

Hot Topics: News, Blues, and How to Defuse
Session 1: Effective Listening Checklist

1. Be Self-Aware
 - a. What are my intentions?
 - b. How am I contributing to the situation? Positively?
Negatively?
 - c. Am I taking ownership of my actions/words/ideas?
2. Be Mindful of Your Body Language
 - a. Check yourself: how is your posture? Rigid? Relaxed?
Sluggish?
 - b. Include nodding head, “mhm”s, and other small gestures to indicate you follow what they’re saying.
3. Check Your Tone
 - a. What kinds of words are you using?
 - b. Are you using conversation blockers?
4. Hearing
 - a. Why are they interested in the topic?
 - b. Is it a deeply held belief?
5. Verify
 - a. What evidence can they provide to back up their claims?
 - b. Have I asked for clarification when something is unclear?
- 6. Check Yourself**

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Session 1: The S.M.E.L.L. Test

S	Source	<ul style="list-style-type: none"> • Is the author qualified to write on the topic? Can you find other information about the author? • Is there contact information, such as a publisher or email address? • Does the URL reveal anything about the author or source? Examples: .com .edu .gov .org .net. (<i>Fake sites often add ".co" to trusted brands such as abcnews.com.co</i>) • If it's on the Internet, is it fabricated or intended as satire? Search for it with the word "fake" to make sure it's legitimate.
M	Motivation	<ul style="list-style-type: none"> • What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade? • Are there political, ideological, cultural, religious, institutional or personal biases? • Do the authors/sponsors make their intentions or purpose clear? • Is there a sponsor or advertising? Who pays to help make this information available? • Does the author use strong emotional language? Are there emotional clues such as all caps? • Who is the intended audience?
E	Evidence	<ul style="list-style-type: none"> • Is the information supported by evidence? • Has the information been reviewed or refereed? • Can you verify any of the information in another source or from personal knowledge? • When was the information published or last updated? Are links or references to other sources up-to-date? • Are there spelling, grammatical or typographical errors?
L	Logic	<ul style="list-style-type: none"> • Does the argument being made make sense? Is there a logical conclusion from the evidence given? • Does the argument fit with what you already know? • Is it plausible, rational? (eg: man gives birth to child) • Is there any validity to it?
L	Left Out	<ul style="list-style-type: none"> • Does the author omit any important facts or data that might disprove their claim? • Are alternative points of view presented? • Are you getting the whole picture/story? • Is there any background information?

Don't Be Fooled: Use the SMELL Test To Separate Fact from Fiction Online <http://mediashift.org/2013/02/dont-be-fooled-use-the-smell-test-to-separate-fact-from-fiction-online038/>
Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal Of Information Science*, 39, 470-478.

Meriam Library at California State University, Chico. (2010, September 17). Evaluating information-Appling the CRAAP test. Retrieved from http://www.csuchico.edu/lins/handouts/eval_websites.pdf

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Session 2: Cooperative Communication Skills Checklist

1. Paraphrase

- a. Focus on Speaker, e.g. “you’re Saying...”
- b. Restate briefly their point in your own words.
- c. Reflect Content and Feeling.

2. Communicating Openness

- a. Being willing to hear more.
- b. Making space for disagreement.
- c. E.g. “Say more About...” “Can you give me a specific example”

3. Agreement Stating

- a. Acknowledging points where there is agreement
- b. E.g. “I can see what you are saying about...”

4. Asking Open Questions

- a. To open up discussion and expand understanding of the issues.
- b. Think of-
 - i. Probing Questions
 - ii. Clarifying Questions
 - iii. Justifying Questions
 - iv. Consequential Questions



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Session 2: Effective Internet Searching

Effective Internet Search Tips	Examples
Use specific search terms. Use synonyms, antonyms, broader and more narrow terms to refine results.	"Canadian women's military role in WW2"
Use quotes around terms to search for exact phrases.	"time travel" — rather than time travel
Minimize use of small or unimportant words where possible.	"DVD player ratings" — rather than "Ratings of DVD players"
Place a plus sign (+) in front of terms to give them more importance, a minus sign (-) to remove results containing those terms.	+menopause -movie
Use singular words and word stubs.	work — rather than works or working; country — rather than countries
Use a wildcard, at the start, middle or end of words, to search for several words with the same root or stem; e.g., an asterisk (*).	play* finds any word starting with the four letters "play" and with any kind of ending — playback, playboy, playbook.
For lists of resources, enter "directory of" in front of your search term.	directory of nutrition resources
To find a definition, enter "What is ...?"	"What is OFDM?" or "What is Canada's Food Guide?"
Use slang or discipline-specific terms geared to narrow down your search.	If searching specifically for TCP remote port field, use that exact phrase rather than TCP client port field.
Use search engine features to limit results	Limit to verbatim returns, by location or by date
Use plural words to find shopping sites.	motorcycles
Ensure results contain a wide perspective of views	<ul style="list-style-type: none"> • Use a site like Allsides.com, <i>Blue Feed</i>, <i>Red Feed</i> (Wall Street Journal) or the library online resource <i>CQ Researcher</i> to find opposing points of views. • Broaden your search to include international news or sources.

