**Fake News: Fight Back**

 50 min – 75 min. workshop

Materials: scrap paper, pencils

Lesson Libguide: <https://cabrini.libguides.com/fakenews/ecg100>

Learning Outcomes

* Students will discuss and reflect on their own encounters/experiences with “fake news” and erroneous information
* Students will investigate and consider different theories or explanations for why people fall prey to “fake news”
* Students will identify motivations for the creation of misleading or inaccurate information
* Students will be introduced to tools for identifying and counteracting fake news and develop their own strategies for weeding out problematic sources and selecting credible sources

# Session Outline

## Video and Discussion (approx. 10-15 minutes) “Fact Checking is More Important than Ever” https://www.youtube.com/watch?v=Ryjpu-NWYm8&feature=youtu.be

1. Play video for students without a great deal of comment, perhaps giving them some brief background information.
2. Quickly assemble students into groups. Instruct them on doing a quick “chalk talk”. Chalk Talk Part 1: Without talking, have students pass a piece of paper around their group adding their comments or reactions to the video. Very briefly.

Chalk Talk Part 2: Have them discuss in their groups what they wrote on the paper with each other, again briefly

Chalk Talk Part 3: Bring groups together and ask them to share a little about their conversations with the entire class. As they are talking, record or jot down the main reactions and ideas that bubbled to the surface.

Ask: *Did anyone have an emotional reaction to this video? How did it make you feel? Did anyone make a connection to this video to something that you have witnessed in your own life? Did anyone discuss why these sort of things happen?*

**Exploration of Ideas and Theories** (approx. 15-20 minutes)

1. Introduce and briefly discuss the following any or all of the following concepts; relating back to the video they watched:
* Filter bubbles: <https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles>
* Echo Chambers: <http://graphics.wsj.com/blue-feed-red-feed/>
* Stereotypes: <https://www.youtube.com/watch?v=D1-aSIUP4wM&feature=youtu.be>
* Confirmation Bias: <https://www.facinghistory.org/resource-library/video/defining-confirmation-bias>
* Motivated Reasoning: <https://www.youtube.com/watch?v=w4RLfVxTGH4>

(\*\* Depending on how much time you have, students can remain in groups and you can assign each one of the concepts for them to research and report on; OR you can examine each concept together as a group. )

Ask: *To what degree do you feel as though you live in a “ bubble” –how often to do you encounter information from a perspective different from your own? How do you react when someone shares information you disagree with? Are you more likely to investigate the validity of information if you take objection to it? How do you know you CAN trust information? Where do you get news from?*

**Strategies for Identifying and Counteracting Fake News** (approx. 20 – 30 minutes) Depending on time/interest may do one or both activities.

1. Begin by brainstorming with students things they might do or steps they might take to avoid believing and sharing fake news.

Ask: *What have they learned today about reading and sharing news? What ideas do you have for protecting yourself from being fooled by fake news? How could you help others?*

1. Share with students two acronyms that librarians sometimes use to help think evaluating a source, connecting what they brainstormed to the acronyms:

CRAAP – Currency, relevance, authority, accuracy, purpose

EPIC – Education, Proximity, Integrity, Competence

1. Briefly show them a few websites that can be used for source evaluation, such as:

PolitiFact <http://www.politifact.com/truth-o-meter/>

FactCheck.org <https://www.factcheck.org/wp-content/cache/wp-rocket/www.factcheck.org//index.html_gzip>

Media Bias Fact Check <https://mediabiasfactcheck.com/search/>

Snopes <https://www.snopes.com/>

**Activity 1**: Circle back to the original video they watched and highlight the author of the tweet highlighted in the video (Milo Yiannopoulos). Have students compare these 2 articles:

<https://www.infowars.com/sweden-bans-christmas-street-lights-to-avoid-offending-muslim-migrants/>

<https://www.svt.se/nyheter/lokalt/jonkoping/ingen-julbelysning-i-smaorter-till-advent> (needs to be translated from Swedish)

Ask students to apply one or both of the acronyms to each article, and to use one or more of the fact checking tools they were just introduced to. What more did they learn about this story? What are their conclusions? What motivations were at work in these two different stories?

Ask: *if an acquaintance or family member, you feel comfortable talking to posted this video on their newsfeed (or other social media). How would you respond to them?*

**Activity 2:** Putting students back into their groups, ask them to visit Red Site / Blue Site and select an issue of their choice.

<http://graphics.wsj.com/blue-feed-red-feed/>

Ask them to do the following:

1. Find an article on the same topic on BOTH sides of the red/blue feed
2. Apply CRAAP or EPIC to each article, what can they conclude about each article?
3. Using one or more fact checking sites, what more can they discover about the content of these sources, or the sources themselves?
4. Look for a source that presents similar information with less or no bias. Compare all three sources. How do they stack up to each other, what value do they see in any or all of these sources?
5. Share what they found with the other groups.

**Wrap Up** (5-10 minutes)

1. Bring students together for final discussion and recap.

Option 1: have students complete a 1- minute feedback exercise reflecting on what they learned/will take away and what they still have questions about

Option 2: play a brief kahoot to underscore learning outcomes and assess what students have retained

Sample: <https://play.kahoot.it/#/k/f6819479-f054-4fe2-bc1d-69e586fdb134>