Google Lies, Wikipedia Stinks and Siri Doesn't Even Go Here

Overall Goal: Participants will examine existing online resources to find accurate, fact-based information about agriculture topics, lessons and hot issues.

OBJECTIVES:

1. *Students will recognize characteristics of accurate online resources.*
2. *Students will investigate and utilize unique, accurate online resources from agriculture, food and natural resources organizations.*
3. *Students will brainstorm ways to incorporate these resources to enhance new or existing activities in their chapter Program of Activities.*

Action:

Session Time: 1 hour 15 minutes	Connection: 10 minutes Objective 1: 20 minutes Objective 2: 25 minutes Objective 3: 15 minutes Review: 5 minutes
Materials Needed:	Connection: six laminated celebrity photos with short bio highlights on the back of each Obj. 1: practice heads up cards (optional), TRAPS heads up cards x 5 sets, candy, Learn Books Obj. 2: laptops (one for every five students), candy Obj. 3: sticky notes (stack for each table), balloons (one per person), trash cans
Flipcharts to Create:	Preview: preview poster Obj. 1: TRAPS acronym poster; type of site, recent information, author, purpose, sources posters Obj. 2: blank ½ poster for each group (1 for every 5 students), markers
Special Notes:	A/V Needs: Price is Right Song Other Special Needs:
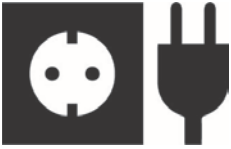
 Connection:

Who Would You Believe

Welcome to Google Lies, Wikipedia Stinks and Siri Doesn't Even Go Here! We're excited to talk through ways we can pick out accurate, reliable resources and ditch the phonies spreading misinformation on the internet. I'm _____. And I'm _____. And we're here to make this fun, fast paced and something you can actually use when you head back home! Ready to get started?!

We're going to start off with our own version of the Price is Right. One volunteer, hop up to be our contestant. [Get a volunteer, let them introduce themselves to the group.] *Now, _____ instead of ranking items by price, we'll be working with the audience to rank not-so-well-known celebrities by how trustworthy we think they are.*

But first, let's get six volunteers up front to stand in for our little-known celebrities. [Give time for the first six people to run up front.]

_____, we're passing each of the six people up front a picture of someone semi-famous. Their bio is on the back of each page. The hitch? You, the audience and our stand in celebrities cannot read that information until AFTER we've finished our rankings.

Audience, it's our job to help _____ rearrange these six celebrities to order them from most trustworthy down on the left to least trustworthy on the right. We'll have 1 minute to rearrange our celebrities. Questions?!

Let's get started! [Play Price is Right music and give time check ins with 15 seconds, 10 seconds and 5 seconds left. Celebrities could include: Temple Grandin, Ingrid Newkirk, Dr. Oz, Norman Borlaug, Marie Mason, Tony Hayward]

Is this our final answer?! Alright, let's read these bios and see how we did. We'll start down here with most trustworthy. Please introduce yourself and read your bio. [Go through the line and let each stand in celebrity do the same.]

How did we do? Do we need to switch up the order? Let's take 20 seconds to reorder our celebrities!

[Play Price is Right Music]

Let's give all our volunteers a round of applause!

Processing Questions:
- *Why did we have to reorder our celebrities after reading their bios?*
- *Why is it hard to determine how trustworthy someone or something is by its appearance?*
- *So what's the best way to judge how trustworthy someone or something is?*

Just like it's hard to judge a celebrity's trustworthiness by their appearance, it can also be hard to judge how trustworthy a website or resource is based on first glance. This session is all about how we can look passed appearances and determine what sources provide the most credible agriculture, food and natural resources information. Sound like something we can use in our chapters? We think so, too!

Preview:

So to help us look beyond appearances and find credible sources, we'll:
- *Check The Source – and learn an easy way to tell if a website is legit*
- *Find Great Ag Info – and collect a list of awesome sources we can use to beef up our presentations and programs*
- *Add It To the POA – and see what all of this has to do with FFA and our chapters*

Transition into first objective

Now that we know what's on the docket for the next hour or so, let's jump in and learn more about checking the source.

