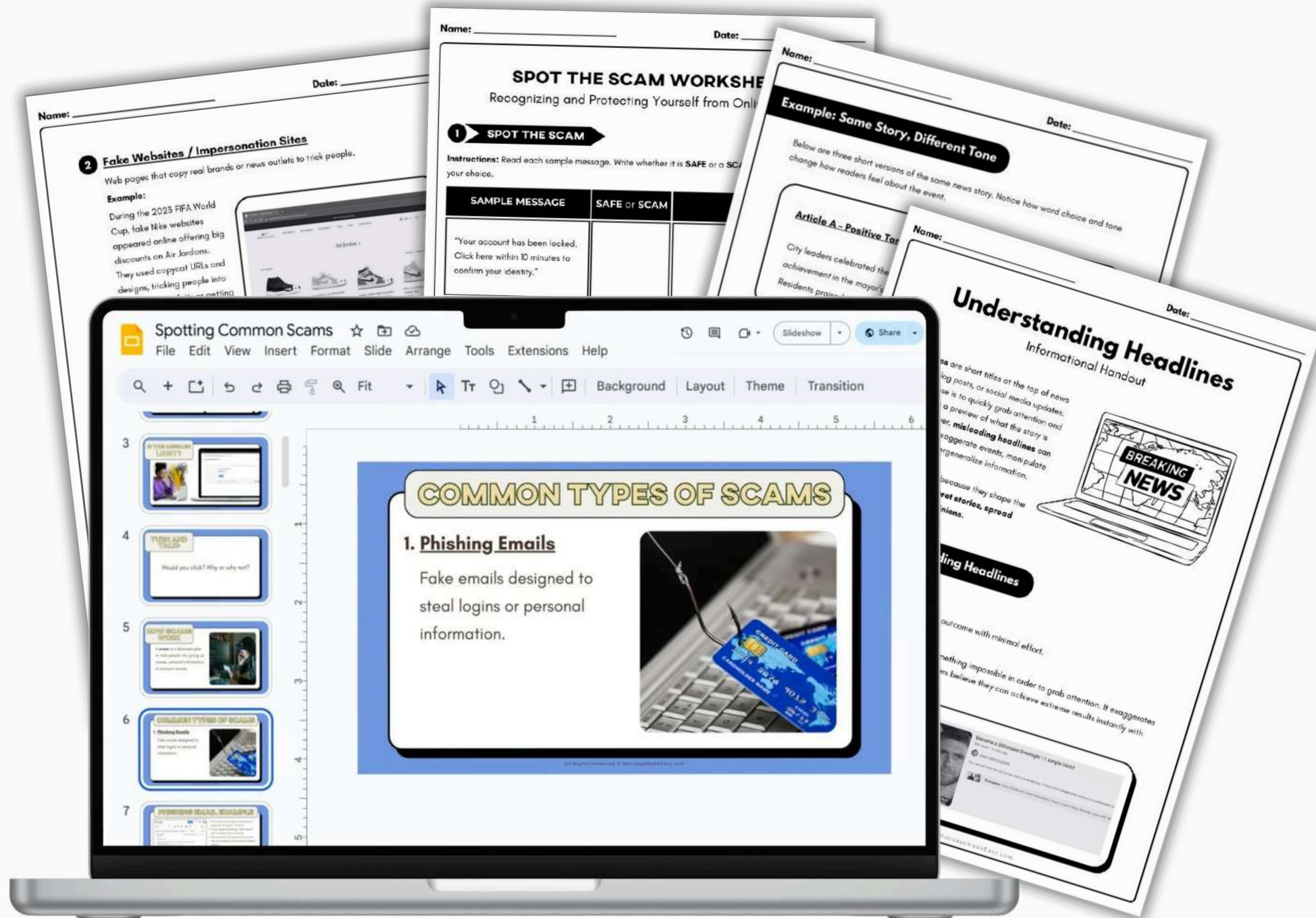


Teach Media Literacy & Digital Citizenship

This bundle of lessons explores everything you need to teach digital safety and media ethics to middle and high school students.



