

Module Name: Media Literacy	
Topic 2 Title: Identifying the reliability of information sources	
Lesson Plan 3 – In search of reliable information (part 2)	
Duration: 60 minutes	
Aim	The goal of the lesson is to show how to assess the credibility of the information encountered and to help them develop the skills to critically evaluate the information.
Target Group	Adults (seniors)
Facility/ Equipment	<ul style="list-style-type: none"> ● Classroom ● Internet access ● Computer/laptop ● Projector ● White board
Tools/ Materials	<ul style="list-style-type: none"> ● A3 paper ● Sticky notes ● Handout 1 ● Handout 2 ● Handout 3
Main Tasks	<ol style="list-style-type: none"> 1. Start of the meeting: reminding information from previous workshops (5 mins) 2. Task 1: CRAAP – film (15 mins) <p>2.1. Evaluating Sources - A tutorial describing how to evaluate sources https://www.youtube.com/watch?v=EyMT08mD7Ds&feature=emb_title</p>



2.2. Discussion based on the video and CRAAP worksheet (*see Handout 1*) – read the document.

3. Task 3: Reliability of the media message (20 mins)

3.1. Viewing an advertisement - toothpaste. Extraction of facts and opinions.

Enter into the table the terms which are opinion (evaluating statements) and which are fact (*see Handout 2*)

In advertising, the transmission of opinions and information overlap. On the one hand, they tell about the product. On the other hand, they present a subjective assessment that is to encourage the consumer to choose this from among hundreds of others.

3.2. Discussion of other statements or phrases intended to influence our opinion.

4. Task 4: What is fake news? (10 mins)

4.1. Participants receive a card - they mark the correct definitions as fake news (*see Handout 3*)

**All definitions mean "fake news"*

4.2. Discussion

5. Task 4: Wrap up (10 mins)



HANDOUT 1: Identifying the reliability of information sources

Source: <https://southcentral.edu/webdocs/library/CRAAP%20Test%20Worksheet.pdf>

The CRAAP Test Worksheet

Use the following list to help you evaluate sources. Answer the questions as appropriate, and then rank each of the 5 parts from 1 to 10 (1 = unreliable, 10 = excellent). Add up the scores to give you an idea of whether you should use the resource (and whether your instructor would want you to!).

Currency: *the timeliness of the information*.....

- When was the information published or posted? _____
- Has the information been revised or updated? _____
- Is the information current or out-of-date for your topic? _____
- Are the links functional? _____

Relevance: *the importance of the information for your needs*.....

- Does the information relate to your topic or answer your question? _____
- Who is the intended audience? _____
- Is the information at an appropriate level? _____
- Have you looked at a variety of sources before choosing this one? _____
- Would you be comfortable using this source for a research paper? _____

Authority: *the source of the information*.....

- Who is the author/publisher/source/sponsor? _____
- Are the author's credentials or organizational affiliations given? _____
- What are the author's credentials/organizational affiliations if given? _____
- What are the author's qualifications to write on the topic? _____
- Is there contact information, such as a publisher or e-mail address? _____
- Does the URL reveal anything about the author or source? _____

Accuracy: *the reliability, truthfulness, and correctness of the content*.....

- Where does the information come from? _____
- Is the information supported by evidence? _____
- Has the information been reviewed or refereed? _____
- Can you verify any of the information in another source? _____
- Does the language or tone seem biased and free of emotion? _____
- Are there spelling, grammar, or other typographical errors? _____

Purpose: *the reason the information exists*.....

- What is the purpose of the information? _____
- Do the authors/sponsors make their intentions or purpose clear? _____
- Is the information fact? opinion? propaganda? _____
- Does the point of view appear objective and impartial? _____
- Are there political, ideological, cultural, religious, institutional, or personal biases? _____

Total:

45 - 50 Excellent | 40 - 44 Good
35 - 39 Average | 30 - 34 Borderline Acceptable
Below 30 - Unacceptable

Adapted from Juniata College for use at South Central College.

HANDOUT 2: Identifying the reliability of information sources

OPINION	FACT



HANDOUT 3: Identifying the reliability of information sources

The researchers of the Reuters Institute for the Study of Journalism have distinguished several categories of information that can be classified as a broad group of fake news. Select the appropriate one.

No.	Definition	Fake news
1.	Information that has been consciously distorted to achieve a specific result	
2.	Information invented from scratch to achieve a political or business (sales) goal	
3.	Information resulting from poor journalistic skills, factual errors, with misleading headlines, with titles that are clickbaits, i.e. sensational, intriguing content, only partially related to the actual content of the information and whose purpose is only to click on a link	
4.	Information in which the term "fake news" is used (e.g. by politicians) to discredit the source or the information itself (use for political purposes)	
5.	Information that looks like reliable journalistic material, but is actually advertising material	
6.	Information invented from scratch, the purpose of which is to make the audience laugh (satire)	