Workshop 1:
Detecting Lies & Staying True
Instructor Handbook

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Workshop 1: Detecting Lies and Staying True

Overview:

Students will establish responsible behavior online by learning to evaluate and compare online resources for quality, and by examining rules for appropriate ethical and legal behavior online.

This workshop is divided into two parts:

1. Detecting Lies.
2. Staying True.

In each part a condensed version of a lesson plan will be delivered. Each of those lesson plans can be easily adapted and developed into a more comprehensive lesson or unit. Additional resources are also provided.

The workshop is accompanied by Instructor's Toolkit and a Handout Booklet for each student.

Lesson plan 1 (approx. 25 min.): Detecting Lies

Lesson plan 2 (approx. 20 min.): Staying True

Teaching Tips:

Take time to introduce yourself and share a little about background and your interest in the topic. Next, poll the students to find out more about what they already know about online behavior. Finally, share a little about what you will be covering – just enough to peak their interest. After the introduction and warm up keep the momentum going.

1. Make sure your presentation is dynamic and engages the students. "Talking heads" are boring. Make the audience work, calling on different people – male & female.
2. Keep moving so students have something to watch. Try not to get stuck in a corner. Make eye contact with as many students as possible.
3. Research shows that youth respond better to positive rather than negative sets of directions. Use positive rather than negative language. "Craft positive messages and post positive images," is much better received than "Don't post bad things."
4. Limit the amount you read from the board, screen or script. The script is an outline only. Add your own words and character!

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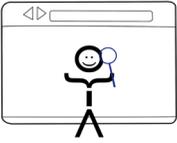
Workshop 1: Detecting Lies & Staying True
Lesson Plan 1: Detecting Lies

Lesson Plan Title: Detecting Lies

Concept: Evaluate and compare online resources

From video: Guidelines to detecting lies online:

1. Be a skeptic.
2. What is the point of view of a website?
3. What information/ideas are missing?
4. Check the source.
5. Compare 3 sources of information.

Standards Addressed:

a. ALA Standard 2:1: Student determines accuracy, relevance, and comprehensiveness.

b. ALA Standard 2:2: Student distinguishes among fact, point of view, and opinion.

c. ALA Standard 2:3: Student identifies inaccurate and misleading information.

d. ALA Standard 2:4: Student selects information appropriate to the problem or question at hand.

e. ALA Standard 6:1: Student assesses the quality of the process and products of personal information seeking.

f. C3: II:A: Students will recognizes online risks, to make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.

g. C3: II:B: Students will makes informed decisions about appropriate protection methods and safe practices within a variety of situations.

h. C3: II:C: Students will demonstrate and advocate for safe behaviors among peers, family and community.

i. NETS: 3:b: Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

j. NETS: 3:c: Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Description:

In this lesson, students will identify guidelines for Detecting Lies online and apply these criteria to evaluate and compare online resources.

General Goals:

1. Students comprehend that just because it's online doesn't mean its true and learn about the guidelines on what information they can and can't trust.

2. Students will evaluate and compare online information sources for accuracy, relevance and bias.

3. Students will select appropriate information to match their specific task.

Objectives:

1. Students will identify rules for evaluating websites (knowledge and comprehension).

2. Students will apply evaluation criteria to specific online sources (application) .

3. Students will examine online information sources (analysis).

4. Students will compare 3 information sources and assess their relative quality (evaluation).

Materials:

- Chart paper or chalk/white board or Smart board.

- Computer with Internet connection and screen projector device for presenter.

- Computers with Internet connection for students (recommended, but not necessary).

- Handout booklet to each student.

Activity Procedures (estimated time: 20 min.):

Introduce the topics by asking some True and False Questions (instructor toolkit).

Discuss the fact that everyone can write things on the web; that not everything is necessarily true and that not everyone is an expert on the subject on which they write. Since we don't always know who wrote the information or what their credentials are, we need to be alert and check information before we can trust it.

Inform the students that they are going to watch the first part of a video by Google, "Detecting Lies & Staying True" (www.ikeepsafe.org/youtube.html) and ask them to list the evaluation criteria that are presented in this video. Hand out "While You Watch" from the Handouts Booklet to fill as they watch the video or right after.

Say: "You are going to watch a short video (developed by the team at Google) that will talk about guidelines on how to evaluate online resources. As you watch the video, please take note of the guidelines for trusting a website".

