

Understanding and Identifying Mis- and Disinformation



Grade 7 and 8: Understanding Disinformation Lesson Plan: “Understanding and Identifying Mis- and Disinformation”

Grade Level: 7-8

Subject/Strand: Literacy

Topic: Understanding and Identifying Mis- and Disinformation

Duration: 50 mins (x2 periods)

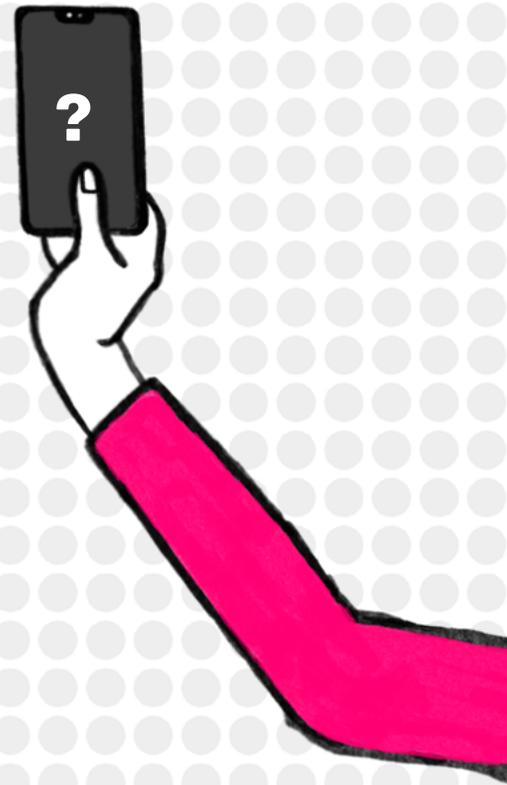
Prep time: 30 minutes for Lesson 1 (20 minutes to print and cut out game cards and materials for fact-checking boxes; 10 minutes to set up the classroom). 10 minutes for Lesson 2 (to set up the classroom).

Lesson Description

These lessons will help students understand the importance of accurate information; the distinctions between misinformation, disinformation, and biased information; and common techniques used to deliberately spread false and misleading content. These skills and knowledge will make them more critical consumers of media and more responsible participants in public conversations—both online and offline.

Process

The instruction across both lessons is organized towards a gradual release of responsibility. This set of two lessons begins with substantial guidance and support for students, and ends with students independently directing their learning. The Council of Advisors Game is highly directed. Students have a specific question to research and pre-selected sources to consult (in the fact-checking boxes). The discussion to follow this activity is directed by the teacher. The Classification Game is still directed, requiring students to research an assigned question. However, students have to direct the research process independently. The Bad News Game is adaptable to be more/less independent based on whether it is played as a class, or in small groups. If it is played in small groups, students direct their game play and their learning, while the graphic organizer supports them in recording their learning. Finally, the PSA activity is entirely self-directed, with students selecting both the topic and form (video, poster, social media post, etc.) of their PSA.



The Ontario Curriculum, Language, Grades 1 to 8 (2023), Learning Goals, Success Criteria:

Curriculum Expectation – A2. Digital Media Literacy

Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media.

Learning Goal

I am developing vocabulary that allows me to describe messages I consume precisely, including words related to the accuracy and believability of messages (e.g. misinformation, disinformation, bias, integrity, ethical, credible).

Specific Curriculum Expectation	Success Criteria
<p>A2.3 - Conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations.</p>	<p>I can define the terms “misinformation” and “disinformation,” and classify claims as misinformation, disinformation, biased, or reliable.</p> <p>I can develop effective/good questions based on which to conduct research online to understand a topic.</p>
<p>A2.4 - Evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating text.</p>	<p>I can name and describe techniques creators use to manipulate people into believing false and misleading content online.</p>
<p>A2.5 - Demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production.</p>	<p>I can identify and describe the possible motivation and purpose of communicated information.</p>

Curriculum Expectation - C2. Comprehension Strategies

Apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experiences, in order to understand and clarify the meaning of texts.

