



**MY MIND >  
MY MEDIA**

@COLUMBIA PUBLIC SCHOOLS  
A NEW WAY TO THRIVE IN A DIGITAL WORLD



**Columbia  
PUBLIC SCHOOLS**



**IREX**

# A Media Literacy

Curriculum Guide for Teachers



# Acknowledgements

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Prepared by IREX  
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Please reach out to IREX at [communications@irex.org](mailto:communications@irex.org) if you would like to use or adapt this curriculum.  
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# Table of Contents

---

**04**

**Media and Me**  
Module 1

**18**

**How the News Works**  
Module 2

**30**

**Facts Vs. Opinions**  
Module 3

**36**

**Misinformation and  
Manipulation**  
Module 4

**47**

**The Power of Words**  
Module 5

**66**

**Evaluating Media**  
Module 6

**76**

**Stats and Science  
in the Media**  
Module 7



# Media and Me

Module 1



## Media and Me Lesson: How did we get here?

Module 1A



### Estimated completion time:

1 hour



### Classes or subject areas into which this can be integrated:

Social Studies, Civics, Advisory Groups, English



### Learning objectives:

I can identify what media is in the United States.  
I can understand how media impacts me and my life.



### Target grade and any required adaptations:

Grade 6+



### Materials required:

Example Articles, Timeline template, Slide Deck



**Questions or prompts to be used to introduce the activity:**

**Warm Up:** As students enter there is a prompting question at the front of the class. Ask students to answer the question.



**Show Slides 2-3.**

6<sup>th</sup> grade question: List ALL the components you think are media. Include pictures on the board: newspapers, television set, book, markers, Instagram, TikTok, Snapchat, Website, etc.

7<sup>th</sup> and 8<sup>th</sup> grade question: List as many types of media as you can. Choose ONE question...

- 1. When do you think the internet was invented?  
OR
- 2. Is the internet bad or good? Why?



**Module activities:**

**Show Slides 4-5: Agenda and Learning Objectives.**

- I can identify types of media in the United States.
- I can understand how media impacts my life.



**Trainer Notes**

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**Framing:** Today we’re going to learn about the role the media plays in our lives. And before we do that, we need to know: what is the media? First, we will explore the history of the media, and then we will create a personal media map to share how the media affects us.



**Show Slide 6: Share an official definition of media.**

Media are defined as “the means of communication that reach or influence people widely (for example, radio, television, newspapers, magazines, and the Internet)”

**Source:** NAMLE (national assoc. of media literacy education)



### Activity One: Media History Background Video and Reading

**Show Slide 7.**

*Play the video* (below) as an introduction. Before playing the video, ask students to think about the following question as they watch:

6<sup>th</sup> Grade: What is the internet used for? What stands out to you?

<https://youtu.be/VBKa9Ay8ebs>

7<sup>th</sup> and 8<sup>th</sup> Grade: Why was the internet invented? What stands out to you about the history of the internet?

<https://youtu.be/-yqI6W8Ihes>



**Show Slides 8-9: Media History.**



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*Jigsaw Reading:* Each table will have a collection of differentiated articles (for different abilities of readers see below). Each student will choose one article to read or review. **The purpose of the reading is to spark curiosity about the history of media and the influence of social media.**

*Teacher's note: Please note that the articles are differentiated by level including use of pictures, data, and graphs. Depending on student reading level feel free to switch up 6th, 7th, and 8th grade readings.*

Students should mark up the text to take notes:

! -- Exciting

? -- Question or Wondering

\_\_\_ Important Information

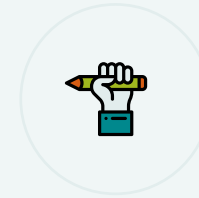
Circle – New words to look up

Article Choices 6<sup>th</sup>

1. [Industrial Revolution - Kids | Britannica Kids | Homework Help](#) (Medium) Words and Pictures
2. [The History of Social Media \[Infographic\] | Social Media Today](#) (Easy) Infographic
3. [newspaper - Kids | Britannica Kids | Homework Help](#) (Medium) Words and Pictures
4. [\[INFOGRAPHIC\] The evolution of social media: A timeline \(vamp.com\)](#) (Easy) Infographic

Articles Choices 7<sup>th</sup> and 8<sup>th</sup>

1. [Who Invented the Internet?](#) (Medium) Words
2. [The Rise of Social Media \(P1\)](#) - Read the first two sections about history and Facebook, (Medium) Words and Graphs
3. [The Rise of Social Media \(P2\) Social Media Statistics](#) – Read the next section about social media statistics, (Hard) Words and Graphs
4. [The Rise of Social Media \(P3\) Opinions on Social Media](#) – Read the final section about perspectives on Social Media (Medium) Words and Graphs



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5. [Who Invented the Printing Press?](#) Medium Words and Pictures
6. [Demographics of Social Media Users and Adoption in the United States | Pew Research Center](#) (Hard) Words and Graphs

Small Group Discussion

1. What was the main topic of your article?
2. Describe 3 surprising facts or ideas you learned.
3. What questions do you have?



### Activity Two: Media Timelines

**Framing:** Explain that now that we’ve begun to learn about the history of media, we will be making a timeline of media. Note that it’s okay if students don’t know the order, the purpose of the activity is to learn and make critical inferences based on prior knowledge.

**Show Slides 10-12.**

Students will work together in small groups (3-4) to make timelines of the development of media. Introduce the timeline activity. After you have explained the purpose of a timeline and how it works, ask the students to put the media types in order on the timeline. They may be on post-its OR see attachment for notecards. After students have completed the timeline, **show slide 12** with the answers and ask students to compare and correct their own timelines.

If your students need an additional challenge to make this activity interesting, ask them to also guess correct years or dates for each media type.



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Write the following in sticky notes. Mix the order of the notes up and place them on a table or wall where they’ll be easily accessible for participants:

- Writing on clay tablets
- Papyrus
- Postal Service
- Hand-written books
- Printing press
- Newspapers
- Telegraph
- Telephone
- Film
- Radio
- TV
- Cable TV
- Internet
- Email
- Social media
- Smartphones
- Electronic tablets
- Virtual Reality Journalism

*Differentiation Option: Use notecards attached for timeline items with pictures.*

**Independent Reflection Questions:** Choose Two

- What did you notice about how media has changed over time?
- Describe TWO new pieces of information you learned about media.
- What do you wonder the future of media might look like?

*Teacher’s note: It might take two advisory periods for students to read and make the timelines*



**Exit Ticket Questions:**

- Snapchat is a type of media [true/false]
- List three different types of media you see, hear, or read every day:



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### Wrap-up message:

Media has evolved rapidly and it's so interesting to think about all the ways that media has changed. As you go about your day today, pay attention to when you engage with media. What media do you engage with and how does it influence you? Why do you think it matters that the media has changed quickly?



### Trainer Notes

Area with horizontal dotted lines for writing notes.



## Media and Me

### Lesson: How do I use media?

Module 1B



#### Estimated completion time:

1 hour



#### Classes or subject areas into which this can be integrated:

Advisory



#### Learning objectives:

I can identify what media is in the United States.  
I can understand how media impacts me and my life.



#### Target grade and any required adaptations:

N/A



#### Materials required:

Feelings Wheel, Media and Mapping Me Handout, Slide Deck



### Questions or prompts to be used to introduce the activity:

**Warm Up:** We can use media for different reasons; for fun, to talk to friends, to learn about the news and current events.



### Show Slides 2-4.

Look at the cartoon below, what do you notice about the boy playing video games? Looking at his actions and facial expressions, what do you think he is thinking and feeling? Why?



### Trainer Notes

A series of horizontal dotted lines for taking notes.



*Scaffolding Option: Include a feelings wheel handout for students to identify how they are currently feeling.*

**Module activities:**

**Show Slides 5-6: Feelings Wheel.**

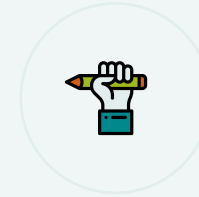
Review the feelings wheel with students and define different feelings through group conversation. Use this time to explain that feelings are how our body tells us something, for example feeling tired means you need to rest, if you’re feeling anxious you might need to talk to someone, listen to music, or finish a project. Different people will have different feelings and needs. Remember that feelings are normal for everyone!

Debrief with the students that feelings can be connected to our needs. For example, if my favorite sports team just won a big rivalry game, we could look at the Feelings Wheel and imagine that I might be feeling joyful and excited, or maybe powerful and proud. On the other hand, if someone is staring at my new shoes, pointing, and laughing at me, that might make me feel scared/embarrassed.

*Teacher’s Note: You should share an example of your current feeling on the feelings wheel and explain why.*

**Independent Writing:**

1. Use the feelings wheel to identify how you are feeling right now.
2. Fill in the following: I am feeling \_\_\_\_\_ because \_\_\_\_\_.



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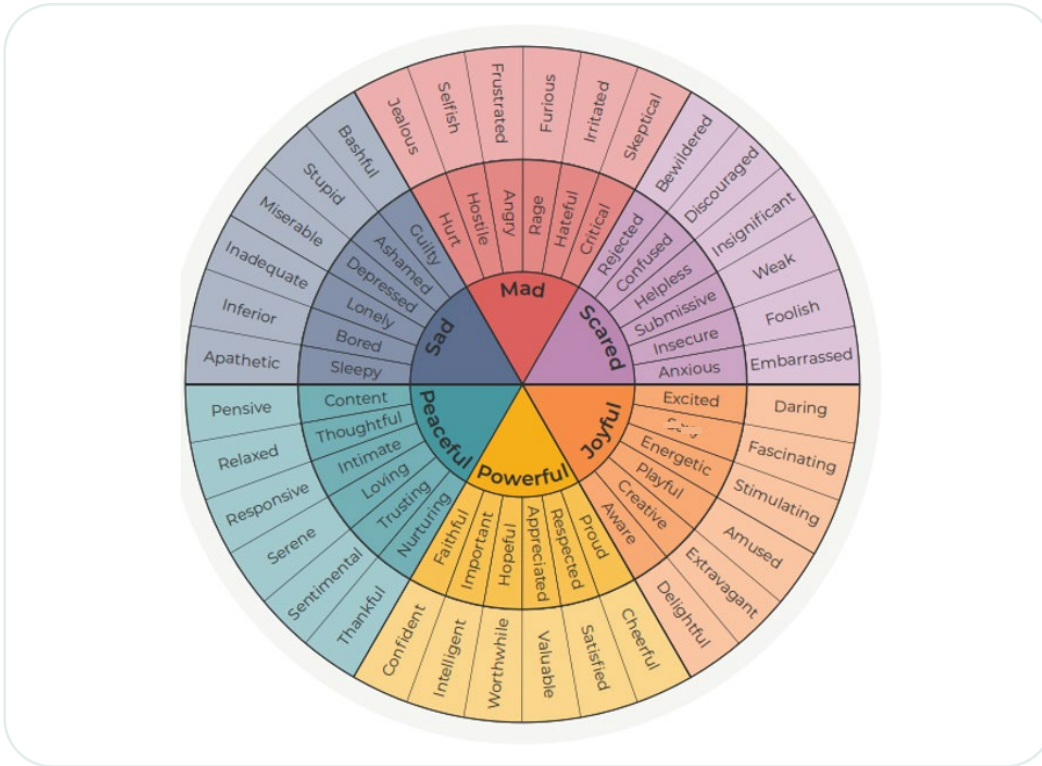
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**Group Discussion:**

Framing: Think about how media can influence how you feel. For example, how does playing 3 hours of Animal Crossing make you feel, or 3 hours of watching YouTube?

