

Lesson 4

Informed Citizenship



GUIDING QUESTIONS

- 1 How does information influence my decisions?
- 2 What are the opportunities and challenges of using online platforms?

OVERVIEW

Being a responsible citizen involves seeking out information from a variety of sources and comparing viewpoints on issues of importance.

In this lesson, students experience the relationship between the information we consume and the decisions we make through a hands-on interactive activity. Before participating in a mock local election, students learn about the candidates and election issues by reviewing information from one of two polarized social media feeds. After the vote, students discuss how what they read may have influenced their decision. Next, students learn about how the internet has changed the way we consume and share information, and evaluate the opportunities and challenges associated with getting information from online platforms.

LEARNING OUTCOMES

By the end of the lesson, students can:

- analyze how news and information can influence our opinion on people, events and issues;
- describe how algorithms personalize the information we see online;
- evaluate the opportunities and challenges of receiving information through online platforms; and
- describe strategies for being an informed citizen and making responsible choices.

Tips For Teachers

- Please use the activities and combine them in a way that is appropriate for your class.
- Although students are not necessarily on social media, learning about the challenges early on is important.
- Supplies/Needs: computers and access to the internet for the *Feed for Thought: Election Edition* (newsliteracy.ca) social media feeds (online version) or copies of the PDF feeds (printed version), Slide Deck 4, paper ballots on Activity 4.1 (if desired), “Behind the Screens: Who decides what I see online?” video, “Algorithms and Filter Bubbles” video, and digital access to or copies of Activity 4.2.
- The content in the suggested videos is very similar. You can choose either option or both.
- The *Feed for Thought: Election Edition* tool can be used as an online activity (online scrollable feeds, online voting and results reports). Alternatively, you can print paper feeds and use paper ballots. Either way, you will need to register at newsliteracy.ca to access the materials.
- All digital files, videos and slide decks can be found at: studentvote.ca/canada (*Classroom Resources*).

Starter

Start with an opening conversation about sources of information.

- Where do you get your news and information? Where do you learn about developments happening in the world?
- Which sources of information do you think are most trustworthy and why?
- Do you think it is important to be informed about issues in your community? Why or why not?

Activities

1. Complete the *Feed for Thought: Election Edition* activity found at the CIVIX website newsliteracy.ca. The activity can be completed with online scrollable newsfeeds (requires creating a class and assigning the activity) or paper versions.
 - a) **Introduce the Scenario.** There is a high-stakes election coming up, and you are going to vote in it. There are two candidates to choose from, and people in your community feel strongly about who should win. It will likely be a close race. Before you cast your ballot, you will learn about the candidates and election issues by reviewing information on social media to help make your choice.

The information on the social media feed will include a mix of articles from news media, and posts from friends and community members.

b) **Read the Feeds.** Without informing students of the two options, provide half the class with ‘Feed A’ and the other half with ‘Feed B.’ If you are using the online version, the link provided will randomly assign students one of the two feeds. Give students 15 minutes to review the information.

c) **Vote.** Have students vote for the candidates using the online voting method (following the online feeds) or by using paper ballots (Activity 4.1). Tally the results and announce them to the class.

d) **Debrief.** Through a whole-class discussion, ask students why they voted the way they did and what information shaped their decision.

Over the course of the discussion, it should become obvious that some students were provided different information than others. At an appropriate point in the discussion, share the fact that there were two different feeds and give students time to review them side by side to compare the differences.

Further questions to prompt discussion:

- How did you feel about the results of the vote before you knew there were two feeds? Were you surprised by the outcome? Why or why not?
 - How might two people end up with such different newsfeeds?
 - What are the consequences of people consuming different facts and opinions?
 - Do you think people should be exposed to more than one side of an issue before making their decision?
2. Watch the “Behind the Screens: Who decides what I see online?” and the “Algorithms and Filter Bubbles” videos, and/or review Slide Deck 4 to introduce the concepts of algorithms and filter bubbles, and the impact of online platforms. Key questions:
 - Have you ever noticed information or advertisements online that were based on your previous internet searches?
 - How do algorithms personalize your internet experience?
 - What happens if we only see information we like or agree with?

Consolidation

In pairs or small groups, ask students to respond to the following questions. Afterwards, discuss the responses as a class.

- Why is it important to think critically about online information?
- What are the opportunities and challenges of getting information through online platforms? (Activity 4.2.)
- How can we make sure we are informed citizens and consider different views?

