

**Workshop 1:**  
**Detecting Lies and Staying True**  
Instructor Handbook







## Table of Contents

Overview	1
Teaching Tips	1
Lesson Plan 1: Detecting Lies	2
Lesson Plan 2: Staying True	6
<b>Instructor Toolkit:</b>	
Lesson 1: True or False Questions	13
Lesson 1: While You Watch: Answer Sheet	14
Lesson 1: Web Sources for Web Evaluation	15
Lesson 1: Reference Guide for Top Level Domain Extensions	17
Lesson 1: Source List: Is There Life On Other Planets?	18
Lesson 1: Source Comparison Tool: Answer Sheet	19
Lesson 2: Community Guidelines for YouTube	23
Lesson 2: Who Wants to be a Millionaire?	24
Lesson 2: Community Rules	27
Additional Resources	28

© 2010. Internet Keep Safe Coalition. All rights reserved.

This product has been developed, copyrighted, and distributed for incidental, classroom use. Copies and reproductions of this content, in whole or in part, are authorized for incidental, classroom use. Copyright language and distribution restrictions must be included on all reproductions whether electronic or hard copy. For questions please contact the Internet Keep Safe Coalition at [ikeepsafelegal@ikeepsafe.org](mailto:ikeepsafelegal@ikeepsafe.org).

(c) IKSC 2010 Copying allowed for incidental, classroom purposes.





## Workshop 1: Detecting Lies and Staying True

### Overview:

Students will establish responsible behavior online by learning to evaluate and compare online resources for quality, and by examining rules for appropriate ethical and legal behavior online.

This workshop is divided into two parts:

1. Detecting Lies.
2. Staying True.

In each part, a condensed version of a lesson plan will be delivered. Each of those lesson plans can be easily adapted and developed into a more comprehensive lesson or unit. Additional resources are also provided.

The workshop is accompanied by an Instructor's Toolkit and a Handout Booklet for each student.

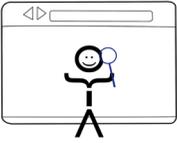
[Lesson Plan 1 \(approx. 25 min.\): Detecting Lies](#)

[Lesson Plan 2 \(approx. 20 min.\): Staying True](#)

### Teaching Tips:

Take time to introduce yourself and share a little about your background and your interest in the topic. Next, poll the students to find out what they already know about online behavior. Finally, share a little about what you will be covering – just enough to peak their interest. After the introduction and warm-up keep the momentum going.

1. Make sure your presentation is dynamic and engages the students. "Talking heads" are boring. Make the audience work, calling on different people – male and female.
2. Keep moving so students have something to watch. Try not to get stuck in a corner. Make eye contact with as many students as possible.
3. Research shows that youth respond better to positive rather than negative sets of directions. Use positive rather than negative language. "Craft positive messages and post positive images," is much better received than "Don't post bad things." Reinforce that positive behavior is the social norm.
4. Limit the amount you read from the board, screen or script. The script is an outline only. Add your own words and character!



## Workshop 1

### Lesson Plan 1: Detecting Lies

**Concept:** Evaluate and compare online resources.

**From video:** Guidelines to detecting lies online:

1. Be a skeptic.
2. What is the point of view of a website?
3. What information/ideas are missing?
4. Check the source.
5. Compare 3 sources of information.

#### Standards Addressed:

- a. ALA Standard 2:1: Student determines accuracy, relevance, and comprehensiveness.
- b. ALA Standard 2:2: Student distinguishes among fact, point of view, and opinion.
- c. ALA Standard 2:3: Student identifies inaccurate and misleading information.
- d. ALA Standard 2:4: Student selects information appropriate to the problem or question at hand.
- e. ALA Standard 6:1: Student assesses the quality of the process and products of personal information seeking.
- f. C3: II:A: Students will recognize online risks, to make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.
- g. C3: II:B: Students will make informed decisions about appropriate protection methods and safe practices within a variety of situations.
- h. C3: II:C: Students will demonstrate and advocate for safe behaviors among peers, family and community.
- i. NETS: 3:b: Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- j. NETS: 3:c: Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

### Description:

In this lesson, students will identify guidelines for Detecting Lies online and apply these criteria to evaluate and compare online resources.

### General Goals:

1. Students comprehend that just because it's online doesn't mean it's true and learn the guidelines on what information they can and can't trust.
2. Students will evaluate and compare online information sources for accuracy, relevance and bias.
3. Students will select appropriate information to match their specific task.

### Objectives:

1. Students will identify rules for evaluating websites (knowledge and comprehension).
2. Students will apply evaluation criteria to specific online sources (application) .
3. Students will examine online information sources (analysis).
4. Students will compare 3 information sources and assess their relative quality (evaluation).

### Materials:

- Chart paper or chalk/white board or Smart board.
- Computer with Internet connection and screen projector device for presenter.
- Computers with Internet connection for students (recommended, but not necessary).
- Student Handouts booklet for each student.

