? Trust me

Thinking critically about what you see online

Lesson 1: Online Content - Can you trust everything you <u>see/read</u> online?

Target audience: **Upper Key Stage 2** (9-11 year olds)

Lesson aim: To highlight to young people that not everything they read or see online is true or trustworthy

Learning objectives:
- Students know that not everything online is trustworthy
- Students can recognise some of the differences between fact and opinion
- Students can make decisions on what they trust online using agreed criteria

Timing:	45 minutes	Key words:	critical thinking, fact, opinion, trust, sources, checklist
Resources:	PowerPoint, worksheets	Preparation:	Photocopy enough worksheets, familiarise yourself with the recommended reading in the guidance

Lesson outline

Lesson outline	Description	Resources	Class set up	Timing
Starter	Defining trust and considering what we already trust online	Slides 3-5	Whole class	10 mins
Activity 1	Good game?	Slides 6-13 **Appendix 1**	Group work	10 mins
Activity 2	What are we looking for?	Slide 14 **Appendix 2**	Group work/Whole class	10 mins
Activity 3	Searching for the truth	Slides 15-16	Whole class	10 mins
Activity 4	What are we looking for again?	Slides 17 **Appendix 2**	Group work	5 mins
Plenary	How can we check?	Slide 18-19	Whole class	5 mins

<u>**Starter:**</u> **What can we trust online?**   10 minutes

Cambridge English Dictionary defines **trust** (v) as: "*to believe something is good and honest and will not harm you, or that something is safe and reliable*". As a noun, it is defined as *"the belief that you can trust someone or something"*

1. Ask the class to explain what they understand by the word '**trust'.** (Note: Some students may give very specific answers related to their personal experiences.)
After discussing what they think trust is, click through the slide to share with them the two phrases on **slide 3**; is there anything they would add to these explanations?
2. On the next slide, (**slide 4**) ask them where they choose to go online to look for online content. This may be for homework, sports results or to find out about their favourite TV show/film or musician. Point out to the students that we will all have our own set of trusted websites which we choose to visit again and again.
3. On **slide 5** begin by asking the students if they think they can trust everything they see online. Many pupils will immediately say 'no'; ask them for examples to explain their position.
<u>**Answers may include:**</u> *Wikipedia doesn't always have information that is true because anyone can change it, people don't always tell the truth online to trick others, there are mistakes online, some people lie.*
4. Allow 5 minutes for the students to sort the examples of online content into the table of 'trustworthy', 'not trustworthy' or 'not sure'. This will provide you with an opportunity to assess how reliable your students believe online content is and which aspects of it they may be trusting over others.

Activity 1: Good game?   10 minutes

Explain to the class that you are now going to look at some different sources of online information (slide 6) about something they might already know about (Roblox). Split the class into small groups of 4-6 students and explain that their task is to look at the different sources of information and decide which sources they would/wouldn't trust and why, and to rank the five sources in order of trustworthiness from most trustworthy to least trustworthy.

The different sources are provided on slides 7-13 so that they can be talked through or read out if required with the class. Provide each group with **Appendix 1**, which shows each source on a separate page. Each source is enlarged, and a table has been added so the students can record their ranking of the five sources.

Please note: All five sources of information have been created for this activity; none of these can be found online! 'The Official Roblox Page' is also a fake; the real official site for Roblox can be found at www.roblox.com.

Give students around 5 minutes to look through the sources and rank them. Encourage them to look for clues (words/graphics/other features) to help support their judgements.

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2 | P a g e

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Thinking critically about what you see online

Come back together as a group and discuss their decisions. There are technically no right or wrong answers to this exercise but the following points might come up for discussion:

