

Spotting Misinformation

Name: _____ Date: _____

LEARNING OBJECTIVE

Student will be able to apply fact-checking strategies to evaluate whether an online claim or headline is likely true, false, or misleading.

MATERIALS NEEDED

- Paper
- pencil
- 3-5 printed or handwritten sample headlines/claims (create a mix of real and clearly exaggerated/false ones, or find examples with a parent)
- internet-connected device for fact-checking (with parent supervision)

HANDS-ON ACTIVITY

1. Gather or write 4-5 sample headlines/claims, mixing some that are true, some exaggerated, and some completely made up (a parent can help create or find age-appropriate examples).
2. For each headline, create a checklist evaluation using 4 questions: Who wrote/shared this? Is there evidence/a source? Does it seem designed to make me emotional (angry, scared, excited)? Do other trustworthy sources report the same thing?
3. With a parent's supervision, pick 2 of your headlines and actually search online to see if you can verify or debunk them using a trustworthy source.
4. Rate each of your 4-5 headlines as 'Likely True,' 'Likely False,' or 'Misleading/Needs More Evidence' based on your checklist.
5. Create a small 'Fact-Check Checklist' reference card summarizing your 4 questions to keep for future use.

QUESTIONS

1. **Choose one headline you evaluated and explain how you rated it (true, false, or misleading) and why.**

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2. **What are the 4 questions on your fact-checking checklist?**
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3. Why do false or exaggerated headlines often try to make readers feel strong emotions like anger or fear?

4. Why is it important to check whether OTHER trustworthy sources report the same story, instead of trusting just one source?