### Activity Procedures (estimated time: 20 min.):

1. Introduce the topics by asking some **True or False Questions** (Instructor Toolkit).
2. Discuss the fact that everyone can write things on the web; although many things may be interesting and correct, we can't always be sure that everything is necessarily true and that not everyone is an expert on the subject on which they write. Since we don't always know who wrote the information or what their credentials are, we need to be alert and check information before we can trust it.
3. Inform the students that they are going to watch the first part of a video by Google, **Detecting Lies and Staying True** ([www.ikeepsafe.org/youtube.html](http://www.ikeepsafe.org/youtube.html)) and ask them to list the evaluation criteria that are presented in this video. Hand out **While You Watch** (Student Handouts) to fill out as they watch the video or right after.

**Say:** "You are going to watch a short video (developed by the team at Google) that will talk about guidelines on how to evaluate online resources. As you watch the video, please take note of the guidelines for trusting a website".

4. Ask the students to name the guidelines that they just heard. It should include:

1. Be a skeptic.
2. Don't be fooled by cool or professional websites.
3. Ask yourself what's the point of view of the site.
4. What are they trying to get me to believe?
5. What opinions or ideas are missing?
6. Investigate the source. Find out who published the information.
7. Follow the "rule of 3:" compare 3 sources of information.
8. Be careful about facts that you find without checking them out first.

5. Ask the student to think of more evaluation criteria.

Say: "This is great. You identified many guidelines for detecting trustworthy sources online. Can you think of some more specific criteria that can help us evaluate a website?"

Write down any examples that the students provide. You can start the discussion by giving specific examples (you can show websites from the Web Sources for Evaluation, Instructor Guide, pg. 18) and asking the students questions to get them thinking:

- **Investigate the source:** Check the URL - what is the domain extension\* and what does it stand for? Is it clear who created the content? Can you tell what the qualifications of the author are? Is the content protected by copyrights? **Discuss the meaning of copyrights: A right given by law that gives the creator of an original work exclusive right to use it.** It restricts the right of others to use that work, copy it, distribute it or publish it in any way without getting permission from the creator. Who holds the copyrights? Is there contact information that can be verified? Are there any links or footnotes to other relevant and reliable sources? Do the links work? Does the website use correct grammar, spelling and sentence structure? Are graphs and/or charts clearly labeled? Is the content current? Are there any dates that can tell us when the site was created and updated?
- **What are they trying to get me to believe:** What is the purpose of the site? Why was it created? Is the purpose clear? Is it to sell something, to inform, to explain, to persuade, to entertain, to share, etc.? What kind of a website is it? Is it a business website? Is it a personal website? Is it a news source?
- **What is the point of view of the site:** What information is included? What information is missing from this website? What is the bias of the author? What ideas or opinions are missing? Is the information presented in a balanced way? Can you detect any ideas or opinions that are missing?

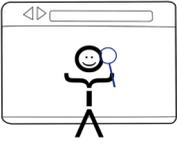
\* Refer to **Top Level Domain Extensions** in the Instructor Handbook, pg. 17.

6. Divide the students into groups of 4-5. Let them know that they've been given the task of writing a scientific report about the subject: "Is there life on other planets?" As part of their research they should compare at least 3 websites. Remind the students of the "rule of 3" and its importance.

Say: "The video mentions the "rule of 3." Can anyone remind us what that means? Why is it good to compare at least 3 sources of information?" Get responses from the students.

In their groups, students will use the **Source Comparison Tool** (Student Handouts) and other supplementary information – **Top Level Domain Extensions** (Student Handouts) to evaluate the relative quality of 3 sources. For this workshop, we pre-selected 3 sources that the students will evaluate and compare. The instructor will then discuss with the class which web sources were the most trustworthy and useful, and which sources were the least reliable and why.

If time allows, you can let each group search the Internet and select their sources on their own. If short on time, you can select 3 sources from the **Source list – Website Evaluation** (Instructor Toolkit).



## Workshop 1

### Lesson Plan 2: Staying True

#### Concept:

Be socially responsible with regard to information online and a good member of the online community. Practice ethical behavior online. Rules for good citizenship online:

1. If you wouldn't do it offline, don't do it online.
2. Don't steal, bully or cheat.
3. Report inappropriate behavior.
4. Keep the web safe.
5. Don't be rude. Practice kindness or silence.
6. Think before you post.

#### Standards Addressed:

- a. ALA Standard 8:2: Student respects intellectual property rights.
- b. ALA Standard 8:3: Student uses information technology responsibly.
- c. ALA Standard 9:2: Student respects other's ideas and background and acknowledges their contributions.
- d. C3: I:A: Student understands and follows acceptable policies (school, home and community) , and understands the personal and societal consequences of inappropriate use.
- e. C3: I:B: Student demonstrates and advocates for ethical and legal behaviors among peers, family, and community.
- f. NETS: 5:a: Student advocates and practices safe, legal and responsible use of information and technology.
- g. NETS: 5:d: Student exhibits leadership for digital citizenship.

#### Description:

In this lesson students will explore the nature of rules and see how they help in the formation and operation of communities, offline and online. They will also explore the consequences of not following the rules. Just like being a citizen of an offline community, being a citizen of an online community has responsibilities, such as following the rules, using good manners and keeping safe.

### General Goals:

1. To recognize that whether you are on the web or off, the rules for good citizenship still apply. To explore the importance of rules to any community.
2. Explore how rules apply in the global online community.