- **Official** - Online content (websites/images/video) that use the official logos for a product or company might be deemed to be more trustworthy. This could be true in some cases, but remind students that it is very easy to find logos online and use them on your own work, so logos don't always mean something is a genuine product! Other factors have to be considered e.g. the source of the content and whether you can tell who actually created it. A Roblox graphic or video that is hosted on the official Roblox website could be considered more reliable as it came directly from the developers.
- The use of the word '**official**' doesn't always guarantee that something is official. Some children may recognise that the website in **example D is <u>not</u> the official Roblox site**. This can be a good starting point to discuss how they have applied their own knowledge and experience to judge trustworthiness. Asking them how they would judge an 'official' site for a product or service they have no experience with may provide useful pointers for the checklist in the next activity.
- **Blogs, online video reviews and online messages and comments** are more likely to convey opinions and views rather than fact. Even videos and social media posts from the company who made the product need to be viewed critically, as they may form part of an advertising campaign/approach that seeks to sell the benefits or positives over a balanced report.
- Are they **persuaded** more by a view that has been liked/agreed with? If lots have people with the same view, does it make it more trustworthy? Students might be able to give examples of online reviews for games/apps or on shopping sites that might influence their thinking.

Supporting students with additional needs: You may wish to choose 2 sources of information and begin by going through where they are from and what they show. Then ask the students to point to the source which would give them the answers to questions they may have about the game, eg

- The name of the game
- Is the game any good?
- How many people can play the game?
- What happens in the game?

After this ask the students to decide which of the two sources could answer their questions the most and therefore may be the most reliable. Discuss with the students how one source didn't give them all the information that they needed so it is best to check at least 3 to have all the reliable information.

Activity 2: What are we looking for?   10 minutes

Explain to the class that they used a number of clues in the previous activity to make decisions about the trustworthiness of different sources of information online.

Ask each group to spend 5 minutes to start making a checklist of things they would look for when judging how trustworthy an online source is (slide 14). They may require some examples to get them started so some of the following could be shared with them or used as prompts:

- **Who created the information?** Is it from a recognised group/company/organisation or the work of an individual? Where this information is found online; does the address (URL) of the site give you any clues? E.g. does it look more official, such as **xbox.com** or **bbc.co.uk**?
- **What else have they created?** Do they have a good reputation already? E.g. BBC, Disney, Apple, Microsoft might be considered more trustworthy due to their reputation for producing other reliable content.

Thinking critically about what you see online

- **Are they already recognised or respected as being reliable?** E.g. an expert, or group recognised as being more reliable such as researchers/scientists/etc?
- **Is it high quality?** This is by no means a guarantee of trustworthiness, but a source that has numerous spelling/grammatical errors, or clearly inaccurate information might make you question its overall reliability.
- **Do the images/videos look real?** Are images and videos realistic or do they show something extreme/impossible? Are they clearly Photoshopped/edited?
- **How up to date is the information?** Is it kept up to date regularly?
- **Fact or opinion?** Are they using the language of fact or opinion? (There are excellent opportunities here to make links to work in English lessons around fact and opinion).
- **Why are they telling us these things?** What is their motive? Is it to sell us something or to help us learn/be aware of something? What do they want us to do once they have shared something with us?

Come back together as a class and allow groups to feedback their ideas; which ones would they like to include in their checklist for checking reliability online?

The checklist will be revisited after the next activity so ensure students keep it to hand.

Activity 3: **Searching for the truth**   10 minutes

Explain to the students that it is not only important to consider the trustworthiness of things we read, see and hear online, but also how we found the information in the first place.

Search engines are an integral part of our browsing experience and the first step for many to find the things they want online; if you don't know the name/address of a website, how could you ever get to it?!

Ask students to imagine they are trying to download and watch the film Toy Story, so they go searching on Google for where to download it. Show slide 15-16, with the Google results for a search for 'download toy story'.

Ask them in their groups to work out the following things:
- Which websites allow them to download the film?
- How much might it cost to watch Toy Story?
- Are there any websites in the list they might not trust? Why?

Give the groups five minutes to discuss these questions and then ask them to feedback their answers.