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Effective Speaking Skills Checklist

1. Statements:

- a. I- Messages- Focus on self, feeling, behavior and impact
- b. Preference- “What I’d like is...” “It would be helpful if...”
- c. Purpose- “I’m hoping to...” “My intention is...”

2. Inquire

- a. Why are they interested in the topic?
- b. Am I conveying care or disinterest?
- c. What is the goal of this conversation?

3. Frame not Blame

- a. Carefully consider your logic.
- b. Avoid blaming.
- c. Be open to the other person asking questions.

4. Look for Common Ground

- a. What do you agree on?
- b. Where can bridges be built?

5. Avoid Instigating Further Conflict

- a. Focus on the problem at hand.
- b. Avoid phrases like, “You’re just trying to...”, “That’s stupid!”, “What a load of ...”, etc.
- c. Examples need to be constructive, not destructive.

6. Check In

- a. Periodically ask if the other person is OK.



Sources for Fact Checking	Stated Funding Source
Factcheck.org	A project of the Annenberg Public Policy Center of the University of Pennsylvania. "We do not seek and have never accepted, directly or indirectly, any funds from unions, partisan organizations or advocacy groups. We do not accept funds from corporations with the exception of Facebook which provides funding as part of their initiative to combat the spread of fake news.
Snopes.com	Snopes.com derives all of its revenue from advertising displayed on the site - no active sponsors, donors, investors, or other sources of revenue. "Advertisers have no contact with the site's editorial staff and do not in any way influence the content we publish."
Politifact.com	Nonpartisan fact-checking website to sort out the truth in American politics. It is a project of the <i>Tampa Bay Times</i> . PolitiFact does not give donors the right to review or edit content.
Washingtonpost.com "Fact Checker column" by Glenn Kessler	Glenn Kessler, who writes "The Fact Checker" column, has covered foreign policy, economic policy, the White House, Congress, politics, airline safety and Wall Street. He was The Washington Post's chief State Department reporter for nine years. The Washington Post is owned by Jeff Bezos of Amazon.com.
Google Images – reverse image search	Subsidiary of the publicly traded company "Alphabet"
Tineye.com -- reverse image search	A privately owned company that delivers image search and recognition solutions to the industries where searching images is mission critical.

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Session 4: Dealing with Emotions Checklist

1. Is now the right time to engage?
 - a. Am I ready to hear the other person's position?
 - b. Is the situation too tense?
 - c. What is their body language saying?
2. Build trust.
 - a. Create a safe space to share.
 - b. Listen closely and do not interrupt.
 - c. Refrain from shouting/swearing.
3. Ask open questions.
 - a. Ask for clarification and paraphrase as needed.
 - b. Use I-messages to express yourself.
 - c. Give/ask for specific examples of the problem being discussed.
4. Be mindful of yourself.
 - a. Am I able to remain calm?
 - b. Is my tone too harsh?
 - c. What is my body language saying?
5. Do not tolerate abuse.
 - a. If a conversation becomes too heated, ask to continue it later.
 - b. Walk away calmly.
 - c. Use your best judgement for the situation.

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Session 4: Tips for Managing News on Social Media

Explore Your Bias

- Take the *PBS NewsHour* quiz based on work of Charles Murray.
[<http://www.pbs.org/newshour/making-sense/do-you-live-in-a-bubble-a-quiz-2/>]
- Check the relative* bias rating of your typical news sources.
 - Vanessa Otero's News Source Ratings
 - AllSides Media Bias Ratings [<https://www.allsides.com/bias/bias-ratings>]

Expand Your Social Media News World

- Mix up your algorithm
 - Follow individuals or news sources with opposing opinions and viewpoints.
 - Check "Recent Feed" on Facebook periodically, instead of "Top Stories."
 - Comment on or like different types of information on Facebook or other Social Media sites.
- Follow divergent viewpoints
 - Explore *The Wall Street Journal's* Blue Feed, Red Feed [<http://graphics.wsj.com/blue-feed-red-feed/>] to see alternative opinions on Facebook.
 - Explore live streaming to see first-hand coverage of news events. [ex: www.facebook.com/livemap]
 - Follow regional, national and international news sources
 - Flip Feed [<https://flipfeed.media.mit.edu/>] Use a Google Chrome Extension on a desktop to step into someone else's Twitter feed.
 - Read Across the Aisle [<http://www.readacrosstheaisle.com/>] Use this iOS app to read news from a variety of sources.