Have you ever spent hours playing video games, searching the internet, or watching TV or scrolling? How do different shows, playing different video games, or chatting online make you feel?

Use the **feelings wheel** to identify the feelings you have had using different types of media.



**Trainer Notes**

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### Show Slides 7- 9: Personal Media Map.

Together with the students, the teacher will facilitate a brainstorm of all the types of media that they encounter – this will become the “Media Vocabulary Bank” and can be written on the whiteboard or on a piece of chart paper. Ask the students when they use media and to create a media list. They should be as detailed as possible. For example:

- Instagram influencer XX, posts, Snapchat notifications from XX, comments, liking, DMs
- YouTube videos on X channel, videos, liking, notifications etc.
- Netflix, Wednesday, or Great British Baking Show

Students will make a creative map of ALL the media that they encounter and use during the day. They should answer the questions of why they use that media, how often, and any feelings that are connected to it.

*Teacher’s Note: This is an opportunity to model for the students the process of reflecting on your own media engagement. It’s recommended to have a few clear examples of your own media use to share. For example, you might share that you find yourself watching a certain show at the end of the day when you are feeling tired, or how you sometimes find yourself scrolling through social media when you are bored or procrastinating other tasks. You might note that you feel happy when you Facetime or play games with friends. You can share both positive and negative experiences in your own media use—the goal is to demonstrate for students the process of reflecting on their media usage, when we are inclined to use media in certain ways, and how it makes us feel. Understanding their own media environment and starting to make connections with how and when they engage is a critical first step for being able to better recognize manipulative media.*

*It is possible that some students may share inappropriate media usage. If this happens, we recommend that you explain that some media use may not be appropriate to share in a class setting, but that there are other times and places to share. Be sure to follow-up as appropriate and refer students for one-on-one support with counseling professionals.*



### Trainer Notes

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**Think. Pair. Share.**

- 1. Exchange your media map with a partner at your table.  
What do you notice about your partner’s map? Respond to the following:  
Something I notice about your map is \_\_\_\_\_  
A question I have for you is \_\_\_\_\_
- 2. Share your media maps out with your table.

Handout. Use the *My Media Map Handout* for students to fill in and illustrate creatively.

**Exit questions:**

**Ask students:** How much influence does media have in your life? Choose one.

- None
- A little
- Some
- A lot
- It’s my whole life!

Why did you choose that answer?

*Teacher’s note: you can follow up in the next Module on these ideas*



**Trainer Notes**

Handwritten lines for taking notes.



MODULE 2



# How The News Works

Module 2



## MODULE 2



## How The News Works

Module 2

**Estimated completion time:**

90 minutes

**Classes or subject areas into which this can be integrated:**

Advisory, English

**Learning objectives:**

I understand the difference between information that is meant to persuade and information that is meant to inform.

I can recognize good journalism and quality media online.

**Target grade and any required adaptations:**

Grade 6+

**Materials required:**

Flu Vaccine Handout, Information Vs. Persuasion Handout, Trust Project Trust Indicators Handout, Slide Deck



### Questions or prompts to be used to introduce the activity:

*Teacher's note: Media has changed radically in recent years. You may remember a time when most people got their news from a broadsheet newspaper or from nightly news broadcast. You may recall when cable news made it feel like there was always an urgent "breaking news" story. For most of us, it can be hard to fully comprehend how radical the shifts in news production and consumption have been for our society. For your students, these changes have taken place, but it's important to remember that they also didn't get to experience some of the more stable aspects of media that you might have experienced. It also means that while students may be extremely comfortable with digital media as technology, they also often lack understanding of how the media works or the basic ethos of journalism. This is important context for being able to think critically about media. If you want your students to be discerning readers who think critically, you need to make sure they understand how the news industry works.*

**Write: "News & Media"** on the board. Ask students what kinds of things come to mind when they think about the news.

**Explain:** Our class is going to be learning more about how the news media works. It's important to understand how the news media works because it impacts so much of our lives. But it's also important because having good quality news and information is an important part of what makes our country work. We live in a society where we have lots of different opinions about the way things should be—that's a good thing! But it means that for us to make decisions or even discuss basic issues, we need to agree about a basic set of facts so that we can have conversations. Imagine that your family was trying to decide what to have for dinner. But then your little brother shouted "it's not dinner time for me" and then your sister said "I don't think there's any point in us eating together." It would be really hard to make a dinner decision because not everyone is on the same page about eating dinner. That's why good



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journalism matters for our democracy—it makes sure that we all have some shared facts that we can agree on. In this module, we are going to focus on two learning objectives:



### Show slide 2

1. I understand the difference between information that is meant to persuade and information that is meant to inform
2. I can recognize good journalism and quality media online (meaning fact-based and trustworthy)

**Write “Inform” and “Persuade”** on the board and ask students to list things that they think about under each word. Guide the discussion to help students understand the core difference: the two statements have different goals: the first one is to provide the audience with unbiased, factually accurate information (**inform**) and the second one aims to get the audience to have a certain opinion or take a certain action (**persuade**). If you want, you can use different examples or ask students to come up with their own examples. As a class, discuss what goes into deciding what to include in each statement. Look back at the ideas students offered when you wrote “News and Media” on the board and review several examples noting which are examples of “informing” and which are examples of “persuading.”



### Show slide 3

Show students PowerPoint slide with the table called Information Vs. Persuasion and hand out the **Information Vs. Persuasion worksheet**. Explain that this tool helps us ask questions that we can use to determine if a piece of information is more focused on informing or persuading.

**Remind** students that the purpose of this exercise is not whether we agree or disagree with a piece of information—we can agree with a piece of information that is definitely focused on persuasion!



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Who is the audience for this?

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What is the purpose?

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What is it trying to make you feel? Refer to the feelings wheel if needed.

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How does it try to make you feel this way?

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Does it treat the topic as positive, negative, or neutral?

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What type of information does it present? **(Optional)**

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What is the impact on the person seeing it? **(Optional)**

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Show students several examples of different kinds of content and walk through the checklist with them to show them how to use it. It's best to find examples that your students will relate to. Here are a few to get started—these examples mix the “medium” so that some news examples represent non-traditional ways of reporting, such as Snapchat or TikTok.

- **Persuasion Example 1:** <https://static.boredpanda.com/blog/wp-content/uploads/2014/05/public-interest-public-awareness-ads-4.jpg> (Credit: Advertising Agency: TBWAHuntLascaris, Johannesburg, South Africa). Recommended all grades



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- **Persuasion Example 2:** <https://static.boredpanda.com/blog/wp-content/uploads/2014/05/public-interest-public-awareness-ads-6.jpg> (Credit: Advertising Agency: Cramer-Krasselt, Milwaukee, USA). Recommended all grades
- **News Example 3:** <https://www.columbiatribune.com/story/sports/college/tiger-extra/2022/12/29/missouri-basketball-beats-kentucky-at-mizzou-arena/69763157007/> (Mizzou Basketball Upsets Kentucky. Here’s What to Know From the Win). Recommended all grades
- **Persuasion Example 4:** [Liberal Hypocrisy is Fueling American Inequality. Here’s How. | NYT Opinion - YouTube](#) (This is a NYTimes Opinion Video on YouTube, 14:20). Recommended Grade 7+
- **News Example 5:** <https://www.youtube.com/shorts/JvyWXPO-iOc> (KMBC Kansas City: Fiery crash causes complete shutdown of I-670 in KC). Recommended all grades

**Examples from TikTok and Youtube:**

- **Persuasion example 1:** <https://www.tiktok.com/@mrbeast/video/7193726323502894382> (Meeting Mr. Beast)
- **Persuasion example 2:** [https://www.tiktok.com/@deelanarts/video/7167084222996532526?is\\_from\\_webapp=1](https://www.tiktok.com/@deelanarts/video/7167084222996532526?is_from_webapp=1) (video gamer)
- **Persuasion example 3:** [https://www.tiktok.com/@clixtwitch/video/7167119334333025578?is\\_from\\_webapp=1](https://www.tiktok.com/@clixtwitch/video/7167119334333025578?is_from_webapp=1) (video gamer)
- **Persuasion example 4:** <https://www.youtube.com/watch?v=mP1VGyGLohk> (makeup tutorial)
- **Review TikTok online challenges support:** [https://www.tiktok.com/tns-inapp/pages/online-challenges?enter\\_from=discover\\_page\\_banner&container\\_color\\_auto\\_dark=1?lang=en](https://www.tiktok.com/tns-inapp/pages/online-challenges?enter_from=discover_page_banner&container_color_auto_dark=1?lang=en)

**Note:** Emphasize that persuasion itself is not a bad thing—there are many kinds of persuasion that can even be good. For example: ads that encourage people to eat healthful foods, or get exercise, or not litter are trying to *persuade* people, but these are kinds of persuasion that are



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probably good! Other types of persuasion might be more questionable, and some kinds of persuasion we can probably agree are not good at all. It's important you know whether you're looking at information that is trying to inform you or information that is trying to persuade you. That way you're better able to decide what to think about it.

**Extra Option for Grade 8+:** For older students, you may consider taking a deep dive into the six types of content and how they inform vs. persuade.

Show Video: [Six Types of Content in media | Very Verified: Online Course on Media Literacy - YouTube](#)

- Discuss examples of where students see evidence of these different types of content in their lives. You can also go back to the examples used earlier and discuss which category they fall into.
- For Activity 2 (below) ask the students to not just identify whether the content is informing or persuading, but also to identify which category of content is presented.



