

Digital Scavenger Hunt

Lesson Summary

This lesson is intended to show students the dangers of fake news on the internet, by experiencing fake news sources firsthand. The general goal of the lesson is to have students walk out of the lesson with the skills on how to differentiate credible and non-credible resources.

Lesson Objectives

- Bring awareness to the frequency of fake news in media sources
- Outline a framework to follow when researching online
- How to identify fake news sources

Part 1: Activate (20 minutes)

Have the students pair up and answer a series of questions by conducting a simple internet search.

For each question, students will:

- Provide their resource link
- Answer if it is true, mixed, or false.

The teacher will tell the students that it is a race, but only the students who have (A) Included their resources and (B) came up with the correct answer – true, mixed, false (**T**, **M**, **F**) – will win. A scoreboard can be created on the whiteboard as teams come in.

Questions

1. Is it true that a man sued himself after being hit by his own boomerang and won \$300,000?
2. Is it true that Texas removed discrimination protections for LGBTs and disabled clients of social workers?
3. Is it true that there was a fetus and a skull floating in oil on the TV in 'American Murder'?
4. Is it true that cats always sit in a square taped to the floor?
5. Is it true that Facebook prohibits posting of the Lord's Prayer?
6. Is it true that Dolly Parton is not blonde, and that those are just wigs?

7. Is it true that sometimes in November, an asteroid will strike the Earth?
8. Is It true that women started shaving their legs due to a marketing push by razor manufacturers?
9. Is it true that there are more cases of COVID-19 in the White House than in all of New Zealand?

Part 2: Acquire (20 minutes)

After all the students have completed their search to answer these questions, the teacher will go through the questions as a class.

Answers

1. Is It true that a man sued himself after being hit by his own boomerang and won \$300,000? **F**
2. Is it true that Texas removed discrimination protections for LGBTs and disabled clients of social workers? **T**
3. Is it true that there was a fetus and a skull floating in oil on the TV in 'American Murder'? **T**
4. Is it true that cats always sit in a square taped to the floor? **M**
5. Is it true that Facebook prohibits posting of the Lord's Prayer? **F**
6. Is it true that Dolly Parton is not blonde, and that those are just wigs? **M**
7. Is it true that sometimes in November, an asteroid will strike the Earth? **M**
8. Is It true that women started shaving their legs due to a marketing push by razor manufacturers? **F**
9. Is it true that there are more cases of COVID-19 in the White House than in all of New Zealand? **F**

Using 'snopes.com' or 'truthorfiction.com', the class will examine 3 articles that most students got incorrect. These websites are fact-checking sites that walk the reader through the process used to debunk or validate the original source.

Following this, the class will go through other steps as recommended by Media Smarts on 'How to tell what's true online'.

Part 3: Apply (10 minutes)

Students are now equipped with the skills to assess the credibility of news sources. The students will then choose an article on their own and summarize if the source is credible or not using the process outlined by Media Smarts.

As a class, we will walk through 2 examples together. First, the teacher will choose one article, followed by a choice of the students.

Part 4: Assess

Finally, students will work individually to assess an article as explained above. The teacher may wish to use a graphic organizer to help students organize their ideas.

E.g.,

Section 1: Which Fact Checking tool did you use?

Section 2: How did you verify the source?

Section 3: What did other sources say about this issue?

Students can turn their assignments in any preferred form, e.g., animation, presentation, written form, or any other method upon approval. (Notice: the sample rubric does not have any specifics on length, formatting, so is flexible for multiple format submissions.

Sample Rubric:

	0-5 pts	6-12 pts	13-15 pts
Demonstration of understanding	The student piece demonstrates that the student has to develop further understanding of media literacy	The student piece demonstrates they understand most aspects of media literacy	The student piece demonstrates their understanding of media literacy.
Ability to follow framework	The student did not follow the media verifying process.	The student followed some of the media verifying process	The student followed the process of verifying media sources correctly.
Included relevant information	The summary that the student	The student had a somewhat clear	The student had a clear summary of

	provided was unclear, and their argument could use some work. The student did not cite their resources.	summary of their analysis on the article. The student argument was well developed but could use some work. Some resources were cited.	their analysis of the article and provided a good argument that the story was false, mixed or true. All resources used in their analysis are cited.
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Resources:

<https://www.snopes.com/fact-check/goes-around-litigates-around/>

<https://www.snopes.com/fact-check/texas-social-workers/>

<https://www.snopes.com/fact-check/cats-sit-in-square-taped-floor/>

<https://www.snopes.com/fact-check/facebook-lords-prayer/>

<https://www.truthorfiction.com/happy-banned-books-week-here-are-the-ten-most-banned-books-in-us-libraries-and-schools/>

<https://www.truthorfiction.com/chris-watts-and-ring-footage-with-a-fetus-and-a-skull-in-oil-in-american-murder/>

<https://www.truthorfiction.com/fun-fact-dolly-parton-is-not-blonde-all-her-blonde-dos-are-wigs-she-just-clark-kents-her-way-into-maintaining-a-private-life/>

<https://www.truthorfiction.com/asteroid-could-hit-earth-clickbait-revived-by-the-new-york-post/>

<https://www.truthorfiction.com/did-women-start-shaving-their-legs-due-to-a-1910s-marketing-push-by-razor-manufacturers/>

<https://www.truthorfiction.com/theres-more-cases-of-covid-in-the-white-house-than-in-all-of-new-zealand/>

https://mediasmarts.ca/sites/default/files/tip-sheet/tipsheet_break_the_fake.pdf