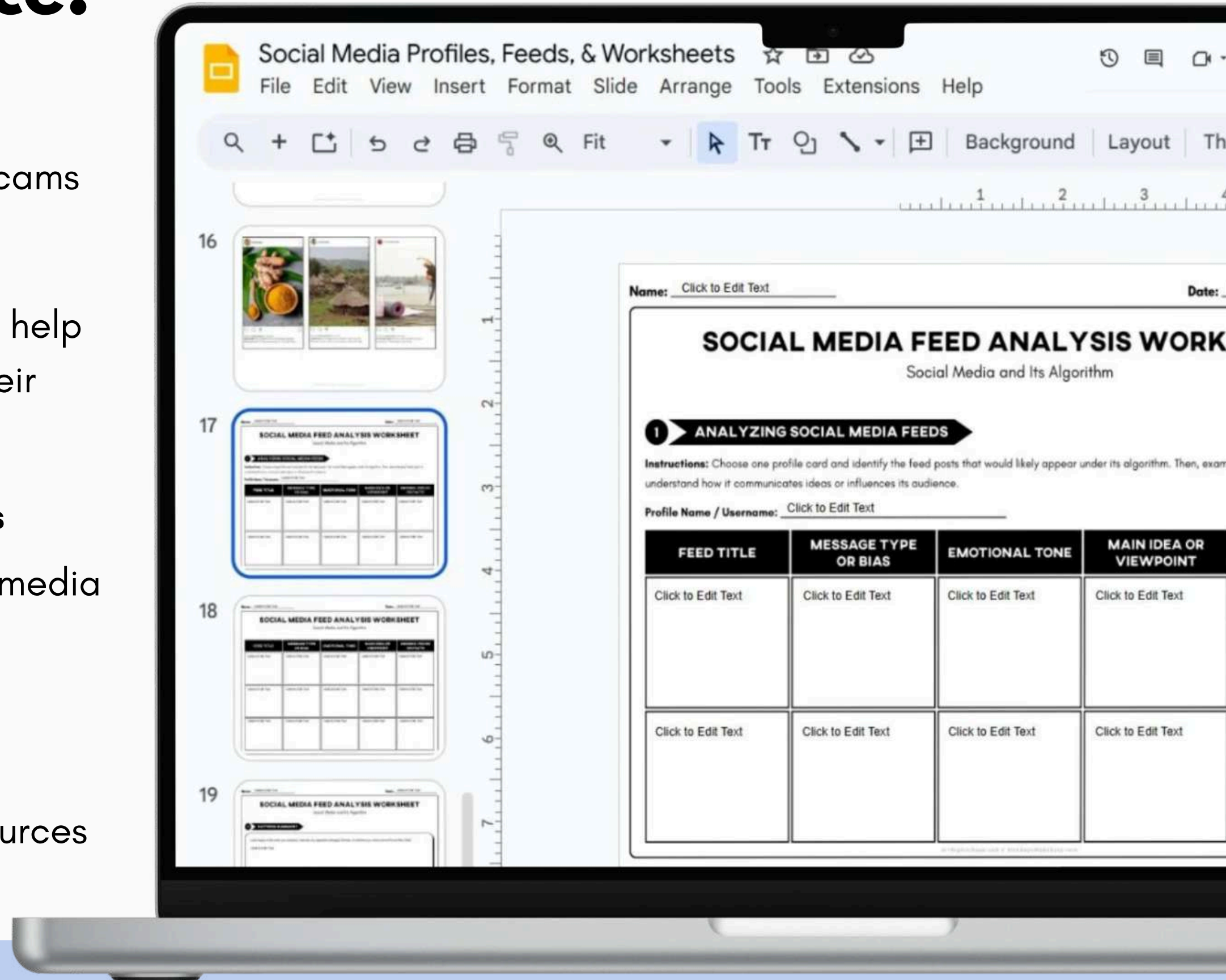
- **Build students' critical thinking** by analyzing misleading headlines, comparing news sources, and identifying bias to strengthen real-world media evaluation skills.
- **Engage learners with realistic scenarios and application activities** that teach safe online behavior, digital boundaries, and responsible decision-making in everyday internet use.
- **Develop media literacy through hands-on lessons** exploring algorithms, confirmation bias, and echo chambers so students better understand how online content shapes perspectives.

