REPORTING 101: MISINFORMATION

PREMISE

A rumour is spreading at a local school, Central Block Collegiate, that summer vacation is going to be cancelled and students will have to go to school all year long. The user is starting their first day as a Kids News contributor, and has been assigned by the editor to get to the bottom of the rumour and write a story!

Citizen

Hey! You're the new Kids News Contributor, right? I just walked my dog past the school, and overheard the bus driver saying summer vacation is canceled. You should talk to them.

Bus Driver Jimmy

Wow, did you hear that summer vacation is canceled? One of the students I picked up, Sitara, told me. Go talk to her to find out more.

Sitara

Summer Vacation is canceled! I saw it on a newsletter, check it out. You can type key parts of the newsletter into your journal for later reference too.

Newsletter

WATCH

https://youtu.be/NELD8zp4HyE

LESSON

Users/students will learn critical thinking skills that apply to media, information, and journalism. The core of the lesson will focus on learning to recognize misinformation and disinformation, as well as knowing the difference between the two. They will learn about sources, and how to tell what is a good source of information and what is not. Overall story construction, writing skills, and the basics of fact-checking will also be a part of the lesson.

These skills will help students decipher and think critically about what they see, understand what kinds of questions they should be asking, and be more informed about the media and information they are consuming.

Not only will this lesson help kids with their online interactions, it will help them IRL. Regardless of whether they are on their phones, reading, talking with family or peers, or hearing a rumour at school, what they learn in this Minecraft Education experience will arm them with skills to help them think critically.

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CONTENT

There are three main ways educational content is shared with the user throughout the experience:

- gameplay dialogue
- instructional videos
- mini-games

CONTENT: DIALOGUE

The dialogue shared throughout the experience pulls the user into the world and gets them thinking about how to identify fake news/misinformation through critical thinking, while getting lost in game play and the imaginary world.

Kids News Editor

News contributor! I've got your first ASSIGNMENT. There's a rumour spreading at Central Block Collegiate, our local school, that summer vacation is canceled!

Take your field journal for notes, a camera and portfolio, and your final story template book here. Then go visit Arjun in Studio A.

Protester

Are you here for the protest? If yes grab a sign or go talk to Andrew at center ice. I can't believe they are trying to take our summer vacation!

CONTENT: VIDEOS

The videos will help students learn about:

- finding good sources of information
- how to identify fake news
- how to fact-check information
- how to write a news story

These lessons are general and can be applied to students' daily lives, but also will help them complete the experience successfully and write a good news story.

SOURCE

Arjun

ROOF = DETAILS

Saara

FAKE NEWS

CONTENT: MINI-GAMES

Parkour - Lava

Build Challenge

There are also various mini-games throughout the world which are themed around the lessons and skills students will learn, helping gamify their learning and practice their skills.

LESSON BREAK DOWN

Target Ages: 8-10, 11-13

LEARNING OBJECTIVES:

- Students will be able to differentiate between misinformation and disinformation.
- Students will be able to identify quality sources.
- Students will be able to relate constructing a story to constructing a house.
- Students will be able to select pieces of information that strengthen their writing and disregard those that do not.
- Students will write an original story and publish the story to their teacher.

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LESSON BREAK DOWN

How do students know when their story is ready to publish?

Students will use the S.O.S. principle highlighted in the lesson.

- S = Was your source first hand?
- O = Did you find more than ONE source to back up your claim?
- S = Is there SOMETHING missing? A detail? A person?

WHO? WHAT? WHERE? WHEN? WHY? HOW?

Students will also use the five Ws and one H when determining if their story is ready for publishing: Who, what, when, where, why, and how.

LESSON BREAK DOWN

How can students identify fake news and differentiate between misinformation and disinformation in sources?

CENTRAL BLOCK COLLEGIATE

The Truth-iest NEWSLETTER

Issue No. 1

SUMMER VACATION CANCELLED!!

It looks like summer vacation at Central Block Collegiate is canceled.

Seen here is the person with the hard proof - the social media manager.

The school social media manager has obtained evidence that clearly shows the school is getting ready to announce that school year will be all year round!

Sitara ×

Summer Vacation is canceled! I saw it on a newsletter, check it out. You can type key parts of the newsletter into your journal for later reference too.

