

SIX FACT-CHECKING LESSONS FOR KIDS

1. Is the Earth flat?

2. Is Wikipedia reliable?

3. Street sandwich

4. Why you so mad?

5. Red cars

6. Garage dragon

SIX FACT-CHECKING LESSONS FOR KIDS

CONTENTS

1. Is the Earth flat?	7
2. Is Wikipedia reliable?	25
3. Street sandwich	43
4. Why you so mad?	57
5. Red cars	73
6. Garage dragon	91
Information for parents, teachers and teacher-librarians	113
Acknowledgements	119
Additional resources and links	120
Appendix: Indicators of quality on a Wikipedia article	121
Appendix: My Knowledge Quest	122



LESSON ONE

IS THE EARTH FLAT?



We know that if we hold something up and drop it, gravity will attract it to the ground.

We know this is true because we can see it.

But what about things we can't see?

How do we know if they are true or not?



We are told the Earth is a sphere and people on the other side don't fall off because of gravity.

But how do we know if this is true?



The Apollo 8 astronauts were the first to see the Earth from space.

But we can't all go to space.



We can look at the horizon.



The Ancient Greeks worked out the Earth is a sphere. They used the science of the time.

Science evolves but is based on a core principle: having evidence (or proof) you can verify.

Scientists publish their findings (what they have discovered) so others can check. Because it is based on evidence and can be verified we can trust scientific knowledge.



Over time, scientific knowledge becomes widely known.

But where do we get our information from?

Family, friends, TV, social media...

How do we know for sure? What is a reliable source? Who do we trust?



Dictionaries and encyclopedias are written by experts who study a topic, verified by editors, and released by publishers.

Some examples are the Encyclopaedia Britannica or the Macquarie Dictionary.

We trust these institutions or brands based on their reputation.

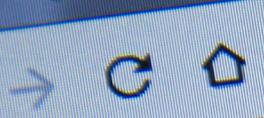


TAKE AWAYS

Who do you trust?

What is a trustworthy source?

It's important to check information!



Sécurisé |

en.wikipedia.org/wiki/Main_Page



WIKIPEDIA

The Free Encyclopedia

Main Page

Welcome to Wikipedia,
the free encyclopedia that anyone can edit.
We have 5,495,629 articles in English

on today's featured article

Main page

Contents

Featured content

LESSON TWO

IS WIKIPEDIA RELIABLE?



google

All

News

Videos

Images

More

Settings

Tools

About 11,190,000,000 results (1.45 seconds)

Google

<https://www.google.com/>

Search the world's information, including webpages, images, videos and more. **Google** has many special features to help you find exactly what you're looking ...

Google Docs

More than letters and words. Google Docs brings your ...

Google Maps

Find local businesses, view maps and get driving directions in ...

Google Photos

All your photos are backed up safely, organized and labeled ...

[More results from google.com »](#)

My Account

My Account gives you quick access to settings and tools for ...

Translate

Google's free service instantly translates words, phrases, and ...

Google Images

Google Images. The most comprehensive image search ...

Google

Technology company



[google.com](https://www.google.com)

Google is an American multinational technology company that specializes in Internet-related services and products that include online advertising technologies, search, cloud computing, software, and hardware.

Founded: September 4, 1998, Menlo Park, CA
Headquarters: Mountain View, CA
CEO: Sundar Pichai (Oct 2, 2015–)
Subsidiaries: YouTube, Nik Software, AdMob
Founders: Larry Page, Sergey Brin
Parent organization: Alphabet Inc.

People also search for

Top stories



How can we check if something is real, or true?

Where can we find sources of information we can trust?

We can look in a dictionary or an encyclopaedia.

We can also search online using Google or DuckDuckGo (a search engine that does not track users as much as Google does).

Wikipedia is often in the top results.