Objective 1: *Students will recognize characteristics of accurate online resources.*

Support:	**TRAPS Heads Up** – Students will work in teams using cards labeled with the key points to reveal the five steps to checking a resource's credibility – **T**ype of site, **R**ecent information, **A**uthor, **P**urpose and **S**ources.
Point:	**Check the Source** – Everything on the internet is NOT true! Before using information, beware of TRAPS – **T**ype of site, **R**ecent information, **A**uthor, **P**urpose and **S**ources.
Application:	**TRAPS Checklists** – Students will work in teams to come up with a checklist for each of the key TRAP points. Students will then meet up with representatives from other groups to copy down all of the checklists.

SUPPORT:

Who here has ever played or watched a clip of celebrities playing the game "heads up?" Who will explain the rules for us? [Get a volunteer to explain the premise of the game, then backfill the instructions.]

You've got it! One person, the guesser, has a stack of cards with words on their forehead. It's up to the group, without saying part of the word, to get the guesser to say the complete word on the card. The guesser then passes off the stack to the next person. The next person places the stack on their forehead and drops the first card. [May want to demonstrate with a few fun words.]

We're going to play our own version of heads up. But first, we'll split up. We'll go around the room, counting off into five groups, but instead of numbers we'll use: pea, nut, butter, jelly, time. [Go around the room until everyone is split up.]

When the music starts, peas over here. Nuts over here. Butters over here. Jelly over here and Times over here. [Play music.]

Alright, we'll be competing to see who can get through their stack of cards the fastest. As a review, we'll:

1. *Pick our first guesser.*
2. *Give them clues to get them to say the word on their forehead.*
3. *When they say the word, pass the deck to the next person and then drop the front card. Pass first. Drop second.*

Questions? [Pause]

We'll come around to give our guesser the deck of cards. Wait until the music starts to start giving clues!

[Pass out cards. Start music. Give reminders to pass deck first, drop the front card second ONLY after guesser places the stack on their forehead. Declare a first and second finisher and reward with candy.]

Thanks, everyone! Take a seat with your new team. [Pause for seating.] *Phew, that was a heated battle! Congratulations to everyone for getting through the deck. But to recap, what words were on our cards?* [Solicit answers from the group – **T**ype, **R**ecent, **A**uthor, **P**urpose and **S**ources.]

Processing Questions:
- *What do these words have to do with finding accurate sources of agriculture information?*

POINT:

*This is called the TRAPS method – **T**ype, **R**ecent, **A**uthor, **P**urpose and **S**ources – for determining the credibility of a source. Snag some notes on page 23 of our Learn Book while we talk through each point.*

[During processing questions, second facilitator places a flipchart with one TRAPS principle close to each group.]

- *Let's break it down:*
  - *First, type of website: How does the type of website you're visiting affect how credible it is? What types of sites are most credible?* [.gov and .edu]
  - *Second, recent information: What's the benefit of using websites or research from 2016 rather than 1996? How recent is recent?* [data age depends on type of information]
  - *Third, author: How could the author skew the information? What authors would you shy away from when researching a speech topic?*
  - *Fourth, purpose: What websites have we been to that had a biased purpose? How can the purpose of the site skew the information?*
  - *Fifth, sources: How do you react when a website uses stats and "research" without quoting the source?*

APPLICATION:

Now that we have the five basics of site credibility, the question remains, "So how do I know if I should use a source or not?"

Working in our teams we will:
1. *Find the TRAPS poster closest to our group.*
2. *Review the information about our poster on page 24-25 of the Learn Book.*
3. *Develop a checklist of five to 10 items related to our TRAPS tip that credible sources possess.*
4. *Write the checklist on our poster and in our Learn Book*

For example, for the author poster, one checkbox could be "The author is professionally qualified in the topic area they are speaking about." We're looking for quick and easy guidelines we can check off as we consider a source.

To recap, we'll find our poster, review the information on page 24-25, develop a five to 10 item checklist for credible sources and copy the checklist on our poster and in our books. Questions?

