

RESOURCE 1.

Navigating Mis and Disinformation

**Helping to develop the skills needed
to recognise when information online
may not be trustworthy**



FAKE

Starter scenario 1

A famous YouTuber is giving away the latest iPhone for £1 to 100 of their followers!

You see video clips from news shows and other channels where the YouTuber announces this.

But on their own channel, they haven't posted anything about it.

Starter **scenario 2**

Navigating Mis and Disinformation

A post on social media claims that a cleaning product can also work as a “miracle cure” for pimples.

It shows a person pouring a clear liquid into a clear bowl and then using a cloth to rub the liquid on a pimple, which disappears!

Starter

scenario 3

Navigating Mis and Disinformation

A gamer in an online game says they know how to get 1000 free credits added to your account by defeating a really hard level.

They say they've done it and share a link to a news story from a strange site that talks about it.

They say they can help you get the credits too.

Activity 1

Assessing Information

Part 1: Using a search engine

Jacob's Primary 5 class is learning about Space. He has to research the planet Mercury using resources from the internet to build his research.

One of the first things he does is open a search engine and type "facts about mercury." The AI Overview says "Mercury has the atomic number 80."

Activity 1

Assessing Information

At room temperature, it's a heavy, silvery liquid.” Jacob finds it very interesting that a whole planet can become a liquid, so writes this down.

He also writes other information that the AI Overview shares (but which he doesn't really understand; he just thinks it sounds smart).

Part 1

Using a search engine

- Jacob has written down the wrong information! How could he have found the right information?
- What are some mistakes Jacob made with the information he gathered?
- How could Jacob change his research technique to get more relevant information?



Activity 1

Assessing Information

Part 2: Using video platforms

Jacob continues researching by looking for videos on YouTube. He finds videos from NASA and other space-related channels, which he finds helpful and interesting.

In his search, he comes across a video called 'Does Mercury REALLY exist?!' which stops him in his tracks! Of course it exists!

Activity 1

Assessing Information

But he watches the video, and the YouTuber makes some really good points like Hubble – the most powerful telescope in the world – has never taken a picture of the planet and how little information there is about Mercury compared to other planets.

Jacob then sees other videos which talk about Mercury being fake.

He watches them and includes some of that information in his research because it seems really convincing.

Part 2

Using video platforms

Navigating Mis and Disinformation

- Why might someone make a video that goes against what science tells us?
- What could be causing Jacob to see so many videos featuring the wrong information?
- What could we do if we come across **contradicting** information?

Contradicting:
When there are two or more different ideas that go against each other on the same topic.

Activity 1

Assessing Information

Part 3: Fact-checking information

Jacob now has all his research and is ready to create his project.