WIKIPEDIA

The Free Encyclopedia

English

6 383 000+ articles

日本語

1 292 000+ 記事

Русский

1 756 000+ статей

Deutsch

2 617 000+ Artikel

Español

1 717 000+ artículos

Français

2 362 000+ articles

Italiano

1 718 000+ voci

中文

1 231 000+ 條目

Polski

1 490 000+ haseł

Português

1 074 000+ artigos

EN ▾

🌐 Read Wikipedia in your language ▾

Wikipedia is an online encyclopaedia.

It has articles like Britannica
(for example: “Australia”).

But it is not done by professionals: anyone can
edit an article, even you!

So, there are rules.



Think of a Wikipedia article (for example “Canberra”) as a public garden.

Anyone can be a gardener. Anyone can plant a new flower bed or get rid of some weeds.

Some gardens are perfect: The rules were followed.



What if people who are not gardeners start planting things incorrectly?

What if people who are not experts start adding silly things on Wikipedia?

What else could go wrong?



Welcome to the Garden



1. Come into the garden with an adult.
2. Walk at all times.
3. Respect all parts of the garden.
4. Clean up. Put all tools away.
5. Close the gate when you leave.



So, what are the rules (or policies) to make sure Wikipedia articles are reliable?

- Information in articles has to be neutral
- Information has to be based on reliable sources, like a book by a scientific expert for example
- Information should not be original research.

Anatomy of a Wikipedia article

Contents [hide]

- 1 Early life
- 2 Career
 - 2.1 Adulthood and early career: 1951–61
 - 2.2 Africa to *Caged Bird*: 1961–69
 - 2.3 Later career
- 3 Personal life
- 4 Death
- 5 Works
 - 5.1 Chronology of autobiographies
- 6 Reception and legacy
 - 6.1 Influence
 - 6.2 Critical reception
 - 6.3 Awards and honors
 - 6.4 Uses in education
- 7 Poetry
- 8 Style and genre in autobiographies
- 9 References
 - 9.1 Explanatory notes
 - 9.2 Citations
 - 9.3 Works cited

A table of contents presents how the content of an article is organized. It allows you to understand how the article is structured and helps you to optimize your information search.

References

Explanatory notes

- ¹ [^] Angelou wrote about Vivian Baxter's life and their relationship in *Mom & Me & Mom* (2013), her final installment in her series of seven autobiographies.
- ² [^] According to Angelou, Annie Henderson built her business with food stalls catering to black workers, which eventually developed into a store.^[9]
- ³ [^] The correct Greek spelling of Angelou's husband name is probably "Anastasio Angelopoulos".^[28]
- ⁴ [^] Reviewer John M. Miller calls Angelou's performance of her song "All That Happens in the Marketplace" the "most genuine musical moment in the film".^[34]
- ⁵ [^] In Angelou's third book of essays, *Letter to My Daughter* (2009), she credits Cuban artist Celia Cruz as one of the greatest influences of her singing career, and later, credits Cruz for the effectiveness and impact of Angelou's poetry performances and readings.^[36]
- ⁶ [^] Guy Johnson, who as a result of this accident in Accra and one in the late 1960s, underwent a series of spinal surgeries. He, like his mother, became a writer and poet.^[45]
- ⁷ [^] Angelou called her friendship with Malcolm X "a brother/sister relationship".^[48]

Citations

- ¹ [^] "Maya Angelou" [Ⓔ]. SwissEduc.com. December 17, 2013. Archived from the original [Ⓔ] on December 17, 2013.
- ² [^] Glover, Terry (December 2009). "Dr. Maya Angelou". *Ebony*. Vol. 65 no. 2. p. 67.
- ³ [^] [Ⓐ] [Ⓑ] [Ⓒ] Stanley, Alessandra (May 17, 1992). "Whose Honor Is It? Angelou's *The New York*
- ⁷¹ [^] McGrath, Kim (June 2 "Remembering Dr. May Center. Wake Forest U June 2, 2014.
- ⁷² [^] [Ⓐ] [Ⓑ] [Ⓒ] Manegold, Cathie 1993). "An Afternoon w Wintersmith at Her Instan

This section compiles all the sources cited in an article. It can also contain notes clarifying or expanding on information contained in the article. You can use this section to expand your search for information beyond Wikipedia and find academic sources that you can include in their own research.