Help students navigate online spaces safely and think critically about what they see!

PURCHASE HERE

Included with this resource:

- ✓ **3 Interactive Slideshow Lessons**
 - Explore fake news, media bias, and online scams
- ✓ **Detailed Informational Handbooks**
 - Provide students with reference materials to help them navigate online spaces and protect their digital presence
- ✓ **Application Activities & Reflection Questions**
 - Simulate real-world scenarios and practice media literacy skills
- ✓ **Sample Answers** to Model Student Responses
- ✓ **Teacher Instructions** for how to use these resources



Includes Digital Versions for Google Drive®

Media Bias Mini-Lesson: Analyzing News Sources

Through article comparisons, students will evaluate tone, word choice, and framing across news outlets to build digital citizenship skills and identify misinformation


Name: _____ Date: _____

Recognizing News Bias

Mini Lesson Handout

Every day, news outlets report on the same events but the way they tell the story is very different. Some use positive or negative words, choose certain images, or focus on one side more than another. This is called **news bias**.

Learning to recognize bias helps us think critically, make fair judgments, and see multiple perspectives instead of just one.



Key Terms to Remember

TERM	DEFINITION	EXAMPLE
Bias	Favoring one side or opinion more than another	
Framing	How information is presented to shape how readers think	
Tone	The writer's attitude toward the subject	
Loaded Language	Words with strong emotional meaning, often used to influence opinion	
Perspective	The point of view from which a story is told	

Example: Same Story, Different Tone

Below are three short versions of the same news story. Notice how word choice and tone change how readers feel about the event.

Article A - Positive Tone

City leaders celebrated the grand opening of the new Riverway Bridge, a *major achievement* in the mayor's *visionary plan* to modernize the city's infrastructure. Residents praised its *innovative design* and *eco-friendly features*.

Article B - Negative Tone

Due to *poor planning* and *political mismanagement*, the Riverway Bridge project *oversat* the city's budget. Critics call it a *costly symbol of government waste* that will take *decades* to complete.

The new Riverway Bridge was *officially opened* to the public on Monday. The project took five years and cost *hundreds of millions of dollars*. Officials and residents shared mixed reactions during the ceremony.

Name: _____ Date: _____

RECOGNIZING NEWS BIAS

Media Bias Worksheet

LOADED LANGUAGE (Words or Phrases)	EFFECT ON READER (Framing or Perspective)	TONE (Positive / Negative / Neutral)

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Youth Climate Protests Around the World

SOURCE A

Critics said student climate strikes disrupt education and exaggerate the issue. Some politicians argued that young protesters should stay in class instead of joining "public stunts." Others claimed that global protests pressure governments without offering realistic solutions.
(Adapted from Fox News)

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Youth Climate Protests Around the World

SOURCE B

Student groups in more than 50 countries organized climate protests, calling on governments to meet international climate goals. Some schools supported the demonstrations as civic engagement, while others marked students absent. Officials said the events were mostly peaceful, though some cities reported traffic delays.
(Adapted from Reuters)

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Youth Climate Protests Around the World