Take five minutes – go! [Play music. Float throughout the room listening to conversations, focusing those off task and answering questions. Provide a countdown with two minutes, one minute and 30 seconds left.]

Now that we have some awesome checklists around the room, it's time to make like a second grader who didn't study for a spelling test and copy! When the music starts, we'll meet up with people from each of the other groups and copy their checklists into our Learn Books. We'll only have three minutes to get every checklist copied, so write like the wind! [Start music.]

[Provide time checks at one minute 30 seconds (two checklists should be copied), two minutes 30 seconds (should be wrapping up). Second facilitator should be making sure laptops are logged in and ready to roll.] *Let's grab our things and head back to our seats.*

Transition into the next objective:
> *Now we have cheat sheets to actually use the TRAPS method to check our sources, let's figure out how to find great agriculture information with a tap of our smart phones.*

Objective 2: *Students will investigate and apply unique, accurate online resources from agriculture, food and natural resources organizations.*

Support:	**Resource Scavenger Hunt** – Students will split into groups and use a laptop and their SMART phones in a race to answer questions utilizing accurate, current agriculture, food and natural resources websites.
Point:	**Find Great Ag Info** – There's no need to reinvent the wheel! There are great resources for agriculture, food and natural resources information that avoid TRAPS and provide accurate, reliable information.
Application:	**Dive Into the Resources** – The scavenger hunt groups will work together to develop a poster-sized advertisement for one of the accurate resources. The group will gallery the advertisements and take notes.

SUPPORT:
> *Hands on your heads!* [Demonstrate.] *When the music starts, we will grab our Learn Books, race to find a group of no more than five people who are NOT, I repeat NOT, in our chapters and find a seat by one of the laptops around the room. How many people in our groups?* [FIVE!] *True or False: No one in our group can be from our chapter.* [TRUE] *Let's get to it!* [Play music.]

> *Now that we're locked and loaded, who is ready for some friendly competition?!*

> *When the music starts, we'll use clues to find great sources for agriculture, food and natural resources information online using these laptops and our smart phones. We'll then use these websites to answer questions. The first group with all the correct answers will receive a prize. Questions? Read. Search websites. Write down answers. Feel free to divide and conquer amongst your group.*

> *The clues and questions are on page 26 of our Learn Books! Go!!!* [Start music. Float throughout

the room to assist and answer questions. Name a first place, second place and third place – reward with candy.]

Nice work everyone! Really quickly, let's go through our scavenger hunt bingo sheets and review the answers. [Solicit help from the groups to answer all the questions on the bingo sheet.]

Processing Questions:
- *What was the coolest thing you found?*
- *What did you learn that you didn't know before?*
- *What websites really caught your eye?*
- *What websites did you find that you could use back in your chapter?*

POINT:

There's no point in reinventing the wheel! There's already a great list of awesome agriculture, food and natural resources websites that we can use in and outside of our chapters. These sites help us avoid the dark side of TRAPS and find accurate, reliable information. Check out a full listing on page 27 of the Learn Book.

APPLICATION:

But what's the use in having a list of websites if you don't know what they are? As table groups, we'll pick one of the websites listed, check it out on our laptop and make a poster advertising what that site has to offer. Our posters will include: the name of the website, a list of the information provided and great features or apps that are part of the site. What will our posters include? [Audience should recite three criteria mentioned above.] *Let's split up the list!* [Let groups pick their sites, first come first serve.] *Great, take four minutes to make your poster!* [Start music. Give time checks at every minutes and with 30 seconds left.]

Let's throw our posters up on the wall, grab our Learn Books and snag a seat.

Over the course of the next song, we'll tour these website advertisements and take notes in your Learn Books. Remember, we're looking to capture the most important points to help jog our memories about what each site has to offer. We don't have to copy down everything – only the most important points. Let's get to it! [Play music]

Let's wrap up our last note, and head back to our seats!

Transition into the next objective:

Now, we know how to avoid TRAPS while we check our source and have accurate ag info on lock, which brings us to the most important part of our time together: so what? How can we take all of this information back to our homes, communities and chapters to make a difference? Great question – let's dive in!