Let's look at a well-made article.

It has a clear content and references.

We can look for other signs of quality. Look at the end of this book for the page called “**Indicators of quality on a Wikipedia article**”.



Lets try it out.

Evaluate some articles using **My Knowledge Quest** at the end of this book.



TAKE AWAYS

Wikipedia is free and easy to find. It's a good way to check information. Wikipedia articles should be

- Based on reliable sources
- Have a neutral point of view
- Not be original research.

So be sure to avoid poorly edited articles (for example pages with a warning banner or no references).





LESSON THREE

STREET SANDWICH



Imagine that you come across a sandwich,
or perhaps someone offers you one.



If you had never met the person offering the sandwich you would be right to refuse it:

You have no way of knowing if it is OK or not.



If you knew and trusted the person who gave it to you (like a friend), you might accept it – if you were hungry, and liked sandwiches.



If you found a sandwich on the street: would you eat it?

You can't check if it's OK, so probably not.



Think of unfamiliar information as being like a sandwich on the street.

If you are not sure if it is OK: check!



TAKE AWAYS

What kind of new information should you question?

- If you are not sure about new information: CHECK!
- How do you check?
- Do a search with Google or DuckDuckGo.
- Look at the Wikipedia article.
- If the article is OK (no warning banners for example): you have the answer.



LESSON FOUR

WHY YOU SO MAD?



Sometimes we disagree with our friends, we get angry and we call them names.

That's not great, but it's OK: we can say sorry later, and become friends again.



What happens between you and your friends is your own business.

You know them and they know you.



Facebook

Fil d'actualité

À la une - Les plus récentes - Événements

Lucie-An Meriget

De quoi c'est vous

Marie-Denis, Tat Catherine, Stéphanie aiment ça

Lucie-An Meriget De
Brigitte Oh c'est bon ! Voilà
elles sont là maintenant !
Tagués vous, la femme de le
Sara - 1 g
8 ans, à 13:45

Anne-Laure Ravier - Merci Bobby !
Joyeux anniversaire et j'espère que le
week était pas trop dur !

Masseur de
Maxime Bianqui
vendredi
Anniversaire de
Estelle Mte samedi
Anniversaire de Ines
Grabis samedi

Suggestions

Tiisme
Massef Qdg est
ami(e) avec
cette personne.
Ajouter
comme
ami(e)

James Mazz
Dites-lui
bonjour.
Envoyez-lui
un message

On the Internet, people often discuss what they think about the world.

Sometimes they agree, sometimes they disagree.

Saying something about someone or something is called *making a claim*.

AD
HOMINEM



Sometimes people make claims by calling other people they don't know names.

This is called an ad hominem attack (Latin for "to the person"). It's almost always not a good idea.



Ask yourself: why are they calling them names if they don't know them?

It's fine to disagree with someone's ideas.

But why are they making the fight about the person, not their ideas?



Ask yourself if you should share this?

If you think a claim about someone sounds like an ad hominem (“to the person”), don’t share it (on social media for example).

If you are not sure about the claims, check the Wikipedia page.

This will help you to decide whether a claim is valid.



TAKE AWAYS

If you think there is an ad hominem attack: CHECK!

How do you check?

- Do a search with Google or DuckDuckGo.
- Look at the Wikipedia article.
- If the article is OK (for example, it has lots of references): you have the answer.



LESSON FIVE

RED CARS



Have you ever noticed...

If you get a new pair of shoes, suddenly it seems like a lot of other people are wearing them too?



Or have you ever noticed...

There are more cars on the road in the same colour and make as your family's car...than there are in any other colour or make?