Learning Goal

I will develop questions that I can ask as I consume texts about how and why the author has conveyed a message. These questions will help me think of ways that the message could be clearer or more accurately communicated for different audiences.

Specific Curriculum Expectation	Success Criteria
C2.2 - Identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate.	I can develop and apply criteria for evaluating ideas, information, and their sources.

Curriculum Expectation - D1. Developing Ideas and Organizing Content

Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics.

Learning Goal

I am learning how to gather and synthesize information from a variety of sources so that I can decide if the content in a message is false or misleading, and whether I should look for other sources of information.

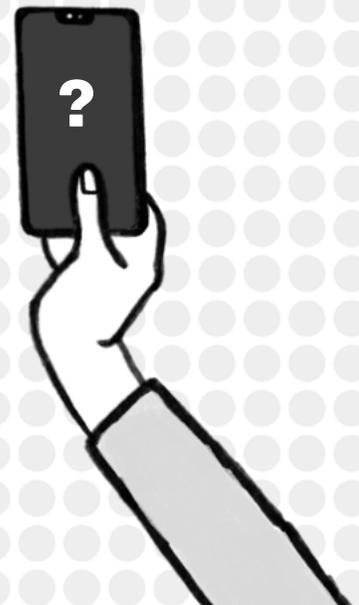
Specific Curriculum Expectation	Success Criteria
D1.3 - Gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others.	I can name and use strategies to decide whether a source is trustworthy, or whether information I find is credible.
D1.4 - Classify and sequence ideas and collected information by selecting effective strategies and tools. Identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives.	I can constructively contribute to conversations in multiple mediums by communicating information accurately, clearly, and compellingly—and encourage others to do the same.

Materials Needed

- [Mis/Disinfo fact cards](#)
- [Fact-checking materials](#)
- [Exit ticket handout](#)
- [Classification game examples](#)
- [Bad News game graphic organizer](#)
- Smartboard or projector (and speaker) for showing video/audio clips
- Worksheets
- Markers, pens, papers

Classroom Setup

- Classroom set-up for Lesson 1 should be conducive to working in groups of 5-6 and enable mobility (the teacher may choose to clear desks and have students work on the floor, or to move desks into groups to create table space for groups to cluster around).
- Classroom set-up for lesson 2 should be conducive for students pairing up in various combinations, and should include a screen/board with a projector.
- Chart paper should be available for creating anchor charts during both lessons.
- Optional: Lesson 2 may require the use of classroom Chromebooks.



Key Definitions

Misinformation

False information that is shared without the intent to cause harm. ([Canadian Centre for Cyber Security](#))

Disinformation

False information that is intended to manipulate, cause damage and guide people, organizations, and countries in the wrong direction. ([Canadian Centre for Cyber Security](#))

Impersonation

Pretending to be a real person or organization. Examples include, mimicking their appearance using a slightly different username, or posing as a legitimate news website or blog without the usual journalistic credentials and guidelines.

Emotional Appeal/Trolling

Deliberate attempts to evoke strong emotions such as fear, anger, or empathy.

Polarization

Deliberate attempts to expand the gap between the political left and the political right, or between different demographics of people.

Conspiracy

The belief that unexplained events are orchestrated by a covert group or organization.

Discredit

Intentionally harming the reputation of a person or organization, undermining their credibility

Lesson Plan

Lesson 1

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

Minds On and Content

35 mins

Game: Council of Advisors

Materials provided:

- [Fact/consequence cards](#)
- [Fact-checking materials](#)

Game Set Up:

- Divide the class into five groups. Each of these groups is an “advisory council” for a citizen of the fictional country, Infoland.
- Create five stations around the classroom. Each station should have slips of blank paper and an envelope filled with the fact-checking materials associated with one of the five claims.
- Each envelope should have one of the five claims written on the front.