Points to consider and discuss:
- Links 1 and 2 are **advertised results**; they appear top of the list because those companies/organisations have paid Google to put their links there. The small green box titled 'Ad' helps you recognise them but the colouring of the box is often changed by Google. Being top of the list of results is not a guarantee of trustworthiness, although in this case the top link does take you to an official Disney website (promoting a paid service).
- Answers for how much it would cost to download Toy Story could include: free, £0.99, £2.49, £9.99.
  It is useful to discuss the wording around the prices e.g.
    o Link 2 in the list refers to HD Rentals **from** £0.99 and the YouTube/Google Play links both state '**From** £2.49'.
    o Link 1 refers to a monthly cost of £9.99, this includes Toy Story and other content.
- Links 3 and 4 take you to sites where the movie can be **illegally downloaded** for free. Students may not be aware of such sites. Explain to them that, although they may download the film for free, they can also end up:

Thinking critically about what you see online

- o Downloading a virus
- o Seeing adult or inappropriate content on these sites
- o Downloading a film labelled as Toy Story that is actually something else (e.g. a film for adults)
- Search results that take you to recognised companies/organisations might be viewed as being more reliable e.g. iTunes, YouTube, Google Play Store.
- A search for one term (such as 'download …') will often bring up other related information in a search engine, as shown by the right hand panel that contains lots of information about the film, but no details about how to download it.
- Although not present in this set of results, some websites appear with a star rating in the results which might give you further information. However, this rating is about how well this company deals with its customers, not how accurate its information might be!

Encourage students to always think critically when searching online and to bear in mind that adverts will appear on search results; they just may not look like other adverts they are more familiar with. Adverts are sometimes displayed as comments, chat boxes, images or even buttons!

How do search engines order results?

Search engines rank results in a few different ways. You can visit the handy BBC Bitesize guide below to find out more and share explanations and videos with the class.

http://www.bbc.co.uk/guides/ztbjq6f

Activity 4: **What are we looking for again?**   5 minutes

Show slide 17 and revisit the checklist; is there anything we want to add about search engines that will help us judge trustworthiness?

Add additional suggestions or change existing ones and ask students to add these to their own checklists.

Plenary: How can we check?   5 minutes

Show slide 18 with the question 'I've found something online which I think is reliable but how do I check?' Begin by asking the students how they would check information was reliable before clicking through the slide to reveal three icons.

The three icons relate to the following methods:

1. **Checking different websites** – Check at least three different websites; does the information match across those sites?
2. **Check in a book** – Books can still be used to check information on many topics. As books go through rigorous publishing processes they may be deemed as more reliable than information online that can be published and shared in seconds.
3. **Talk to someone** – Ask a trusted adult to look at the information you found, or see if a best friend found the same sorts of facts for the same homework task.

Time to reflect

Critical thinking isn't about rejecting all online content but instead about taking the time to question what you have seen. After everything they have discussed in this lesson, ask the students to reflect on the question 'does this mean we can't trust anything online now?' and offer advice to someone who may be feeling this way (Slide 19).

Remind your class that not everything online is reliable but there is a lot of great, informative and entertaining content online. It is important to always think critically about the content they see online,

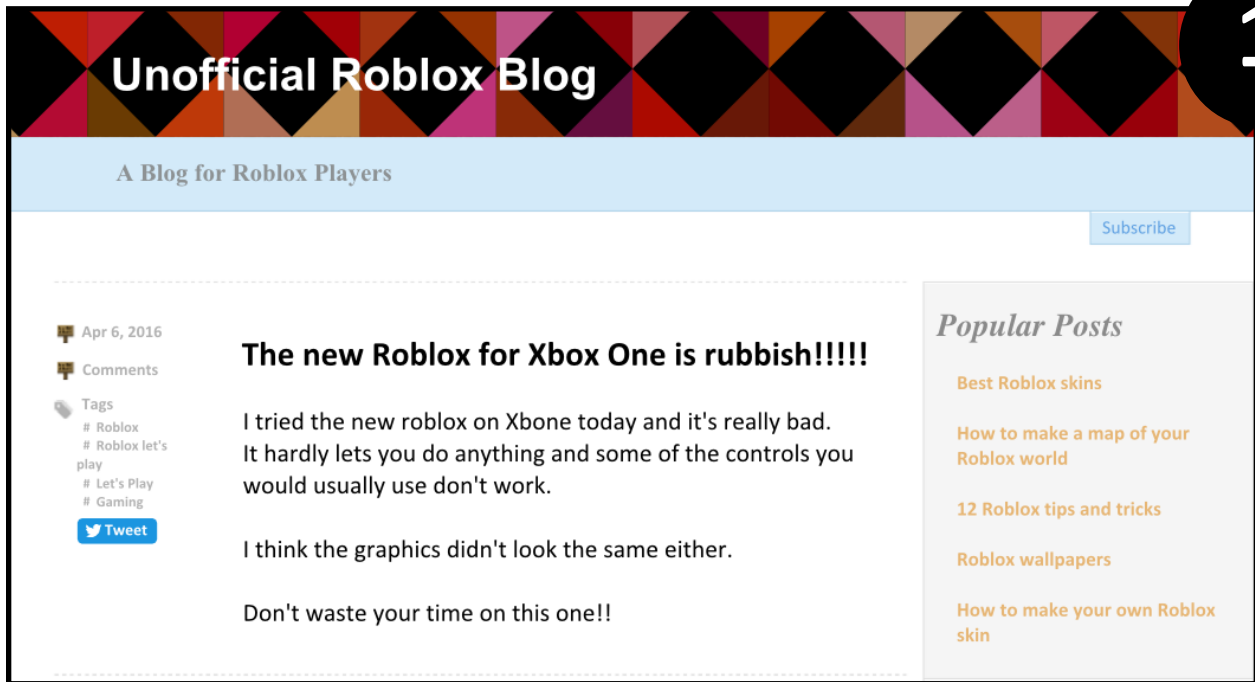**Thinking critically** about what you see online