Objective 3: Students will brainstorm ways to incorporate these resources to enhance new or existing activities in their chapter Program of Activities.

	Support:	**Tweet Volleyball** – Students will each pose a consumer question or misconception in the form of a written tweet and place inside an inflated balloon. The group will play "tweet volleyball" until the music stops and each person pops a balloon and lists the resources they would use to respond.

Point:	**Add It To Your POA** – Accurate resources can be used to answer consumer questions online and in person. In fact, with the right resources in hand, we can update, enhance and beef up our new and existing program of activities.
Application:	**Put It Into Practice** – Students will get hands-on experience putting these resources to use and brainstorm potential ways to incorporate these resources into their POA.

SUPPORT:

How many of us have been frustrated with what someone has posted about agriculture online? [Throw up a hand.] *I feel you!*

Well today we'll get a chance to be "that person." When the music starts, we'll grab a sticky note from the center of our table and write a question or popular misconception about agriculture in the form of a tweet. Keep it short, simple and feel free to use hashtags. Take 30 seconds to copy down your tweet. [Play music, give time checks to make this speedy.] *Home Alone style, hands on our cheeks… on our face.* [Demonstrate.] *When the music starts, we'll fold our tweets, place them inside a balloon, blow up the balloon to medium size, tie it off and cradle it like a baby kangaroo.*

We WILL NOT throw our baby roos, shake our roos, scratch our roos and most importantly POP our roos! If so, the Australian police will come and confiscate your balloons and haul you off to the Australian pokey.

Again, we'll write a popular agriculture question or misconception tweet on a sticky note. Fold it. Place it inside a balloon. Blow up and tie off our balloon. And cradle it like a baby kangaroo. What questions are there?

When the music starts… balloons are under the table! [Start the music. HEAVILY police and supervise this process to ensure no one over inflates their balloons or does anything but cradle them. Confiscate any balloons that are being manhandled. Urge them to get this done is a speedy fashion.]

Now that we have our roos safe and secure, we're going to play a little game of beach volleyball. When the music starts we'll bat our balloons across the room and do our best to keep all the balloons in the air. When the music stops, we'll grab the closest balloon, cradle it like a baby kangaroo and find a seat on the floor around the room. Wait for it… [Start music – play for 20-30 seconds. Stop music and remind everyone to quickly grab a balloon and take a seat.]

On the count of three, and not before, we'll attempt a world record for the largest number of balloons popped at exactly the same time. When I get to one, we'll all pop our balloons, grab the sticky note inside, pitch the balloon pieces and race back to our chairs. Questions? Alright, wait until we get to one. THREE. TWO. ONE! [Play music, help create urgency, ensure all balloon pieces are picked up, have at least three trash cans to cart around the room.]

Who is willing to share the tweet in their balloon? [Get three or four responses.] *I don't know about you, but some of these questions make my blood boil. When I'm online, my first reaction is to go off on people and tell them all the things they've gotten wrong. Anyone else been there?*

We'll talk more about how to best respond to these questions in another session, but for right now, let's think back to all those resources we uncovered in the scavenger hunt. Which sites would help provide information that might answer or correct the tweet on your post-it? [Throw up a hand.]

Take two minutes to copy down the tweet from your balloon on page 28 of the Learn Book. Then

refer back to the resources page to list a couple of websites that might help answer or correct that tweet on the bullets below. If you're not totally sure what information is on which site, use your best guess. What questions are there? [Start music. Give time checks at 1 minute, 30 seconds left and 15 seconds left.]

POINT:

So obviously these resources can help answer consumer questions online and in person, but where else could we use them to benefit our homes, schools, communities and chapters? [Solicit three to five responses.]

The possibilities are endless. But for the sake of our limited time here together, let's focus on how these resources can help us update, enhance and beef up our new and existing program of activities.

APPLICATION:

In just a second, we'll work in teams to complete a list of three challenges to put accurate agriculture resources to use in the three areas of a hypothetical chapter's Program of Activities. On page 29 of the Learn Book, there are three challenges and space to complete each. When the music starts, we'll find two people, not from our chapter, split up the challenges one per person, read the instructions and take two minutes to complete our assigned challenge. So, group up, split up, read and complete. Feel free to use the laptops and your smart phones. What questions are there?