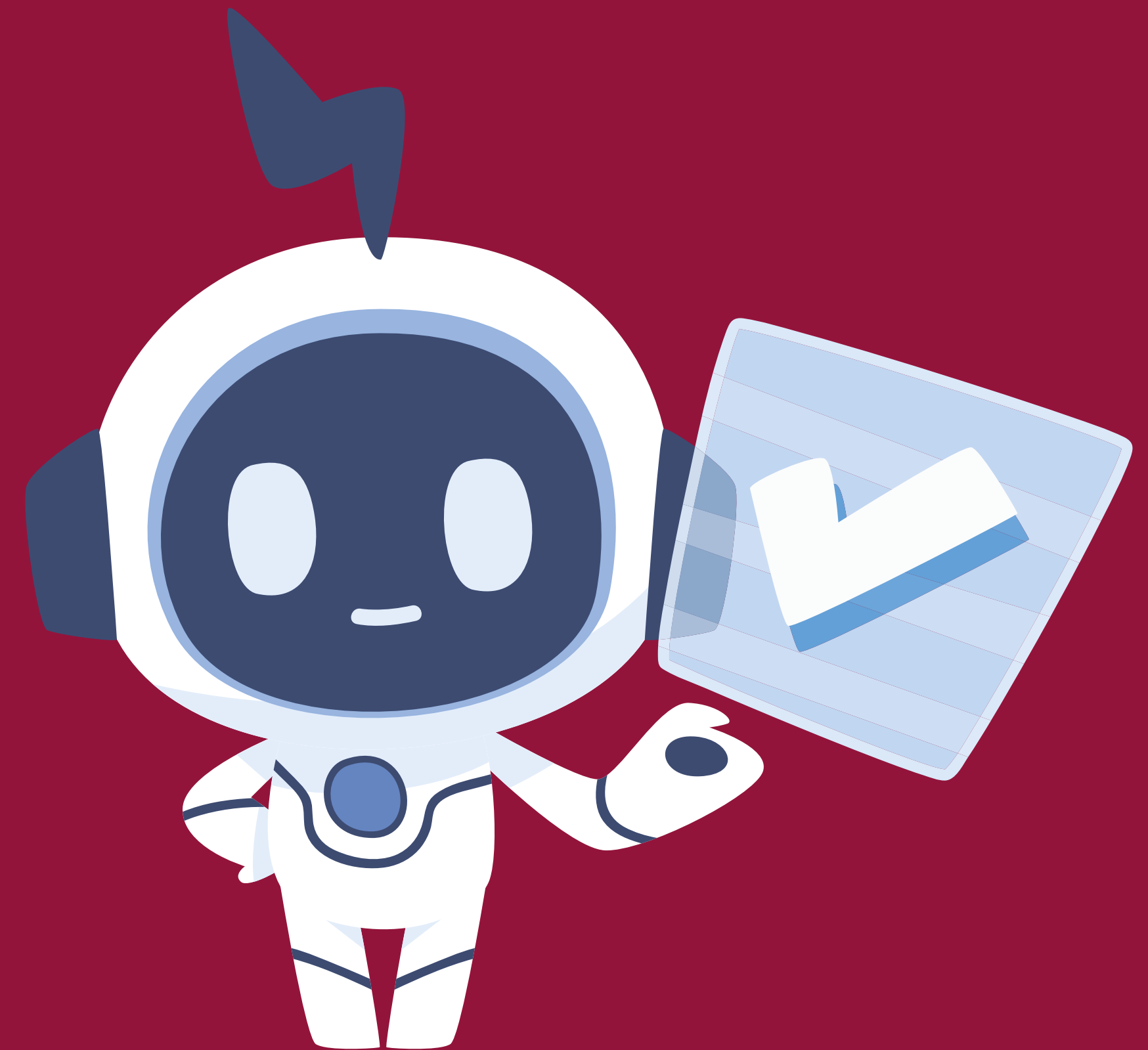
His first paragraph says 'Mercury is a scientific conspiracy and doesn't actually exist. It has the atomic number 80 and can turn into a liquid that is really heavy and silver. It's supposed to be a planet but the Hubble telescope has never taken a picture of it, which means it's fake.'

When he writes it all out, he's not sure any of it makes sense and feels frustrated.

Part 3

Fact-checking information

- What are some strategies Jacob could use to untangle the information he collected?
- If we're ever faced with new information, what are some ways we can check that it's true before believing it?



Activity 2a

Fact-Checking

Navigating Mis and Disinformation

Examples:

Part 3: Fact-checking information

- On your paper, draw a road.
This is an online journey to information.
- Create at least 3 different road signs that can help you and others fact-check information.
- Think about what we talked about to help you draw your fact-checking road and road signs.



Activity 2b

Fact-Checking

Navigating Mis and Disinformation

- Together, read the 3 stories you get.
- Decide whether they show a real story or a fake story. How do you know?
- On the stories you think are fake, highlight the clues that tell you it's fake.
- Summarise what you could do to fact-check the fake stories.
- Use the internet to fact-check the stories in the way you summarised.

Plenary

Navigating Mis and Disinformation

**Write 3 to 5 things someone
should know about coming across
information online to keep them
and others safe.**

Additional Creative Task Idea

Navigating Mis and Disinformation

Adobe Express Trustworthy Road

Using Adobe Express create your own road with danger signs which relate to some of the dangers which you have experienced online. Then create 'Warning' signs to alert others of what to do when they experience these online dangers.

Here is an example to get you started:
Trustworthy Road template.