Newsletter

Better cancel your fun summer plans, because you are going to be going to be spending a lot of time here!!!
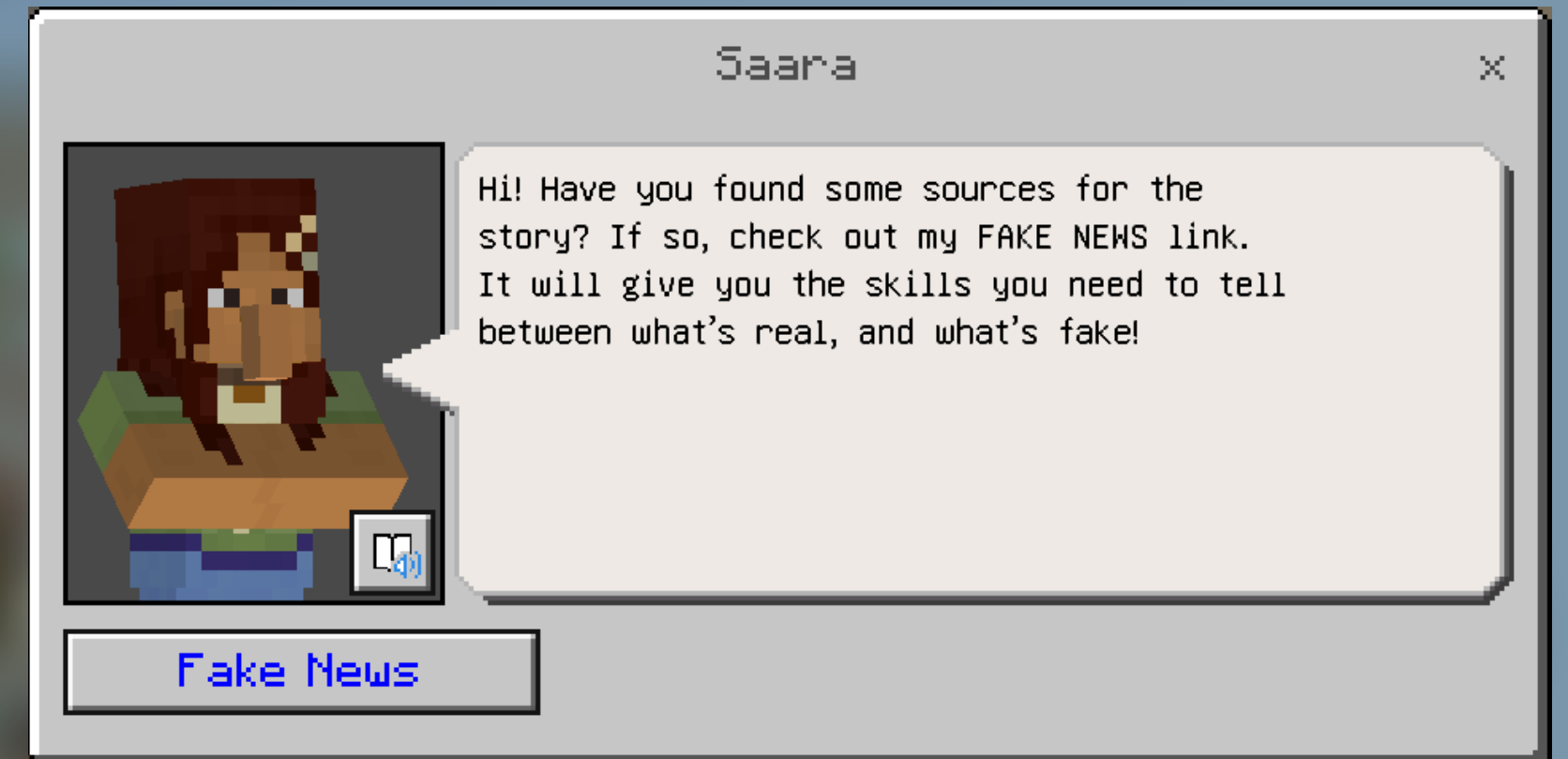
Using corroborating sources can help confirm details, as well as asking the right questions to the right sources. Misinformation is an accidental spreading of unauthentic news, while disinformation is a purposeful spreading of unauthentic news.

LESSON BREAK DOWN

TEACHER PREP AND NOTES

- Pre-teach the concepts of truth and ethics.
- Pre-teach the concepts of gathering pieces of writing to support a final report.

Saara

Hi! Have you found some sources for the story? If so, check out my FAKE NEWS link. It will give you the skills you need to tell between what's real, and what's fake!

Fake News

BACKGROUND VOCABULARY

Source, Protest, Information, Contributor, News, Research, Reporting, Journalist, Mystery, Publish, Fake, Ethics, Coincidence

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LESSON BREAK DOWN

STUDENT ACTIVITIES

- Students will interview citizens as sources, record relevant comments and relevant photos in their news journal.

- Students will learn, through four linked videos, the difference between misinformation and disinformation, how to determine if a story is ready for publishing, how to identify untrue information, and how building a story is a lot like building a house.