Let's get started! [Give time checks every minute and with 30 seconds left. Float around the room to assist and answer questions.]

Working with our group of three, we'll each have 30 seconds to present the results of our challenge to our tri-group. We'll take notes as our other partners present. The shortest person in our group, raise up a hand. Point your finger at the sky, then drop your arm and point at someone else in the group. [Demonstrate.] *They will go first. Get to it!* [Give time checks when each presenter should transition.]

Who will share something great one of their partners came up with? [Get three to four responses.]

Transition into the next objective:

We've figured out the importance of checking our sources to avoid TRAPS. We've found great sources of information. And we've tried on some potential ways to add this into our POA. But let's really make this relevant and applicable to each of our chapters.

Review and Close:

Turn to page _____ of your Learn Book. We'll take one song in complete silence to brainstorm at least three ways we can use the resources we learned about in the session back at our chapter.
- *Think about ways to utilize these websites to help chapter members grow their SAEs, develop leadership skills or encourage healthy lifestyles.*
- *What ways can we use these sites to help promote our chapter or recruit new members?*
- *How can we utilize them to promote agricultural awareness and citizenship in our great communities?*
- *Think about things your chapter already does and new ideas you could try.*

Take one song, brainstorm at least three ideas and jot them down on page 67! [Play music.]

Thanks for a great session jammed packed with competition, fun and great ideas! As a whirlwind review…

- *First we talked through how to **Check our sources** to avoid TRAPS. And TRAPS stand for…* [Audience responds]
- *Then we cruised through a scavenger hunt to **Find great ag resources**. What were two of our favorite sites?* [Audience responds]
- *Finally, we brainstormed ways to **Add all these resources into our chapter Program of Activities**. What were three ideas we came up with?* [Audience responds]

Hands in! [Demonstrate] *Thanks for actively participating and getting the most out of this session. Your chapters, schools and communities will be better off because of your attention and dedication. On the count of three, we'll shout "GREAT SOURCES, GREAT INFO" then we'll head outside for a five minute break before our next session.*

One. Two. THREE! GREAT SOURCES, GREAT INFO!!!

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Avoid Website TRAPS—What Websites are Credible?

TYPE of website: Some domains such as .com, .org and .net can be purchased and used by any individual. However, the domain .edu is reserved for colleges and universities, while .gov denotes a government website. These two are usually credible sources of information. (Beware: occasionally a university will assign a .edu address to each of its students for personal use, in which case use caution when citing.) Be careful with the domain .org because .org is usually used by non-profit organizations which may have an agenda of persuasion rather than education. Always check to see if information can be backed up by another credible source.

RECENT information: The date of any research information is important. The choice to seek recent sources depends on your topic. While sources on the American Civil War may be decades old and still contain accurate information, sources on information technologies or other areas that are experiencing rapid changes need to be much more current. Also, data pulled in regards to population counts, economics, etc. may be outdated much faster than qualitative research.

AUTHOR: Information, even on the internet, with a listed author is one indication of a credible site. The fact that the author is willing to stand behind the information presented (and in some cases, include his or her contact information and biography) is a good indication the information is reliable. Credible sources are written by authors respected in their fields of study. If the website does not have a contact us page, it may not be as credible. Any company offering products or services should have a place of business (location) as well as a phone number and email to contact them.

PURPOSE: When deciding which sources to use, take the purpose or point of view of the author into consideration. Look for a neutral, objective view of a topic. Avoid sites that advocate one specific view of a topic. Take a look at who is funding and conducting the research or writing. A source written from a particular point of view may be credible; however, you need to be careful that your sources don't limit your coverage of a topic to one side of a debate. Look for university studies executed by unbiased scientists.

SOURCES: Credible websites, like books and scholarly articles, should cite the source of the information presented. Responsible, credible authors will cite their sources so that you can check the accuracy of and support for what they've written. (This is also a good way to find more sources for your own research.)