Climate tipping point

Rapid glacier melt

CLIMATE ANXIETY AMONG YOUNG

New temperature record

global warming

Or have you ever noticed...

That you're suddenly hearing the same news story everywhere?



It's not just you. There's a name for this. It's called the Frequency Illusion (or sometimes: the red car syndrome).

These terms describe a situation that many people have experienced: when something that you've been thinking about suddenly seems to pop up everywhere.



It's important to realise that this situation is an illusion (it's not real).

Your brain is playing tricks on you! It happens because when you're exposed to new, interesting information, your brain takes more notice.

This is a normal thing for brains to do, and usually not a problem.

According to repeated nationwide surveys,

More Doctors Smoke **CAMELS** than any other cigarette!

Doctors in every branch of medicine were asked, "What cigarette do you smoke?" The brand named most was Camel!

You'll enjoy Camels for the same reasons so many doctors enjoy them. Camels have cool, cool *mildness*, pack after pack, and a *flavor* unmatched by any other cigarette.

Make this sensible test: Smoke only Camels for 30 days and see how well Camels please your taste, how well they suit *your* throat as your steady smoke. You'll see how enjoyable a cigarette can be!

THE DOCTORS' CHOICE IS AMERICA'S CHOICE!



MAUREEN O'HARA says: "I pick Camels. They agree with my throat and taste wonderful!"



DICK HAYMES says: "I get more pleasure from Camels than from any other brand!"



RALPH BELLAMY reports: "Camels suit my taste and throat. I've smoked 'em for years!"



Often we think if we read or watch the same thing many times, then it must be true.

Sometimes, this is a frequency illusion.
For instance:

Most people used to think that cigarettes were “good for you”.

Most people used to think that it was OK to put alcohol in babies’ bottles to help them sleep.



Just because you hear and see something all the time, it doesn't mean that it is happening all the time.

You could be experiencing Frequency Illusion.

So what you are seeing and hearing may not be true!



TAKE AWAYS

What should you do? You've discovered something new and now you're hearing it everywhere!

- If you are not sure about new information: CHECK!
- How do you check?
- Do a search with Google or DuckDuckGo.
- Look at the Wikipedia article.
- If the article is OK (no warning banners for example): you can trust this new information.



LESSON SIX

GARAGE DRAGON



Just imagine...

