**Student Worksheet: Social Media Smarts**

**Misinformation**

Answer the following questions about misinformation.

1. When browsing social media, how can you tell if content is providing misinformation? What is the best way to treat such information?

2. What do you use social media for? What can it be used for?

3. How do you learn while watching a video? What senses do you use to take in information while watching a video?

4. Why might identifying misinformation in a video be more difficult than identifying misinformation in an article?

5. What is the relationship between entertainment and educational content? Can content provide both? Explain.

**Social Sources**

For homework, record your group’s assigned social media or media platform and your search query/topic below and answer the following questions. Make sure you have use of a device that can access the internet. If you do not have a device that can access the internet, let your teacher know.

Social Media or Media Platform: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Search Query/Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Watch each of the following educational videos prior to answering the homework questions:

[https://www.tiktok.com/@sciencenewsofficial/video/7260119214781091118](https://www.tiktok.com/%40sciencenewsofficial/video/7260119214781091118?lang=en)

[https://www.tiktok.com/@nautiluslive/video/7283980985983667499](https://www.tiktok.com/%40nautiluslive/video/7283980985983667499)

[https://www.tiktok.com/@alexisnikole/video/7308475761420193070](https://www.tiktok.com/%40alexisnikole/video/7308475761420193070)

1. How can you tell if the information presented in these videos is accurate?

2. Using the videos as references, who is able to post educational material on social media?

3. Can a verified account post misinformation? Why or why not?

4. How do social media platforms determine what you see on your “page” or “feed?”

5. While Google is not a social media platform, it is included in this study. How might Google and other search engines be similar to a social media platform?

6. Using your regular browser or social media account, open the social media or website selected for your group. What is the first content-based information that you see?

7. Scroll and observe at least 10 posts on your “page” or “feed” and identify the main content areas or topics.

8. Open the social media application selected for your group in an untracked window, such as Incognito Mode. Why might it be important to re-open the social media platform in an untracked window?

9. How might your personal feed differ from the feed you see in an untracked window?

10. What do you know about your search query assigned by your teacher? If you are unfamiliar with the topic, use reliable sources to learn more.

11. Search your group’s topic using your assigned social media platform in the incognito window. For each post you observe, record whether you believe the information presented is accurate, inaccurate, or whether you are unsure. Observe at least 10 posts. If your assigned social media is YouTube, you may watch excerpts of each video. For each post, take notes on what you observe that may indicate if it is accurate, inaccurate, or makes you unsure.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Accurate | Inaccurate | Unsure |
| # of Posts on Social Media Platform |  |  |  |
| Notes/Observations: |  |  |  |

**Comparing Content**Meet with the rest of your group to answer the following questions, exchange notes, and compile data. Discuss each question thoroughly with your group.

1. Referring to question 7 in the “Social Sources” section of the activity, compare the topics you identified on your feed with the other members in your group. How did your feeds vary?

2. Why might your feeds display different content?

3. Based on your prior knowledge and experience, what does it mean when a social media post is called clickbait?

4. Did you encounter any clickbait when using your assigned social media platform?

5. Why might people post clickbait? What do you think is the purpose of clickbait?

6. How might clicking clickbait alter the content you receive on your feed?

7. Compile the data for your group and record it below. Once you have compiled your group’s data, record the data in your class’s central location.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Accurate | Inaccurate | Unsure |
| # of Posts on Social Media Platform |  |  |  |
| Notes/Observations: |  |  |  |

8. Explore the options available to you on your platform. Can you find a way to report content for misinformation? If so, what is the ease of reporting misinformation?

9. How does your platform filter out misinformation? Use the information provided by your platform if available.

10. What are some steps that the platform could take to improve its misinformation filtering system?

11. Look at the compiled data from your group and look for any overall trends. What did you notice?

12. Compare your data with the other two groups. Are there any similarities? Any differences among platforms?

**Fact-Filled Flyers**

Each group will split into two smaller groups to create fliers. Once you have been assigned your focus, create a flyer that contains one of the following sets of information:

Groups that focus on how users can identify misinformation should create a flyer that defines misinformation, explains how to identify misinformation, and describes how user interaction with misinformation alters algorithms and can form biases.

Groups that focus on how their assigned platform filters and identifies misinformation should create a flyer about how their assigned social media or media platform currently filters misinformation, describes how users can flag misinformation to help filter content, and proposes how the platform’s filtering system could be improved.

Make sure your flyer is specific to your assigned platform and contains aesthetically pleasing graphics. Completed flyers will be printed and placed around the school.