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*Content adapted from University of Wisconsin Green Bay and Purdue Online Writing Lab.

TRAPS Checklists

TYPE of website:

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RECENT information:

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AUTHOR   PURPOSE SOURCES

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Agriculture Resources Scavenger Hunt

Visit www.bestfoodfacts. org. Check out the "On the Farm" section in Topics. How many nanograms of steroids are in an implanted steer? Tofu? How many nanograms of estrogen are found in children?	Check out www.gmoanswers.com and take a look at the "Get to Know GMOs" section. From 1996 to 2012, how many fewer kilograms of pesticides were used due to biotechnology?	Take a look at "Michigan Agriculture Facts" on www. miagclassroom.org/edu/ agfacts What percentage of farms in Michigan are owned and operated by families?
While cruising through www.michiganagriculture. com, clue us in on how many people Michigan agriculture employs, one crop we're first in and the number of commodities grown in our state.	According to the "About MDARD" section of www. michigan.gov/mdard, how much money does the Michigan food and agriculture system contribute to the economy?	Visit www.choosemyplate. gov. Fill us in on two of the recipes included in the White House Cookbook and what are the five food groups?
As you're checking out www.fooddialogues.com, list two questions answered in the "Common Production Practices" section.	What are three of the nine broad agriculture, food and natural resource career fields described on www. miagclassroom.org/edu/ careers?	After quickly fast forwarding through www.youtube.com/ watch?v=jEh5-zZ9jUg, what are three types of technology that may change how farmers farm in the future?

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Credible Agriculture, Food and Natural Resources Websites

- **Best Food Facts** – www.bestfoodfacts.org
- **GMO Answers** – www.gmoanswers.com
- **Michigan Ag Facts** – www.miagclassroom.org/edu/agfacts
- **Michigan Ag Council** – www.michiganagriculture.com
- **National Agriculture in the Classroom** - www.agclassroom.org
- **U.S. Department of Agriculture** – www.usda.gov
- **U.S. Department of Labor** – www.dol.gov
- **U.S. Department of Education** – www.ed.gov
- **National Institute of Food and Agriculture (NIFA)/Cooperative Extension Service** – www.nifa.usda.gov
- **Michigan Department of Agriculture and Rural Development** – www.michigan.gov/mdard
- **U.S. Farmers and Ranchers Alliance** – www.fooddialogues.com
- **Choose My Plate** – www.choosemyplate.gov
- **Learn from a Farmer Video Series** – www.miagclassroom.org/edu/agfacts
- **Farm Forward** – www.youtube.com/watch?v=jEh5-zZ9jUg
- **Think Agriculture Careers Video Series** – www.miagclassroom.org/edu/careers
- **American Farm Bureau Foundation for Agriculture** - www.agfoundation.org
- **Sustainable Agriculture Research and Education** – www.sare.org
- **American Lands Council** – www.americanlandscouncil.org
- **Background on Selected Federal Agencies with a Role in Food Safety** – www.foodsafety.gov/about/federal/
- **Environmental Protection Agency - Agriculture** – www.epa.gov/agriculture
- **American Farmland Trust** – www.farmland.org/
- **GovTrack.us** – www.govtrack.us/
- **Farm Journal Media** – www.farmjournalmedia.com
- **Animal Agriculture Alliance** – www.animalagalliance.org/main/index.cfm

