

DANIEL'S FIRST DAY: DIGITAL LITERACY

GRADE LEVEL

1-4

ESTIMATED TIME

45 m



OVERVIEW

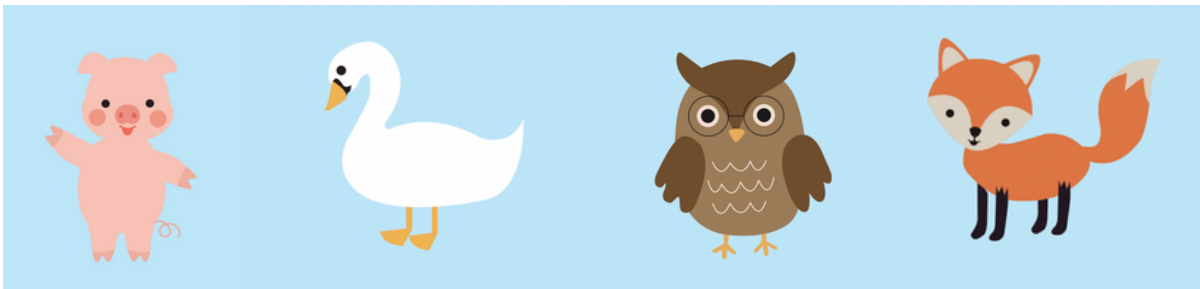
In this lesson, students will be introduced to digital literacy skills. They will learn the components of a Google search, how to search without trying to confirm their own biases, and how to identify credible sources. Additionally, students will learn the term misinformation, as well as how to identify it and avoid it online.

RESOURCES AND PREPARATION

Materials

- Printed Worksheets
- Video: Daniel's First Day

Internet access and projection will be needed for Part 2 and Part 3 of the lesson.



OBJECTIVES

- Students will be able to identify parts of a Google search and how to use Google to find accurate information
- Students will learn how to identify whether or not a source is credible
- Students will learn and understand the term "misinformation"
- After watching the video *Daniel's First Day*, students will be able to identify how misinformation can spread and how this impacts others
- Students will gain an understanding of how to avoid misinformation online

LESSON PROCEDURE

Part 1: Introduction

1. Ask students the question, “Do you think ducks are smart animals?” Ask students to raise their hand if they think “yes”, and after ask those who think “no” to raise their hand.
2. Ask students why they think ducks are smart or not? Where did they come up with their answer?
 - Did they see something about ducks online that made them think this? See it in a TV show or movie? Did someone tell them and they believed it? Was it a random guess?
 - Students can raise their hand and answer (or turn to a partner and discuss)
 - Where are we getting the information that we believe to be true? How can we be sure it’s true?
 - Usually when people want to know the answer to a question, or check if something is true, they look it up on the internet, most likely on Google.

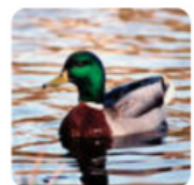
Part 2: Parts of a Google Search

1. Project computer screen to class and search “Duck” on Google
 - Show the search bar where you type in what you want to search, then pick a search result to explain (duck: britannica.com)

<https://www.britannica.com> › ... › Birds

duck | Definition, Types, & Facts - Encyclopedia Britannica

duck, any of various species of relatively small, short-necked, large-billed waterfowl. In true ducks—i.e., those classified in the subfamily Anatinae in ...



LESSON PROCEDURE

- Title: Title of the website, article or organization
 - Blue link (called a hyperlink), click on it and it will bring you to the website.
- The small text above the hyperlink is called the URL which shows you the name of the website.
- Below the title is a snippet: it will give you a short description of the content of the website.

3. How to check from the URL if the source is reliable:

- That source ended in .com, but other endings that are reliable are .org (organization), .gov (government website), .edu (an education institution). Not all .coms are trustworthy, but if you recognize the name of the website, it looks very professional, and has a closed lock (this means it is a secure website) next to the website name in the search bar, it most likely is trustworthy.

