



6-8 Media Literacy & Misinformation — 5-Day Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

A five-day skill-build using the Stanford Civic Online Reasoning routines: lateral reading, click restraint, and source triangulation, finished with a debunk of a current viral claim. Students leave with a one-page checklist they can run on any post in under 90 seconds.

My goals for the week

- Day 1: I can perform lateral reading on an unfamiliar source and decide whether to trust it.
- Day 2: I can use reverse image search to verify or debunk a viral image.
- Day 3: I can triangulate a claim across three independent sources before sharing it.
- Day 4: I can identify two signals that an image, video or article was AI-generated.
- Day 5: I can debunk a current viral claim in a 90-second video using the week's routines.



Day 1

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TODAY'S GOAL

I can perform lateral reading on an unfamiliar source and decide whether to trust it.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Project two articles claiming opposite facts about the same event. "Both look polished. How do you decide?"
2. Lesson: Lateral reading = leave the page; open three new tabs; ask "Who is behind this site? What do others say..."
3. Practice together: Pairs run the routine on a third site. Debrief: what did you find that the site itself wouldn't tell you?
4. Practice on my own: Run lateral reading on one site of student choice; document who funds it and one independent description of...
5. Exit ticket: Sentence: "Lateral reading is ___ and it works because ___."

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Sentence: "Lateral reading is ___ and it works because ___."



Day 2

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TODAY'S GOAL

I can use reverse image search to verify or debunk a viral image.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Project a famous miscaptioned photo. "This was shared 200,000 times last year. The caption is wrong. Find..."
2. Lesson: Demo Google Lens / TinEye. Walk through the 3 questions: when was this image first online? where? what was...
3. Practice together: Pairs work the 3-image set; document origin date and original context.
4. Practice on my own: Find a current image circulating online; verify its provenance using the routine.
5. Exit ticket: Quick share: one image whose meaning shifted when the original context appeared.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Quick share: one image whose meaning shifted when the original context appeared.



Day 3

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TODAY'S GOAL

I can triangulate a claim across three independent sources before sharing it.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: "Here are three headlines about the same study. Two say the opposite of the third. What now?"
2. Lesson: Define independent: doesn't quote each other, doesn't share funder, doesn't share author. Show the...
3. Practice together: Pairs triangulate one teacher-provided claim; flag whether their three sources are truly independent.
4. Practice on my own: Triangulate a claim of student choice (current-events news only). Submit the three URLs + a verdict.
5. Exit ticket: Whip-around: one claim that survived triangulation, one that didn't.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Whip-around: one claim that survived triangulation, one that didn't.



Day 4

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TODAY'S GOAL

I can identify two signals that an image, video or article was AI-generated.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Whiteboard vote on 4 images: real or generated?
2. Lesson: Visual tells (text inside images, hands, jewelry, ear/tooth asymmetry) + provenance tells (where did it...)
3. Practice together: Triads work the gallery; defend their call with one visual and one provenance signal.
4. Practice on my own: Find one image from the past 24 hours of news; assess likelihood it's generated. Document.
5. Exit ticket: Sentence: "Before I share an image, I will ____."

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Sentence: "Before I share an image, I will ____."



Day 5

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TODAY'S GOAL

I can debunk a current viral claim in a 90-second video using the week's routines.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: Show a 60-second debunk from a credible fact-check outlet. Name the moves it uses.
2. Lesson: Script template: claim, source check, image check, triangulation, verdict, what you should do instead.
3. Practice together: Pairs draft scripts on a teacher-curated list of 6 viral claims.
4. Practice on my own: Record the 90-second debunk (phone, Flip, or laptop).
5. Exit ticket: Two pairs share. Class scores against rubric. Hand out the one-page checklist students keep.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: Two pairs share. Class scores against rubric. Hand out the one-page checklist students keep.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
