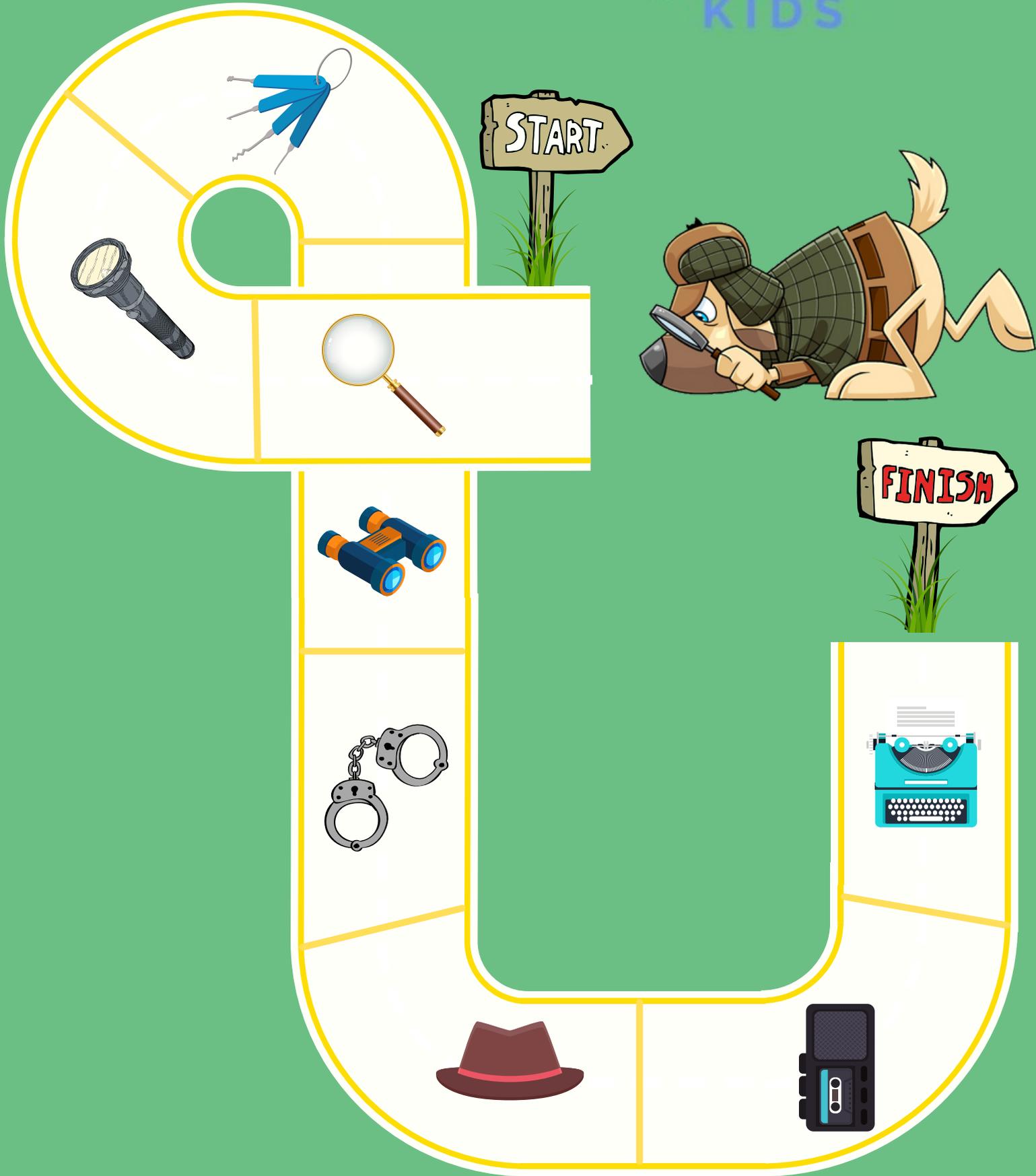


NEWSHOUNDS

BY SQUIZ
KIDS



Teacher Guide



Mis- and Dis- information



This session has students playing for a lockpick kit, as they unpick the difference between misinformation and disinformation, and open the door to the truth.