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LESSON BREAK DOWN

STUDENT ACTIVITIES

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-Saara said to pay attention to MIS and DIS information
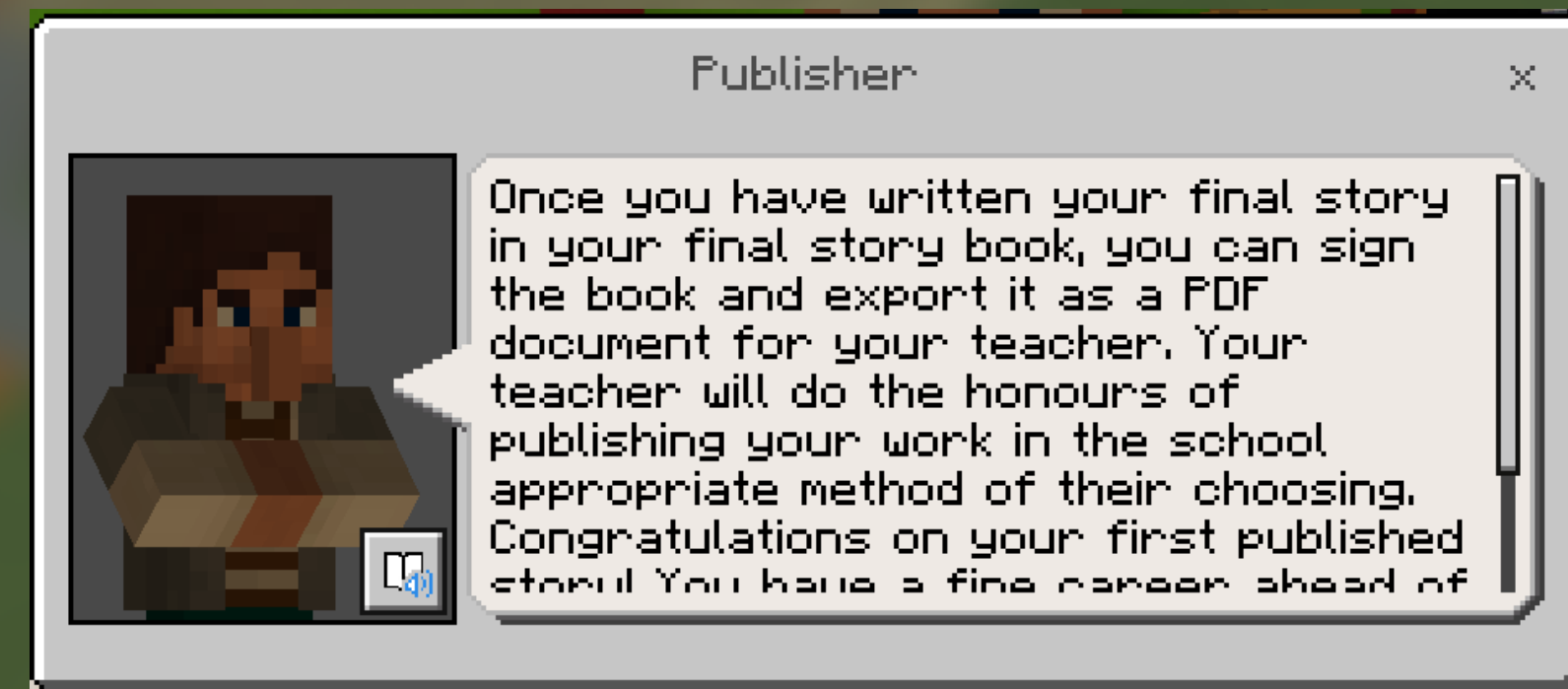
Saara

Sign

- Students will review published online stories before publishing their own story.

- Students will publish their own original story in their final story book after solving the misinformation mystery and deliver their published story to their teacher for potential publishing in the class/school environment.

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LESSON BREAK DOWN

PERFORMANCE EXPECTATIONS

- Students will produce a PDF news story for publication (their teacher) including the who, what, when, where, why, and how of the story.

- Students will solve the in-game misinformation mystery plaguing a small town and cull citizens' contributions resulting in a truthful and accurate report.

Publisher

Once you have written your final story in your final story book, you can sign the book and export it as a PDF document for your teacher. Your teacher will do the honours of publishing your work in the school appropriate method of their choosing. Congratulations on your first published story! You have a fine career ahead of

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WATCH FULL WALKTHROUGH

https://onedrive.live.com/?authkey=%21ACIG2dJMn8P0QaI&cid=BF7439534ACFE4FA&id=BF7439534ACFE4FA%21198057&parId=BF7439534ACFE4FA%211197696&o=OneUp

THANK YOU!