

MISINFODAY JR / MISINFONIGHT TOOLKIT:

Teach friends and family to find the facts

STEP ONE: INTRODUCING MISINFODAY JR

MisinfoDay Jr is inspired by the annual [MisinfoDay](#) event hosted by the University of Washington [Center for an Informed Public](#) and Washington State University [Edward R. Murrow College of Communication](#).

Watch this [3-min video](#) introducing MisinfoDay Jr to hear from a teacher who's hosted MisinfoDay Jr events, students who presented, and Dr. Jevin West, co-founder of the UW CIP, about why this topic is important.



Transcript [here](#).

STEP TWO: PLANNING & HOSTING MISINFODAY JR

Adapt this sample MisinfoDay Jr prompt ([virtual](#) or [in person](#)) and [rubric](#) to introduce the project to students.

Use this [MisinfoDay Jr Event Planner](#) to plan the details of your event.

Get inspired by the stories of how educators and students at Ballard High School in Seattle have hosted MisinfoDay Jr in their community below.

MisinfoDay Jr [In-Person](#) Event, hosted by Mr. Lee's AP US History students

Mr. Lee hosted the first MisinfoDay Jr event in June 2019. His AP US History students spent 3 weeks learning about the (mis)information landscape, then created 10-minute interactive presentations that they presented to 9th grade students through a station rotation model in the library. Topics included confirmation bias, lateral reading, spotting fake photos and videos, and source evaluation.

MisinfoDay Jr [Virtual](#) Event, hosted by Mr. Lee's AP US History students

The next year, Mr. Lee's students hosted a 1-hour Zoom event for their families after spending 3 weeks learning about misinformation. They covered confirmation bias, social media algorithms, fact-checking sites, investigating sources, and verifying photos in 5-minute interactive presentations that asked audience members to practice the skills they were learning. You can read more about this event [here](#).

MisinfoNIGHT [Virtual](#) Event, hosted by Mr. Lee, Mr. Morean, & Ms. Dowdy's students

This event featured over 150 students from six US History classes and took place a week before the 2020 Presidential Election. A keynote speaker kicked off the event, then each class and their audience members moved to a breakout room for student presentations. Student groups demonstrated how to fact check viral claims about current topics like COVID and the election in 5-minute interactive presentations. Audience members walked away with the skills to verify or debunk posts showing up on their own feeds.

MisinfoNIGHT [In-Person](#) Event, hosted by Mr. Lee, Mr. Morean, & Ms. Dowdy's students

This June 2022 event featured interactive presentations from 300 9th grade world history students. A keynote speaker kicked off the event in the auditorium, then families visited student stations, set up science fair style, to learn about confirmation bias, algorithms, and concrete steps they could take to investigate unfamiliar sources and claims. After their presentation, students asked family members to pull out their phones and practice what they had just learned on example posts. You can read more about this event [here](#).

STEP THREE: PREPARING FOR MISINFODAY JR

See our suggested resources for teaching your students to find the facts below.

START HERE: FOUNDATIONAL KNOWLEDGE & SKILLS FOR MISINFODAY

Teach one or more of the following lessons / resources

→ foundational knowledge: understanding the misinformation landscape

[Misinformation](#) online lesson from the News Literacy Project

[Introduction: Why Verify?](#) lesson from CIVIX Ctrl-F: Find the Facts

[Information Pollution](#), [Disinformation](#), and [Misinformation](#) videos from CIVIX

MisinfoDay 2021 Live Sessions:

[Understanding the Landscape of Information Disorder](#) with Jacquelyn Mason

[Disinformation Goals & Tactics](#) with Jordan Foley

[Disinformation Goals & Tactics](#) with Kate Starbird and Koko Koltai

Next, teach one or more of the following sequences of lessons

→ foundational skills: evaluating questionable claims and unfamiliar sources

[6 lessons](#) on lateral reading from the Stanford History Education Group (Or: [6 lessons](#) for the Science Classroom; [6 lessons](#) for the History Classroom)

Grades 6-12 | Time: 6 hours

[4 lessons](#) from CIVIX's Ctrl-F: Find the Facts course

Grades 7-12 | Lesson Time: 7 hours

[5 lessons](#) from the Check, Please! Fact-checking course by Mike Caulfield

College Level | Time: 3 hours

Misinfoday 2021 Live Session: [Fact-Checking Claims & Sources](#) with Mike Caulfield and Scott Leadingham

ADDITIONAL TOPICS & RESOURCES

As time allows, use the resources below to teach any topics of interest to your students and MisinfoDay audience.