Ask the students to name the guidelines that they just heard. The list should look similar to this:

1. Be a skeptic.
2. Don't be fooled by cool or professional websites.
3. Ask yourself what's the point of view of the site.
4. What are they trying to get me to believe?
5. What opinions or ideas are missing?
6. Investigate the source. Find out who published the information.
7. Follow the "rule of 3:" compare 3 sources of information.
8. Be careful about facts that you find without checking them out first.

Ask the students if they can think of more evaluation criteria.

Say: "This is great. You identified many guidelines for detecting trustworthy sources online. Can you think of some more specific criteria that can help us evaluate a website?"

Write down any examples that the students provide. You can start leading the discussion by giving some examples, using the guidelines from the video as a starting point:

- What's the point of view of the site: What will help us identify the point of view of a website? Do we know who wrote it? Do we know anything about that author? Do we know anything about their bias? Is the information presented in a balanced way? Can you detect any ideas or opinions that are missing?

- What are they trying to get me to believe: What is the purpose of the site? Is the purpose clearly stated? Are there any indicators to what the intention of the creator was? Is it to sell something, to inform, to explain, to persuade, to entice, to share, etc.? What kind of website is it? Is it a business website? Is it a personal website? Is it a news source?

- Investigate the source: Is it clear who created the content? Can you tell what the qualifications of the author are and whether they match the information? Is the content protected by copyrights? Discuss the meaning of copyrights: "A right given by law that gives the creator of an original work exclusive right to use it. It restricts the right of others to use that work, copy it, distribute or publish it in any way without getting permission from the creator." Who holds the copyrights? Is there contact information that can be verified? Are there any links or footnotes to other relevant and reliable sources? Do the links work? What is the domain extension and what does it stand for? Does the website us correct grammar, spelling and sentence structure? Are graphs and/or charts clearly labeled?

- Is the content current? Are there any dates on the website?

Divide the students into groups of 4-5. Let them know that they've been given the task of writing a scientific report about the subject: "How likely is it that life on other planets exists?" As part of their research they should compare at least 3 websites. Remind the students of the "rule of 3" and its importance.

Say: "The video mentioned the "rule of 3." Can anyone remind us what that means? Why is it good to compare at least 3 sources of information?" Get responses from the students.

In their groups, students will use the Source Comparison Tool (student handouts) and other supplementary information – Reference Guide for Top Level Domain Extensions (stuendent handouts) to evaluate the relative quality of 3 sources*. The instructor will then discuss with the class which web sources were the most trustworthy and useful, which sources were the least reliable and why.

* For this workshop, we pre-selected 3 sources that the students will evaluate and compare web source 1, web source 2, web source 3 (See modifications below for more options.)

If time allows, you can let each group search the Internet and select their sources on their own. If short on time, you can select 3 sources from the Source list – website evaluation (instructor toolkit).
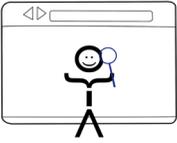
Lesson Plan Title: Staying True

Concept:

Be socially responsible with regard to information online and a good member of the online community. Practice ethical behavior online. Rules for good citizenship online:

1. If you wouldn't do it offline, don't do it online.
2. Don't steal, bully or cheat.
3. Report inappropriate behavior.
4. Keep the web safe.
5. Don't be rude. Practice kindness or silence.
6. Think before you post something.

Standards Addressed:

a. ALA Standard 8:2: Student respects intellectual property rights.
b. ALA Standard 8:3: Student uses information technology responsibly.
c. ALA Standard 9:2: Student respects others; ideas and background and acknowledges their contributions.
d. C3: I:A: Student understands and follows acceptable polices (school, home and community) , and understands the personal and societal consequences of inappropriate use.
e. C3: I:B: Students demonstrates and advocates for ethical and legal behaviors among peers, family, and community.
f. NETS: 5:a: Student advocate and practice safe, legal and responsible use of information and technology.
g. NETS: 5:d: Student exhibit leadership for digital citizenship.

Description:

In this lesson students will explore the nature of rules and see how they help in the formation and operation of communities, offline and online. They will also explore the consequences of not following the rules. Just like being a citizen of an offline community, being a citizen of online community has responsibilities, such as following the rules, using good manners and keeping safe.

General Goals:

1. To recognize that whether you are on the web or off, the rules for good citizenship still apply. To explore the importance of rules to any community.

