

The Digital Literacy Series: Fake News

Can You Avoid Falling for Fake News?

| Suggested Responses




Comprehension Questions

1. You should look for misspelled words, incorrect grammar, and sections of text that are in all capitals.
2. You can look for advertising banners, pop-up ads, links to clickbait articles, low-resolution images, a badly designed website layout, and broken links.
3. False
4. c) .co
5. Do a Google search to see if the story has been written about by other news sites; do a reverse Google Image search to find out where the photos in the article have come from; search to find out if quotes and events mentioned in the article are real.
6. False
7. When reading an article on social media, think about whether it is a **first**-hand account of the event or whether it is seen through the eyes of someone **remote** from the incident.
8. True
9. b) biased.
10. You should ask questions such as “Is that highly emotive and persuasive language trying to sell me something?”, “Do the sensational headlines make me hate or like someone or some group?”, and “Does this persuade me to agree with an idea or policy?” if you are making the effort to think carefully and examine why an article was written.

The extension activities that accompany this video are designed to both consolidate and assess learners' understanding of the content. In addition to this, they contain unique opportunities for teachers to measure learners' capabilities in the following areas:

 Critical & Creative Thinking  Ethical Considerations

Feathering the Nest

-  1. Students' responses will vary. However, they should demonstrate an ability to temporarily suspend their judgments about the image of the dead seagull and consider how their initial reaction to the image may limit other ideas and alternatives. They may identify that only one dead bird is visible in the photograph, rather than hundreds as claimed in the accompanying story, and that the parts of the beach that are visible in the photograph are nondescript, with no features that are specific to their local beach.
2. The image was originally posted on Flickr, an image-hosting website.
3. The photograph was taken in 2008 on a beach in Oregon, in the United States.
-  4. Students' responses will vary. However, they should demonstrate an ability to synthesize information presented in the worksheet and found in their own investigation into the image online. Students should use lateral thinking techniques to infer what might happen if they were to click the link, such as exposing themselves to a scam or to a computer virus.
-  5. Students' responses will vary. However, they should demonstrate a consideration of the extent of their ethical obligations toward their friends, given their knowledge about the image of the seagull, and show an understanding of the potential consequences of their actions if they choose to share the link with their friends.

Transcript – For student and teacher use.