OVERVIEW

BIG IDEA
Information on the internet should be approached with healthy skepticism.

OBJECTIVE
2.11 Evaluate a webpage to determine if the information is credible.

AGENDA
1. Do now & Discussion
2. Reading: Credibility
3. Practice: Two websites
4. Assess

HOMEWORK
Find one credible and one non-credible websites on "childhood obesity" and explain how you made your assessment of credibility.

LESSON **2.11**
Credibility

SUMMARY:

This lesson will equip students with a basic primer on credible sources on the Internet. Students will begin by identifying how they know if a source on the internet can be trusted for reliable information. Then, with a partner, they will brainstorm two different types of websites they have used and identify the defining characteristics of information on that type of site. Next, students will be introduced to three elements of determining credibility: the URL, information on the perimeter of the site, and the sources referenced. To practice, students will perform a Google search to identify two sites and determine whether they are credible.

UNIT 2: NUTRITION & FITNESS   LESSON 2.11

Evaluating Web Pages

PH2.11: Evaluate a webpage to determine if the information is credible.

DO NOW What clues would you look for to know whether or not you could trust the information you find on a website? List as many as you can below.

DISCUSS With a partner, choose ONE types of website you might access or know about (ex: social media, blogs, news, companies, online retailers, review websites, medical information, governmental sites, nonprofits, online encyclopedias, etc.). Then fill in the table below:

Questions:	Your Answers:
What type of site did you choose?	
What is an example of that type of site? (URL)	
What is the purpose of that site?	
What type of information might people learn from that type of site?	
Is that information reliable? (Always? Sometimes? Never?)	
How would people know whether or not it is reliable?	

DO NOW: Students may list things like: author, doesn't include personal opinion/bias, etc. If students seem like they are struggling, navigate on screen (if possible) to a site with untrustworthy information (ex: dieting websites and herbal supplement websites are plentiful) and scroll along to show students the page. Once they are looking at an actual webpage, more ideas may come to them. If students have access to their own personal computers in the classroom, direct them to an unreliable site so they can look through themselves.

DISCUSS: The purpose of this short activity is to open students minds to the many purposes of information on the internet and to help them orient themselves to the ways they approach Internet information. By examining a type of site like social media or blogs, students will be more aware of how the way they think about credibility changes (or should change!) when accessing different types of content online and looking for information for different purposes.

Evaluating Information from the Web

NEW INFO

Millions of people have access to the internet and creating content has become simple. Think of just about any question or topic and you can find information on it in just seconds. It's easy to forget how remarkable this technological breakthrough really is. However, with the Internet's ease of finding information comes a serious challenge: ensuring the information is credible. A few decades ago, when you wanted to research a topic, you'd visit a library where books, scholarly journals, magazines, and other media sources could be accessed. This system limited the number of sources available, but helped maintain a more reliable system of credibility. After all, for a book or article to be published, it had to be screened by editors and often other experts in the field. Yet the Internet does not require any filtering or editing before posting information. It is free and easy for anyone to post content online. Therefore we must be more careful.

What is credibility?

Credibility can be defined as "the quality of being trusted and believed in." If a website source is credible, we might also say it has **reliable** information or that we can depend on its information as being **accurate**. If we are looking for scientific information, a credible source would also provide content that is **unbiased** and **current**.

How do we determine credibility?

There is no one-size-fits-all test, unfortunately. Determining credibility is more similar to solving a mystery by gathering clues. Here are some of the clues you should look for:

The URL:

What to look for? Sources from educational institutions (.edu), governmental organizations (.gov), and .nonprofits (.org) or commercial sites (.com) that are well-established and recognized in the field.

What to avoid? Blogs and personal pages (often part of the person's name is in the URL), Companies with advertising on their page or that are clearly trying to sell something (sometimes this can be difficult to recognize at first glance)

The Perimeter of the Page:

What to look for? Last updated date (usually at the very bottom), About page explaining the organization's purpose, philosophy and structure, Author (with credentials and contact information), however often an agency or organization is responsible for the material so no author is listed

What to avoid? Missing information about the source of content, missing date, author with no credentials

Source Documentation:

What to look for? Footnotes or links should be provided to other reliable sources, permissions and copyright information

What to avoid? Reproduced content that does not link back to sources

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NEW INFO: For more information, a great source from Berkeley is: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
In addition, the Purdle OWL website provides excellent information at: https://owl.english.purdue.edu/owl/resource/553/01/

Ask students: Can you think of other words to describe credibility?

THE URL: This is a good time to give students a short list of website URLs that have GREAT and CREDIBLE health information: These might include: cdc.gov, nih.gov, kidshealth.org, webmd.com, google.com/scholar, etc.

THE PERIMETER: Show students a few examples of actual webpages so they can see the various ways that this information can be laid out around the perimeter.

THE SOURCES: Navigate to an topic page on wikipedia.org to show students how footnoting is used to link directly to sources. Then find a few other sites where this is done in various ways.

THINK Choose any 2 websites about the topic of fitness (specifically google: "building muscle"). Fill out the table below based on your evaluation of the credibility of the site.

Website #1: _____   **Credible / Not Credible** (circle one, after you finish)

Clues	Type of Information:	What did you find?
The URL	.edu, .gov, .org, .com, or something else?	
The Perimeter	Information to look for: Title, Author, Date, Page update date?	
Sources	Footnotes & links to reliable sources?	

Website #2: _____   **Credible / Not Credible** (circle one, after you finish)

Clues	Type of Information:	What did you find?
The URL	.edu, .gov, .org, .com, or something else?	
The Perimeter	Information to look for: Title, Author, Date, Page update date?	
Sources	Footnotes & links to reliable sources?	

ASSESS Name 3 things you would look for to determine whether a source is credible:

1.

2.

3.

HOME WORK Find one **credible** and one **non-credible** website related to **childhood obesity**:

Credible site (URL): _____
    Why?

Non-credible site (URL): _____
    Why?

THINK: Example websites that could be used include:
1. http://www.wikihow.com/Build-Muscle
2. http://www.askmen.com/sports/bodybuilding_150/193_fitness_tip.html,
3. http://www.bodybuilding.com/store/musclegain.htm
4. http://www.webmd.com/fitness-exercise/features/build-muscle-better-health

ASSESS: Answers
1. the URL, 2. the perimeter, 3. the sources (more information should be provided to explain)

HOMEWORK: The purpose of this assignment is to give students one more opportunity to practice, in a content area that will be relevant to the upcoming case study.