

Conversation guide for the video

Misinformation: All birds are criminals

Introduction

This guide has been prepared to assist your group in exploring BC's Office of the Human Rights Commissioner's (BCOHRC) video about misinformation. This video provides a short introduction to what misinformation is and describes how misinformation works and how it harms human rights. For simplicity, we are including disinformation and malinformation in the umbrella term misinformation.

The video and conversation guide can be used in classrooms, organizations and community groups to complement human rights, democracy, equity, diversity and inclusion activities carried out in these settings. Additional resources exploring this topic are available on BCOHRC's [Misinformation: Can You STOP It? webpage](#). This material is designed for conversations with young people and adults, 12 and up.

Before conducting a session, please consult the [Conversation Guide Companion Document](#) to create a safe space for all participants.

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Section 1

Pre-viewing activity

- Participants will all have different levels of understanding and experience with misinformation. Everyone is welcome and everyone has something to share and to learn.
- Take five minutes to reflect individually and record your answers to the pre-viewing reflection questions on page 1 of the Participant Handout.
- Optional activity: Working with a partner, take five minutes to discuss your answers to the questions you feel comfortable sharing.

Section 2

After viewing the video, open the conversation

Choose the questions that work best for you to begin a conversation.

- What is one thing you took away from the video?
- How did the birds committing crimes story help explain what misinformation is, how it works and how it impacts us?
- The video provides reasons why the mom, the candidate for city council and different members of the public chose to share the misinformation post about birds committing crimes. Can you identify some of the reasons provided? What are some of the negative impacts of misinformation identified in the video?
- What does the video suggest we do to stop the spread of misinformation and protect human rights? (Note to facilitator: Take a minute to explore the [STOP tool on the Misinformation: Can You STOP It? webpage.](#))

Section 3

Delving deeper

Select the questions that will work for you and your group to explore the topic of misinformation at a deeper level. You may wish to do this as a follow-up session. You can also share the full guide with participants so that they can consider questions that weren't brought up during the session. Questions are grouped under different topics. Take breaks as needed.

Openers

Consider your answers to the reflection questions in the Participant Handout to answer the following questions:

- Are you more or less concerned about misinformation after watching this video? How has your level of concern changed and why?
- Has your confidence in identifying misinformation changed? If so, how has it changed and why?

What misinformation is and why it exists

- The video doesn't provide a specific definition of misinformation, but it provides some clues. How would you describe misinformation after viewing this video?
- To avoid confusion, the global term "misinformation" was used in this video. We'll explore two related terms during our conversation: misinformation and disinformation.
- Misinformation is false information that is shared by people who believe it to be true. Why do you think people share misinformation?
- Disinformation is false information that is knowingly created and shared. Why do you think people create disinformation? How might they benefit from it?

How disinformation and misinformation work

- According to the video, even if the viewer doesn't believe that the posts on birds and crime are true, their mom does. Are specific groups less skilled at identifying misinformation and disinformation, or can anyone be misled? Explain your answer. (Note to facilitator: while specific groups, including elders and newcomers, are considered by many to be more easily misled by disinformation, this generalization should be avoided. Believing that

only certain groups are vulnerable can create a false sense of security. It is important for participants in this conversation to understand that creators of disinformation are skilled at misleading us. Anyone can be misled by disinformation.)

- The video states that even if it is impossible for anyone to believe that birds are criminals, these posts may “feel real.” What contributes to a post, article or image feeling real to you?
- The video included music, emoji pop-ups and other attention-grabbing elements that may have been a bit overwhelming. How might feeling overwhelmed make it difficult to recognize misinformation?
- Some of the people in the video felt fearful and angry because they believed that birds were criminals and could cause them harm. How do strong emotions like fear, anger or urgency affect how we react to disinformation?
- Can you think of examples of misinformation that use any of these strategies highlighted in the video:
 - developing content that looks or feels real
 - targeting people with shared beliefs and fears
 - deleting or modifying actual information to change the message
 - building on our emotions to make it feel urgent to act
- Are you aware of additional strategies creators of disinformation use to make it difficult to identify? Can you think of an example?

Impact on human rights and democracy

- The video ends by stating that “access to information is a human right.” What do you think this means?
- The video shows how misinformation can create divisions in society. Do you agree? Can you think of examples?
- How does misinformation harm specific groups in our society?
- According to the video, misinformation can influence the decisions we make. How does false or misleading information affect the choices we make to protect ourselves and others? How does it impact elections or public policy decisions?
- The feelings of overwhelm provoked by misinformation can lead us to not trust any information. How can a lack of trust in real information harm us?
- Can you think of examples of misinformation that might have any of the following harmful impacts illustrated in the video:
 - polarizing and dividing us

- targeting specific groups
- harming democracy, including impacting election results or influencing policies
- fueling distrust in information that we need to protect ourselves and others
- making misinformed decisions about important issues
- Can you identify any additional ways that misinformation impacts our human rights? Can you think of an example of misinformation that has these impacts?