### Objectives:

1. Students will be able to recognize the need for rules.
2. Students will be able to understand and explain how rules protect, guide and define legal and ethical behavior.
3. Students will be able to state and understand the rules for being a good citizen online.

### Materials:

- Computer with Internet connection and screen projector device for presenter.
- Chart paper or chalk/white board or Smart board.
- Student Handouts booklet for each student.

### Activity Procedures:

1. Inform the students that they are going to watch the second part of a video by Google, **Detecting Lies and Staying True** (<http://www.ikeepsafe.org/youtube.html>) and ask them to list all the rules of good online citizenship as they watch. Hand out **While You Watch** (Student Handouts.)

**Say:** “You are going to watch the second part of a short video (developed by the team at Google) that will discuss the rules of good online citizenship. As you watch the video, please take note of those rules.”

2. Show the video again, if necessary. Ask the students to state the rules that they just heard and write their answers on the chart paper/board. The list should include:
  1. Don't steal.
  2. Don't bully.
  3. Don't cheat.
  4. Report inappropriate behavior.
  5. Be kind and polite.
  6. Think before you post.
3. Ask the students to think about the need for rules.

**Say:** “Why do we need rules? What would have happen if we didn't have any rules or laws? Who benefits from having rules? Who invents the rules? What would happen if there were rules but no one to obey or enforce them?”

**Further discussion:** If time allows, you can lead a discussion by giving some examples or ask leading questions:

1. How would you feel if anyone could walk into your house and take whatever they wanted?
2. Why do we need drivers to obey rules on the road? What might happen if there were no signals and no signs?
3. Could we play games or sports without rules?
4. Do all rules need to be enforced by someone or would people obey them even without anyone to enforce them?
5. Who benefits from having rules?

**Points for conclusion or further discussion:**

1. We need rules to protect us, guide us, define acceptable behavior, etc.
2. Rules limit some freedom of the individual in order to protect other individuals or to protect the group.
3. There is a difference between rules, laws, guidelines and code of conduct.
4. Discuss with the students the fact that some rules are general and apply to many societies and communities, offline and online, and some rules are more specific to particular communities. Give **YouTube** as an example for an online community that has its own rules. Hand out **Community Guidelines for YouTube** (Student Handouts). If time allows, go over rules. If not, just mention that the students should familiarize themselves with the guidelines if they are using **YouTube**.

**Optional activity** (if time allows): Show students the video **Playing Safe on YouTube** ([www.ikeepsafe.org/youtube](http://www.ikeepsafe.org/youtube)). Let the students know that they are going to play the game “Who Wants to be a Millionaire” to test their knowledge about the rules of **YouTube**. Before you begin, download the PowerPoint file of Who Wants to be a Millionaire. You can also prepare your own presentation or use the questions in **Who Wants to be a Millionaire** in the Instructor Toolkit. Divide the class into groups of 4-5 students. Each group comes up with an answer and whoever gets it correct scores points. Alternatively, this game can be played in the traditional way where one student is the contestant and the class is the audience.

5. Arrange students into groups of 4-5 and hand them the **Community Rules** activity sheet (Student Handouts). Each group will represent a different online community. This community can be a real one or imaginary, big or small. Ask each group to invent a name that represents their community and its purpose (for example: The Online Society for Having Fun, The Dog Owners Association, Online Club for Pizza Lovers, Fans of Jonas Brothers, etc.) and create 6 rules – 3 Do’s and 3 Don’ts that are most important for that community to function properly. Next to each rule write the purpose that it serves (what would happen if that rule didn’t exist?). Each group will then choose an ambassador that will share with the class their community rules and their purpose.
6. As a class, discuss each rule and ask the class to determine whether: 1. Is it also applicable to other communities? 2. Is it also applicable to offline societies?

7. Conclude the discussion by pointing out that there are rules for every community, online or offline. There are general rules that are applicable to most societies and some rules that are more specific to each community. Review the general rules for online behavior:

1. Don't steal.
2. Don't bully.
3. Don't cheat.
4. Report inappropriate behavior.
5. Be kind and polite.
6. Think before you post.

8. Ask who enforces the rules on the web. Is it easy to break the rules online and what might the consequences be (legal consequences, emotional, plagiarism, ethical, etc.)?

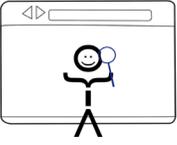
The online community is a global community of people connected by the internet. When you go online you immediately become part of that community and are expected to behave according to the rules of that space



# Instructor Toolkit







## Workshop 1

### Lesson 1: Detecting Lies

#### True or False Questions

- If I can find it online, it must be true.
- There is an email address listed in the website, so it must be a legitimate source!
- There is a logo of the White House at the top of the page, so I can definitely trust this website.
- The website looks really professional. It must be accurate.
- There are a lot of graphs and charts on the site. With all this information it must be true.
- It is clear who wrote the content because there is contact information and the information seems current and error-free. I can safely use this information for my homework assignment. (is it objective?)
- I should always compare the information I find online with at least 2 other sources.
- I should always be a skeptic when it comes to information that I find online.
- I should always think about what's missing from a website.
- I should always review the sources of the website.