### Module activities: Activity One: Let's Try it Out: Informing vs. Persuading

*Teacher's note: This activity can be divided over multiple days.*

Hand out the **Flu Vaccine Handout**.



**Show slide 4**

Now that we've looked at the difference between Informing vs. Persuading together, we're going to do an activity where we get practice in more details.



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**Setup:**

- Divide the class into two groups: Reporters and Commentators.
- The “reporters” job is to inform and not persuade. The “commentators” job is to try and persuade the others of a position of their choosing.
- Give both groups the same fact sheet on the flu vaccine (see below).
- Each group will have 15 minutes to read their facts and decide how they will use the facts while fulfilling their role.
- Each group selects one presenter. The group helps the presenter prepare a two-minute presentation. It can be read, memorized, prompted by notes, or improvised.

**Fact sheet: The flu vaccine**

- Every year, hundreds of thousands of people are hospitalized because of the flu, and thousands die.
- An annual flu vaccine is the best way to protect yourself against flu and reduce the risk of spreading it to others.
- Flu season can begin as early as October and last as late as May.
- The Centers for Disease Control says that everyone six months or older should get a flu shot every flu season.
- Vaccination is especially important for those who are at risk of developing complications from the flu. These include young children, those who are pregnant, adults aged 65 or older, and people with certain chronic medical conditions.
- Even if you don’t fall into one of these vulnerable categories, getting the flu vaccine helps you to protect people around you who do fall in these categories.
- Certain people should not get flu shots, but these exceptions are rare. Such people include those with life-threatening allergies to the flu vaccine or to its ingredients, which might include gelatin or antibiotics.
- After you get vaccinated, it takes about two weeks for your body to develop the antibodies that will protect it against the flu.



**Trainer Notes**

A series of horizontal dotted lines provided for writing notes.



- It is possible you could still get the flu after being vaccinated. But getting the flu shot reduces your risk. In many years, it has reduced the risk of getting the flu by 40 to 60%. In the 2017-18 flu season, the vaccine reduced the risk of getting the flu by about a third.

Activity Two:

Show Slides 5-6.

**Ask:** When I say the word “journalism” what do you think of?

“Journalism is the activity of gathering, assessing, creating, and presenting news and information.” - American Press Institute.

**Ask:** What do you think makes *good* journalism?

If students are having trouble coming up with ideas, ask them to think back to Activity 1: Informing vs. Persuading. What were some elements the students incorporated into their presentations that they thought made them strong?

Today we’ll talk about the professional standards that most journalists follow. These standards make for better journalism and distinguish quality journalism from other content you might come across.

**Explain** that journalists, like other professions such as lawyers and doctors, have professional standards. Explain that there are various organizations that provide standards for professional journalists in the United States. Professional journalists are expected to uphold these standards and ensure that their work is accurate, trustworthy, accountable, and transparent.



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The Trust Project has identified a set of eight indicators that can be used to identify quality journalism. [TrustProject\\_Trust-Indicators\\_Download.pdf \(thetrustproject.org\)](https://www.trustproject.org/Trust-Indicators-Download.pdf)

Hand out the **Trust Indicators Handout**.



### Show Slides 7-14.

Show the slides with the eight different trust indicators explaining what each one means and how you can pay attention to them.

### Activity Setup

- Divide the class into the same groups they used for Activity 1: Reporters and Commentators
- In their groups, ask the students to use the eight **Trust Indicators** to identify things that they thought the **other group of students** did well and where they didn't meet the standards of professional journalists.

Some things they might note:

- Not properly labeling commentary
- Not clearly labeling sources
- Distorting facts or context



### Exit Ticket Questions:

1. Information that is trying to get the audience to take some sort of action is called persuasion [**True/False**]
2. Some ways to find good quality information is to look for \_\_\_\_\_ [multiple choice]



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**Fact Vs. Opinion**  
Module 3


 MODULE 3


## Fact Vs. Opinion

Module 3



**Estimated completion time:**  
55 minutes



**Classes or subject areas into which this can be integrated:**  
Advisory, Social Studies, English



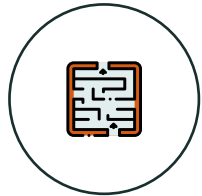
**Learning objectives:**  
I can explain the differences between facts and opinions.  
I can identify statements of fact, statements of fact with supporting evidence, and opinions.



**Target grade and any required adaptations:**  
Grade 6+



**Materials required:**  
Markers, Highlighters, Slide Deck



### Questions or prompts to be used to introduce the activity:

*Teacher’s note: Americans today really struggle to distinguish between statements of fact and statements of opinion. A 2018 study by Pew found that [barely 1 in 4 adults could correctly identify five simple statements of fact](#). This is a problem because when we aren’t correctly able to distinguish between statements of fact and opinion, it makes us much more susceptible to being manipulated. It’s important to note that when we talk about statements of fact vs. opinion, we are not talking about statements that we personally agree are true—we just mean statements that can be validated through evidence rather than statements that reflect personal preference.*

**Introduce the subject.** Today we are going to talk about the difference between facts and opinions. Write “fact” and “opinion” in large block letters on the board.



#### Show Slides 3-5.

Facts and opinions show up all over our world—they are in our textbooks, they are on billboards we see on the way to school, they are in texts we receive, in headlines—everywhere! And facts and opinions are often mixed together in ways that make it difficult to know which is which. We’re going to spend some time getting familiar with both, so that we can quickly spot them.

#### Definitions

- **A statement of fact** is something that can be proved to be true or false.
- **A statement of opinion** is a preference and cannot be true or false.

Both opinion and facts are created with different intents: one is to inform, the other to persuade. There are other differences, but thinking about the content creator’s goal is key to distinguishing facts and opinion.



### Trainer Notes

A series of horizontal dotted lines for taking notes.



When we talk about statements of fact, we need to also think about another important concept: **Evidence**. Evidence refers to any information that can help to prove whether something is true or not. Evidence can be complicated, but it can also be simple.

**Ask: what are some kinds of evidence that you can think of?**

*Teacher’s note: It’s important to emphasize from the beginning that facts aren’t “good” and opinions “bad.” Facts have their place in the world and opinions have their place, as we’ll see. We just need to be able to spot which is which.*



### Module activities: Activity One:

We’re going to start by voting about whether a series of statement are facts or opinions. Explain to the students that you will read a series of statements and after each statement if they think it is a fact, then they should stand up. If they think it is an opinion, they should sit down (feel free to switch up how they should vote).



#### Show Slides 6 and 7.

Read off a list of statements—use the first two examples below and then add in your own examples. Use examples that are familiar to your students and will help them start to differentiate between the concepts. After each pair of statements, ask a student from each voting bloc to explain why they voted how they did.

- The Kansas City Chiefs fanbase in the best in the country (**Opinion**)
- Kansas City is a city in the state of Missouri (**Statement of fact**)

If time permits, conclude this activity by asking students to write their own examples—one statement of fact and one statement of opinion. Ask one or two students to share.



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### Activity Two:

Now we’re going to look at the ways that statements of fact and statements of opinion can often be mixed together. This can be confusing because an article we read, a podcast we listen to, or a video we watch on YouTube may include both statements of fact and statements of opinion together and we need to pay attention to both to really understand how to evaluate what is being said. For this exercise we’re going to look at some examples together.



**Show Slide 8.**

Divide students into small groups of 2-3 students each. Use examples below—either printed out versions or send the examples to the students as links. For each example, students will be asked to highlight their examples as follows:

- **Green:** Statements of fact that are supported with evidence.
- **Yellow:** Statements of fact that are not supported by evidence.
- **Red:** Statements of opinion.

**CNN10 12.7.2022:** <https://www.cnn.com/videos/cnn10/2022/12/07/ten-1208orig.cnn>

Transcript: <https://transcripts.cnn.com/show/sn/date/2022-12-08/segment/01>

**STL Today Instagram:** [St. Louis Post-Dispatch on Instagram: “Public schools would be required to provide free breakfast and lunch to every student under a one-page proposal filed by a Missouri...”](#)

**Editorial: A bipartisan package offers immigration solutions, but it must pass this month**  
[https://www.stltoday.com/opinion/editorial/editorial-a-bipartisan-package-offers-immigration-solutions-but-it-must-pass-this-month/article\\_5ad59f96-78f5-5d88-ab95-6a4bdb884c59.html](https://www.stltoday.com/opinion/editorial/editorial-a-bipartisan-package-offers-immigration-solutions-but-it-must-pass-this-month/article_5ad59f96-78f5-5d88-ab95-6a4bdb884c59.html)



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These examples are only a start! Try to find examples such as:

- A recent op-ed piece from your local newspaper about an issue your students will care about.
- An example of an opinion piece that includes facts.
- An example of a news piece that quotes opinions of people interviewed (these are their opinions, but in this context the journalist is reporting these as statements of opinion).



**Exit Ticket Questions:**

1. Please read the following statement and select whether it is a fact with source, fact without source, opinion, or hard to tell: "Abraham Lincoln was once president of the United States" [**fact without source**]
2. Please read the following statement and select whether it is a fact with source, fact without source, opinion, or hard to tell: "Abraham Lincoln was the best president of the United States" [**opinion**]



**Wrap-up message:**

Both opinion and facts are created with different intents: one is to inform, the other to persuade. There are other differences, but thinking about the content creator's goal is key to distinguishing facts and opinions. Once you have that goal in mind, it's easier to know how skeptical you should be about the content in front of you. Recognizing opinion for what it is helps to avoid being manipulated. However, we must remember that opinion is also a valid and even necessary type of information in many cases.



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# Misinformation and manipulation

Module 4

 MODULE 4

## Misinformation and manipulation

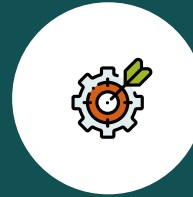
Module 4

**Estimated completion time:**

75 minutes

**Classes or subject areas into which this can be integrated:**

Advisory

**Learning objectives:**

I know what manipulative information is and I can recognize it  
I am aware of how manipulative information impacts me

**Target grade and any required adaptations:**

Grade 6+

**Materials required:**

Slide Deck, Pause See Think Wonder Handout



**Questions or prompts to be used to introduce the activity:**

**Say:** In this lesson we’re going to talk about the different kinds of manipulation that you can experience in the media. Let’s start by defining what we’re talking about.

Ask the students if they recall the difference between the concepts of “**informing**” and “**persuading**” that were introduced during the “How Media Works” module. Ask them to recall different aspects of what they learned and reinforce those concepts.