What we can do

- The video recommends that we “stop before we share” to protect human rights. How could stopping before we share help us to identify and stop the spread of misinformation?
- Are you familiar with any other strategies to address misinformation?
- The video described how creators of disinformation mislead us by:
 - creating a sense of overwhelm
 - developing content that looks and feels real
 - targeting specific groups based on shared values and fears
 - building on our values and emotions and making it feel urgent to act
- What steps could we take to overcome these strategies?
- Are you concerned about a person or group of people being misled by misinformation? What can you do to help them identify and stop the spread of misinformation?

Section 4

Bring the conversation to a close

- Before we discuss some final questions, let's do a quick check-in. How are you feeling?
- What actions can you take now, in the next week and in the next month to help identify and stop the spread of misinformation?
- Would you like to share any final thoughts?

Continue learning

After viewing the video and using this Conversation Guide, consider selecting some of the following activities to support continued learning about misinformation.

Explore BCOHRC misinformation learning resources

BCOHRC has developed several resources related to misinformation. These resources help to develop deeper understandings of misinformation and support the development of skills to identify it and stop its spread. The full list of resources is included in the Learning Resource section of this guide.

Practice using the STOP tool

Work individually or in partners to identify a social media post or news story. Practice using the STOP tool to identify whether it is true or not. Share your findings with other members of your group.

Lead a scenario and guided conversation activity

1. Present the scenario

You're scrolling on TikTok and you see this video:

A creator says: "A new study proves energy drinks damage teen brains. Schools are banning them next month. They won't admit it publicly. Share this, so students know what's happening." The video shows dramatic music, clips of brain scans, bold red text and comments like, "They've been hiding this!"

2. Guide a discussion, using the following questions

- What feels convincing about this TikTok video?

- What makes it dramatic?
- What emotions does this video attempt to trigger?
- What might make someone want to share it quickly? What words create urgency?

3. Provide information from a fact check

After checking reliable sources, you find:

- There is research saying too much caffeine can affect sleep, anxiety and focus on teens.
- There is no research proving permanent brain damage.
- There is no secret school ban.

4. Introduce the STOP tool.

5. Provide time to reflect, then continue the conversation using the following question

Keeping in mind the STOP tool strategies, what could you do before sharing this TikTok video?

Possible student responses might include:

- Look up the actual study.
- Talk to a teacher or adult.
- Notice emotional language.
- Take a pause before reacting.
- Choose not to share if unsure.

Identify and take action on a specific issue impacted by misinformation

Identify a group or issue that is impacted by misinformation in your community. Develop an activity or resource to raise awareness and stop its spread. Examples could include:

- visual art, such as murals, posters, paintings and banners
- multimedia art, including videos, photography or podcasts
- storytelling, such as poetry, short stories, zines or comic books
- gatherings or events, including community round tables, sharing circles and learning sessions

Consider your approach:

- Knowing that we can all be misled by misinformation, it can be effective to talk about identifying misinformation in a non-judgmental way. You can do this by encouraging reflection rather than blaming people for being misled.
- When sharing correct information, make sure to support the information with reliable sources, so that your audience can use the STOP tool to fact check you.

Learning resources

The following resources are available on the [Misinformation: Can You STOP It?](#) webpage. Some of the resources are in development, but all will be available by June 2026.

Misinformation: Can You STOP It? webpage

This webpage introduces the topic of misinformation, including what it is, why it is a human rights issue and why it is difficult to identify. Additional resources on this webpage are listed below.

STOP tool

This tool was developed to provide a simple set of steps that can help us identify and stop the spread of misinformation. The four steps include:

- Stop before you share
- Track down the truth
- Outsmart the outrage
- Poke at the point of view

Misinformation quiz

This quiz shares four posts and asks you to identify whether each post is true. After you respond, the quiz indicates whether the post was true or not and introduces the STOP tool strategy that helps to identify whether the post is an example of misinformation.

Misinformation Mini Bites

The Mini Bites consist of five recorded learning modules, downloadable presentations and handout packages to support individual and group learning on the topic of misinformation.

The Mini Bites include:

- Mini Bite 1: What is misinformation and why does it matter?
- Mini Bite 2: How does misinformation work?
- Mini Bite 3: Why is misinformation a human rights issue?
- Mini Bite 4: We can all STOP the spread of misinformation
- Mini Bite 5: Examples of actions to stop the spread of misinformation

Community amplifiers' projects

BCOHRC invited classrooms, youth groups and community organizations around the province to develop projects that raise awareness about misinformation and stop its spread. Fifty projects were selected for funding. Examples of these projects will be posted on the [Misinformation: Can You STOP It? webpage](#) in June 2026. Some will also be featured in Mini Bite 5.

Support resources

Today's discussion may bring up feelings now or in the days ahead. The following resources may be helpful.

Community supports

BCOHRC's [Who Can Help webpage](#) includes a list of community supports which may be helpful.

Connect with others

Reaching out to people who may have similar experiences with systemic discrimination can help you to process and work through these feelings and to consider collective actions.