

Be a “News Sleuth”: Learn How to Spot Fake News

ISTE Standards:

1. **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
 1. a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
3. **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
 3. b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
 3. c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
6. **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
 6. a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
 6. b. Students create original works or responsibly repurpose or remix digital resources into new creations.
 6. d. Students publish or present content that customizes the message and medium for their intended audiences.

YALSA Teen Programming Guidelines:

3.0 Facilitate teen-led programs When teens take the lead on all aspects of library programming, they grow as leaders and decision-makers, becoming more proactive, confident, and independent. This in turn adds value to the overall library program, because the library can demonstrate a role in helping teens develop key soft skills needed to be successful in school and the workplace.

- 3.7 Enable teens to engage in peer-to-peer learning activities.
- 3.8 Create a welcoming, inclusive environment in which teens can collaborate and network with peers outside their own cultural, ethnic, and socio-economic groups.
- 3.9 Balance the needs and skills of all youth program participants.

4.0 Develop interest-based, developmentally appropriate programs that support connected learning

Library staff must develop programming in partnership with other organizations in order to maximize resources and effectively serve all teens in the community. By working with partners, libraries reach new audiences, create robust and relevant programs that truly reflect the community, and leverage a host of resources to meet the needs of youth and families. A partnership can begin many ways -- an email, a phone call, a visit, or an introduction by another community partner.

- 4.2 Enable teens to gain social and workforce development skills, including creativity, innovation, communication, and collaboration.
- 4.4 Enable teens to develop learning and innovation skills, such as critical thinking and problem solving, media literacy, digital literacy, and information and communication technologies literacy.
- 4.10 Enable teens to demonstrate proficiency in non-traditional media and platforms.
- 4.11 Enable teens to engage in self-expression and meaningful content creation.