SOURCE C

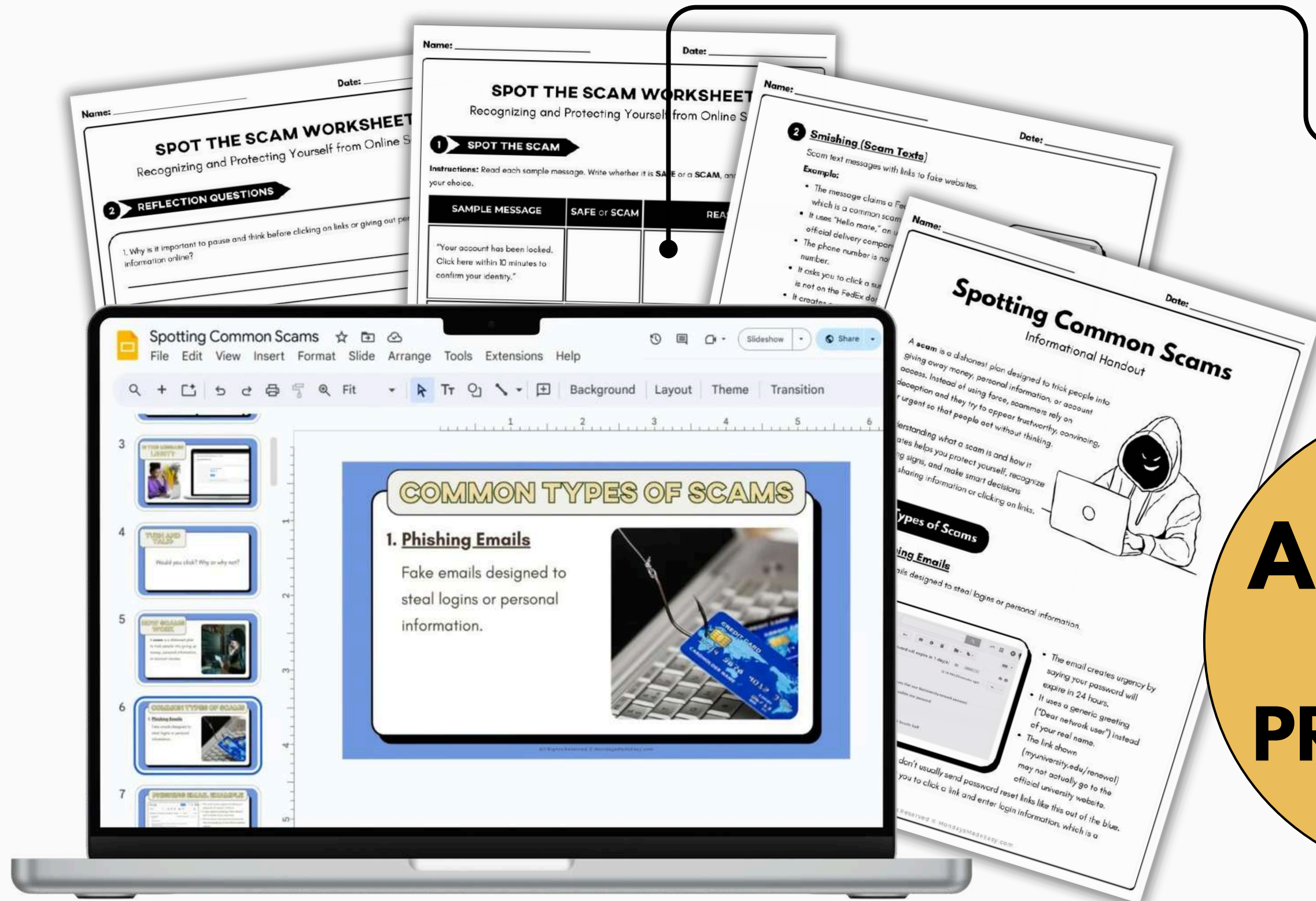
Young people around the world took to the streets to demand urgent action on climate change. Marches were peaceful and full of energy, with students holding signs that read "Our future matters." Environmental groups praised the movement, saying it shows how students are becoming global leaders for change.
(Adapted from BBC News)

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INCLUDES 18 STORIES!

Internet Safety and Scam Spotting Lesson

Show students how to identify online scams and protect their personal information





Students must decide whether each message is safe or a scam and explain their reasoning using evidence

ANSWER KEY PROVIDED!

Fake News and Misinformation Lesson

This resource promotes digital citizenship and media literacy skills that are essential to navigating today's online information landscape

Decide whether each example is real or fake.

REAL OR FAKE	ANSWER
	

EXAMPLE OF FAKE INFORMATION

4. Deepfakes (Video/Audio)

This video seemed like Tom Cruise had joined TikTok, but the clips turned out to be a series of deepfake videos that used AI to replicate a person's likeness using a video of them and apply it to someone else's.