2. Explore how rules apply in the global online community.

Objectives:

1. Students will be able to recognize the need for rules.

2. Students will be able to understand and explain how rules protect, guide and define legal and ethical behavior.

3. Students will be able to state and understand the rules for being a good citizen online.

Materials:

- Computer with Internet connection and screen projector device for presenter.
- Chart paper or chalk/white board or Smart board.
- Handout booklet to each student.

Activity Procedures:

Inform the students that they are going to watch the second part of a video by Google, "Detecting Lies & Staying True" (http://www.ikeepsafe.org/youtube.html) and ask them to list all the rules of good online citizenship as they watch. Hand out **While You Watch** (student handbook.)

Say: "You are going to watch second part of a short video (developed by the team at Google) that will discuss the rules of good online citizenship. As you watch the video, please take note of those rules."

Show the video again, if necessary. Ask the students to state the rules that they just heard and write their answers on the chart paper/board. The list should look similar to this:

1. Don't steal.

2. Don't bully.

3. Don't cheat.

4. Report inappropriate behavior.

5. Be kind and polite.

6. Think before you post something.

Ask the students to think about the need for rules.

Say: "Why do we need rules? What would have happen if we didn't have any rules or laws? Who benefits from having rules? Who invents the rules? What would have happen if there were rules but no one to obey or enforce them?"

Further discussion: If time allows, you can lead a discussion by giving some examples or ask leading questions:

1. How would you feel if anyone could walk into your house and take whatever they wanted?
2. Why do we need drivers to obey rules on the road? What might happen if there were no signals and no signs?
3. Could we play games or sports without rules?
4. Do all rules need to be enforced by someone or would people obey them even without anyone to enforce them?
5. Who benefits from having rules?

Points for conclusion or further discussion:

1. We need rules to protect us, guide us, define acceptable behavior etc.
2. Rules limit some freedom of the individual in order to protect other individuals or to protect the group.
3. There is a difference between rules, laws, guidelines, code of conduct.

Arrange students into groups of 4-5 and hand them **Community Rules** activity sheet (student handbook). Each group will represent a different community. This community can be a real one or imaginary, big or small. Ask each group to invent a name that represents their community and its purpose (for example: book club, classroom, community from another galaxy, country, etc.) and create 6 rules – 3 Dos and 3 Don'ts that are most important for that community to function properly. Next to each rule write the purpose that it serves (what will happen if that rule didn't exist). Each group will then choose an ambassador that will share with the class their community rules and their purpose.

As a class, discuss each rule and ask the class to determine whether: 1. It is also applicable to other communities. 2. It is also applicable to online environment.

Conclude the discussion by pointing out that there are rules for every community, online or offline. There are general rules that are applicable to most societies and some rules that are more specific to each community. Go over again the general rules for online behavior:

1. Don't steal.
2. Don't bully.
3. Don't cheat.
4. Report inappropriate behavior.
5. Be kind and polite.
6. Think before you post something.

To conclude, ask who enforces the rules on the web. Is it easy to break the rules online and what might the consequences be (legal consequences, emotional, plagiarism, ethical, etc.)?

The online community is a global community of people connected by the internet. When you go online you immediately become part of that community and are expected to behave according to the rules of that space

Instructor Toolkit
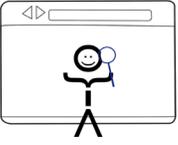
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Lesson Plan 1: Detecting Lies

True of False Questions

- If I can find it online it must be true.
- There is an email address listed in the website, so it must be a legitimate source!
- There is a logo of the Whitehouse at the top of the page, so I can definitely trust this website.
- The website looks really professional. It must be accurate.
- There are a lot of graphs and charts on the site. With all this information it must be true.
- It is clear who wrote the content, there is contact information and the information seems current and error–free. I can safely use this information for my homework assignment. (is it objective?)
- I should always compare the information I find online with at least 2 other sources.
- I should always be a skeptic when it comes to information that I find online.
- I should always think about what's missing from a website.
- I should always review the sources of the website.
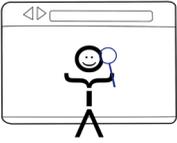
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Source list: How likely is it that life on other planets exists?