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Credible Agriculture, Food and Natural Resources Website Posters
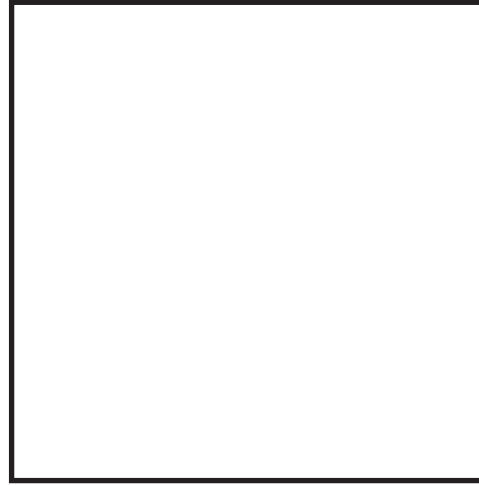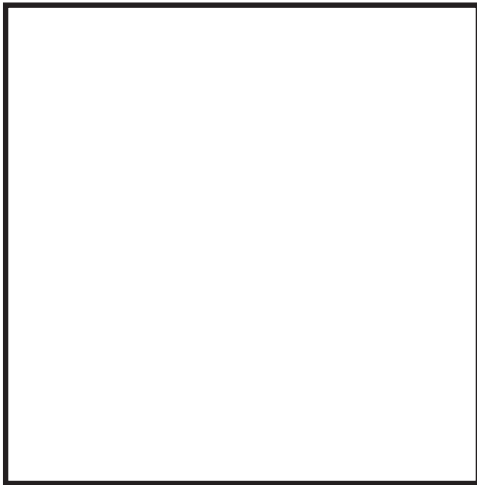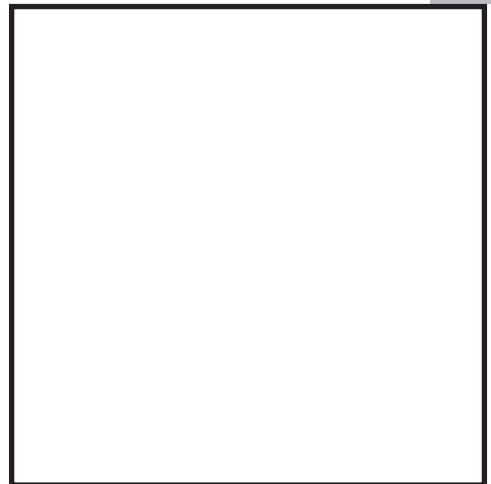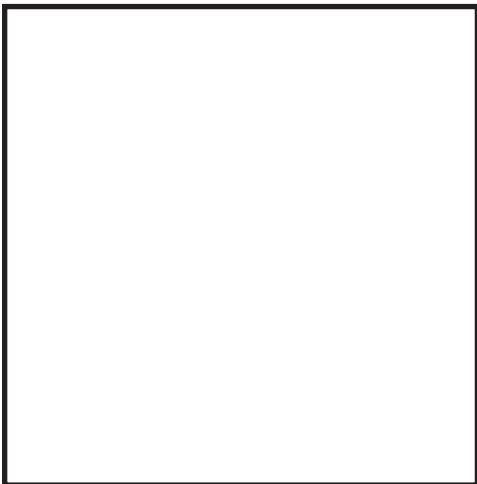
The Dark Side of Twitter

Agriculture Question or Misconception:_____

_____

Resource Link 1: _____

Resource Link 2: _____

Resource Link 3: _____

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@APELAD

POA Resource Challenges

Challenge 1: Student Development

To help improve students' technical skills and overall leadership potential, you've been tasked with posting one accurate agriculture fact to the chapter Facebook page every other week this month. Use the websites provided to draft two Facebook posts relaying agriculture, food and natural resources information.

Challenge 2: Chapter Development

Your chapter is launching a public relations campaign to help students in your school understand how important science is to agriculture and FFA in hopes of attracting more members. The goal for your piece of the campaign is to help your school learn more about GMOs, and feel comfortable taking a leadership role correcting misconceptions about the topic. Make a mini-poster:

Encouraging students to check out GMO Answers

Correcting one myth about GMOs using information from the site

Challenge 3: Community Development

Your chapter has decided to do an agricultural promotion local radio campaign during National Ag Week to help the community understand more about agriculture, food and natural resources. Write a catchy, accurate 30-second radio spot to help simply and quickly explain an agriculture topic or fact utilizing the accurate agriculture resource list.

Reflection and Application

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What was my number one take away from this session?

_____

_____

_____

_____

_____

How can my chapter utilize this information to further develop our Program of Activities:

☐ **To help develop students' leadership skills, personal growth or career success?**

_____

_____

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☐ **To help enhance our chapter events, activities or outreach?**

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☐ **To help give back, educate and connect with our community?**

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Review and Application