**Slide 3: Learning Objectives**

**Module activities:**

**Slide 4: Defining terms**

We’re now going to talk about another key term: Manipulate: To deal with or control (someone or something) in a clever and usually unfair or selfish way –Britannica Dictionary

*Share an example of how you have experienced or seen manipulation work to give the students a practical example. Ask if any students would like to share an example.*

Possible examples:

- You and your friend like to play 1-1 basketball. Your friend realizes that if he makes you angry by trash talking to you before the game that you don’t play as well. **Your friend manipulated you to feel angry so that he could win.**



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- Your brother knows that if he picks on you and teases you before your mom gets home that you'll be in a bad mood and get mad at him and the rest of the family. Your mom will think you're the one creating drama and you'll get in trouble. **Your brother manipulated you to feel upset so that you'd be the one to get in trouble.**



**Slide 5 Question:**

- When have you experienced being manipulated? What happened and what was the experience like?
- Why do you think others try to manipulate us sometimes?



**Slide 6: The Feelings Wheel**

**Ask** students to recall the feelings wheel and ask them if they notice any of the feelings that were experienced during the examples of manipulation discussed above. Point out that manipulation often happens when we experience strong negative emotions such as being scared, mad, or sad.

It's important to notice that when we were talking about examples of manipulation that what often happens is someone makes us feel upset, angry, or hurt. This is because when we feel upset, angry, hurt, or worried, our brains focus on that feeling and we aren't as able to use other parts of our brain.

**Ask:** Has anyone ever felt afraid, angry, or worried and found that it was hard to think straight?

Share a personal example if possible, or explain that when we are scared, sad, or mad our brains are not physically able to do anything else. Scientists call this "fight, flight, or freeze". It's a normal part of being a human and one of the best things you can do to resist being manipulated is to stop and take a break when you experience one of these feelings. We're going to practice this a little bit later because it's a really powerful tool for your mind.



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**Optional explanation for Grades 8+** “The amygdala, which we call the brain’s alarm, is a tiny, almond shaped region in the limbic system (the emotional part) of the brain. Its primary function is to call you to attention, and in an emergency, to mobilize or shut-down your body and mind so that you’ll survive.”

- <https://www.psychologytoday.com/us/basics/attention>

We are talking about manipulation because there are a lot of different ways media can manipulate us, oftentimes without us even knowing. Media might manipulate us to buy something we didn’t really want or need. Media might be used to manipulate us to think something is true that isn’t true. Or it might be used to manipulate us to spend our time on something that we don’t really want to spend our time on. It’s important to understand what kinds of manipulation are out there so you’re about to recognize it and not spread it. Finally, this is an important topic because media is always changing and lots of times the adults in your lives don’t actually know or understand what manipulation looks like for you. So this is going to be a chance for you to share how you’ve seen manipulation happen through media.



**Slide 7: What are some kinds of manipulative media or information that you have seen?**

- Ask students to share some ideas.
- Add some additional examples: companies might try to use media to manipulate a person into wanting to buy their product, social media influencers might try to manipulate people into viewing or following them so that they have more followers and can get more sponsorship, some websites might try to manipulate us into clicking on their website because if more people view their site they can sell more ads. Other groups might try to use media to manipulate us into believing or agreeing with their ideas, supporting a certain politician, joining their group, or to turn us against a certain person or group.
- The common idea when it comes to manipulation is that someone else is trying to influence you to do or think something that may not be in your interest. This often occurs by making us feel jealous, afraid, sad, mad, or angry. That’s why it’s important to pay attention at times we feel that way.



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- It's important to know that it's not always obvious when something is manipulation. Sometimes it might just look like an ad or a video about something we are interested in. What's important to recognize is that when we look at something and it makes us feel strong emotions such as jealousy, fear, sadness, or anger that those are times when we should be paying extra attention because those are some of the easiest ways for us to be manipulated.

*Teacher's Note: It's important to explain to students that not everyone and not every idea or group you encounter through media is trying to manipulate you. And not every kind of manipulation is the same. For example, if a new restaurant in your neighborhood opens and targets ads to people living in your neighborhood so that they will buy things from the restaurant, that is probably a type of manipulation, but there are kinds of manipulation that cause a lot more harm to people.*

*Teacher's Note: we recommend that the teacher have 1-2 prepared, relevant, personal examples such as a headline you saw on your phone, a text alert, or something else relatable. Try to avoid examples that are overly complicated or that are not as relatable for how students experience media content.*



**Slide 8. Let's look at some examples together.**

Explain that now we're going to look at some examples of different kinds of content together. Each time we see an example, we're going to do four things. These four steps are a very powerful tool that we can use to make our minds stronger at recognizing and then resisting manipulation. *If helpful, students may fill out the "Pause, See, Think, Wonder" Handout.*

1. **Pause:** what am I feeling?
2. **See:** what am I looking at?
3. **Think:** how would the person view this message? On a phone in a chat? On a website? On TV? On a billboard?
4. **Wonder:** what is something you wonder about this message?



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**Slides 9-12 show examples of different kinds of content**

- **Example 1:** This is an example of a social media influencer advertising a product. It shows someone who is glamorous, beautiful, and has really nice things. For some people, it might make them feel jealous or compare themselves with this person.  
[https://www.tiktok.com/@charlidamelio/video/7160029991458065706?is\\_copy\\_url=1&is\\_from\\_webapp=v1&lang=en](https://www.tiktok.com/@charlidamelio/video/7160029991458065706?is_copy_url=1&is_from_webapp=v1&lang=en)
- **Example 2:** This is a Snapchat story by ESPN SportsCenter about which teams will be playing in the college football playoffs. There is nothing obviously manipulative about this, but it's good to discuss how it might make people who are fans of different teams (or who don't care about sports!) feel differently. Encourage students to understand that not everything they see is trying to manipulate them.  
<https://story.snapchat.com/p/0794a0ee-af77-452f-8884-97a313a14efe/2619288618477568>
- **Example 3:** This is a promotional ad encouraging people to get vaccinated. It shows a medical professional who looks tired in full PPE. It may make a person feel worried or scared or to help them feel a sense of duty. If this topic is controversial, we recommend skipping.
- **Example 4:** This is a blank iMessage image and we've included it so that you can use it to talk about the kinds of messages a student could read on their phone that could make them feel sad, angry, or mad. How might this be a form of manipulation?

Ask students to think back about how our brains are more easily manipulated when we feel sad, mad, or scared. What kinds of things should we pay attention to in the media. Some possible answers could include headlines or especially pictures that make us feel scared or angry. Chats from friends (or others) that make us upset.



**Slide 13. Signs of Manipulation**



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Ask: What are some signs that we can look out for to know if some information we see or hear or read about or watch is manipulative? Did you see any of these kinds of manipulation in the previous slides?

- Triggering fear
- Pretending to be an authority
- Presenting opinions as fact
- Misusing facts
- Using symbols that play on emotions
- Excessive repetition
- Using stereotypes
- An urgent call to action
- It seems too good to be true



**Slide 14. What can we do?**

Remind students that they have control over how they respond to what they see in social media (or any kind of media). The four steps that we practiced are a tool that can help our minds to feel more control. A simple way to remember these steps: “Say it to slay it”.



**Activity 1 (25 minutes):**

Break the students into groups of 3. Distribute examples (see below) and See. Think. Wonder Handout. Students should spend 10 minutes examining their media example and answering the three “See, think, wonder” questions.

Then have one participant from each group summarize their example for the entire group.



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- **Example 1:** Mr. Beast is one of the most popular YouTubers among Middle Schoolers and most of the videos he creates involve some kind of made-up challenge such as “I survived a plane crash!”. The videos are creative and entertaining and the titles and images he uses make viewers want to see more or may make you worried (fear of snakes is one of the most common human fears!) <https://www.youtube.com/watch?v=fMfipiV>



### Would You Sit In Snakes For \$10,000?

190M views • 1 year ago



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- **Example 2:** This is another Mr. Beast example from TikTok—a short video that shows someone receiving \$10,000 from Mr. Beast because he follows Mr. Beast on TikTok. [bro flew from Paris to see me w/ @Jack Inananen | TikTok](#)
- **Example 3:** This is a YouTube video of a makeup routine including product placements for specific products. The creator of the video does not disclose what kind of financial relationship she may or may not have with the specific products. [my 5 minute makeup look \(super easy, fresh & dewy\) - YouTube](#)

**Ask:** What are some reasons you think people create manipulative information?

**Explain:** Sometimes people create manipulative information to support their political candidate or cause. Sometimes people believe what they’re writing is true. In a huge proportion of cases, it boils down to money. The creators of manipulative information often make money from “pay per click” advertising every time you click links from social media that go to a website or by getting you to follow them. In the same way, sometimes scammers try to make you feel like you urgently need to give out personal information online. Similarly, the authors of misleading headlines are trying to lure you in so they can make money from a click. It’s important to know there’s a cost to your follow or click — you are providing the incentive for the scammer to keep perpetrating the hoaxes. If the article seems shady from the outset, better not to even click on it!



**Activity 2 (10 minutes, can be repeated):**

**Student Manipulation Examples:** This activity can be repeated in short 5- or 10-minute chunks. Find a new example you come across and project it for students. Ask them to reflect on an example and identify what is and is not manipulative about the example. Be sure to use some examples that are not necessarily intentionally manipulative or not manipulative at all—it’s important for students to see that not all the information they come across is trying to deceive them.



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**Repeat Option:** This activity can be repeated in a short 5- or 10-minute chunk by having students pull out their iPads to share examples of manipulative information that they have come across and how it was or was not manipulative. Encourage students to look out for examples that they can then come back and share with the class. Exercise judgement in having students share examples—you may need to review the example before sharing it with the entire class.



### Wrap-up message:

Non-credible news and information can take many forms. These types of non-credible information often differ in terms of intent, or whether or not the creator is trying to deceive, manipulate, or otherwise cause harm with their content. Being able to recognize information that might be false or manipulative in some way can help you avoid falling prey to a scheme or someone’s bad actions and bad intent and help you avoid hurting others.



### Exit Questions:

1. When our minds see something that makes us feel strong emotions, it’s harder for us to think clearly [True/False]
2. List something you can do when you see something online or receive a message that makes you feel angry, sad, or scared:

⚡ MODULE 5



**Power of Words**  
Module 5


 MODULE 5


## Power of Words

Module 5



### Estimated completion time:

45 minutes – 1 hour



### Classes or subject areas into which this can be integrated:

Advisory



### Learning objectives:

I am able to explain Freedom of Speech & the First Amendment  
I can understand the impact that words have on others.

I am able to connect the consequences of cyberbullying and hate speech.