Examples for lower-quality web sources:

http://users.erols.com/feanor17/Ufo.html

http://www.nicap.org/articles/hillzeta.htm

http://hubpages.com/hub/milky-way

http://www.chacha.com/question/is-there-life-on-other-plants

http://www.dvorak.org/blog/2006/08/02/nasa-needs-a-plan-for-telling-the-public-about-life-on-other-planets/

http://io9.com/5055108/more-proof-that-aliens-could-be-the-origin-of-life

http://findarticles.com/p/articles/mi_m0EPG/is_n3_v29/ai_16657943/
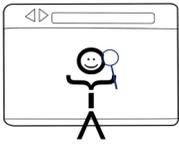
http://www.gravitywarpdrive.com/Reticulan_EBE.htm

http://startswithabang.com/?p=908

http://www.ufoevidence.org/

http://www.ufos-aliens.co.uk/

Examples for better quality web sources:

http://www.kepler.arc.nasa.gov/

http://www.kepler.arc.nasa.gov/news/newsaboutplanetfinding/

http://www.nasa.gov/centers/ames/news/releases/2010/10-01AR.html

http://www.kepler.arc.nasa.gov/Mission/QuickGuide/

http://science.nasa.gov/headlines/y2010/04jan_fiveplanets.htm

http://cosmiclog.msnbc.msn.com/archive/2009/09/16/2072217.aspx

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Lesson Plan 1: Detecting Lies

### Source Comparison Tool: Answer sheet

|	Name of Web Source and URL
Web Source 1	http://www.kepler.arc.nasa.gov/Mission/QuickGuide/
Web Source 2	http://www.ufoevidence.org/
Web Source 3	http://hubpages.com/hub/milky-way

Look at the criteria below and mark X in the Yes or No column for each Web Source

Web Evaluation Checklist	Web Source 1		Web Source 2		Web Source 3	
	Yes	No	Yes	No	Yes	No
Authority						
Is it clear who created the content?	X			X	X	
Did the author sign his/her real name?	X			X	X	
Does the author have any credentials on the subject?	X			X		X
Is there contact information that can be verified?	X			X		X
Is the website affiliated with a reputable/credible source?	X			X		X
Does the domain extension match the content?* (see reference guide of domain extensions)	X		X			X
Does the publishing entity (hosting server) correspond to the name of the site?	X		X			X
Accuracy						
Is the content credible?	X		X			X
Can the sources for any factual information be verified?	X			X		X
Does the information use correct grammar, spelling and sentence structure?	X		X			X
Are graphs or charts, if any, clearly labeled?	X		NA		NA	
Are you sure that photos, if any, are authentic?	NA			X		X
Are photos clearly labeled?	NA		X			X
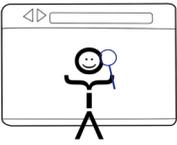
Web Evaluation Checklist	Web Source 1		Web Source 2		Web Source 3	
	Yes	No	Yes	No	Yes	No
Objectivity						
Does the content match the purpose of the website?	X		X		X	
Is the information presented in a balanced way?	X		X			X
Is all the information included?	X		X		X	
If there are advertisements, do they match the content on the page?	NA		NA			X
Currency						
Does the content look current?	X			X	X	
Is there any date to indicate when the content was created?		X	X			X
Is there any date to indicate when the content was first placed on the web?		X		X		X
Is there any date to indicate when the content was last updated?	X			X		X
Do all the links work?	X		X		X	
Coverage						
Does the title of the page tell what it is about?	X		X		X	
Is the subject discussed in depth?	X		X			X
Can you find the information you were looking for?	X		X			X
Do links on the page lead to some other good information?	X		X			X
Are the pictures on the page helpful?	X			X		X
Is each section of the page labeled with a heading?	X		X			X
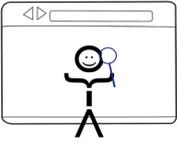
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Additional Resources

Share the news stories and articles on photo tampering OR have students research the topic and come back with three facts about altering pictures.

- Gaylord, Chris
  "Digital Detectives Discern Photoshop Fakery." August 2007. USAToday.
  http://www.usatoday.com/tech/news/techinnovations/2007-08-30-photoshop-fakery_N.htm

- Garfinkel, Simson
  "How To Tell if a Digital Image Has Been Altered." December 2005. CSO: Data Protection.
  http://www.csoonline.com/article/220725/How_to_Tell_If_a_Digital_Image_Has_Been_Altered

- Farid, Hany
  "Photo Tampering Throughout History." 2009
  http://www.cs.dartmouth.edu/farid/ research/digitaltampering/

Keep the discussion going! Research indicates that children who discuss topics with adults behave in safer ways.