Rules and Process:

1. At each station, students will try to determine if the claim on the front of the envelope is true or false, using clues from their fact checking boxes.
2. Once the group has decided, they write their answer down on a slip of paper and have a student bring the slip up to the teacher, who will record each group’s response on a large piece of chart paper, which is turned away from students.

Curriculum Connections:

A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations.

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate.

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others.

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

- a.** The teacher can choose to incentivize speed (replicating time pressures in the real world) by assigning points each round as follows: If a group answers first, they gain 2 points; if they answer second, they get 1 point; if they answer last, they lose 1 point.
- b.** The teacher can organize their score-recording chart as follows:

	Group 1	Group 2	Group 3	Group 4	Group 5
Claim 1	true (-5) 2nd to answer (+1)	false (+5) 5th to answer (-1)			
Claim 2					
Claim 3					
Claim 4					
Claim 5					

- 3.** After students have gone through the five stations, for each claim, one student from each group will explain the group’s thinking.
- 4.** The teacher will then announce the “consequences of their true/false beliefs”.
- 5.** If the group has answered correctly, their representative makes the right decision, and they gain 5 points. If they answer incorrectly, their representative makes the wrong decision, and they lose 5 points.
- 6.** Repeat the process for all of the claims.
- 7.** The team with the most points wins the game.

 **Assessment FOR Learning:**
Students’ short presentations explaining their groups’ answers.

Assessment Mode: Oral

 **Tip:** As students explain why their group chose the answer they did, write down their strategies on the board, or create an anchor chart.

The teacher can also ask both representatives and groups what they noticed about the sources in their boxes —what were challenges to determining what was true? Who created the various sources? Why might they have created them? How trustworthy did they think the sources were?

 **Tip:** The teacher can expand this activity by having students come up with an additional claim in their groups and have them create the supporting fact-checking materials for their claim → this allows students to draw on their own experiences and on topics that are relevant to them to explore the implications of mis- and disinformation [an option for integrating CRRP].

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

Consolidation

15 mins

Class Discussion

Questions for the class:

- 1.** Why is it important to have accurate information? (discuss examples of harms associated with mis/disinformation from the game)
 - a.** Financial consequences
 - b.** Health consequences
 - c.** Civic consequences
- 2.** What are factors that make it challenging to get accurate information (time constraints, amount of information available, people with bad intentions)?
- 3.** What strategies did your group use to determine whether information was true? What questions did you ask yourselves?
- 4.** What other resources/what information would you have wanted in the game to make your decisions easier?

Exit ticket:

Have students write a bullet point list of 3 challenges to getting accurate information (both in the game and beyond) and 3 strategies for overcoming these challenges.

 **Tip:** Have students split into pairs and discuss each of these questions (or a subset), and then discuss their answers with the whole class.

 **Tip:** The teacher can also have students create a "tweet" that provides a response to one or more of the questions.

 **D.I. Approach:**
The exit ticket can be completed digitally, with a typed response on Microsoft Word/Google Docs.

Lesson Plan

Lesson 2

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

Minds On

20 mins

Classification Game

Instructions:

1. On the board, put up labels that read “Misinformation,” “Disinformation,” and “Accurate Information”.
2. Split the class into groups of 2-3 students, and assign each group one of the following **examples** of “expert claims”.
3. On the board, write out the following definitions of “Misinformation” and “Disinformation”:
 - a. **Misinformation:** False information that is not intended to cause harm.
 - b. **Disinformation:** False information that is intended to manipulate, cause damage and guide people, organizations and countries in the wrong direction.
 - c. **True Information:** True information that can have either positive or negative intentions.
4. For each example, have students 1) use their laptops, tablets, or other available devices to conduct research to determine whether the claim is true or false; 2) write a possible motivation for someone to have posted the information; and 3) put the example under one of the three labels on the board.

Curriculum Connections:

A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations.

C2.2 identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate.

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others.