4. Fact vs opinion

- Another thing to look for is, on the website, is the author someone who has expert knowledge of the subject? (usually with credible sources, the article will have an author and when you click on the author it will give you a description of them)
 - Are they writing about facts and citing sources, or are they giving their own opinion with no facts or expert knowledge to back it up?
- Click on a site, read a section out loud and ask students whether or not it was fact or opinion. Discuss why as a class.

LESSON PROCEDURE

Part 3: Keyword Searching

Students can do this themselves if they have laptops, or it can be projected while they watch

1. Search ducks are dumb, look at results, then search ducks are smart and see the difference in website results

2. **Why did we get different answers?** Let's look at the sources and how credible they are:

a. Compare smithsonianmag.com and birdwatchingusa.org (ducks are smart search) to the sources when you search ducks are dumb (quora, blogs: opinionated, not trustworthy)

3. Explain how the way that you phrase what you are searching impacts what results show up. If you are looking something up to try to confirm what you think is true, you might not get the most accurate information.

a. Example: You are trying to prove that ducks are dumb, so you search "ducks are dumb" and only look for sources that support that

b. Instead, do a general search of just "ducks", find a credible source and see what the facts say, rather than trying to prove your own opinion

LESSON PROCEDURE

Part 4: Animated Video: Daniel's First Day

1. Introduce the video by explaining how believing something that you see online without fact-checking it with reliable sources to make sure it is true can cause harm.
2. Play the video Daniel's First Day in front of the class (~5 min)

Part 5: Activity

1. Write the word "misinformation" on the board and ask for a volunteer to define the word
2. Ask "What was the misinformation in the video?"
 - a. Students can raise their hand and respond: (*The misinformation was that all ducks are dumb and if you get near ducks you will become dumb too*)
3. Have a short discussion about misinformation (information that is not true) and the importance of making sure that the information that we see online is a fact before we believe it or tell others that it is true. Explain how there is a lot of misinformation online so we need to be careful and not believe everything that we hear online or see from others right away.
4. Ask how the video made them feel. Discuss.
5. Pass out a worksheet to each student. Give students around 10 minutes to fill out the worksheet, either in groups or individually. Alternatively, fill the worksheet out as a class.
6. Discuss the answers. Ask for volunteers to raise their hand and share what they wrote, one box at a time. Expand on the correct answers if necessary.

STUDENT ASSESSMENT/REFLECTIONS

Discussion and Reflection

Students may discuss in small groups first, or as a class

Suggested questions:

- What would you do if you hear someone saying something that you think might be misinformation?
- How can spreading misinformation hurt others?
- What did Bear do that hurt Daniel's feelings? What could Bear have done differently?

Review misinformation, what credible sources are, and fact vs. opinion


Name _____

Date _____

DANIEL'S FIRST DAY



In the boxes below, answer the following questions:

1. What was each animal's role in the spread of misinformation?
2. How did each of them feel?




DANIEL THE DUCK

BEAR



FOX

SUZIE THE SWAN



DANIEL'S FIRST DAY

In the boxes below, answer the following questions:

1. What was each animal's role in the spread of misinformation?
2. How did each of them feel?



DANIEL THE DUCK

Role: Daniel was the one impacted and hurt by the others spreading misinformation about him.

Feel: Daniel was sad and his feelings were hurt

BEAR



Role: Started the spread of misinformation by hearing it online and not checking his sources. Told the others about it and they believed it.

Feel: He did not feel bad at first but once he found out it was misinformation that hurt Daniel, he felt bad



FOX

Role: Looked up the misinformation attempting to confirm what Bear said, believed an unreliable source. Continued the spread of misinformation.

Feel: Once he found out it was not true, he felt bad and apologized

SUZIE THE SWAN



Role: Stopped the spread of misinformation and talked to Daniel even though the other animals told her not to. Found out it was not true and told the others, standing up for Daniel.

Feel: Felt bad for Daniel