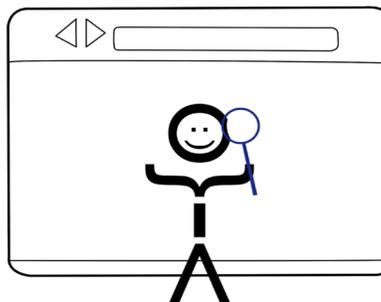
## Workshop 1

### Lesson 1: Detecting Lies

#### While You Watch: Answer Sheet

List all the guidelines for evaluating and trusting online resources that are mentioned in the video.

1. Be a skeptic.
2. Don't be fooled by cool or professional websites.
3. Ask yourself what's the point of view of the site.
4. What are they trying to get me to believe?
5. What opinions or ideas are missing?
6. Investigate the source. Find out who published the information.
7. Follow the "rule of 3": compare 3 sources of information.
8. Be careful about facts that you find without checking them out first.



## Workshop 1

### Lesson Plan 1: Detecting Lies

#### Web Sources for Web Evaluation

Please note that the web is a dynamic place. Information that is found on certain web pages may change or may no longer be available. Also, websites could change their location (URL address) or completely disappear. The list below is only a suggested list of web sources that you can use as examples. You can find your own sources – some might be genuine sources but that have a specific point of view or purpose and can illustrate the issue of bias. Other sources can be bogus websites that are purposefully meant to be a hoax. You can show some “good source” websites and compare them with sources with less reputation, such as personal websites, hoax websites, etc.

1. It's always a good idea to check the Domain Extension and see if it matches the content.

For example:

<a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>	The official website for the White House.
<a href="http://www.whitehouse.org">http://www.whitehouse.org</a>	A satirical website about the White House.
<a href="http://www.whitehouse.net">http://www.whitehouse.net</a>	A hoax website.

2. <http://www.peta.org>

From the domain extension we can assume (but can't be sure) that it's a non-profit organization. The publisher “Peta” and the logo of the website matches the domain name. The content is protected by copyrights that are assigned to Peta (bottom of the page) and there is contact information on the bottom of the page that can be verified. It seems like a legitimate organization with a genuine website. We can see that Peta has an agenda (for example, in the “About Us” page). The purpose of the website is to persuade. When we search the web for “Peta” we learn from other sources that this organization is sometimes confrontational and extreme in its positions. It is definitely biased: promotes a certain lifestyle and criticizes certain reputable organizations and businesses. The information in the website is not presented in a balanced way and we are missing the point of view of the businesses that Peta condemns in its campaigns.

3. Compare these two sources that contain health information.

<http://health.nih.gov/>  
<http://www.wallachonline.com/index.htm>

The first resource is reliable (the domain extension indicates that it is a government source – National Institute of Health. The logo matches the domain name (nih). At the bottom you can find contact information (mailing address) and a “contact us” link leads to more contact options. This seems as a very reliable source. You can Google “nih” to make sure that this is their official site. The “About nih” gives more information about the credentials of the authors and publisher.

This is an informational site. Its purpose is to give the public access to information. It is clearly stated in a few locations throughout the site (Mission page, Disclaimers page, etc.). They do not endorse or recommend any commercial products.

The website seems balanced, as they don't endorse any specific point of view or any commercial products. It doesn't have any dates that show how current the information is, but there is an option to subscribe to RSS email updates, which gives current information.

The second resource could be a personal page by Dr. Wallach. The URL shows that it's a .com (commercial). A quick Google search on his name gives many results that put the Dr.'s credentials in question (for example: <http://www.skeptdic.com/wallach.html>). It seems that he is biased and has an agenda that he wants to push. The purpose of the site is to sell the Youngevity products.

4. Since anyone can publish anything on the web, you need to be careful of what you believe. Below are a few websites that discuss the Dihydrogen Monoxide hoax.

The hoax:

<http://www.dhmo.org/>

<http://descy.50megs.com/descy/webcred/webcred/dhmo.html>

<http://www.lhup.edu/~dsimanek/dhmo.htm>

<http://www.armory.com/~crisper/DHMO/>

Revealing the hoax:

<http://www.npr.org/templates/story/story.php?storyId=1791960>

<http://www.msnbc.msn.com/id/4534017/>

<http://www.snopes.com/science/dhmo.asp>

5. To find information about more bogus sites, or "urban legends", you can use these resources:

<http://www.snopes.com/snopes.asp>

<http://www.urbanlegends.com/>

<http://urbanlegends.about.com/?once=true&>

<http://www.scambusters.org/legends.html>

6. Sources for "good online sources" that you can trust:

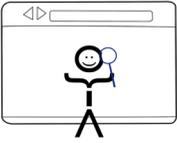
<http://www.ipl.org/> (Librarian's Index to the Internet - UC Berkeley).

<http://www.library.cornell.edu/olinuris/ref/refsources.html> (Internet Reference Resources - Cornell University).

7. Sources for web evaluation techniques:

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html> (Evaluating Web Pages - UC Berkeley)

<http://school.discoveryeducation.com/schrockguide/eval.html> (Kathy Schrock Critical Evaluation Resources. Contains many links to more reputable sources).