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

Analog Option: Classification Game

Instructions:

- 1.** On the board, put up labels that read “Misinformation,” “Disinformation,” and “Accurate Information”.
- 2.** Split the class into groups of 2-3 students.
- 3.** Have each group create a scenario, which another group will then have to classify as misinformation, disinformation, or accurate information.
 - a.** Student scenarios should allow others to determine both the accuracy of the information, and the motivation of the person sharing the information
 - b.** Example Scenario: a social media influencer tells you that the best way to reduce risk of skin cancer is to buy their personal brand of fruit juice [this is clearly **false**; the influence profits if you buy their juice (**intentionally misleading**); therefore this is an example of disinformation
- 4.** Have students trade scenarios with another group, and then 1) write whether they think the claim is true or false; 2) write a possible motivation for someone to have posted the information; and 3) to put the example under one of the three labels on the board
- 5.** For each of the scenarios on the board, discuss the intent and classification as a class:
 - a.** Do you agree that this is an example of misinformation/ disinformation/true information? Why or why not?
 - b.** The students who created the scenario can explain whether they agree with the assessment of the group with which they exchanged scenarios.

D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others.

 **Assessment FOR Learning:** Students’ written explanations for their choice of classification (misinformation, disinformation, accurate information). Students’ research practices.

Assessment Mode: Written

 **Tip:** For both versions of the activity, during the discussion, ask students about why they think something is true or false. As they share this thinking with the class, they will help move learning forward for all students.

**Approx.
Duration**

-  **Tips**
-  **Assessment**
-  **Curriculum Connections**
-  **Guidance on Inclusion**

Content

30 mins

Bad News Game

Either as a class, or in small groups, play the [Bad News Game](#). As they play through each level, have students fill out the [graphic organizer](#) in which they list common tactics used to spread misleading content.

Note: there are cookies associated with this site, as such, the teacher may opt to play the game as class on a projector, rather than on individual devices.

 **Curriculum Connections:**
A2.4 evaluate the use of the various forms, [conventions](#), and techniques of [digital](#) and [media texts](#), consider the impact on the audience, and apply this understanding when analyzing and creating texts.

 **Assessment OF Learning:**
Filling out the graphic organizer.

Assessment Mode: Written

Consolidation

20 mins

“Think Before You Share” Public Service Announcement (PSA)

Use class time to explain the assignment and to discuss expectations. Depending on time constraints, you can also give students time to begin brainstorming ideas. Assign the PSA as a homework assignment, intended to be completed over 2-3 days.

In reference to one or more of the strategies from the activity above, have students create a poster, social media post, or short video highlighting characteristics of misleading content and warning people to think before they share content with these characteristics.

Consider reviewing and talking through some PSA examples listed throughout this [website](#) with your class. (<https://www.storyboardthat.com/articles/e/public-service-announcements>)

 **Curriculum Connections:**
D1.4 classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives.

 **Assessment OF Learning:**
Students' completed PSAs

Assessment Mode:
Performance

**Approx.
Duration**

- 💡 **Tips**
- 🧠 **Assessment**
- 📌 **Curriculum Connections**
- 👉 **Guidance on Inclusion**

Consider suggesting that students reference tactics/ methods they learned in the Bad News Game:

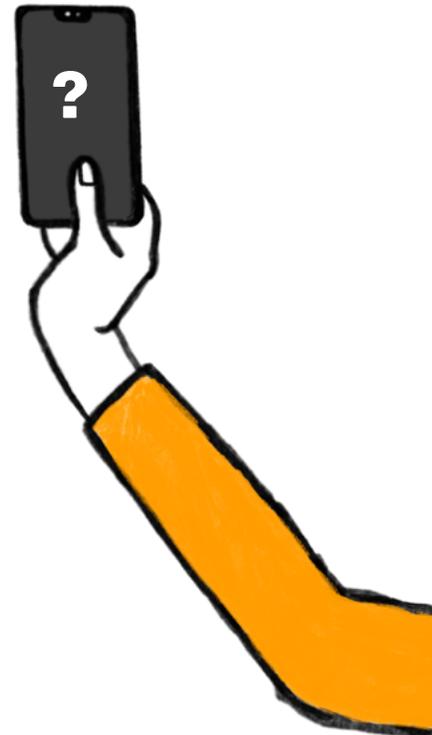
- Impersonation
- Emotion
- Polarization
- Conspiracy
- Discredit
- Trolling