I can decide how to take action to prevent cyberbullying and hate speech.



### Target grade and any required adaptations:

6+ (But up to teacher discretion)



### Materials required:

Flipchart, Sticky Notes, Protected or Not Handout, Slide Deck





### Questions or prompts to be used to introduce the activity:

**Creating a safe space for the students:** Explain the topics that will be covered in the module and brainstorm the norms of the class, writing them together on a flipchart. Keep the norms up throughout the class and refer to them if needed. The norms can include listening to differing points of view, the type of language used, respecting other people’s experiences, etc. To prevent unfacilitated conversations, especially around the topic of hate speech: as part of the norms, print out a picture of a school bus and have students put sticky notes with topics and ideas they would like to discuss further. They can be discussed further in the session, one-to-one later, or in the next class.

1A.  
Warm-up:



### Trainer Notes

A series of horizontal dotted lines for taking notes.



Do you agree or disagree? Why?

**Module activities: 4A Power of Words and Me: Freedom and speech and the first amendment.**

**Framing:** Debrief the warmup with the students, taking a few responses from the class. Explain that over the next few days we will be discussing the power of words, freedom of speech, bullying, and hate speech. All of us contribute to creating a positive or negative world with our words in person and online.

*“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”*



**Activity One: Setting Norms and Creating a Safe Space**

Share with students that we are creating a safe space to learn about the power of words and difficult topics such as cyberbullying. It’s important that everyone in the class feels safe to express themselves and feel valued.

**Definition (Oxford Dictionary):** *a place or environment (such as a school) in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.*

*Example: Our classroom is a safe space for LGBTQI+ students and teachers*



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**Ask the students:** As you can imagine, it takes effort and intention from all of us to create a safe space in our classroom. Each one of you contributes to whether our classroom is a safe space every day! Think about how we can create a safe space for each other in this class. What ideas do you have?

*(Students can write their words on a large poster board)*

After students have written out the norms read them aloud and discuss. Then ask students to come sign the poster to agree to the norms.

**Teacher Tips: How to create safe spaces:**

1. Build community and prioritize relationships.
2. Give students the opportunity to reflect on their experiences and express themselves creatively.
3. Create a welcoming classroom environment.
4. Stay clear and calm with communication.
5. Have classroom norms so students know what to expect.
6. When you make a mistake admit it and apologize if needed, this sets a good example for students.

**Additional resources on safe spaces:**

[4 Ways Social-Emotional Learning Can Create Safe School Spaces for All Students - Market Brief \(edweek.org\)](#)

[20 Tips for Creating a Safe Learning Environment | Edutopia](#)



### Activity Two: First Amendment

Ask students- What is the First Amendment?



### Trainer Notes

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- A. The first law of the United States
- B. **The guarantee of free speech in the Constitution**
- C. A popular newspaper
- D. All the Above

Have the students write down the letter of their answer on a piece of paper. Then ask everyone to hold up their answers.

Explain that the first amendment is the guarantee of free speech and what that means.

*Teachers Note: Talking points- Depending on your students, engage the students some of these topics: Free exercise of religion, freedom of speech, Free & Independent Press, protests permitted...*

The First Amendment is crucial because it protects the ability of people — everyone, including reporters and opinion writers but also you and me — to say what they like about the issues that concern them. It’s especially important that we can say what we like and don’t like about the government. This enables us to protest, pressure the government for change, and make decisions at the ballot box.

Play the video below and then move into TPS below- first amendment.

[The First Amendment Explained | Quick Learner - YouTube](#)

**Think Pair Share**

1. What is free speech in your own words?
2. Why is free speech important?



**Trainer Notes**

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### Activity Three: Protected vs. Unprotected Speech

**Framing:** Explain to students that some speech is objectionable or even offensive, but protections under the First Amendment need to be wide so that we can speak our criticisms and say things that other people don't want to hear. We're going to explore the ideas of limits of free speech.

Ask the students: Do you think there are limits to free speech? Why or why not?

**Directions:** Define different types of speech: Protected, Not Protected, and Some Restrictions.

Read each of the examples. Have students discuss in small groups and write down on their paper: "protected" (for those items that are definitely protected speech under the First Amendment), "not protected" (for those items that are definitely not protected speech under the First Amendment), and "some restrictions" (if there are some restrictions on the speech under the First Amendment). After they write all their answers down, go through the items one by one.

Ask participants to volunteer their answers, and discuss: Why do you think this speech is or is not protected under the First Amendment?

*Teacher's note: Remember, the idea is not to debate whether these speech acts should be protected, although that is a worthy debate. In this lesson, we just want to understand what the First Amendment covers in its current interpretation.*

*Handout required "Protected or Not?":*



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**MODULE 5**



Example	Is it protected, not protected, or with restricted protection?
An editorial calling a politician “incompetent”	
A restaurant review saying the food is awful	
An article calling a celebrity “ugly” and “overrated”	
A student insulting someone at school with vulgar words	
An article accusing a politician of stealing funds	
Reporting a leak from within the White House	
The leader of a group calls on his followers to go on a rampage in an area and to break-into shops	



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Answers:



Example	Is it protected, not protected, or with restricted protection?
An editorial calling a politician "incompetent"	Protected
A restaurant review saying the food is awful	Protected
An article calling a celebrity "ugly" and "overrated"	Protected
A student insulting someone at school with vulgar words	Not protected - schools can adopt policies against vulgarities and disruption of the school environment
An article accusing a politician of stealing funds	Some restrictions - there's no prior restriction on printing this, but the politician could sue the paper and if the accusations are false and were printed with reckless disregard for the truth, they could win
Reporting a leak from within the White House	Some restrictions - usually protected but reporter and paper could run into legal trouble if they reveal secret information related to national security
The leader of a group calls on his followers to go on a rampage in an area and to break-into shops	Not protected - incites imminent, lawless action



Trainer Notes

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### 4B. Power of Words on Others: Stereo types and Cyberbullying

*Teachers note: Here are two possible activities for teachers to choose from. Teachers can do both activities if it is suitable for their students. Teachers can adapt activities and discussions according to their students’ discussions, backgrounds, and maturity.*

**Warm Up:** KWL Chart (Know, Want to Know?, Learned)

What do you **know** about stereotypes? What do you **want to know** about stereotypes?



Know	Want to Know	Learned

*Discuss with students what they know and want to know about stereotypes. At the end of the lesson, return to the third column to add onto their chart what they learned.*

*Share the definition of stereotype:*

A stereotype is a fixed, over-generalized belief about a particular group or class of people. By stereotyping we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. People can hold stereotypes based on gender, race, age, occupation, or any defined group. We all hold stereotypes!

Example: Adults are bad at using technology. (Or another example you would like to use)

*Solicit a few examples from the class*



### Trainer Notes

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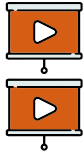
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MODULE 5

Ask the students: watch the video and think about... How did people interpret "like a girl"? Why did we do this activity? When do phrases like "like a..." become offensive? Do you see these kinds of depictions in the media?



Slide 10: Watch the like a girl video: [Like a Girl - Always TV Commercial - YouTube](#)

Slides 12-13:

Teacher's note: Choose which videos to show depending on the age of the students.

Before showing the video, explain to the students that you will be pausing each video in the middle, and asking them to write down their thoughts and the feelings that the video is creating within them. Then they will finish the video and write down what they think is the message.

Midpoint Question:

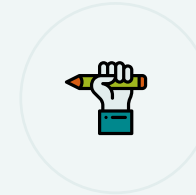
- 1. What is happening between the people in this video? What feelings does this create for you?

Final Question

- 2. Often the creator of a film or video has a message s/he wants the viewers to take away from watching. What do you think the message is of this video? Put it in your own words.

- <https://www.youtube.com/watch?v=qv8VZVP5csA>
- <https://www.youtube.com/watch?v=zT60zuK6wb4>

Ask the students if any of them would like to share their thoughts with the class. Ask the students whether they made any judgements or came to any conclusions when watching the videos. Were they mistaken?



Trainer Notes

A series of horizontal dotted lines intended for writing notes.



Slide 14: Say: We all have stereotypes about different identities of people, for example someone’s age, race, ethnicity, social class, gender, occupation, etc. Some can be quite innocent, and some can be harmful. The problem with stereotypes comes when they dehumanize or degrade people: where instead of seeing a person, we see just one example of a type. This blinds us to what the person is really like. Frequent stereotyping can lead to discrimination or even violence. We all have hidden biases — it’s part of how the human brain works. We form stereotypes because in many cases, it’s useful. We see a teacher and know they will probably be helpful because experience tells us teachers are usually helpful. The important thing is to recognize harmful stereotypes, and then work to counteract them.

Share the below prompts. Remind the students that they are in a safe space and ask them to reflect through independent writing and then share their responses with a partner. Ask students if any of them would like to share with the class.

- Who has ever felt stereotyped? How did you feel?
- What are some signs of stereotyping?
- How can you tell if something is stereotyping?

*Most often, we create stereotypes about those who are least like us, but we can also internalize and believe stereotypes about our own identity.*

- *We often use social stereotypes to identify a person.*
- *We rely on fixed signs of identity instead of the behavior of the individual.*

Stereotypes and biases can impact people’s lives in different ways. A study in 2003 from the Institute of Medicine reported that “unrecognized bias against members of a social group, such as racial or ethnic minorities, may affect communication or the care offered to those individuals.” This is one of the real-life examples that shows how our words can cause harm or good. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3140753/>



Trainer Notes

Lined area for taking notes.



**Activity 4: Cyberbullying**

**Framing:** Explain to students that one of the dangers of stereotyping is that it can lead to violence and harm. Sometimes people use stereotypes to promote violence or hatred against different groups of people or against an individual. Refer back to the class norms.

On a flipchart, write the word “Cyberbullying”, and ask the students to write on a sticky note what they think the word means and where they have seen it before.

Discuss with the students the ideas and note the reoccurring examples.

**Explain to students that our freedom of speech should not impact or harm others.**

Sometimes our words can impact the people we interact with in our day-to-day life in-person or online.

*Talking points:*

- Who has ever seen or participated in an incident of cyberbullying?
- Why do we sometimes see cyberbullying more often?

**Defining cyberbullying**

*Cyberbullying: Bullying using digital technology, which can take place on platforms including social media, gaming platforms, and messaging apps. Typically, these messages involve intimidation, threats, spreading rumors, or blackmail.*

After going through the definition, let’s think again...

- Who has ever seen an incident of cyberbullying?
- Why do we sometimes see cyberbullying more often?