Analyze Both Sides of an Argument Before You Engage

- Use *The S.M.E.L.L. Test* (Session 1 handout) to evaluate articles.
- Use *Effective Search Techniques* (Session 2 handout) to confirm data and facts.
- Use *Fact-checking Websites/Image Search* (Session 3 handout) to weed out erroneous information.
- CQ Researcher [Library Online Resource] Use your Fairfax County Public Library card to login to this searchable collection of articles on current issues.
- Opposing Viewpoints Series: Covers a large quantity of controversial topics, offering both pro and con opinions for each side, selected from respected sources.

Tips for More Effective Online Debate

- Assume good intentions until proven otherwise – nuance is hard to read online.
- Analyze your intent before you comment – what is your desired outcome?
- Choose your venue for engagement accordingly – in-person, direct message, or in public.

*No assessment of bias in news sources is perfect, but relative ratings can be useful.

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Cross-Cultural Communication Checklist

1. Be Prepared to Learn.
 - a. Don't assume similarities
 - b. Ask questions.
 - c. Be aware of own preconceptions.
2. Don't Overthink Language Barriers.
 - a. Be patient.
 - b. Wait for them to ask for help.
 - c. Ask for clarification.
3. Remember: different rules for different cultures.
 - a. When nonverbal cues don't make sense, assume the best intentions.
 - b. Articulate your perspective and allow for response.
4. Remain Calm.
 - a. Cross-Cultural Communication can be difficult.
 - b. It is normal to feel tense at first.
5. Check Yourself.
 - a. Am I listening?
 - b. Am I stereotyping?
 - c. What can I do to meet them halfway?

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Pohick Regional Library - November 15, 2017

News Lens

Sources for finding international news

- <http://www.onlinenewspapers.com/>
- <http://www.nationsonline.org/oneworld/news.html>
- <http://linkdrop.net/news/>
- <http://www.4imn.com/> - watch out for ads
- <http://www.abyznewslinks.com/> - newspapers and other media
- <https://www.reuters.com/news/world> - Reuters World News

News focused on the US

- <http://watchingamerica.com/WA/foreign-news-sources/>

Map links from presentation

- <http://newspapermap.com/>
- <https://rsf.org/en/ranking>

Sources for exploring cultural context

The World Factbook: Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues sourced from various U.S. government agencies.

<https://www.cia.gov/library/publications/resources/the-world-factbook/index.html>

BBC News Country Profiles

Country profiles and news by the BBC.

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Center for International Earth Science Information Network - CIESIN

CIESIN is a center within the Earth Institute at Columbia University. CIESIN works at the intersection of the social, natural, and information sciences, and specializes in on-line data and information management.

<http://www.ciesin.org/>

Nations Online

<http://www.nationsonline.org/oneworld/countries.html>

IRIN News

United Nations Integrated Regional Information Networks
OCHA IRIN Provides news and information from Africa, Asia and the Middle East. <http://www.irinnews.org/>

International Model United Nations Association country profiles

<http://www.imuna.org/resources/country-profiles>

United Nations Data

Searchable database of UN statistical reports on many topics
<http://data.un.org/Default.aspx>

Library Resources (Online databases)