## Workshop 1

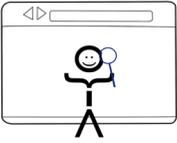
### Lesson Plan 1: Detecting Lies

#### Top Level Domain Extensions:

- .com commercial sites
- .net commonly used by Internet service providers, web-hosting companies or businesses
- .org primarily used by, but not limited to, non-profit organizations
- .gov government/military sites
- .mil
- .edu educational sites
- .biz small business site
- .info used to signify a credible resource site

#### Popular Country Domains:

- .au Australia
- .be Belgium
- .br Brazil
- .ca Canada
- .ch Switzerland
- .cn China
- .fr France
- .uk United Kingdom
- .in India
- .jp Japan
- .mx Mexico
- .nz New Zealand



## Workshop 1

### Lesson Plan 1: Detecting Lies

Source List: Is There Life on Other Planets?

Examples of questionable/biased/amateurish web sources:

<http://www.alienthetruth.com/>

<http://users.erols.com/feanor17/Ufo.html>

<http://www.icr.org/article/can-life-exist-other-planets/>

<http://www.nicap.org/articles/hillzeta.htm>

<http://hubpages.com/hub/milky-way>

<http://www.chacha.com/question/is-there-life-on-other-planets>

<http://www.dvorak.org/blog/2006/08/02/nasa-needs-a-plan-for-telling-the-public-about-life-on-other-planets/>

[http://findarticles.com/p/articles/mi\\_m0EPG/is\\_n3\\_v29/ai\\_16657943/](http://findarticles.com/p/articles/mi_m0EPG/is_n3_v29/ai_16657943/)

[http://www.gravitywarpdrive.com/Reticulan\\_EBE.htm](http://www.gravitywarpdrive.com/Reticulan_EBE.htm)

<http://www.ufoevidence.org/>

<http://www.ufos-alien.co.uk/>

[http://www.answerbag.com/q\\_view/376966](http://www.answerbag.com/q_view/376966)

<http://wehrintheworld.blogspot.com/2010/02/life-on-other-planets.html>

Examples of credible/objective/expert sources:

<http://www.seti.org/>

<http://astrobiology.nasa.gov/ask-an-astrobiologist/popular/>

<http://www.kepler.arc.nasa.gov/>

[http://www.nasa.gov/vision/earth/technologies/Life\\_Detector.html](http://www.nasa.gov/vision/earth/technologies/Life_Detector.html)

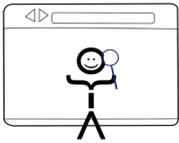
[http://www.science.nasa.gov/headlines/y2010/04jan\\_fiveplanets.htm](http://www.science.nasa.gov/headlines/y2010/04jan_fiveplanets.htm)

<http://cosmiclog.msnbc.msn.com/archive/2009/09/16/2072217.aspx>

<http://www.israel21c.org/social-action/israeli-fibers-help-nasa-locate-livable-planets-in-the-universe>

<http://earthguide.ucsd.edu/virtualmuseum/litu/litusyllabus.shtml>

<http://www.alicesastroinfo.com/2009/12/answering-questions-life-on-other-planets/>



## Workshop 1

### Lesson Plan 1: Detecting Lies

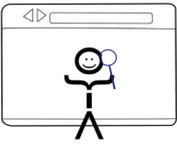
#### Source Comparison Tool: Answer sheet

Name of Web Source and URL

- Web Source 1:** URL: <http://www.alienthetruth.com>  
 Name: Aliens the Truth  
 Purpose of website: Personal website of an enthusiast, expressing his own views on the subject.
- Web Source 2:** URL: <http://astrobiology.nasa.gov/ask-an-astrobiologist/popular/>  
 Name: NASA – Astrobiology, Life in the Universe: Ask an Astrobiologist  
 Purpose of website: Educate, provide accurate, up-to-date and comprehensive information regarding astrobiology.
- Web Source 3:** URL: <http://www.seti.org>  
 Name: SETI Institute  
 Purpose of website: Informational website to educate about research done by SETI.

Look at the criteria below and mark X in the Yes or No column for each Web Source

	Web Source 1		Web Source 2		Web Source 3	
	Yes	No	Yes	No	Yes	No
<b>Authority</b>						
Is it clear who wrote the content?		X	X		X	
Is the author an expert on the subject? Does he have a good reputation?				X	X	
Is there contact information that can be verified?		X		X	X	
Does the domain extension match the content?*(See reference guide of domain extensions)			X			X
<b>Accuracy</b>						
Do you believe that the content is true?		X	X		X	
Does the information use correct grammar, spelling and sentence structure?				X		X
Are photos, if there are any, real?	X	X	NA		X	
<b>Objectivity</b>						
Is the information presented in a balanced way?		X	X		X	
Is all the information included?	X		X			X
If there are advertisements, do they match the content on the page?	NA		NA			X



Web Evaluation Checklist		Web Source 1		Web Source 2		Web Source 3	
		Yes	No	Yes	No	Yes	No
Currency	Are there any dates to show when the content was created?		X	X			X
	Are there any dates to show when the content was last updated?	X		X		X	X
	Do all the links work?	X			X		X
Coverage	Is the subject discussed in depth?		X		X	X	
	Can you find the information you were looking for?		X	X		X	
	Do links on the page lead to other good information?		X	X		X	
	Are the pictures on the page helpful?		X		X	X	

### Analysis of sources:

#### 1. <http://www.alienshethetruth.com>

It is not very clear who put together this website. The publisher seems to be an entity by the name of "Aliens the Truth". A Google search doesn't provide any information about this entity. At the bottom of the homepage, there is a mention of a "Chris Augustin" with links to his personal social network accounts. It seems that "Aliens the Truth" is the domain that he purchased for his personal website.