An example could be: Retweeting something posted by the Prime Minister? Make sure it was actually him who posted first! Here's what to look out for:

Accompanying their PSA, students should write 1-2 paragraphs explaining 1) what manipulative tactic they identified, 2) an example of this tactic, 3) the strategy they encouraged to help others avoid being misled by mis/disinformation, and 4) why they chose the medium they did (video, social media post, flyer).

💡 **Tip:** Work with students to develop success criteria for a good message (poster, social media post, etc.). Make sure the success criteria are look for/listen for (i.e. describes what the product will look like/sound like) → this is intended to help students understand the expectations on the rubric.

💡 **Tip:** Let students decide whether to work on this independently, or in groups. Depending on time constraints, assign finishing their PSA as homework.



Background on these lessons

Big Idea

The importance of integrity of information (and strategies to ensure it).

Inquiry Questions

Lesson 1: Why is it important to have access to accurate information? What strategies do I already know for finding it?

Lesson 2: How do bad actors try to manipulate people into believing false information? How can I avoid being misled?

Understanding Mis- and Disinformation

What is disinformation?

The concept of disinformation comes to us from the Soviet Union, where the term *dezinformatsiya* was used to refer to false or misleading information used to undermine adversaries.¹ Since 2016, on account of public concern about the rise of white nationalism and right-wing populism in the United States and across Europe, disinformation has become an area of scholarly focus.² In recent years, academics have created a typology for different types of communicated information.

Misinformation refers to information that is false but shared without ill-intent; **disinformation** refers to information that is false and knowingly shared for one's own gain or to cause harm; and **malinformation** refers to information that is true, but shared to cause harm.³

How big of a problem is disinformation?

The short answer is: pretty big. And it's likely to get worse. In a 2019 poll of over 25,000 Canadian internet users conducted by Ipsos Public Affairs, **90%** of those surveyed reported that they had **fallen for fake news**.⁴ Likewise, a representative survey conducted by the Dais in 2024 found that **one in ten Canadians have a high degree of belief in disinformation**, failing to correctly identify more than 25% of a range of falsehoods such as false narratives about vaccines, climate change, immigration, the Holocaust and the Russian invasion of Ukraine.⁵ Belief in false content is likely to have serious consequences for peoples' capacity to make good decisions personally, in their professional lives, and in a civic capacity.

¹ Joel Simon, "Avoiding the Disinformation Trap," The New Yorker, February 12, 2024, <https://www.newyorker.com/news/daily-comment/avoiding-the-disinformation-trap>.

² Rachel Kuo and Alice Marwick, "Critical Disinformation Studies: History, Power, and Politics: HKS Misinformation Review," Misinformation Review, July 10, 2023, <https://misinforeview.hks.harvard.edu/article/critical-disinformation-studies-history-power-and-politics/>.

³ Joel Simon, "Avoiding the Disinformation Trap," The New Yorker, February 12, 2024, <https://www.newyorker.com/news/daily-comment/avoiding-the-disinformation-trap>.

⁴ Elizabeth Thompson, "Poll Finds 90% of Canadians Have Fallen for Fake News | CBC News," CBC News, June 11, 2019, <https://www.cbc.ca/news/politics/fake-news-facebook-twitter-poll-1.5169916>.

⁵ Lockhart, Angus, Laghaei, Mahtab, Andrey, Sam. Survey of Online Harms in Canada 2024. The Dais. 2024. <https://dais.ca>.

Why are we bad at identifying false information when it is presented to us?