**Trainer Notes**

A series of horizontal dotted lines for writing notes, intended for use by the trainer during the activity.

Sometimes when people interact with others online, they forget that they are dealing with real people with real emotions, and they can say things that they might not say to someone face-to-face.

With youth spending more and more time online, this has increased the likelihood of being exposed to online hate speech, stereotypes, and cyberbullying. Sometimes people are victims of or participate in stereotypes and cyber bullying and they don't even know it. Has that ever happened to you? Or have you seen it happen?

Teachers note: Sixth Grade: Recommend stopping here and going to the final activity. Depending on student maturity and teacher discretion 7th and 8th grade students can move on to the hate speech section. Teachers, if you are confident that your students are in a space to move forward to hate speech please do so with care, if you feel they aren't ready or the topic is too difficult at the moment, please move to the final section.

How do you know if your students are ready? Here are some quick indicators:

- Students have a safe space and trust between each other and the teacher
- Students demonstrate maturity while engaging in the cyberbullying lesson
- Students are actively participating in debriefs and conversations

4C. Hate Speech

Important Note! Be aware that there may be students in your class who have been deeply impacted by hate speech personally or in their family history and our number one principle is Do No Harm, meaning that we don't want to cause additional harm to students by asking them to relive traumatic experiences or by being careless with our words. For more guidance and coaching on talking about hate speech please visit learningforjustice.org

Setup: Set up chairs in a circle. For this discussion students will be in a circle to demonstrate openness and respect. The physical setup also communicates to the students that we are setting up a different style of lesson for today.



Trainer Notes

Series of horizontal dotted lines for writing notes.




 MODULE 5

Hate speech can be online, through symbols, slogans, and more. It's important that we realize the harm of hate speech. Hate speech is serious. It's not just getting in an argument, saying you hate pizza, or being mean to someone, it's used to dehumanize a person or entire identity group.

Let's hear from a **Special Advisor at the UN** so we can know what can happen because of hate speech and what we can do to prevent hate.

*Warning: The video includes pictures of dead bodies and a skull. For viewing without these images please play until 1:19 sec, and then skip to 3:00 min.*

*Discussion questions:*

- What is hate speech?
- Where does hate come from?
- How can we prevent violence and hate?

**Hate Speech and the Consequences explained:** <https://youtu.be/bQeoUQa3MiU>

*Optional activity: Choose examples from below to discuss based on the students, their ages, their backgrounds, their maturity etc. Ask students if they can think of other examples as well.*

Rwandan Genocide:

- In 1994, Rwanda witnessed one of the biggest crimes against humanity, with approximately 800,000 Tutsi tribe members killed by Hutu tribe members.
- It turned out that the biggest inciter of this crime were people in the media...
- Three journalists were tried in the International Criminal Court on charges of incitement to murder, and were convicted in 2003, along with two media channels.



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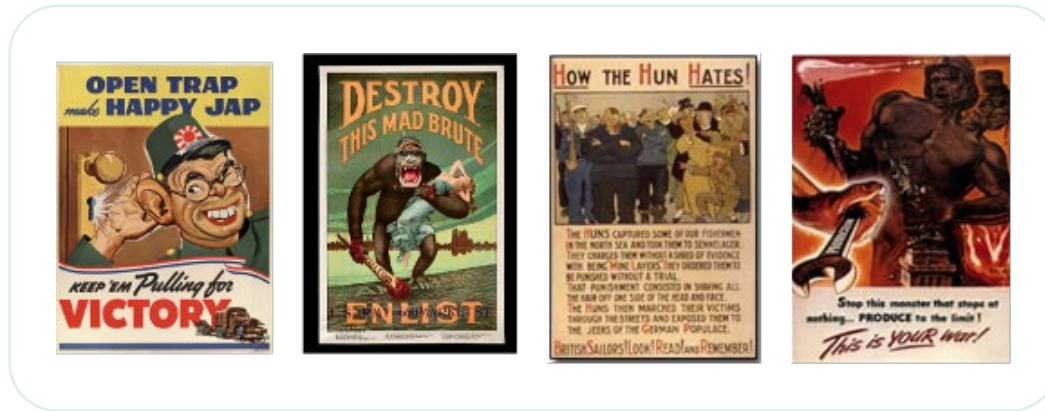
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## MODULE 5

WWI and WWII:

- Propaganda was used a lot in WWI and WWII. One of the harmful ways it was used was to stereotype groups of people, like the Germans, Japanese, or Chinese which led to the Holocaust across Europe and Internment Camps in the United States.
- These images are propaganda used during WWII to spread hate:



Modern example:

- In 2019 in Virginia, a man was convicted of threatening employees of the Arab American Institute (AAI), because of their race and national origin, threatening AAI employees because of their efforts to encourage Arab Americans to participate in political and civic life in the United States, and transmitting threats to AAI employees in interstate commerce.

#### 4D. Reflection, Awareness, and Action Taking

**Framing:** As we've learned words can be very powerful. They can tear people down, cause violence, and promote lies. AND words can also build people up, cause peace, and tell the truth! Now that we know about the power of words we can be informed and make a difference in the lives of ourselves and of others.



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**MODULE 5**
**Warm Up:** The Power of Positive Words

Have you ever been encouraged or inspired by a friend, family member, coach, teacher, or video? What was it?

Independent Reflection: Through writing and/or drawing ask students to respond to the following questions.

1. What is Freedom of Speech? What type of speech is limited under free speech?
2. What is a stereotype?
3. How are stereotypes connected to cyberbullying and hate speech?
4. An important part of being a positive change in the world is to reflect on our own stereotypes and be aware of them so that we can adapt. Are there any stereotypes that you have of identify groups (including your own!)?
5. What tools can we use to fight hate speech?

**Creative Reflection**

**Directions:** Create a piece of art that raises awareness about the power of words. It could be a short video, drawing, or poem.

**Examples include:** a drawing of what feels like to be bullied, a short video raising awareness of stereotypes, or a poem exploring the power of words. Be creative!

**Poetry Prompt:** Words can...

Words can \_\_\_\_\_ (something great)

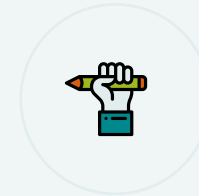
Words can \_\_\_\_\_ (something terrible)

When you typed \_\_\_\_\_ I felt \_\_\_\_\_.

When you said \_\_\_\_\_ I felt \_\_\_\_\_.

I'm sorry that I said \_\_\_\_\_.

I made \_\_\_\_\_ (person) smile when I said/typed \_\_\_\_\_.

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Did you know words can \_\_\_\_\_ (something that surprised you about words)  
 Word inspired me to \_\_\_\_\_.  
 I want my words to \_\_\_\_\_.  
 Together we can stop \_\_\_\_\_ (something bad) and create \_\_\_\_\_ (something good)

Be creative! If you'd like to change a line or write your own poem, go for it!

**Drawing Prompt:** Illustrate the power of stereotypes, cyberbullying, and/or hate speech. Illustrate how you feel about the power of words.

**Short Video:** Make a video (*no more than 2 minutes*) raising awareness about stereotypes, cyberbullying, and/or hate speech.



**Exit Ticket Questions:**

1. What is a stereotype? [open response]
2. What tools can we use to fight hate speech? [open response]



**Wrap-up message:**

Take home message: Thank you everyone for your maturity and bravery in class today. Remember words are powerful and we can make a difference through being aware and taking action.



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 MODULE 6



**Evaluating Media**  
Module 6

 MODULE 6

## Evaluating Media

Module 6

**Estimated completion time:**

90 + minutes

**Classes or subject areas into which this can be integrated:**

Advisory, Social Studies

**Learning objectives:**

I understand several strategies I can use to increase my confidence in the credibility of information.

I can demonstrate the skills to evaluate sources by creating campaign ideas that explain to adults how to more accurately evaluate media.

**Target grade and any required adaptations:**

Grades 6 +

**Materials required:**

Slide Deck



### Questions or prompts to be used to introduce the activity:

*Teacher’s Note: In this module, students are going to learn some skills that they can use to help verify information they encounter in the media. Students have been learning material that builds up to this point all along—they have learned to understand their own media environment and reflect on how they engage; they have discovered more about how the media works, they have also learned important concepts about how media can be emotionally manipulative and discovered skills that can help them become aware of emotional manipulation.*



### Module activities: Introduction

1. There’s a tendency to sometimes think of verification as a fool-proof method if done correctly. But the reality is that sometimes information is confusing, and we don’t have time to cross-check everything we come across. To address this, we encourage students to think of reliability as a “gauge” rather than an “on/off” switch.
2. There’s also a tendency through this process to become overly critical—for students to look for hidden problems with news stories when they don’t exist or when the issue may be relatively minor. Encourage your students to look for quality news and information and to accept that there really are some more reliable sources of information.

**Show:** Image of light switch and of speedometer:



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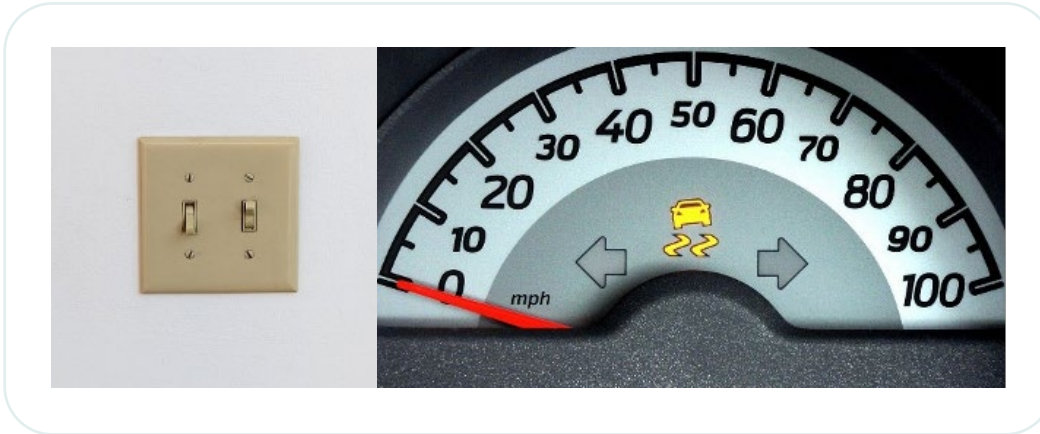
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[https://upload.wikimedia.org/wikipedia/commons/4/44/Double\\_Light\\_Switch.jpg](https://upload.wikimedia.org/wikipedia/commons/4/44/Double_Light_Switch.jpg)  
 Free photo Measure Gauge Display Design Dial Dashboard - Max Pixel

**Say:** How do you figure out whether you can trust a piece of written media? Trust shouldn't be like a light switch, either off or on. Think of it more like a gauge or a speedometer, going from 0 to 100. There's a lot of signals that can clue us into how credible a piece of information is, and as we take in those signals, we move the arrow on our gauge up and down. Are we 80% confident the information is correct? 50% confident? 30%? We never have the complete picture on any topic, so it is unlikely we can ever truly be 0% or 100% confident. Today we're going to talk about key pieces of information that should help you determine your confidence level.

