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## Promoting ACTIVE and Responsible Citizenship in Schools



### Toolkit

#### *III. Working materials for activities & students*

##### *Activity 1 Fact-checking*

*First orientation and how to approach information on the internet*



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III. Working materials for activities&students



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**1-1-II First impression (template for teacher) EVALUATION template**

Write down what is the prior knowledge about the topic by students and how they perceive the issue.

<b>The topic/issue selected</b>	
<b>What students know about the topic</b> (list main issues/problems/aspects students mentioned)	
<b>What perspective students have</b> (what perspectives/opinions students have)	
<b>What actors students identify</b> (list actors that the students identify)	



Activity 1 Phase 1 (III.)

**1-1-IV Source and its relevance and reliability (template for students)**

<p><b>Source</b> (where/url, who is the author)</p>	
<p><b>Content (the scope of information relevant for our topic)</b> (which useful/relevant information is the source providing) (why we should be considering this information when investigating the issue)</p>	
<p><b>Type of information</b> (what type of information is provided)</p>	<ul style="list-style-type: none"> <li>• <i>Fact</i></li> <li>• <i>Opinion</i></li> <li>• <i>PR - promotion</i></li> </ul>
<p><b>Reliability – trustworthiness</b> (is the information credible, choose category)</p>	<ul style="list-style-type: none"> <li>• <i>Credible - trustworthy</i></li> <li>• <i>Probably credible - seems trustworthy</i></li> <li>• <i>Not able to say</i></li> <li>• <i>Probably not credible - seems not trustworthy</i></li> <li>• <i>Not credible - not trustworthy</i></li> </ul>
<p><b>Write down main reasons why do you consider the information credible/not credible</b> (point out main aspects on what you have based your decision)</p>	



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Activity 1 Phase 1 (IV.)

**1-1-V Source and its relevance and credibility (template for class – summary of the discussion)**

<p><b>Source</b> (where/url, who is the author)</p>	
<p><b>Content (the scope of information relevant for our topic)</b> (why we should be considering this information when investigating the issue)</p>	
<p><b>Main aspects why to consider the information credible/not credible</b></p>	
<p><b>Credibility – trustworthiness</b> (conclusion based on the class discussion)</p>	<ul style="list-style-type: none"> <li>• <i>Credible - trustworthy</i></li> <li>• <i>Probably credible - seems trustworthy</i></li> <li>• <i>Not able to say</i></li> <li>• <i>Probably not credible - seems not trustworthy</i></li> <li>• <i>Not credible - not trustworthy</i></li> </ul>