WHICH IS REAL? WHICH IS FAKE?

	This is a true news story from the Metro.
	This is fake news - urine from astronauts on the ISS was dumped into drinking water.
	This is true and can be found in numerous news outlets.

TYPES OF FAKE INFORMATION

2. Fake Websites / Impersonation Sites

Web pages that copy real websites or news outlets to trick people.



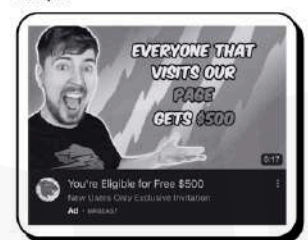
RECOGNIZING FAKE INFORMATION

Evaluating Sources Online

6 Fake Ads / Giveaways

Online promotions or prizes that don't exist and are designed to trick people.

Example:



On You used My fake ad giveaways in-feed showed results a Home f


Ways to Spot Fake Information

2 Fake Websites / Impersonation Sites

Web pages that copy real brands or news outlets to trick people.

Example:


During the 2023 FIFA World Cup, fake Nike websites appeared online offering big discounts on Air Jordans. They used copycat URLs and designs, tricking people into buying counterfeits or getting nothing. Nike launched takedown campaigns as scammers exploited the hype and pressured buyers with fake deals.



3 Doctored or Fabricated Images

Photos or pictures altered with editing software or created by AI to look real but actually show something false.

Example:



At first, viral images showed Paris covered in trash, which seemed real because garbage

Recognizing Fake Information

Informational Handout

Every day we see news stories, social media posts, ads, and videos online. But not everything is true. Some information is fake, designed to trick, confuse, or scam people. Learning how to spot fake information will help you stay safe, think critically, and make good choices online.

Fake information is completely false content such as stories, images, videos or accounts that are made to look real online. It is often created to earn money through scams or fake ads, influence opinions, politics, or decisions, and gain followers, attention, or control.



RECOGNIZING FAKE INFORMATION

Evaluating Sources Online

1 REAL OR FAKE

Instructions: Read each example below. Before deciding, search each one on the Internet to verify if it is **REAL** or **FAKE**. After you search, decide if it is real or fake and write down one clue or source that helped you make your choice.

INFORMATION EXAMPLE	REAL OR FAKE	CLUE/SOURCE YOU FOUND
Chinese Media published footage of a helicopter crashing in Ukraine.		
A dad is to walk the entire route backwards in aid of Ukrainians affected by the ongoing war with Russia.		
Brussels has public bus which takes you to a mystery location		
A London artist moved in to a skip due to the cost of living crisis		
A video, with over 360,000 views on Facebook, shows that self-service machines at Asda use facial recognition to collect customer data for targeted ads.		

RECOGNIZING FAKE INFORMATION

Evaluating Sources Online

2 REFLECTION QUESTIONS

- How did searching online first help you decide if each example was real or fake?

- Which example surprised you the most, and why?

- What strategies will you use in the future to check if information online is true or false?

RECOGNIZING FAKE INFORMATION

Evaluating Sources Online

INFORMATION EXAMPLE	REAL OR FAKE	CLUE/SOURCE YOU FOUND
being launched a currency called		
ashed a Tesla to space aboard a rocket.		
the Grand Canal in completely frozen over.		
message stating that a unique record to get a \$1,000 record this Black		
-white photo from someone doing the history.		

Analyzing Algorithms, Filter Bubbles, and Echo Chambers


This lesson deepens understanding of bias, misinformation, and the mechanics behind digital media consumption

Name: _____ Date: _____

Social Media and Its Algorithm

How Online Platforms Shape What You See and Think

Your **social media feed** does not just show random posts; it is personalized for you. Every like, comment, or share teaches the algorithm what you are most interested in seeing. This means two people can search the same topic, such as fashion, sports, or climate change, and still see completely different posts.



In this activity, you will learn how online feeds are shaped by algorithms, how bias appears in posts, and why it is important to look beyond your digital bubble.