There are no links on the website (such as About Us, Biography, Mission Statement, etc.) that can provide more information about that person. A Google search for his name doesn't produce any information that can help us assess his credentials or expertise on the subject. It seems that this is a hobbyist with personal interest and passion for the subject of aliens.

Everything that is written is an opinion or personal view. The bias is very clear. For example, in the Welcome text on the homepage: the language that is used is prejudiced, conclusive and uses extreme terminology such as "UFOs exist", "proof is undeniable", "There is one ultimate truth that the world is afraid to accept...the reality that we are not alone...the proof is here, the proof is real..." and is not supported by credible data. There is absence of other viewpoints while interpreting information on this controversial subject. The advertisements also support the bias of the website.

Anyone can submit content to the website, which detracts even more from its credibility as we can't identify the visitors to the site and what their credentials are for the information that they submit.

It is not clear when this website was created, but there is a discussion forum that seems to be current.

The links lead to more information that doesn't seem credible or reliable. None of the documents are academic sources and their authenticity is questionable (they could have been easily reproduced and altered). The news sources are more "entertaining" in nature rather than based on scholarly research.

Some of the photos seem real (while their interpretations are strictly opinions) and some photos seem to be digitally altered.

**Conclusion:** This source is biased and not very reliable.

## 2. <http://astrobiology.nasa.gov/ask-an-astrobiologist/popular/>

It is very clear who is responsible for the site. This is a page of the official site for the NASA Astrobiology Program, a respected and well-known entity for anything that has to do with space explorations. The domain name matches the site and the domain extension is .gov, which makes it clear that this is a government entity. The purpose of the site is clearly stated in the "About this Site" page (top link at the left navigation panel): to give "accurate, up-to-date, and comprehensive information..." The specific page gives opportunity for interested people to ask questions and get a reply by experts in the field. Each entry is signed by the expert who provided the answer. Google search on specific experts easily verifies their credentials and expertise.

The tone of the experts in their replies is very factual and informative. They site facts and data and keep their language objective (for example, "scientists are still debating whether or not one of the meteorites... has fossil evidence of ancient life on Mars"). Even when they are leaning towards one explanation, their language stays neutral (example: "There is also a strong possibility..." ) and non-conclusive ("recent observations...suggests...", "The equation suggests..."). They rely on data rather than on opinions, and suggest interpretations of that data rather than impose them as fact.

All the information is presented in a balanced way and it doesn't seem that they omit anything on purpose in order to persuade one way or the other.

Each entry is dated, and there is also a date at the bottom of the page that shows when it was last updated.

The answers are succinct, due to the nature of Q&A, but are informative and useful. Sometimes links are provided for further elaboration and those lead to good information. There are no photos on this page.

**Conclusion:** This source is objective and informative, although it does not discuss the subject in depth. It can serve as a good place to start research on the topic.

### 3. <http://www.seti.org>

This is a website of SETI Institute, a well known institute that is sponsored by respected entities such as NASA, and the National Science Foundation, among others. The domain name and the domain extension (.org) usually represents a non-profit organization, which matches SETI. "SETI Institute is a private, nonprofit organization dedicated to scientific research, education and public outreach" (from "Our Mission/About Us" page). The staff is comprised of experts in the field ("Staff" page) whose credentials and expertise can be verified. Contact information is readily available – both at the bottom (there is a specific geographic address and a phone number, which adds to the reliability of the source as it can be easily verified) and in the Contact Us page.

The tone of the website is very scientific and impartial. Interpretation of facts is neutral and non-conclusive. For example: "Whether evolution will give rise to intelligent, technological civilizations is open to speculation" (<http://www.seti.org/seti>). Different points of view are presented and even juxtaposed (for example: <http://www.seti.org/Page.aspx?pid=584> presenting science facts as opposed to science fiction). There are also links to other SETI programs.

There are links to reputable sources that give more useful information, such as news sources like The Sunday Times, BBC, New York Times, etc., well-known institutes like NASA and educational institutes such as UC Berkeley (Optical SETI @ UC Berkeley).

Although it is not always clear when the entries were written, the site looks updated, and links to news stories are current. Also, the Copyrights (bottom of the page) are dated for 2010, which is current and suggests that the content is relatively new.

The subject is discussed in depth and includes videos, radio broadcasts (<http://radio.seti.org/>), educational curriculum (Education page), and many links to other useful information. Photos and illustrations are also provided and helpful.

**Conclusion:** This source is objective, reputable, current and comprehensive, and is an excellent source to be used for a research project on the topic of "Is There Life on Other Planets?"

