

EPISODE: SIX	TITLE OF LESSON: How to Verify Information	
AUDIENCE: 4-12th Grade	DURATION: 60 Minutes	
LEARNING OUTCOMES: <ul style="list-style-type: none"> • Demonstrate proficiency using the FFA Tool • Identify a source’s bias & perspective, relevance, credibility and accuracy • Examine claims & information to determine truthfulness and credibility (Fact Checking 101) 		
LEARNING OVERVIEW: <p>In this lesson students will develop their filtering skillset as it pertains to information they find on the internet. Students will also learn how to use the FFA Tool to vet the information and sources they find online. Students who complete this lesson will have a general understanding of how to Fact Check.</p> <p>This lesson will also utilize concepts drawn from the ISTE Student Standards, specifically standard 3, Knowledge Constructor.</p>		
IN THIS LESSON: <p>Students will get hands-on experience with using the FFA Tool to determine the perspective, relevance, credibility and accuracy of a piece of information or source on the internet. Students will also be given the opportunity to create a statement summarizing their opinion on if S.A.M. is credible or not.</p>		
FINAL PRODUCT: <p>Students create statements detailing their opinions on S.A.M.’s credibility..</p>		
FACILITATOR RESOURCES: SLIDES LINK: Sam’s Statements Instructional Content Video & Video Guide	ADDITIONAL MATERIALS NEEDED: <ul style="list-style-type: none"> - FFA Tool Image - Sam’s Statements (Student View) 	
FLOW OF LESSON: <ul style="list-style-type: none"> - Intro - recap info discovered in the “server room” during gameplay - Teach the FFA Tool and each of the corresponding aspects, accuracy, perspective, et cetera.. - Teach about bias and how to identify it in articles - Teach about fact checking 101 - Provide the students with the “Sam’s Statements” list - Students present their findings on a scale with justification <ul style="list-style-type: none"> - How trust-worthy is S.A.M. ? - 0%-----50%-----100% - Specific evidence to support <ul style="list-style-type: none"> - Minimum sentences with evidence from research they gathered 		
INTRO: <p>Begin by recapping the information that the students found inside of the server room.</p> <p>Ask the students the following questions to get their minds thinking in the direction of this lesson</p> <ul style="list-style-type: none"> - Is everything you find online or on the internet true? - How do you know? (In response to the first question) - How do you determine if something you find on the internet is true? - How do you know if a source on the internet is credible? 		

INSTRUCTION:

Teach the information presented in the slides as directed. Once the lesson is complete the students should have a thorough understanding of the FFA Tool and how to use it to assess information and sources.

ACTIVITY:**Overview:**

- This activity challenges students to create a statement about S.A.M. that they must then justify using the FFA Tool. Students are given a packet of information that contains statements made by S.A.M. and will use the information learned about fact checking and the FFA Tool to assess S.A.M.'s Credibility

Objective:

- Allow students the opportunity to use the FFA Tool to determine S.A.M.'s credibility

Activity Set Up:

- Share the "Sam's Statements" list with your students
- Keep the FFA Tool table up on the screen/board (so the students can reference it, or you can share the digital version of the tool)

Activity Step 1:

- Give the students access to "Sam's Statements" and challenge them to read through them fully

Activity Step 2:

- Ask your students to begin fact checking the statements that can be fact checked. Some statements may not be able to be fact checked

Activity Step 3:

- Ask the students to create a statement detailing if they think S.A.M. is trust-worthy or not. Ask them to explain why or why not.

Example

- "Our tribe no longer believes S.A.M. is trustworthy because ____"
- "Because of S.A.M.'s continued untruthfulness, we no longer trust what she has to say"

CONCLUSION:

Students share their thoughts and reasons why they believe what they believe about S.A.M.

Vocabulary

- **Perspective** - a particular attitude toward or way of regarding something; a point of view
- **Credibility** - the quality of being trusted and believed in
- **Relevance** - appropriate to the current time, period, or circumstances
- **Accuracy** - the quality or state of being correct or precise
- **Credentials** - something that gives a source the power and right to speak on a subject
- **Source** - a person, place or website where you get information from

Differentiations Tips

The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through the challenge, but rather give them the scaffolding necessary to reach their own conclusions.

- Spend additional time going over the vocabulary words.
- Use synonyms for some of the tougher words in the [FFA Tool 4th-5th Grade](#) Version.
- Reduce the number of S.A.M.'s statements that they must fact check.
- Spend time during Activity Step 2 and fact check S.A.M.'s Statements as a class.
- Use guided statements
 - "We discovered that S.A.M. was not truthful about ____."
 - "S.A.M. said ____ and it was not true."
 - You may create others to help your students.