and if they are unsure about anything they have seen or it worries or upsets them online, they should talk to someone as soon as possible.

Show slide 20 and remind children that checking the **reliability**/trustworthiness of content online forms one of the SMART rules (**R for Reliable**). They can learn more about the rules at www.kidsmart.org.uk.
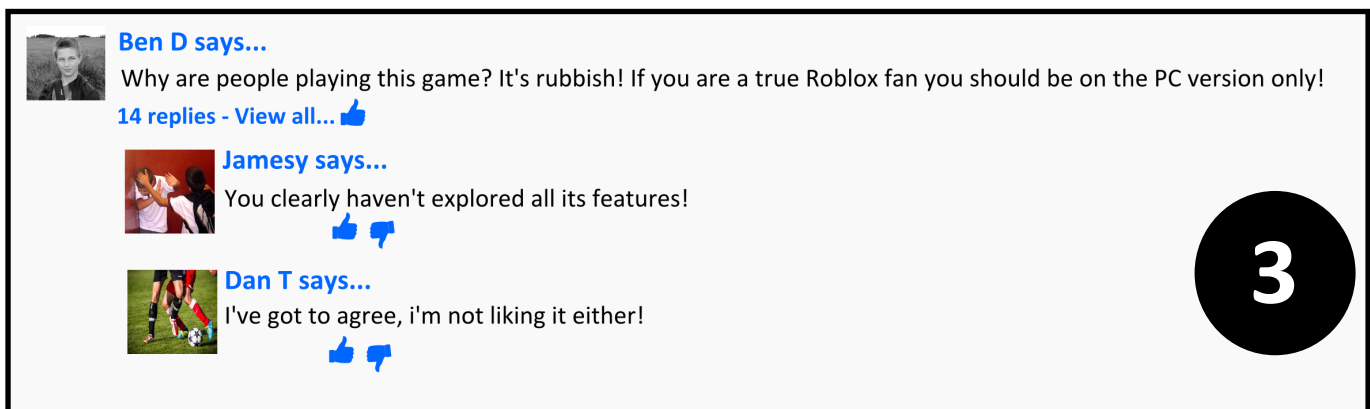
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1

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The new Roblox for Xbox One is rubbish!!!!!

I tried the new roblox on Xbone today and it's really bad. It hardly lets you do anything and some of the controls you would usually use don't work.

I think the graphics didn't look the same either.

Don't waste your time on this one!!

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Jamesy says...
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Dan T says...
I've got to agree, i'm not liking it either!

3

4

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Rank the five sources of information from most trustworthy to least trustworthy.

Can you explain how you made your decision?

Most trustworthy   Least trustworthy

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Clues that something might not be trustworthy or reliable online:

My Checklist

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Clues that something might not be trustworthy or reliable online:

My Checklist