

Rebecca Carrillo Martín, BA in Design and Management of Transmedia Projects at CSEU La Salle, Spain - [201001683@campuslasalle.es](mailto:201001683@campuslasalle.es)

Laura Nieto Fernández, BA in Design and Management of Transmedia Projects at CSEU La Salle, Spain - [201001079@campuslasalle.es](mailto:201001079@campuslasalle.es)