As we talk about the things we can do to evaluate the validity of things we see in the media, we'll use our trust gauges to determine how reliable we think something is. And we'll use these gauges to help us think through strategies we can use to learn more.



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**MODULE 6**

**Ask:** Have your students read the following article from the Columbia Tribune (or a similar article you identify that is relevant). Ask your students to read through the article. This article is a local story based on a press release from the Humane Society’s Animal Medical Center of Mid-America about things that pet owners should do to keep their pets safe during the holidays. There is nothing obviously wrong with the article, though it only includes one source.

[Keep your pet safe with these Humane Society holiday tips \(columbiatribune.com\)](https://www.columbiatribune.com/story/news/local/2019/12/11/keep-your-pet-safe-with-these-humane-society-holiday-tips/588440001)

**Pair:** Have your students pair with another student and discuss what they thought of the article. Did they feel like the article was reliable? What did they notice about the article?

**Share:** Ask for students to share their reflections among the group. Encourage students to share ideas that they have for how the article could be more credible. Ask students what % score they would assign the article on their “truth gauge” and ask them for suggestions for things the author could have done to increase the credibility of the article.

**Show:** PowerPoint slides explaining Sources, Headlines, Author, and Business Model.

**Introduce:** Explain that we’re going to learn four important strategies that can be used when we read news or media to help us understand how credible the information is: Sources, Headlines, Author, and Business Model (SHAB). We can use these to check whether an article or piece of media you see is reliable.

- 1. Sources.** How many different sources are consulted, and do they represent different perspectives on the story? Are the sources relevant? Are they named or anonymous? Generally, unnamed sources are considered of lower quality.
- 2. Headlines.** Does the headline correspond with what’s in the article?
- 3. Author.** What can you learn about the author and website? What does Wikipedia say? Instead of reading within the website or page, look \*outside\* that page for other information to confirm or put it in context.



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4. **Business Model.** How is the creator of this information getting paid? Are they getting paid by advertisers who want them to get as many people as possible to look at the page or who want them to have as many followers as possible on social media? Are they being paid by subscribers who expect accurate information?

### Activity 1 (30 minutes for all examples)

In this first activity, the teacher is going to model the process of using these strategies to evaluate the quality of information.

**Say:** For this activity, we are to practice the strategies that we've been learning to help us figure out how much we might trust a piece of information. I'm going to show you an example and then I'm going to talk through how I would consider each aspect of this piece of information: Sources, Headlines, Author, and Business Model. Distribute the “**Sources Headlines Author Business Model!**” handout to students so that they can complete the handout for each example.

Show an example article on the PowerPoint. Read the article headline out loud and model how you would complete the handout for the first two examples. Then ask students to complete the exercise for the remaining examples on their own.

Possible Examples:

Example	Link	Notes
How to Reduce Toxins in Your Environment.	<a href="http://www.nutritiousseats.com/reduce-toxins-environment/">http://www.nutritiousseats.com/reduce-toxins-environment/</a>	This is a blog post written by an author for a site called “Nutritious Eats”. It includes many claims about the implications of toxins and is based on an (older) study conducted by an organization called the “Environmental Working Group.” The blog post then includes affiliate links to new products. <b>Recommended for Grade 7+</b>



### Trainer Notes

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Six Powerful Reasons Why You Should Buy	<a href="https://www.creativehealthyfamily.com/powerful-reasons-why-you-should-buy-organic-food/">https://www.creativehealthyfamily.com/powerful-reasons-why-you-should-buy-organic-food/</a>	This blog post is written by Ursula for the blog “Creative Healthy Family.” Ursula describes herself as “A mom blogger who loves to share creative ideas for a healthy family lifestyle.” The blog is regularly listed among Facebook’s top 10 daily links. The post includes links to several sources, sometimes they are named, sometimes not. The post also includes claims that are not sourced and also rejects evidence about environmental impact that doesn’t align with the authors stated belief.
Organic Food:		The post includes links to other articles on the blog and the site appears to be supported through aggressive advertising. <b>Recommended for Grade 7+</b>
Amber Heard/ Johnny Depp	<a href="https://www TMZ.com/Amber-Heard-Johnny-Depp-Settle-Defamation-Case-She-ll-Pay-1-Million">Amber Heard and Johnny Depp Settle Defamation Case. She’ll Pay \$1 Million (tmz.com)</a>	This article from celebrity news site TMZ reports details on the Amber Heard/Johnny Depp legal saga. It includes identified sources (a statement from Heard, quotes from named attorneys). But the reporting also includes unnamed, anonymous sources and presents these sources as more reliable. <b>Recommended for Grade 7+</b>
The Washington Post Show (Snapchat)	<a href="https://story.snapchat.com/p/0618156e-4c20-4245-af66-a5861bbd070b/2407079065640960?timestamp=46646&amp;chapterid=827080856717314?share">https://story.snapchat.com/p/0618156e-4c20-4245-af66-a5861bbd070b/2407079065640960?timestamp=46646&amp;chapterid=827080856717314?share</a>	Students use SnapChat and it’s important for them to see how reputable news sources embrace different mediums and that SnapChat can include reasonably reliable content. In this story, Technology Columnist Geoffrey Fowler describes how to track a mail-in ballot for voting in an election. <b>Recommended for Grade 6+</b>



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CNN 10 Video Report on YouTube	<a href="#">A Population Decline   January 19, 2023 - YouTube</a>	Show the first clip through the 3:00 mark. The first news item on this CNN 10 video is a report about new population statistics from China showing that the country’s population shrank for the first time in many years. This news report is generally well-constructed, and the headline matches the content accurately. Note that the sourcing is a bit limited or incomplete—it includes a report from a correspondent, but it doesn’t include interviews or comments from any Chinese citizens or demographic experts. This is not unusual for a report like this, but it’s worth pointing out as students consider where their “trust gauge” would point for a news report like this. <b>Recommended for Grade 6+</b>
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**Activity 2: Let’s Make a Campaign for Adults**

**Set-up.** One of the recurring themes we hear from students is that they feel that adults don’t really understand or appreciate their digital lives and that the adults in their lives are often hypocritical when it comes to media consumption. One of the best ways to learn concepts is to teach those ideas, so for this activity, you’re going to engage your students in teaching adults how to better verify the information they encounter in the media.

**Explain.** Let your students know that your class is going to be creating a poster campaign to reach adults and give them practical information about how to verify the information they encounter. Explain that adults need this information too.

**Prompt:** Ask students if they’ve ever seen examples of adults being duped by information they encounter or not thinking to check how credible a piece of information is.

**Divide students into small groups.** Assign each small group a different verification strategy:

- Sources**

- 2. **Headlines**
- 3. **Author**
- 4. **Business Model**

Each small group should spend time brainstorming a creative message that they would like to communicate about their idea. Encourage students to be as creative as possible—the point is to get the message across. If possible, consider partnering with an arts teacher and pairing students so that they can use different skills to create their messages. For example, students could create a video/PSA, podcast, or other creative content. Get creative and consider having the student’s work displayed in a hall or shared with caregivers during a family night. Students could be asked to show their work with adults in their lives and share back how the adults responded.



**Wrap-up message:**

In this lesson, we looked at the different strategies we can use to know how much we can trust a piece of information. We used the concept of a “trust gauge” to see that there are things each of us can do better know how much we trust a piece of information. We then learned strategies that we can use in our regular lives to better understand how credible a piece of information is. We used the SHAB strategies to evaluate how reliable a piece of information is:

- 1. **Sources.**
- 2. **Headlines.**
- 3. **Author.**
- 4. **Business Model**

We saw that credible information can take many different forms—sometimes very credible kinds of information are on social media and sometimes less credible information may “look” like a more reliable news site.



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### Exit Ticket Questions:

1. Name one thing you can look for to help know how reliable a piece of information is  
\_\_\_\_\_
2. If I read the headline of an article, I will always know what the article is about [True/  
**False**]



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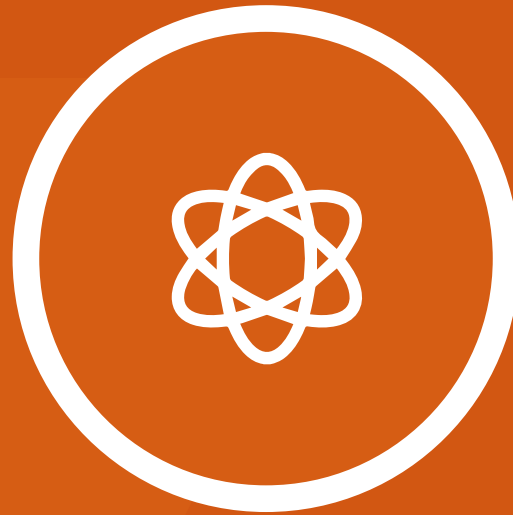
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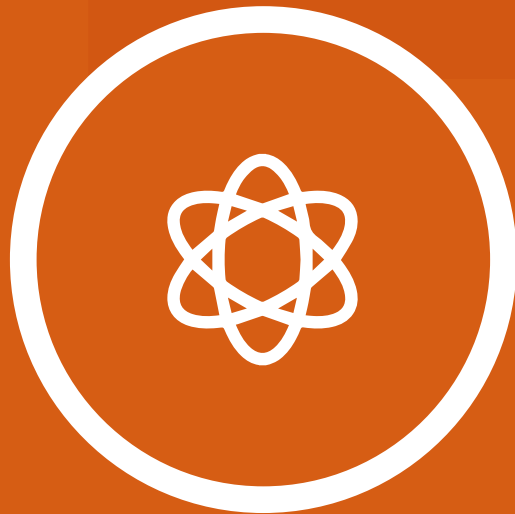
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 MODULE 7



**Stats and Science**  
Module 7


 MODULE 7


## Stats and Science

Module 7



### Estimated completion time:

Approx. 65 minutes



### Classes or subject areas into which this can be integrated:

Advisory, Math, Science



### Learning objectives:

I understand how data and statistics can be selectively used in the media to present a specific perspective.