## Workshop 2: Playing and Staying Safe Online

### Lesson 2: Staying True

#### Community Guidelines for YouTube

##### 1. Be a Good Citizen. Be Responsible.

- Be responsible. Be a good citizen.
- YouTube is not for kids under 13.
- Get to know the community guidelines: what is allowed and what is not.
- 3 strikes for violating the guidelines will result in disabling your account and you will not be able to open a new one.
- Flag videos that break the rules.
- Keep comments clean. Be respectful, even if you don't agree.
- Respect copyrights. If you don't own it, don't post it.

##### 2. Respect Yourself and Others.

- If you feel unsafe about something that is happening on YouTube, tell an adult and check the Safety Center to learn about ways to help yourself.
- Remove insulting comments.
- Block users who harass you.
- Click on the "Hide Objectionable Words" option next to the text comments to make offensive words disappear.
- Do the "Grandmother test" before you post: if there is something you wouldn't want your grandmother to see, think twice before you post it.
- Sexual content is not allowed on YouTube.

##### 3. Privacy Matters.

- Make your personal videos private and share them only with people you trust.
- Don't post personal information.
- YouTube will never ask for your password, email address or other account information. Don't trust someone who asks you for this information.
- If you come across a video that violates your privacy, contact the person who posted it and let them know. If they don't remove the video, report it.
- Make sure you have permission before you post someone's face in a video.
- Posting someone's personal information without getting permission could get you kicked off of the site.

## Workshop 1

### Lesson 2: Staying True

#### Who Wants to be a Millionaire?

For \$100:

Q. How old do you have to be to have an account with YouTube?

- A. 10
- B. 13**
- C. 18
- D. 21

For \$200:

Q. YouTube has a set of rules for everyone that visits or views videos on the site. What are those rules called?

- A. User Rules
- B. Terms of Service
- C. Rules to Kill All Fun
- D. Community Guidelines**

For \$300:

Q. If you violate the Community Guidelines, you can receive a strike. You will be banned from the site after you receive

- A. 5 gold stars
- B. 1 strike
- C. 1 strike and 1 spare
- D. 3 strikes**

For \$500:

Q. If you see a video that you think breaks the rules, you should report it with the flagging system. The flagging icon is located where on the site?

- A. Underneath the video**
- B. The top right corner of the home page
- C. At the bottom of every YouTube page
- D. On the flag pole

For \$1000:

Q. If you don't like a video you're watching, you should

- A. Flag it
- B. Write a rude comment and tell everyone
- C. Click on something else**
- D. All of the above

For \$2000:

Q. When you use someone else's text as your own, that's called plagiarism and it is illegal. When you upload a video or music that isn't yours, you're breaking the rules of

- A. Copyright law
- B. The Code of the Pirates
- C. Plagiarism
- D. Gravity

For \$4000:

Q. If someone else is writing mean comments on your videos, you should

- A. Remove their comments
- B. Block that user
- C. Be mean back
- D. Both A and B

For \$8000:

Q. On YouTube there is a section that offers tips for staying safe and advice for what you should do if you don't feel safe. This section is called the

- A. Home Base
- B. Safety Land
- C. Safety Center
- D. Safe Place

For \$16,000:

Q. When uploading a video or posting a comment we suggest you do the "grandma test." This means

- A. Count how many times the word grandma is said in the video
- B. Thinking twice before you post something about whether or not your grandma would approve if she saw it
- C. Is your grandma dancing in this video?
- D. Calling your grandma to make sure she sees it.

For \$32,000:

10. Which of the following would YouTube ever ask you about?

- A. Age
- B. Credit card information
- C. Home address
- D. Shoe size

For \$64,000:

Q. What information should you never include in your profile?

- A. Home address
- B. Full name
- C. Phone number
- D. All of the above

For \$125,000:

Q. What is the first thing you should do if a video violates your privacy?

- A. Contact the person who uploaded the video
- B. Send it to your friends
- C. Log out of YouTube
- D. Leave a nasty comment on the video

For \$250,000:

Q. If you've found a video that violates your privacy, and you've contacted the person who uploaded the video, and they didn't take it down, what should you do next?

- A. Flag the video
- B. Leave another nasty comment with ALL CAPS
- C. Tell a trusted adult
- D. Both A and C

For \$500,000:

Q. YouTube is a fun place to

- A. Watch funny videos
- B. Share videos that you make
- C. Learn about new topics
- D. All of the above

For \$1 Million!!!:

Q. One of the most famous videos on YouTube is about a baby that bites his brother's finger. What is the baby's name? (Hint\* the boys are British)

- A. Edward
- B. Charlie
- C. James
- D. Taylor

Great job!!!

Thank you for playing.



Workshop 1  
Lesson Plan 2: Staying True

Community Rules

Name of Group: \_\_\_\_\_

Purpose of Group: \_\_\_\_\_

Rules:

Do:

1. \_\_\_\_\_

2. \_\_\_\_\_

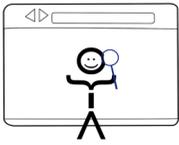
3. \_\_\_\_\_

Don't:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

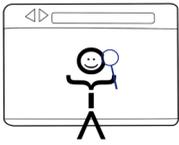


## Workshop 1 Additional Resources

Share the news stories and articles on photo tampering OR have students research the topic and come back with three facts about altering pictures.