Additional Creative Task Idea

Navigating Mis and Disinformation

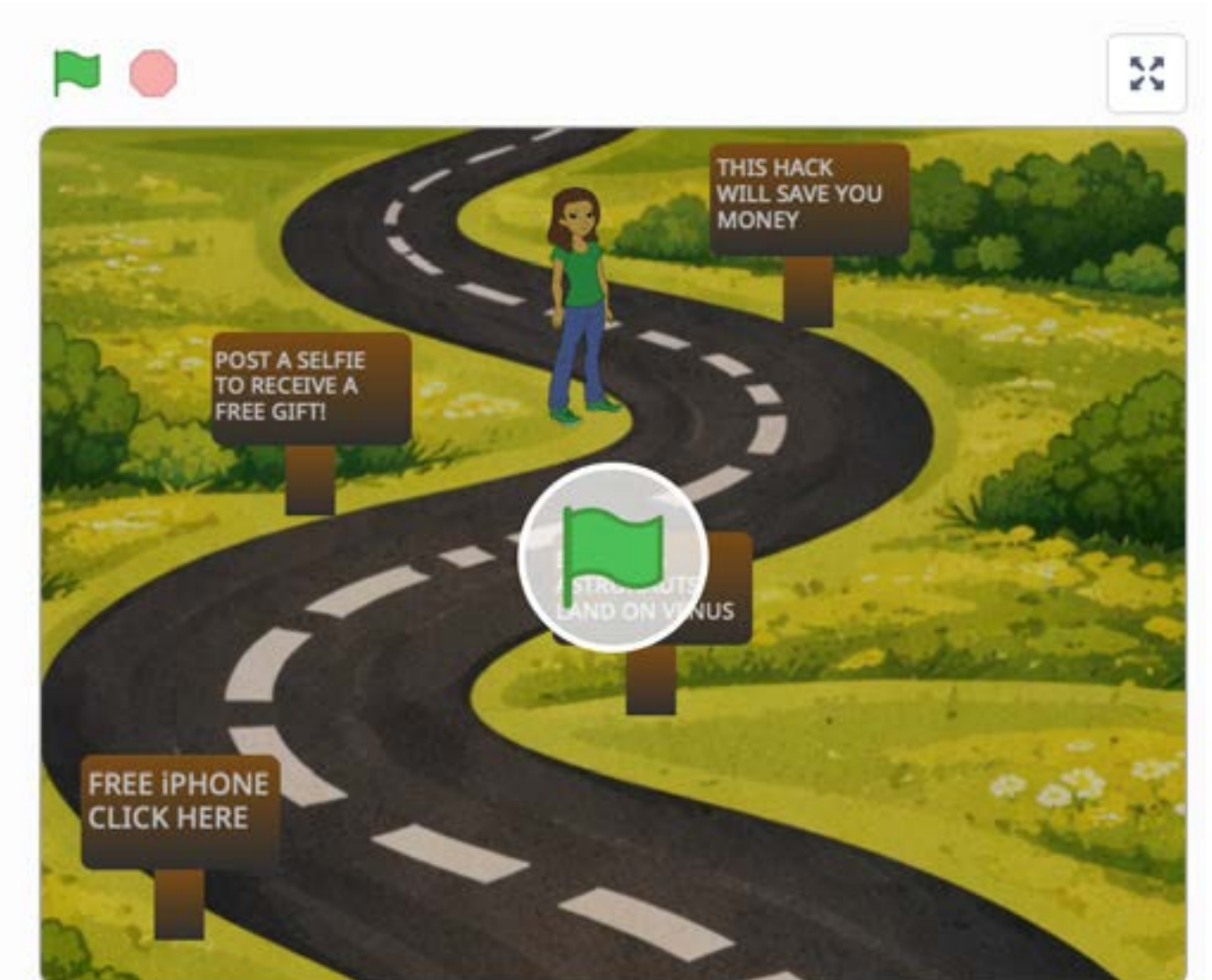
Scratch 3.0- Online Journey Game

Using Scratch 3.0 create and code your own game on the topic of mis and disinformation.

Here is an example to get you started:

Scratch 3.0 Online Journey Game

You can edit the signs to reflect dangers which you experience online, then code the sprite 'Abby' to reflect how she should address these dangers.



Navigating Mis and Disinformation

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