# Lesson 3: The credibility of sources

## Introduction

This lesson will allow the learners to critically evaluate information online and equip them with techniques to help identify unreliable sources of information. Over the next three lessons, learners will think of a cause that they would like to gain support for, conduct internet research, and document their findings.

## Learning objectives

* Critique digital content for credibility
* Apply techniques in order to identify whether or not a source is credible

## Key vocabulary

Credibility, source, audience

## Preparation

**Subject knowledge**:

* When discussing the reliability of Wikipedia, it is helpful to know how Wikipedia works and how it is maintained/edited. You may find the following websites helpful for this:
	+ ['Strengths, weaknesses, and article quality in Wikipedia' — Wikipedia](https://en.wikipedia.org/wiki/Wikipedia%3AAbout#Strengths,_weaknesses,_and_article_quality_in_Wikipedia)
	+ ['How Wikis Work' — HowStuffWorks](https://computer.howstuffworks.com/internet/basics/wiki1.htm)
	+ ['Wikipedia: How Accurate Is It?' — Live Science](https://www.livescience.com/7946-wikipedia-accurate.html)
* You will need to be aware of techniques that can be applied to spot sources of information on the internet that might not be credible, accurate, or reliable (techniques are described in the slide deck for this lesson).

**You will need:**

* [Slides](https://ncce.io/med1-3-s) (ncce.io/med1-3-s)
* [Homework activity](https://ncce.io/med1-3-w) (ncce.io/med1-3-w)

## Assessment opportunities

* **Starter activity/homework:** You can assess the learners’ worksheets and answers to see if the learners have been able to critique digital content for reliability
* **Activity 1:** You can assess whether learners can apply techniques to identify whether or not a source is credible

## Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

*\*Timings are rough guides*

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| Starter activity(Slides 2–6)5–10 mins | **Was the article real?**Have slide 2 on the board as the learners enter the room. The aim is for the learners to think about the answers to the questions. At this stage, you don’t need to discuss the answers to the questions, as the learners will reflect on them further in the next exercise.Ask the learners to put their homework on the desk in front of them so that you can quickly check that they have done it. Display slide 3 on the board. Ask who thought that it was real news and who thought that it was fake news. Go through slides 4 to 6 to show how you could tell that it was real.  |
| **Activity 1**(Slides 8–16)25–30 mins | **Who can put information on the internet?**Explain to the learners that anyone can create a website or add personal information to social networks (internet) and therefore, not all information is reliable/credible. A good example for discussion is Wikipedia. Invite discussion about how you could try to evaluate the trustworthiness of a Wikipedia article.Discuss with learners the four recommended techniques to help learners identify whether or not a source is credible (slides 12–15).**Learners write a real or deliberately fake news story**Give the learners 10 minutes to write a realistic paragraph or two on a topic of their choice. The learners can decide privately whether they want to make theirs a real news story or not, and they should try to hide at least two clues that would indicate whether their story is true or fake.After 10 minutes, ask the learners to swap their work with a classmate. Then, allow them 8 minutes to race against the clock to try to find the clues that show whether the article is real or fake. |
| **Activity 2**(Slides 17–19)5–10 mins | **Ideas for a cause — think, write, pair, share**Discuss with the learners that they will be working on a project for the next two lessons that involves them creating a blog post to help gain support for a cause that matters to them. Next lesson, they will need to carry out research and be able to distinguish between information that they can use because it is credible, and information that they shouldn’t use because it may not be. The learners should now think of an idea for a good cause to support, and discuss this with the person sitting next to them.  |
| **Homework**(Slide 20) | **Audience homework**If time allows, readdress the importance of considering your audience before creating a digital artefact. **Homework:** Learners should identify the audience for the cause for which they intend to gain support. They should highlight or circle audience categories that they think apply, and think of three other audience categories. |

This resource is available online at [ncce.io/med1-3-p](https://ncce.io/med1-3-p). Resources are updated regularly — please check that you are using the latest version.

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