Key Ideas to Know

- Algorithm**
It is a computer system that decides what appears in your feed. It studies your likes, views, and clicks to keep showing you more of what you already enjoy.
- Filter Bubble**
The personalized "bubble" created by algorithms. You mostly see posts and opinions that match your interests and fewer that challenge them. For example, if you like posts about one sports team, your feed might stop showing other teams entirely.
- Echo Chamber**
When your feed becomes an environment where the same ideas keep repeating because you're only surrounded by similar opinions. You start to believe everyone thinks the same way.

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Name: _____ Date: _____

SOCIAL MEDIA FEED ANALYSIS WORKSHEET

Social Media and Its Algorithm

FEED TITLE	MESSAGE TYPE OR BIAS	EMOTIONAL TONE	MAIN IDEA OR VIEWPOINT




CURATED PROFILES & POSTS!

Name: _____ Date: _____

SOCIAL MEDIA FEED ANALYSIS WORKSHEET

Social Media and Its Algorithm

2. PATTERN SUMMARY

Look closely at the posts you analyzed. Describe any repeated messages, themes, or emotions you notice across this profile's feed.

3. REFLECTION QUESTIONS

Think about the bigger picture and explain how these patterns might shape what the user believes, supports, or ignores, and what the algorithm might assume about this person's interests or identity.

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Echo Chambers Mini-Lesson and Debate Activity

Students will examine digital citizenship through debate, critical thinking, example articles, and collaborative discussion

Name: _____ Date: _____

Understanding Echo Chambers

Mini Lesson Handout

An **echo chamber** happens when you only hear information that agrees with what you already believe. Online, this can happen when algorithms show you posts and videos that match your interests or opinions and hide the rest. You hear the same opinions "echo" back to you, over and over.



For example, you like one post claiming a celebrity did something wrong. Soon, your feed fills with similar posts repeating that story but you never see the corrections or other points of view.

Echo chambers can:

- Limit what we know about the world
- Strengthen false beliefs or stereotypes
- Make people more divided and less open-minded
- Spread misinformation quickly

Key Terms to Remember


TERM	DEFINITION	EXAMPLE
Echo Chamber	A space (online or offline) where people only hear opinions that agree with their own.	Only following people who share your political views.
Confirmation Bias	The tendency to focus on information that supports what you already believe.	Reading only news articles that make your side look good.
Perspective	The way someone sees or interprets an issue.	A student and a teacher may have different views on homework.
Bias	Favoring one side or opinion more than the other.	A news story that praises one candidate but criticizes all others.
Misinformation	False or misleading information shared by mistake.	Sharing an outdated photo as if it were recent news.

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Should Students Be Allowed to Use AI Tools for Homework?

ARTICLE A

Advocates for using AI tools in homework argue that technology can help students learn smarter, not lazier. AI apps can provide instant explanations, check grammar, and offer personalized feedback like a built-in tutor. Proponents say that when used responsibly, these tools save time and build confidence. They can help students who might struggle to understand lessons or need extra support. Teachers could also guide students on ethical ways to use AI, just as they teach citation and research skills. In a world where AI is everywhere, learning how to use it responsibly may be more valuable than banning it.




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Should Schools Require Uniforms?

ARTICLE B

Opponents of school uniforms believe students should have the right to express their individuality through clothing. They argue that being able to choose what to wear builds confidence and personal style. Some families also find uniforms expensive or inconvenient, especially when students outgrow them quickly. Critics say uniforms don't actually fix deeper issues like bullying or inequality, they just hide them. Instead of enforcing one dress code for everyone, schools could teach respect and acceptance for diverse styles and backgrounds. For many students, self-expression through fashion is an important part of growing up.



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INCLUDES
14
ARTICLES!

Name: _____ Date: _____

ECHO CHAMBER DEBATE

Debate Sheet

Instructions: You will prepare for and participate in a class debate. Use this worksheet to gather ideas, gather evidence, and plan what you will say.

PART 1 **OPENING CLAIM**

A. Choose Your Side

Agree
 Disagree

Topic: _____

B. State Your Main Claim

Write a short statement (2-3 sentences) that clearly explains what you believe and why.