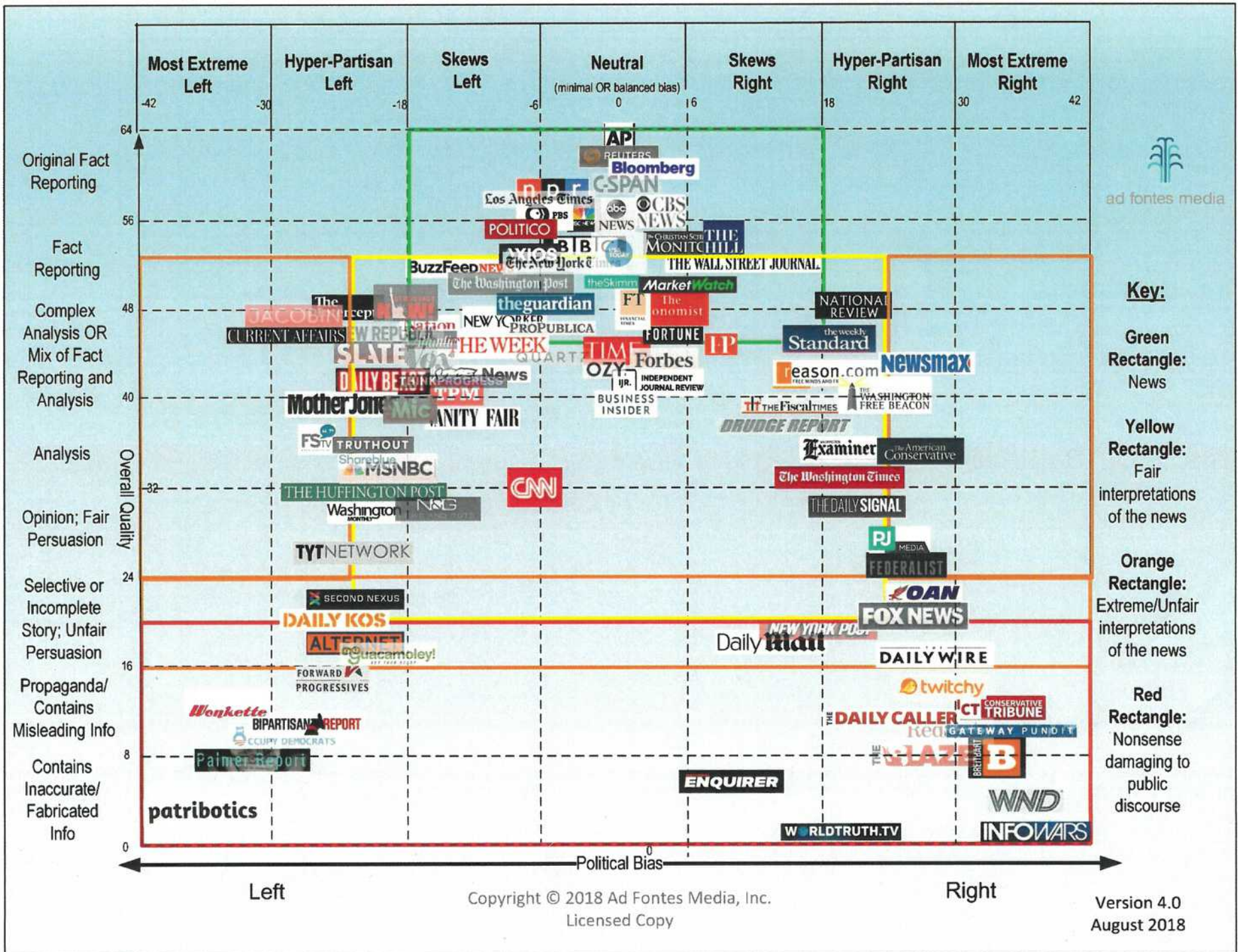
<http://www.europaworld.com/welcome>

Scholastic – Atlas and World Newspapers

<https://go.scholastic.com/K/article/mgw/r01/mgwro16.html> and

<https://go.scholastic.com/world-newspapers.html> *links may

change after Dec. 15 2017



Position 2:

You and your colleagues all share a communal refrigerator in the workplace. Recently, people have been leaving food in for too long and becomes rotten. You all generally get along really well, and you're afraid to point fingers. Because you value cleanliness, you decide that if you see food that's expired, it goes in the garbage. You also start going out to lunch more often because you're so put off by the uncleanliness. Sometimes, you come back and share the food with other coworkers and they share with you. Still, you're very irritated that people are leaving bad food in the communal refrigerator.

How should you best address this issue?

Position 1:

You and your colleagues all share a communal refrigerator in the workplace. Recently, food items in it have gone missing, including your yogurt lunch that you'd put in there a few days ago. You all generally get along really well, and you're afraid to point fingers. However, losing lunch makes your lunch break less pleasant because you have to leave office and get something else, not to mention it's a loss of the money you previously spent. There is one coworker who never brings their own lunch and usually borrows from everyone else when the time comes around. You begin to wonder if the person didn't just help themselves to what they may have perceived as unclaimed food.

How should you best address this issue?