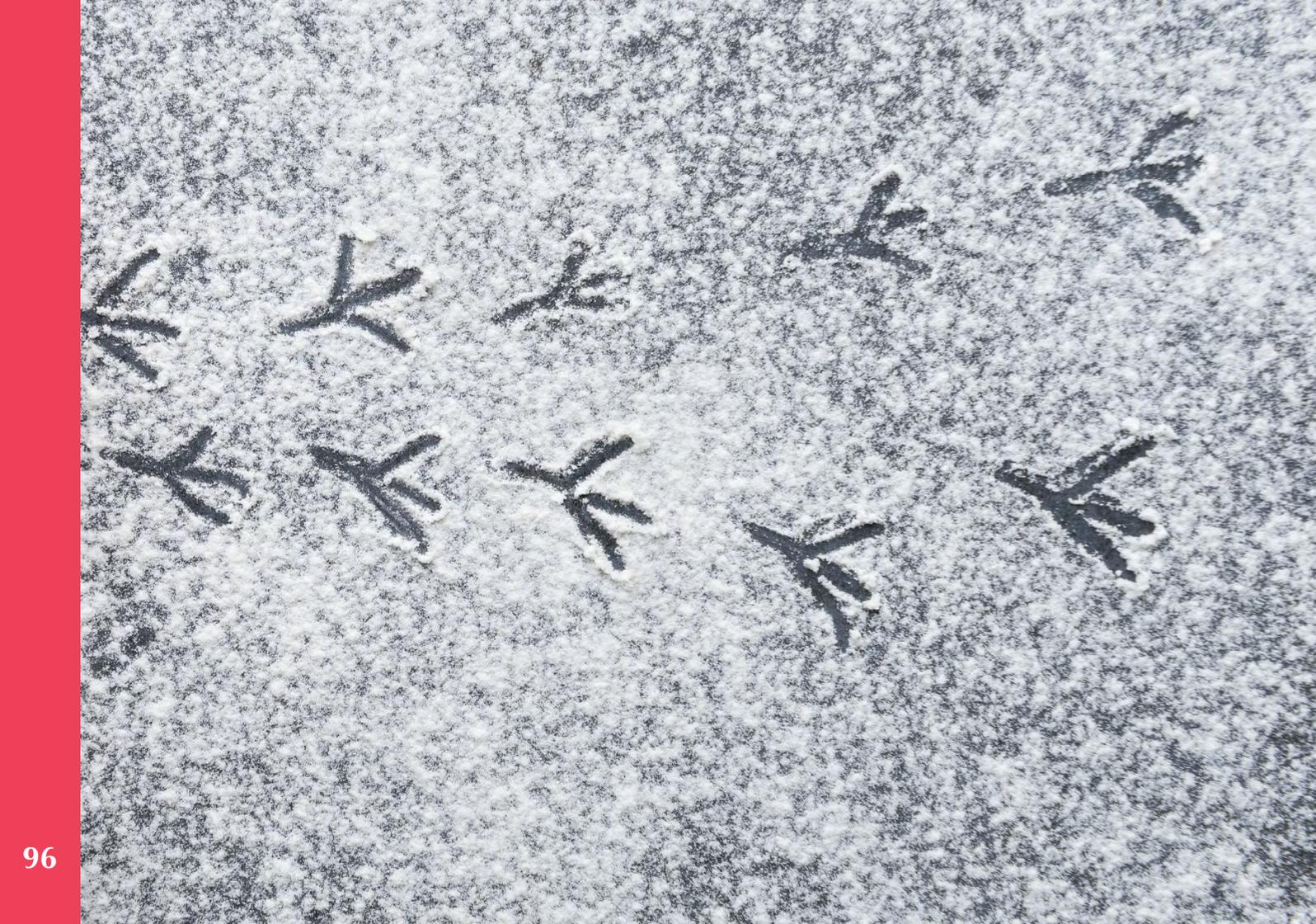
Your best friend tells you they have a dragon living in their garage! You have to see this!



But...

When you get to the garage, you can see a ladder,
paint cans and an old bike...

NO DRAGON!



But your friend says, “It’s right here! I forgot to tell you it’s an invisible dragon.”

An invisible dragon! This is really exciting. But you need proof.

You tell your friend you want to spread flour on the floor of the garage so you can see the dragon’s footprints.



But your friend says,

“This dragon floats in the air! So you won’t be able to see its footprints.”



You have to think for a minute. This dragon breathes fire, right?

You tell your friend you can get an infrared sensor. That way you'll be able to detect the fire.



But your friend says, “This dragon’s fire is heatless. So you won’t be able to detect it that way.”

You’re getting a bit grumpy now, but you’re not going to give up.

You tell your friend you’re going to get some spray-paint and spray it on the dragon so that it becomes visible.



But your friend says, “No, that won’t work either! This dragon is incorporeal. It doesn’t have a body!”

You are probably thinking now: Does this dragon even exist?

Can you think of some other ways to test its existence?



You can't prove your friend is telling the truth and that there really is a dragon in their garage.

You also can't prove it's not true and that there's no dragon in the garage.

It might be true...but you lack the evidence!



Something similar happens when somebody in the media says something that could be true.

For instance, someone reports that they saw an extra-terrestrial from another planet.

We don't have the evidence to definitely say that extra-terrestrials don't exist, but we also don't have enough evidence to definitely say that they do.



TAKE AWAYS

What do you do when you find some new information that might be true? (Can you remember?)