Name: _____ Date: _____

TEACHER DEBATE REFERENCE SHEET

Echo Chamber and Social Media Debate

Before the Debate

- Assign the Debate Topic**
 - Each team will take a side on the assigned debate question.
- Divide Students into Two Sides**
 - Give each side one article or source representing their perspective.
 - Affirmative (Agree)
 - Negative (Disagree)
- Preparation Time (10-15 minutes)**
 - Students complete their Debate Worksheet to organize claims, evidence, and rebuttals.

During the Debate

Use this sequence to structure class discussions. (Adjust times as needed depending on group size.)

PHASE	TIME	FOCUS	TEACHER PROMPTS
Opening Statements	2 min each side	Present main claim and reason	<ul style="list-style-type: none"> • "What is your position on this issue?" • "Why do you support this side?"
Supporting Evidence	2-3 min each	Present key facts, examples, reasoning	<ul style="list-style-type: none"> • "Can you give an example or data?" • "Where did you find this information?"
Rebuttal	2-3 min each	Respond to the opposing argument	<ul style="list-style-type: none"> • "What point from the other side do you disagree with, and why?"
Crossfire (Open Discussion)	3-5 min	Ask questions or challenge points	<ul style="list-style-type: none"> • "What did you notice about bias or missing perspectives?" • "Is there common ground?"
Closing Statements	1-2 min each	Summarize strongest point and conclusion	<ul style="list-style-type: none"> • "What evidence supports your side the most?" • "Why should we agree with your position?"

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Digital Footprint Mapping Activities

Students will analyze real-life scenarios and reflect on smarter online behavior using case studies, a graphic organizer, and prompts for depth of knowledge.

Name: _____ Date: _____


Digital Footprint

Mini Lesson Handout

Your **digital footprint** is the collection of information you leave online on purpose or by accident every time you use the internet.

It includes:

- Posts, comments, and likes on social media
- Photos, videos, and online profiles
- Search history and browsing activity
- Apps and online games you use
- Messages and emails
- School platforms and log-ins



Even deleted posts or private accounts can sometimes be found later. Your digital footprint can help or hurt your future opportunities.

Why Does Your Digital Footprint Matter?
Your online actions can influence how **others see you** and **shape your reputation**. They can affect school opportunities, leadership roles, job or internship applications, and even college acceptance and scholarship chances. Your digital footprint tells a story about who you are, so make sure it is a positive and true one.

Examples of Digital Traces & T

DIGITAL TRACE
Following news and sharing articles
Commenting on social media

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INCLUDES ANSWER KEYS!

Name: _____ Date: _____

DIGITAL FOOTPRINT MAPPING

Case Study Worksheet

SCENARIO TITLE	EFFECT ON THE STUDENT <i>What consequences might happen?</i>	SMARTER DIGITAL CHOICE <i>What the student could do next time.</i>

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Scenario 1: College Admissions Check
A college admissions officer sees an old TikTok where a student made fun of another person. It was meant as a joke, but it appears rude and unkind.

Scenario 2: Job Interview Background Search
A part-time job manager searches a student's name and finds photos where the student is posing with alcohol at a friend's party, even though they are underage.

Scenario 3: Scholarship Opportunity
A student applies for a leadership scholarship. The reviewers see a clip of the student arguing online using inappropriate language during a gaming livestream.

Scenario 4: Friendship & Reputation
A friend shares screenshots of private messages where a student was complaining about classmates. Those screenshots begin circulating in a group chat.

Scenario 5: Future Career Review
A future employer finds a long-forgotten social media post where a student shared incorrect information without checking facts first.

Scenario 6: Positive Footprint Example
A teacher finds a student's posts discussing volunteer projects and school achievements and uses them to recommend the student for a leadership program.

Students must **describe the potential outcomes** and **propose a smarter digital choice** that aligns with responsible online behavior

Digital Boundaries and Online Safety Lesson

Students will reflect on respectful posting, digital boundaries, and safe online habits using guided prompts and real-life situations.

Use these questions for **peer collaboration, small-group discussion, or journaling!**

