

Collaborate and exchange

Digital detective

Australian Curriculum Alignment

Level 1	Level 2	Level 3
Collaborate and safely share information with known peers and trusted adults using simple tools.	Collaborate and safely exchange information with known peers and trusted adults using familiar tools, taking different opinions and views into consideration	Collaborate and safely exchange information with trusted audiences using a range of tools to explore a different point of view.
Immersion	Activity	Share and discuss
<p>Start by reading a well-known fairy tale, such as the Three Little Pigs. Ask students whether this is a true or a made-up story. Prompt them for the reasons as to how they know this.</p> <ul style="list-style-type: none"> • Pose the question to students: What helps you believe something you see or read is real? • Create a list of the qualities that are suggested. • Explain that sometimes, when you're reading or looking at something online, it can be much harder to tell if something is real or made up. That's why they need to be digital detectives and learn to ask questions that help them decide if something is real or fake. 	<p>Whole class (F-2):</p> <ul style="list-style-type: none"> • Choose a scenario from the provided game board and read it to the class. • Have students take it in turns to spin the pre-made spinner and ask a question starting with that word which would help them decide if the scenario was real or fake. For younger students, you may want to pose the question yourself, eg. Why? could be "Why would someone share that?". • Ask another student to try and answer the question. This student can then have a turn spinning the spinner. • Repeat with as many questions and scenarios as you would like. <p>Individuals (3-4):</p> <ul style="list-style-type: none"> • In groups of 3 or 4, provide a copy of the spinner and game board. Ask each group member to take it in turns reading a scenario, and then spinning the spinner to come up with a question including that word to test if it sounds real or fake. • Record their questions and answers in a workbook or verbally. 	<p>Come back together as a class.</p> <ul style="list-style-type: none"> • Reflect on what was learnt in this activity and why it is important. Write responses down to display as a reminder.

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My brother read an article on the internet that a flying pig was seen in America.

There are lots of movies with monsters and I saw a video on YouTube of one too. Are they real?



I saw a video of someone riding a unicorn – it looked so real.

My friend showed me a picture of a cat knitting it was so funny – was it real?



**Be a Digital Detective.
Question! Question!
Question!**

When a pop up comes up on my computer I'm not sure if its real or fake!



I was shown a video of a man jumping over a building. Is he a superhero?

There is a story online that says there is a cow that can produce chocolate milk! Is this possible?



There are people on the internet that claim they have seen a UFO! Real or Fake?

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Spinner and board game

Directions:

- Paste the circle and spinner onto cardboard or card and cut them out.
- Attach a split pin through the spinner and the centre of the circle and fasten.
- Flick the spinner to make sure it turns freely. Alternatively, do not use the spinner and roll a dice to fall on a part of the circle.