- If you are not sure about new information: **CHECK!**
- How do you check?
- Do a search with Google or DuckDuckGo.
- Look at the Wikipedia article.
- If the article is OK (no warning banners for example): you can trust this new information.

Remember:

Just because you can trust this information, it doesn't mean that it is perfect. People (including scientists, journalists and Wikipedians) are always working to find more information and better evidence.

**INFORMATION FOR PARENTS,
TEACHERS AND
TEACHER-LIBRARIANS**

Developing kids' information literacy

This book presents version 1.0 of educational resources created to develop fact-checking best practice in children aged 9–11. It can be used by teachers and teacher-librarians in schools, by parents who want to discuss information literacy with their children, or by children on their own.

The attention economy

In the current media ecosystem everyone faces multiple claims for their attention every day. Some claims are true; others are incorrect. Our attention is precious, so deep or “critical” engagement with dubious claims is a poor strategy: it represents a waste of time better spent elsewhere.

Students should acquire the means to decide quickly which claims are worth their attention.

Lateral reading and civic online reasoning

The lateral reading method was developed at Stanford University's Faculty of Education. When confronted with a dubious claim, people should not engage “vertically”, in depth. The best way to learn about an information item's credibility is to “think like a fact-checker”. This means *looking away* from this information item, opening another tab, and

checking elsewhere. Lateral reading is based on the principle of civic online reasoning, which recognises the importance of the Internet as a source of information, and of being in possession of accurate information when debating social and political issues.

Civic online reasoning focuses on action: not what students know, but the steps they take to verify information.

Wikipedia

Negative perceptions of Wikipedia's reliability are widespread in the school teaching community. These perceptions are outdated. "Anybody can edit" a Wikipedia article, but countless trusted volunteers, administrators, and automated type-setting "bots" ensure that these edits are based on *reliable sources*, are *neutral*, and do not represent *original research*. All modifications to an article, and any disputes between editors about article content in the article's "Talk" page, are archived on its "History" page, and visible: the editorial process is transparent. This makes it virtually impossible for conspiracies to be published, or remain published — with the possible exception of obscure topics where very few editors are involved.

Students need to be able to tell when a Wikipedia article is problematic (for example, it has a warning banner) and when it is not.

Title	Key concepts	Learning intentions
<p>1. Is the Earth flat?</p> 	<ul style="list-style-type: none"> - How do we know what we know? - Defining why we can trust the scientific process: evidence can be verified. - Defining traditional reliable sources of scientific information. 	<ul style="list-style-type: none"> - I know what a trustworthy source of scientific information is.
<p>2. Is Wikipedia Reliable?</p> 	<ul style="list-style-type: none"> - Understanding Wikipedia's structure: Article pages, "Talk" pages, "History" pages. - Understanding some of Wikipedia's key policies (reliable sources, neutrality, no original research) and the community enforcement of these policies. - Recognising warning signs that a Wikipedia article may not be reliable. 	<ul style="list-style-type: none"> - I know when Wikipedia articles are reliable.
<p>3. Street Sandwich</p> 	<ul style="list-style-type: none"> - Teaches students that new or unfamiliar claims should be fact-checked. - Introduces the lateral reading method: look away, open another tab, verify. 	<ul style="list-style-type: none"> - I know when I should check if a claim or person is credible.

Title	Key concepts	Learning intentions
<p data-bbox="105 176 368 208">4. Why You So Mad?</p> 	<ul data-bbox="464 241 1158 384" style="list-style-type: none"> - Learning to question information that attacks people rather than ideas (“ad hominem”). - Understanding the need to reflect before sharing information that is emotionally manipulative. 	<ul data-bbox="1217 191 1489 434" style="list-style-type: none"> - I can identify an ad hominem argument. - I know I should pause and think before sharing emotional content.
<p data-bbox="105 462 256 493">5. Red Cars</p> 	<ul data-bbox="464 549 1174 647" style="list-style-type: none"> - Understanding the difference between something being ubiquitous and something being true: cognitive bias may be at work. 	<ul data-bbox="1217 479 1485 714" style="list-style-type: none"> - I understand that just because I suddenly see something everywhere online, it does not mean it is true.
<p data-bbox="105 748 336 779">6. Garage Dragon</p> 	<ul data-bbox="464 773 1134 994" style="list-style-type: none"> - Teaching students about testing hypotheses and the possibility of falsification. - Understanding the difference between belief and evidence. - Teaching students to recognise “shifting goalposts” when evidence is being presented. 	<ul data-bbox="1217 796 1481 972" style="list-style-type: none"> - I understand the need to be sceptical of hypotheses that cannot be proven.