The proliferation of mis- and disinformation are a real and growing problem. **But that's not because humans are bad at distinguishing true content from false.** There is a long-standing and popular narrative that human beings are hopelessly gullible—how else might we explain the people who believe the Earth is flat, or those that think that heads of state can teleport, or those who are convinced that aliens built the pyramids of Giza?⁶ These examples of mass delusion, however, are the exception, not the rule. In fact, historical and empirical analysis bears out that the vast majority of attempts at mass persuasion—by religious leaders, politicians, and advertisers—fail badly.⁷ Indeed, most cases of mass misconceptions are not attributable to a particularly compelling spokesperson, but rather to how well these misconceptions serve people's goals or fit with their worldviews.⁸

The reason attempts at mass persuasion typically fail is that human beings are endowed with sophisticated mechanisms for evaluating communicated information. Whereas most other animals have specific signals for single purposes—a particular call to indicate the presence of a predator, for example—human beings communicate about an astonishingly wide range of things.⁹ And because we are more open to different forms and contents of communication, relative to other animals, we are also more vigilant. We have developed effective mechanisms for determining what communication we should accept, and what communication we should disregard. Some examples of these mechanisms include **plausibility checking**, which compares the content of communication with our preexisting knowledge and beliefs; **reasoning**, which checks whether arguments slot into our preexisting tools of inference and deduction; and **source evaluation**, which considers whether the source of the information has our best interests at heart.

The problem is that our mechanisms for evaluating information get weaker as the audience receiving information gets bigger. Reasoning works best in small groups, which enables arguments and counterarguments in real time. Demonstrating and evaluating trustworthiness are best done slowly, through repeated interactions.

Since the launch of social media platforms two decades ago established the possibility of unprecedented connectivity, audience sizes are no longer limited by logistical and resource constraints. By the same token, people are bombarded with an unprecedented volume of information. And so, our toolkits for evaluating content are beginning to look flimsy...

⁶ Hugo Mercier, *Not Born Yesterday: The Science of Who We Trust and What We Believe* (Princeton, NJ: Princeton University press, 2023), xiv.

⁷ *Ibid.*, xvi

⁸ *Ibid.*, 14

⁹ *Ibid.*, 41

What can we do about it?

Our toolkits for evaluating information need some help. There are two possible approaches which, ideally, should work in tandem. **The first is to make the information environment simpler to navigate:** we can try to change search engines and social media algorithms such that they disincentivize fake or inflammatory content; we can look to improve fact-checking tools and label false or misleading information as such online; and we can try regulatory approaches which limit what content media outlets are allowed to put online.

While each of these strategies has potential, they also each have shortcomings. Algorithms are not, and are unlikely to become, perfectly accurate at identifying disinformation. This presents the risk that algorithms flag something that is real as false, or vice versa. Fact-checking is more reliable, but it is difficult to scale. We are not going to be able to fact-check every claim, but when we only fact-check limited content, unchecked content appears more reliable. Research shows that people rate even obviously fake articles as more reliable if they know that they could be given a label but weren't. Finally, regulatory mechanisms can be effective. For example, France introduced legislation that subjects social media to stringent rules about what can be posted during election periods. Passing such laws is exceptionally difficult, especially because many countries have constitutional requirements for protecting free speech.

Making the information environment easier to navigate is difficult—and won't suffice. **The other approach to combating disinformation is to sharpen our toolkits.** We can foster more critical and well-informed consumers of information. We can use education and training to help people navigate a complicated and messy information environment better. That's the central aim of these lesson plans and activities.

Intentions behind the activities

Lesson 1

Council of Advisors + Discussion: This activity has three core functions: to help students understand the importance of accessing and identifying accurate information, to help them recognize the challenges involved in doing so, and to encourage them to develop strategies to mitigate these challenges.

The point-allocation structure of the game, which ties points to the outcomes of concrete decisions, makes the scale and scope of the consequences of believing in false information tangible. The structure of each round, which requires students to quickly sort through various clues, gives them firsthand experience with some of the challenges with accessing and identifying accurate information — for instance, time constraints, bad actors, and misleading posts. And in the course of having to overcome these challenges, students have the opportunity to develop strategies for determining the facticity of various claims.