Getting ready:

Episodes three, four, and five are all about "fake news," although that phrase has become politicised. We are using the more precise terminology of misinformation and disinformation. Misinformation is information that is incorrect, but it's not spread for malicious reasons. Disinformation is when people create and share information that they know is wrong.

The mantra of these next three sessions is: **Stop. Think. Check.**

Within the primary school context, we need to limit our media literacy instruction to age-appropriate examples. These lessons will provide a foundation in critical thinking that students will be able to continue to apply as they get their own social media accounts, and have more unsupervised screen time. You are providing your students with critical thinking skills that will last a lifetime!

In this session, students are provided with all necessary background information and do not need to search anything online.

The second teach point in this session provides three options for students to read through and think about the motivations behind disinformation. You can:

- assign all students to work through each one;
- have students work in partner or groups, and present what they've learned;
- work through them as a class.

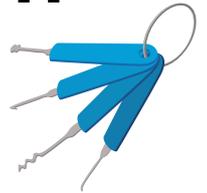
Let's Do This!

Distribute the student workbooks to your class either by printing them out or sharing the PDF digitally. Share the video player to your classroom screen, and keep this manual open to access your teaching tips for the two "Our Turn" segments.

Once you've completed the session, award your class the lockpick badge. Do this with some fanfare! Students should take great pride in becoming media literate.



Mis- and Dis- information



Teach Point #1

Misinformation is information that is incorrect, but it's not spread for malicious reasons. **Disinformation** is when people create and share information that they know is wrong.

The first challenge is understanding the difference.

Show Me! The hosts investigate a tweet from Rihanna about the 2019-2020 Australian bushfires. The pop star had re-shared an image that was falsely labelled as a NASA satellite photo, showing a huge proportion of Australia on fire. In fact, it was an artist's rendering of multiple photos, that layered fires from different time periods on top of each other. This is an example of misinformation: Rihanna didn't know that she was sharing false information, and she did it with good intentions.



Fenty Beauty by Rihanna

Who's Rihanna? A pop star with 95 million followers on social media!

Our Turn! We tread lightly on the topic of the former US President, but want to introduce students to the fact that politics is one area where they will encounter a great deal of mis/disinformation. This story was the most shared of the entire 2016 US election campaign. It was completely fabricated.

Teacher Tip #1—How you can help:

Students are provided with background information and do not need to search anything online. Some may need support thinking critically about the background information:

- *If the Pope says he never comments on elections, how could this be true?*
- *How likely is it that a 24-year-old in Romania would have exclusive information about the Pope, who lives in Vatican City, in Italy?*
- *Do you think it's unusual that one person is running an entire news site?*





Mis- and Dis- information

Teach Point #2

The main reasons that people create and spread disinformation are:

- to make money
- to get support for their team, organisation, or cause
- to damage someone's reputation

Show Me!

The hosts look into a viral news post claiming that someone playing Pokemon Go caused a multi-vehicle traffic accident by walking onto the highway to catch a Pikachu. It was published to damage the reputation of a game that, at the time, many people were concerned could lead to accidents. It also earned money for its creators, because of click through ads.

Teacher Tip #2—How you can help: You can differentiate with these three resources. The Ellen DeGeneres and Billie Eilish examples are the most straightforward, and would work best with younger students.

The Christian Times example is more complicated. All three possible motivations are covered! The creator wanted to damage the reputation of Mr. Trump's opponent; help Mr. Trump; and also make money while doing it.

Older students could also discuss why the person who created the disinformation might have chosen the name "Christian Times". Why might people be more likely to believe a website with this name?



Pokemon Go: Major Highway Accident After Man Stops In Middle Of Highway To Catch Pikachu!