Organisation of educational resources

- Each of the six educational resources has been given a catchy name and uses a metaphor to explore and understand scientific knowledge, trust and misinformation.
- Resources 1–2 establish the foundations: what is scientific knowledge; what are authoritative sources of scientific information?
- Resources 3–6 present scenarios aiming to trigger a fact-checking “reflex”: when should I verify whether a claim is correct?
- Resources 3–6 are organised sequentially, from the simplest concepts to the most advanced, so resources 5 and 6 may be more appropriate for older students.

ACKNOWLEDGEMENTS

This book was produced for the *Co-Developing a New Approach to Media Literacy in the Attention Economy* research project. This project is part of the Affiliated Schools Research program, in which researchers from the University of Canberra collaborate with ACT schools. The UC researchers were Rachel Cunneen (Faculty of Education) and Mathieu O’Neil (News and Media Research Centre, Faculty of Arts and Design). The teachers and teacher-librarians were Brianne Carrigy (Stromlo High School), Reece Cheater (Harrison School), Wayde Margetts (Ainslie school), Michelle O’Brien (Harrison School) and Kelly Turner (Kaleen primary school). This project was supported by funding from an ACT Education Directorate-UC Affiliated Schools Research grant; by a University of Canberra DVCRI seed industry grant; and by a US Embassy (Australia) Public Affairs grant.

Anatomy of a Wikipedia article (p. 36), Indicators of quality on a Wikipedia article (p. 121) and My Knowledge Quest (pp. 122-123) adapted from “*Reading Wikipedia in the Classroom*” by Wikimedia Education. See https://outreach.wikimedia.org/wiki/Education/About/Education_Team/Reading_Wikipedia_in_the_Classroom

“Street Sandwich” inspired by Benjamin Wittes. “Garage Dragon” inspired by Carl Sagan.

ADDITIONAL RESOURCES

- Cunneen, R. & O’Neil, M. (2021, Nov. 5). Students are told not to use Wikipedia for research. But it’s a trustworthy source. *The Conversation*.
- Wineburg, S., Breakstone, J., McGrew, S., Smith, M. D., & Ortega, T. (2022). Lateral reading on the open Internet: A district-wide field study in high school government classes. *Journal of Educational Psychology*, 114(5), 893–909.
- Wineburg, S. & McGrew, S. (2018, Dec. 18). To avoid getting duped by fake news, think like a fact checker. *Huffington Post*.

LINKS

- Stanford: Civic Online Reasoning. <https://cor.stanford.edu/>
- WP:NPOV. https://en.wikipedia.org/wiki/Wikipedia:Neutral_point_of_view
- WP:NOR. https://en.wikipedia.org/wiki/Wikipedia:No_original_research
- WP:V. <https://en.wikipedia.org/wiki/Wikipedia:Verifiability>

INTERESTED TEACHERS AND TEACHER-LIBRARIANS

If you would like to access the six educational resources in PPT format, as well as lesson plans and other materials: please contact the UC researchers.