- Gaylord, Chris  
“Digital Detectives Discern Photoshop Fakery.” August 2007. USA Today.  
[http://www.usatoday.com/tech/news/techinnovations/2007-08-30-photoshop-fakery\\_N.htm](http://www.usatoday.com/tech/news/techinnovations/2007-08-30-photoshop-fakery_N.htm)
- Garfinkel, Simson  
“How To Tell If a Digital Image Has Been Altered.” December 2005. CSO: Data Protection.  
[http://www.csoonline.com/article/220725/How\\_to\\_Tell\\_If\\_a\\_Digital\\_Image\\_Has\\_Been\\_Altered](http://www.csoonline.com/article/220725/How_to_Tell_If_a_Digital_Image_Has_Been_Altered)
- Farid, Hany  
“Photo Tampering Throughout History.” 2009  
<http://www.cs.dartmouth.edu/farid/research/digitaltampering/>

Keep the discussion going! Research indicates that children who discuss topics with adults behave in safer ways.



## Workshop 1 Additional Resources

### Protect Yourself and Others on YouTube Instructions from the YouTube Safety Center

#### Private Videos and How to Share Them:

To limit the exposure of one of your videos, set it to be a “Private” video. Only you and (up to twenty-five other users who you invite to view the video) will be able to see it. In order to do this, you’ll need to send these 25 other people a special link that goes to the private video. Once your contacts receive the private URL, they’ll be able to sign into their YouTube account and watch the video. Other users who haven’t received the link invite will not be able to view the video as it is listed as private. If you’d like all users to be able to see / view your video, you should set your video to “Public.”

The video will not appear on your channel, in Groups, search results, playlists, etc.

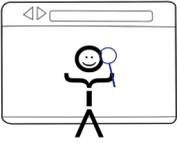
How to make your uploaded video “Private”

1. Click the “Account” link located at the top-right of any page.
2. Click the “Uploaded Videos” link. Choose the video you want to edit and click the “Edit” button below the video thumbnail.
3. Under the “Broadcasting and Sharing Options” section (on the left-hand side of the page towards the bottom) you’ll see “Privacy” options. Click the little black arrow/triangle to expand and see all your privacy options.
4. You’ll see the option to make the video public or private. If you’d like to make your video **private**, click and select the “Private” option.

Save the changes you made to your video’s settings by clicking the “Save Changes” button. Your video will now be set to private.

#### Find and Send a Private Video’s Private URL:

1. Sign into your YouTube account and click the “Account” link located at the topright of any page.
2. Then click the “Uploaded Videos” link. Click and choose the video you want to send to your friends. Then, click the “Edit” button.
3. Under the “Broadcasting and Sharing Options” section (on the left-hand side of the page towards the bottom) you’ll see “Privacy” options. Click the little black arrow / triangle to expand and see all your privacy options (if it’s not already open and you cannot see your privacy options).
4. If the video’s set to private, there will be a URL section below the “Private” option. This is the special private link that you will send to (up to) twenty-five contacts so that they can watch your private video.



## Workshop 1 Additional Resources

### Protect Yourself and Others on YouTube Instructions from the YouTube Safety Center (continued)

5. Email / send a private message including the private video's special URL. When your friends receive the email invitation, they'll need to:
  - Sign into their YouTube account
  - Click the video URL
  - They'll then be able to watch the video
  - Once a video is shared via the private URL, it cannot be unshared.

Therefore, use your 25 invites wisely!

In order to watch a private video, your contacts must already have a YouTube account. If they don't already have an account, they'll first need to sign up for an account. They will then be able to sign in and watch the private video you sent them. If they do not sign into their account before watching the video, the video will not load.

#### Abusive Users: Blocking users

You can block users from making comments about your videos or sending you messages. To block a user, go to their Profile and click the "Block User" button in the "Connect with" box. Similarly, you can unblock users by returning to their profile and clicking the "Unblock User" button where the "Block User" button used to be.

#### Edit/Delete My Comments

1. Watch the video with the comment you would like to remove.
2. Scroll down to the "Comments & Responses" section and locate the comment that you made that you would like to remove.
3. To delete a private message from your account, go to your "Inbox" by clicking the small envelope icon at the top-right of any page (you must be logged in to your YouTube account to see this icon and delete messages). Find the particular message you want to delete and click the checkbox next to it, then click the "Delete" button at the top of the page. The message will be permanently deleted.

Keep the discussion going!

Research indicates that children who discuss topics with adults behave in safer ways.



© 2010. Internet Keep Safe Coalition. All rights reserved.

This product has been developed, copyrighted, and distributed for incidental, classroom use. Copies and reproductions of this content, in whole or in part, are authorized for incidental, classroom use. Copyright language and distribution restrictions must be included on all reproductions whether electronic or hard copy. For questions please contact the Internet Keep Safe Coalition at [ikeepsafelegal@ikeepsafe.org](mailto:ikeepsafelegal@ikeepsafe.org).