Asking your students the suggested questions after each round, and during the discussion to follow, will help consolidate these learnings.

Lesson 2

Classification Game: The aim of this activity is to help students understand the definitions of misinformation and disinformation, and to apply these concepts in the course of researching a topic and evaluating information. In doing this activity, students will have the opportunity to do research to determine whether a claim is true or false; to think about possible motivations for posting/sharing the information, and then to determine whether the claim constitutes misinformation, disinformation, or neither.

Bad News Game: The goal of this game is to expose students to common tactics used to mislead people and to spread disinformation. In being exposed to these tactics, students will be primed to look out for them, building cognitive resistance against attempts at manipulation. The graphic organizer connected to the game helps crystallize the concepts the game introduces, and helps familiarize students with specific and useful vocabulary for describing forms of manipulation.

PSA Activity: The purpose of this activity is to have students reflect on what responsible online behavior looks like, specifically with reference to the spread of mis- and disinformation. By creating PSAs about how to spot disinformation and prevent its spread, they will have the opportunity to think about—and effectively communicate—strategies for online evaluating content before sharing.

Supports for Assessment

Prior Learning

- What prior experiences, knowledge and skills do the learners bring with them to this lesson?
 - Students may have experiences with misinformation/disinformation online
 - Based on their identities, students' experiences of online manipulation may look different (for example, diasporic communities are disproportionately targets of foreign disinformation)
 - Students may have strategies for determining their level of trust in online content
 - Students have their own mental frameworks/predispositions for how to determine whether something is true or false
 - Students may have knowledge and experience conducting research online

Students' learning will be demonstrated by:

Lesson 1

- Working with their groups to determine whether the information on the Fact Cards is true or false in the Council of Advisors Game;
- presenting one of their groups' answers to the whole class in the Council of Advisors Game;
- participating in the class discussion following the Council of Advisors Game.

Lesson 2

- Conducting research to determine whether an “expert claim” is true in the Classification Game;
- writing their reasoning for classifying a claim as misinformation, disinformation, or true information in the Classification Game;
- summarizing key strategies of manipulation in the graphic organizer during the Bad News Game;
- creating a PSA to encourage responsible sharing/posting online in the PSA Activity.

Assessment Tool

Rubric – Think Before You Share PSA

Assessment Mode: Performance

Expectation	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding				
Success Criteria: I can define the terms “misinformation” and “disinformation.”	Demonstrates limited understanding of misinformation and disinformation tactics. Identifies few relevant strategies to help people avoid being misled.	Demonstrates some understanding of misinformation and disinformation tactics. Identifies some relevant strategies to help people avoid being misled.	Demonstrates considerable understanding of misinformation and disinformation tactics. Identifies relevant strategies to help people avoid being misled.	Demonstrates thorough understanding of misinformation and disinformation tactics. Identifies highly relevant strategies to help people avoid being misled.
Thinking				
Success Criteria: I can evaluate the motivation, purpose, and intended audience of communicated information.	Provides limited explanation and justification of the chosen tactic, strategy, and media form in the reflection paragraph.	Provides some explanation and justification of the chosen tactic, strategy, and media form in the reflection paragraph.	Provides clear explanation and justification of the chosen tactic, strategy, and media form in the reflection paragraph.	Demonstrates thorough understanding of misinformation and disinformation tactics. Identifies highly relevant strategies to help people avoid being misled.
Application				
Success Criteria: I can name and use strategies to figure out whether a source is trustworthy, and whether information I find is credible.	Applies knowledge of misinformation tactics in the PSA with limited effectiveness. Provides a vague example of the tactic.	Applies knowledge of misinformation tactics in the PSA with some effectiveness. Provides a somewhat clear example of the tactic.	Applies knowledge of misinformation tactics in the PSA with considerable effectiveness. Provides a clear example of the tactic.	Applies knowledge of misinformation tactics in the PSA with a high degree of effectiveness. Provides a detailed and relevant example of the tactic.