I understand and can identify several strategies to differentiate between informative and manipulative health or science news.



### Target grade and any required adaptations:

Recommended for Grade 8+



### Materials required:

Slide Deck, Health News Tip Sheet, Health News Evaluation Chart



Questions or prompts to be used to introduce the activity:

Teacher’s Note: We find that media literacy is an important part of lifelong science and math literacy. While students are in school, your classroom will be the place where they most frequently interact with concepts of the scientific method or how statistics and charts may be manipulated to communicate a specific idea. Outside of the classroom, students are experiencing a deluge of information about the latest scientific “breakthroughs” or scrolling past article headlines that manipulate statistics. In this module, your goal is to help students connect the academic concepts they are learning with the media environment where they are encountering a lot of (probably not great) media that misuses science and math.

**Introduce the subject.** Another way you can evaluate the information you read is by verifying some or all of the evidence presented. This involves looking up information using resources you know to be credible. One type of evidence that often gets abused, but is among the easiest to look up, is data and statistics. Ask if anyone has an example to share of a dubious statistic that they’ve heard repeated.



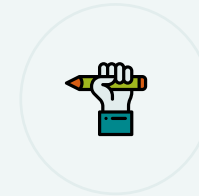
Slide 1: How have you seen science misused?

Show students the website: <https://www.tylervigen.com/spurious-correlations> as an example of how dubious statistics can often be thrown around.



Module activities: Activity One (10 minutes)

**Review** the following tactics you can use to verify evidence (you can use one or more):



Trainer Notes

A series of horizontal dotted lines provided for writing notes.

1. Think about the numbers involved. Do they make sense?
2. If a link or name of a source document or organization is given in the article, click the link or Google to try and find the document in question.
3. Ask whether the document actually says what the article claims it says.
4. Ask if the document or source organization really is well-placed to provide the information. Does the source have an incentive to persuade or inform?
5. If you have your doubts, try to identify a reputable source (brainstorm with students what a reputable source might be) for checking the information yourself.
6. Google or search the organization’s website for the information you need.

**Show Slide 9.** Explain to students some of the various sources that they can use to find reliable information that will help verify and answer the questions in the next activity.

Have students break into small groups and look at the following examples.

Then they should review the list of 6 tactics above and select one or more steps they can use for their example.



Powerball 1.3 Billion  
 $\div$  U.S. Pop 300 Million  


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 Everyone receives 4.33 mil  
 @Livesosa  
Poverty Solved!!  
 - Philippe Andolini



### Trainer Notes

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1. **(picture)**
2. **“Indonesia is the fourth biggest country by population.”**
3. **“The murder rate in the U.S. rose significantly from 2000 to 2010.”**

**Share-out.** Once the students have worked through their example, ask them to come back together and invite a volunteer from each group to share what they found. Ask the students to describe the process they used—get them to dig into what they said, did, and thought when they first encountered their example.

**Answers:**

1. **False:** The math doesn’t add up. Using a calculator on your phone or computer (you can also Google “1.3 billion / 300 million”), you’ll see that each person only gets about \$4. You can stop checking before you have to look up any statistics.
2. **True:** Use the CIA World Factbook, and you’ll find the information
3. **False:** Use the Sourcebook of Criminal Justice statistics, and you’ll find the information



**Activity Two:**

**Scenario: Year-Round School**

Introduce to the students that for this activity you will be working through a scenario that imagines that Columbia Public Schools is considering a new proposal: to move to a year-round school year. The proposal for year-round school would involve students being in school the same number of days, but they would be spread out over the entire year. Instead of having only one long break in the summer, students would have several 2-week long breaks throughout the year.



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Explain that we are going to pretend that the CPS school board has commissioned a study to gather information to help inform this decision. You have received an advance copy of the data from the group, and you are going to share some of the key findings. **Note that this is a made-up scenario.**

Write out a list of facts in front of the class:

- 62% of parents in a representative survey agreed that they would like to have year-round school.
- Teachers and staff who were surveyed were split 48-52% with a small majority in favor of keeping the current summer break.
- Among the 10 students who were asked for their opinion, 8 out of 10 (80%) were opposed to the proposal.
- Evidence from several other school districts that have implemented similar programs has found that student learning outcomes are higher in the years after implementing the new schedule.
- The proposal would require a small budget increase of 2.5% for the district to be open all year.

*Note: If using this activity with younger grades, we recommend using fewer facts to start. As you become familiar with this activity, feel free to add additional statistics or considerations to the list. Keep the facts straightforward—the point is not to trick students but to help them think through how these facts are then used to construct a media post.*

Divide the students into three groups:

- Group 1: Student Perspective**
- Group 2: Parent Perspective**
- Group 3: Teacher Perspective**

*Note: you can add additional perspectives if you want such as “business community” or “political leaders.”*



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Each group should prepare a presentation in the form of a social media post including a headline and an image and some text about what they think about the proposal for year-round school. The presenters can choose which evidence to include and not include but should not add any new evidence.

If you have time, have students present their social media post and explain why they chose to include the facts they chose and why they didn't include other facts.

**6th and 7th Grade: recommended move to wrap-up.**

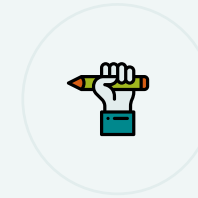


### Activity Three (Recommended for 8th Grade Only):

There's a lot of science news out there, and even some of the best news organizations can unfortunately engage in scaremongering, or failing to put new studies in their proper context. But some key indicators can tell us when we're reading good, informative science reporting, and when we should be more skeptical about scientific claims.

Here are 10 items to consider when seeing a science or health news story. Most of these items summarize tips from Health News Review, a health journalism watchdog, and from Africa Check, a fact-checking organization.

1. Does the story use exaggerated language? Rarely do scientific studies yield true “breakthrough,” “revolutionary” or “game-changer” treatments, and certainly not “miracles”! Science tends to gain knowledge in small steps.
2. What other studies have been done? As we discussed in the previous lesson, science doesn't exist in a vacuum. No single study is good enough to make us conclude something. A good science news story will place the new study in the context of past research. A good science reporter will also ask other scientists not involved in the new study what they think of its findings and significance. This is especially important to



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 MODULE 7

keep in mind with surprising study findings. If a study finds that broccoli is bad for you, or that smoking doesn't cause cancer, ask yourself if that really matters, given what most scientists think.

3. What was the sample size? If this was a health study, what was the sample size (the number of people participating)? Hundreds or thousands of people is better than 15. These smaller studies are often pilots whose only real point is to justify doing a larger study. If the story relies on anecdotes, that's a sample size far smaller than you'd find in any study. For this reason and others that we'll discuss, anecdotes yield terrible data.
4. Of mice or men? Lots of medical studies get conducted on rodents first. This lays the groundwork for human studies, but just because you see a certain effect in mice, doesn't mean you can expect the same result in people.
5. Does it show causation or correlation? Two things can be "correlated," or systematically associated, without one causing the other. For example, it's been observed that as ice cream sales increase, so do drowning deaths. Does this mean that ice cream causes drowning? No, this correlation happens because both ice cream sales and drowning deaths occur during summer months. (Correlation does not apply causation. (n.d.) Wikipedia. Retrieved from [https://en.wikipedia.org/wiki/Correlation\\_does\\_not\\_imply\\_causation](https://en.wikipedia.org/wiki/Correlation_does_not_imply_causation)) Sometimes, things appear to be correlated even when there's no real relationship there. Take the following: Is it really possible that eating less margarine leads to fewer divorces? Or the other way around? No, there are so many data sets in the world that if you look at enough, you can find funny pairings that will appear to be related but are not. A lot of scientific stories will say two things are "correlated" or "linked," but this does not mean one causes the other. That does not mean that any correlated phenomena are automatically a bogus relationship. But you should proceed with caution.
6. Does the story talk about cost and availability? Lots of newly discovered medical treatments can be described as "promising." But if the treatment is too expensive for most people to use, it won't matter. Also, stories often hype up new treatments long before they're actually available to the public. Does the story just talk about research or about actual plans to release and market the treatment?



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MODULE 7

7. Does the story talk about benefits and harms? First, benefits: How effective is the treatment? Is this quantified? And few treatments are without their side effects. What are these? If they're not mentioned, the article isn't very trustworthy.
8. Is this disease-mongering? Sometimes a story will exaggerate the severity of a condition, or medicalize what's actually a normal state of health.
9. Is this a real journal? If you want to dig deeper, look at the study that the story is based on. Is the journal legitimate? Real journals — and there are thousands of them — have a rigorous review process to try and make sure studies were carried out well and results are accurate. However, just as there are fake news publishers, there are fake journals. You can search for these at Beall's List.
10. Who funded the research? Be careful of conflicts of interest. Was this study of the effects of sugar funded by a soft drink company? Remember that research costs money, and someone has to pay for it. Oftentimes this is a government. Even industry-funded studies can often be good science. Just think about whether the finding benefits the industry or not.

Have participants form four groups. (If you have 10 students or fewer, form three groups; 5 students or fewer, form two groups.) Have each group look at health news examples. They should use the **Health News Tip Sheet** to assess the story on the 10 criteria, filling in the **Health News Evaluation Chart**. Then, each group should present their findings to the class.

There are two options for this activity:

- Option 1: Use the short Health Anecdotes Handout. This is shorter and easier for younger students.
- Option 2: Use example health news articles—either examples you select or the options below:



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Article 1: **Sleep apnea patient finds rest with implant device: “It saved my life”**

<https://www.cbsnews.com/news/sleep-apnea-implode-implant-revolutionary/#:~:text=Sleep%20apnea%20patient%20finds%20rest%20with%20implant%20device%3A,causes%20people%20to%20stop%20breathing%20when%20they%27re%20asleep.>

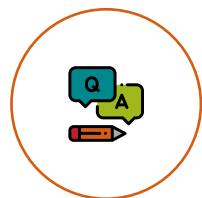
Article 2:

[A Blood Test Can Detect Cancers, But Isn’t Ready For Prime Time : Shots - Health News : NPR](#)

Article 3:

[Three-in-One Pill Shows Promise in Beating High Blood Pressure - Consumer Health News | HealthDay](#)

**Process Questions:** What really stood out to you about this article, as either good or bad? What’s your assessment of it overall? Why?



**Exit Ticket Questions:**

Select all the following strategies that can help you know if a health or science news story is reliable [multiple choice]

- A.** Check to see if the article uses exaggerated language
- B.** Check to see how large the sample size is
- C.** Check to make sure it has a picture of a doctor
- D.** All of the above
- E. A & B**



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