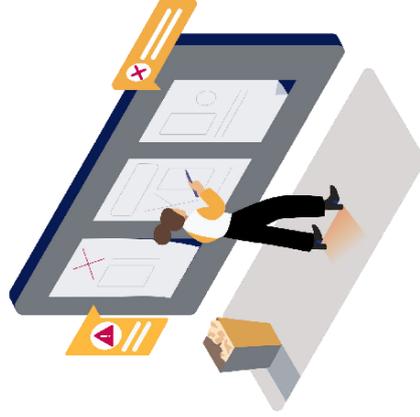
Positive indicators:

- ★ It contains several references from reliable sources.
- ★ It has an informative and clear lead section.
- ★ It covers different relevant aspects of one topic.
- ★ It presents balanced and organized content.
- ★ It is written from a neutral point of view.

Negative indicators:

- ❖ It does not have any references.
- ❖ It has a warning banner.
- ❖ It contains spelling or grammatical errors.
- ❖ It contains outdated information about a current topic.
- ❖ It contains unsourced opinions and value statements.

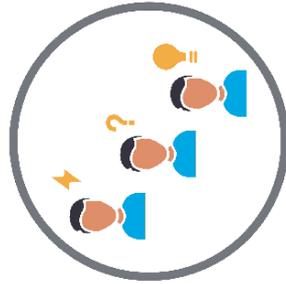
Luckily, all of these can be improved!



Try it yourself!

Visit the Wikipedia articles below and make an initial assessment of their quality based on the positive and negative indicators presented:

- [BTS](#)
- [Greta Thunberg](#)
- [World Organization of the Scout Movement](#)





Empty rounded rectangular box for notes.



Which sources of information will I visit next?

Empty rounded rectangular box for notes.



What are the main discussions about this topic in the "Talk" pages?



How can I tell if these are facts or opinions?

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.



What key ideas am I finding?



What negative indicators can I see in these articles?

Empty rounded rectangular box for notes.



What positive indicators can I see in these articles?

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.



Which articles am I finding helpful?

Empty rounded rectangular box for notes.



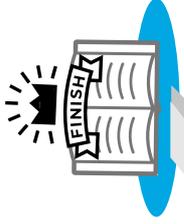
What am I looking for? What keywords could I use in this search?



My Knowledge Quest

Instructions: Use this worksheet to document your search for information on Wikipedia. Answer each question in the corresponding box to reach the "Finish" line. Compare your findings with other classmates!

Let's Start!



Which sources of information will I visit next?

Empty rounded rectangular box for notes.



What are the main discussions about this topic in the "Talk" pages?

Empty rounded rectangular box for notes.



How can I tell if these are facts or opinions?

Empty rounded rectangular box for notes.



What key ideas am I finding?

Empty rounded rectangular box for notes.



What negative indicators can I see in these articles?

Empty rounded rectangular box for notes.



What positive indicators can I see in these articles?

Empty rounded rectangular box for notes.



Which articles am I finding helpful?

Empty rounded rectangular box for notes.



What am I looking for?
What keywords could I use in this search?

Empty rounded rectangular box for notes.



My Knowledge Quest

Instructions: Use this worksheet to document your search for information on Wikipedia. Answer each question in the corresponding box to reach the "Finish" line. Compare your findings with other classmates!

Let's Start!



DIGITAL COMMONS POLICY COUNCIL

The Digital Commons Policy Council is an international think tank established in 2021 by Mathieu O’Neil thanks to the Ford and Sloan Foundations’ Critical Digital Infrastructure fund (2019–2020). Additional Operational and Pilot Research funding was provided by the Ford Foundation in 2022. The DCPC aims to increase the recognition of the benefits of digital commons such as free and open source software and Wikipedia, and of the volunteer labour which produces these common resources. It does so by producing evidence-based public reports. More information at www.dcp.info

NEWS & MEDIA RESEARCH CENTRE

The N&MRC advances understanding of the changing media environment. Our research focuses on digital news consumption, social and political networks, and the impacts of digital technology on journalism, politics, and society. The Centre conducts both critical and applied research projects with partners and institutions in Australia and internationally. More information at <https://www.canberra.edu.au/research/faculty-research-centres/nmrc>

September 2022

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