Extended Learning

Ask students to create a 'healthy news diet/plan' for the upcoming election. First, have them list the different sources of news and information they will rely on to learn about the election and the choices. To support their thinking, provide students with a list of credible news sources, including national and local media. Next, have students create a schedule for news consumption for the remainder of the campaign. Encourage students to include a variety of news sources and people in their plan.



ASSESSMENT OPPORTUNITIES

Section	Guiding Questions for Teachers
Starter	<p>Can students identify where they get their news and information?</p> <p>Can students explain why it is important to be informed about issues in their community?</p>
Activities	<p>Can students explain why they voted the way they did, and what information shaped their decision?</p> <p>Can students identify the consequences of people being presented with different facts and opinions?</p> <p>Can students explain how algorithms personalize our internet experience?</p>
Consolidation	<p>Can students describe the opportunities and challenges of getting information through online platforms?</p> <p>Can students communicate how they can be responsible and informed citizens?</p>

ADAPTATIONS AND SUPPORTS

Individual Education Plans	<p>Modifications</p> <ul style="list-style-type: none"> • Provide students with terms and definitions in advance (e.g., online platforms, algorithms, filter bubbles). • Share the “Behind the Screens” and/or “Algorithms and Filter Bubbles” videos before class discussions and activities. • Use ability grouping to support students. <p>Enrichment</p> <ul style="list-style-type: none"> • Provide the opportunity for alternative research: <ul style="list-style-type: none"> - <i>Starter</i> segment: Where do your friends/family get their information? - <i>Activities</i> segment: Compare your social media feed(s) with those of your friends/family. How are they different? How are they the same? - <i>Extension</i> activity: Use CIVIX’s online verification skills resources at newsliteracy.ca to teach students how to verify claims, images and sources (FakeOut, CTRL-F). • Encourage students to relate concepts to current affairs and make connections to their thinking. • Modify terms, tasks to include more challenging terminology. Consider providing the words or information from the <i>Background Information for Teachers</i> section.
Language Learners	<ul style="list-style-type: none"> • Provide students with terms and definitions in advance. • Share the “Behind the Screens” and/or “Algorithms and Filter Bubbles” videos before class discussions and activities. • Ensure that subtitles are on during the videos.
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • Students may come from households with varying access to the internet, and have different levels of familiarity with social media. Not all students will have prior knowledge of the social media feeds being emulated in the <i>Feed for Thought</i> activity. • Encourage students to share their own experiences with online platforms and social media. • Ensure that you are open and encouraging of diverse viewpoints your students may share.
Accessibility & Accommodations	<ul style="list-style-type: none"> • If working in pairs or small groups is not possible, considering using Google Docs for collaborative discussion/brainstorming.

BACKGROUND INFORMATION FOR TEACHERS

As citizens living in a democracy, we have a responsibility to stay informed about the issues that matter to us and to society. This is true all the time, but especially when we must make a meaningful choice at the ballot box.

The introduction of the internet and the rise of social media have been significant for news and information, and complicated for citizens.

Where traditional news organizations were once the **gatekeepers** of information and the only ones with the resources to disseminate it — printing presses and TV stations are costly to purchase and operate — the internet allows anyone, anywhere to be a publisher.

The rise of blogging and social media a generation ago was widely viewed as the democratization of information, bringing new voices into public discourse and leading to positive social change. The reality of online communication has been more complex.

When news came only from traditional or **legacy media** — newspapers, TV, and radio — there was always someone who stood between audiences and information, a person or process that filtered the stories or content, checked facts and packaged stories for public consumption.

Where human editors and producers were once the only gatekeepers who decided what news audiences saw, on the internet, that job belongs to **algorithms**, sets of instructions that tell computers how to perform specific tasks, like sorting information.

Social media algorithms work in such a way that we are more likely to see content that is similar to what we already like or agree with. Our social media feeds never give the whole picture.

Since people have become such heavy adopters of social media, they now rely on these sites (such as Facebook or TikTok) for news. The problem is that **social media** platforms never intended to be news organizations, and there are consequences for informed citizenship when people rely on friends and algorithms to find out about what is happening in the world.

Informed citizenship involves seeking out news and information from a variety of sources, comparing perspectives and keeping up with new developments. There are things you can do to make sure you are informed, particularly when there is so much information available online.