Misleading Data & Graphics

MisinfoDay 2021 & 2022: [Spotting Misinformation](#) & [How to Debunk Deceptive Data](#)

Calling Bull: Data Reasoning in a Digital World [video lectures](#), [tools](#), & [case studies](#)

Virtual exhibit from CIP & Pacific Science Center: [Uncovering Reality in graphs and charts](#)

News Literacy Project online lesson: [Making Sense of Data](#)

Media Manipulation & Verification

CIP game [Which Face is Real?](#) and [tips](#)

Quiz from CIP, Microsoft, USA Today, & Sensity: [Spot the Deepfake](#)

Verification tools: [RevEye](#), [TinEye](#) for images and [InVID](#) for image and video

More On: Investigating Sources with Wikipedia

Stanford History Education Group video (3 min): [How to Use Wikipedia Wisley](#)

Crash Course video (14 min): [Using Wikipedia](#)

Washington Post: [On its 20th birthday, Wikipedia might be the safest place online](#)

Journalistic Standards

MisinfoDay 2022 session: [How Journalists Find the Truth](#)

CIVIX videos: [Journalistic Standards](#) & [Uncovering the Truth of Grassy Narrows](#)

The News Literacy Project's [Seven Standards of Quality Journalism](#), [Newsroom to Classroom program](#) and [online lessons](#)

Social Media, Algorithms, and Filter Bubbles

Crash Course video (17 min): [Social Media](#)

Common Sense Media lesson: [Filter Bubble Trouble](#)

CIVIX lesson: [Feed for Thought: What Happens When We All See Different News?](#) and video (3 min): [CIVIX Explains: Algorithms](#)

News Literacy Project online lesson: [Introduction to Algorithms](#)

Conspiracy Theories

News Literacy Project online lesson: [Conspiratorial Thinking](#)

Why Do We Believe Misinformation?

MisinfoDay 2022 session: [Why We Fall for Misinformation](#)

Lesson from Common Sense Media: [Challenging Confirmation Bias](#), which includes KQED's video (5 mins) [Why Do Our Brains Love Fake News?](#)

Talking With Someone Who Has Shared Misinformation

MisinfoDay 2022 session: [How to Talk to Friends and Family Who Believe Misinformation](#)

Calling Bull video (10 mins): [Debunking Myths](#)

Tip Sheets: From [PEN America](#) and [News Literacy Project](#)

MATERIALS FROM WASHINGTON EDUCATORS

Find teacher and librarian-made lessons posted in the [Digital Citizenship/Media Literacy Group](#) on the OER Commons WA Hub and from [Teachers for an Informed Public](#), a group of Washington educators dedicated to bringing media literacy to their students and communities.

CREATING YOUR OWN MATERIALS

The following sites are helpful for finding examples of mis- and disinformation to create your own materials:

MediaWise's [Instagram](#)

Snopes' fact check [collections](#) and [archive](#) (browsable by topic and rating)

Factcheck.org's viral claims [page](#)

News Literacy Project newsletter for educators [The Sift](#) & their [Viral Rumor Rundown](#)

Stanford History Education Group's lateral reading with current events [template](#)

CREATIVE COMMONS

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CONTACT

Planning to host a MisinfoDay Jr event with your students? We would love to hear from you! Let us know about your event by emailing misinfoday@uw.edu.

Have questions or need support planning this event with students?
Contact Liz Crouse and Shawn Lee from Teachers for an Informed Public at tipteachers@gmail.com

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