Expectation	Level 1	Level 2	Level 3	Level 4
Communication				
Success Criteria: I can constructively contribute to conversations in multiple mediums by communicating information accurately, clearly, and compellingly – and encourage others to do the same.	Communicates ideas in the PSA and reflection paragraph with limited clarity and effectiveness. Demonstrates limited use of conventions of the selected form and writing conventions.	Communicates ideas in the PSA and reflection paragraph with some clarity and effectiveness. Demonstrates some use of conventions of the selected form and writing conventions.	Communicates ideas in the PSA and reflection paragraph with considerable clarity and effectiveness. Demonstrates good use of conventions of the selected form and writing conventions.	Communicates ideas in the PSA and reflection paragraph with a high degree of clarity and effectiveness. Demonstrates excellent use of conventions of the selected form and writing conventions.
Success Criteria: I can creatively engage my audience by using innovative ideas and approaches in my PSA and effectively use media conventions to enhance the message.	Shows limited creativity and use of media conventions. Ideas and approaches are predictable and do not engage the audience effectively.	Shows some creativity and use of media conventions. Ideas and approaches are somewhat engaging but lack originality.	Shows considerable creativity and effective use of media conventions. Ideas and approaches are engaging and demonstrate originality.	Shows exceptional creativity and highly effective use of media conventions. Ideas and approaches are highly engaging and demonstrate a high level of originality.
Learning Skills/Work Habits				
Organization				
Collaboration OR Independent Work				

Guidance on Inclusion

Differentiated Instruction Approaches

Council of Advisors

- Select a subset of the Fact Cards that you feel are most relevant and appropriate for your class, instead of playing all six rounds.
- Adapt the Fact-Checking Boxes, adding or taking away materials, to adjust the level of difficulty of the game.
- Have students create their own claims and associated fact-checking materials to add to the game.

Classification Game

- Create your own examples to align with other curriculum objectives, or to make the game more specific or relevant for your students.
- Go through each of the examples as a class and guide students through the research process instead of having students complete the activity in small groups.

Bad News Game

- The teacher can play the game on a projected screen as a class, or have students play in pairs/ small groups on classroom chromebooks.
- Decide which of the tactics you want to focus on, and skip certain rounds (note: the game itself will not allow you to skip rounds, you will have to play through such that it starts at the round(s) you want your students to play through.

PSA Activity

- The teacher can choose to assign topics/tactics to students, ask that they use tactics highlighted in the Bad News Game, or have them come up with their own.
- The teacher may choose to assign the PSA as independent work or group work.
- Depending on time constraints, you may choose to assign this activity as in-class work, or as homework.
- The teacher can work with students to create success criteria for a good message — describe what the product will look like/sound like.

IEP program implications: Accommodations/Supports/Modifications

Council of Advisors

- Give students the option to come up to present their group's answer in pairs instead of individually.
- Write out strategies for evaluating information that students identify throughout the game on the board or on an anchor chart to help consolidate concepts.

Classification Game

- The teacher can give students the option to type their responses instead of writing them out.
- Create an anchor chart with the definitions of misinformation and disinformation to support memory and retention.

Bad News Game

- To facilitate participation for students with visual impairments, read aloud the pop-ups (you can read these out yourself as you guide the class through the game, or select students to take turns reading them out).
- The teacher can give students digital access to the graphic organizer so that they can type their answers instead of writing them.

PSA

- Instead of having students write out the two reflection paragraphs, this can be a 1:1 conversation with the teacher. Depending on students needs and abilities, they can decide whether to write or prepare notes for the conversation.

The Dais is a public policy and leadership think tank at Toronto Metropolitan University, working at the intersection of technology, education, and democracy to build shared prosperity and citizenship for Canada.

Contact us

After using this lesson plan, please fill out the post-survey [here](#).

To share further comments or questions, write to us [here](#).

Follow us on social



[@daisTMU](#) | [dais.ca](#)

Funded by the Government of Ontario



Ministry of Education

The views expressed in this publication are those of the authors and do not necessarily reflect those of the Government of Ontario.

