

"The Internet Starts with I" Lesson Plan | High School

I Share Responsibly

Lesson Goal:

I can check information reliability using lateral reading.

Estimated Time:

20-25 minutes

Materials and Resources:

Teacher should review the [ConnectSafely Quick-Guide to Media Literacy & Fake News](https://bit.ly/38O9uJn) (https://bit.ly/38O9uJn) and the [ConnectSafely Parent and Educator Guide to Media Literacy & Fake News](https://bit.ly/3swNj23) (https://bit.ly/3swNj23) in preparation for this lesson. We also recommend creating an account with the Stanford History Education Group's [Civic Online Reasoning](#) site. In addition to ConnectSafely resources, this lesson will use 2 videos from that site.

Activity Procedure:

1. Homework or Bell-Ringer before the lesson begins: Have students read the ConnectSafely Quick-Guide to Media Literacy & Fake News and ask them to take notes defining each of these terms:

- media literacy
- fake news
- fact
- opinion
- mistake
- lie
- conflicting report

2. Once you have come to common definitions for all of the above terms, focus discussion on the word "corroboration." Ask students:

- How do you know if the information you watch or read online is reliable and trustworthy?
- How can you feel more secure that information is true?
- What is corroboration?

3. Explain that one form of corroboration is "lateral reading." Show students [this video](#) from Stanford's Civic Online Reasoning explaining lateral reading. For a deeper dive into lateral reading, you can also show [this Crash Course video](#).

4. Ask students and discuss answers:

- Should we use lateral reading before sharing information we find online with others? Why?
- Should we use lateral reading when we see information shared by others? Why?

5. Banner-Style Public Service Announcement: Banners are the attention-getting headings with graphics across the top of web pages. Have students design a banner-style PSA, using digital tools or paper and markers, that urges others to use lateral reading before believing all of the information they read, see or watch online. Invite students to present and share their PSAs and explain their designs. The banner-style heading for Stanford’s Civic Online Reasoning program is below as a model.



Extension to Parents Share what your students learned and encourage parents to reinforce these concepts at home. See saferinternetday.us/lesson-plans (<http://bit.ly/2Y84vgF>) for a suggested email template you can adapt.



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