



NIFA



United States Department of Agriculture

National Institute of Food and Agriculture

<https://nifa.usda.gov/program/4-h-positive-youth-development>

National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE

A FEDERAL PARTNERSHIP FOR STEM EDUCATION

LESSON PLAN: ACTIVITY 3.2 CRAAP DECISIONS

LESSON DETAILS

AGE/GRADE LEVEL

High School

PREP TIME

None

LEARNER OUTCOMES

Youth will learn strategies for determining the credibility of information.

ACTIVITY TIME

1 hour, 45 minutes (all activities combined)

SUCCESS INDICATORS

Youth will create a research strategy, identify research resources, and determine if those resources provide credible information.

MATERIALS LIST

- Paper
- Writing utensils
- Computer with internet access for each small group

LIFE SKILLS

Communication, analyzing information, reasoning skills, decision making

SUGGESTED SPACE

Indoors preferred for first activity; open space needed for final activity.

NATIONAL STANDARDS

21st Century: Information, Media and Technology Skills / INFORMATION LITERACY / access and evaluate information, use and manage information

21st Century: Learning and Innovation Skills / CRITICAL THINKING AND PROBLEM SOLVING / reason effectively, use systems thinking, make judgments and decisions, and solve problems

21st Century: Learning and Innovation Skills / COMMUNICATION AND COLLABORATION / communicate clearly and collaborate with others

SUGGESTED GROUP SIZE

Any size

REFERENCES

Teaching Information Literacy Now http://www.slj.com/2016/11/industry-news/teaching-media-literacy-now/#_

Teaching Teens About Digital Literacy Through Programming <http://publiclibrariansonline.org/2013/03/teaching-teens-about-digital-literacy-through-programming/>

Research and Information Literacy <http://www.teentech.com/teentech-awards/categories/11-16-age-group/research-and-information-literacy/>

INTRODUCTION

With technology being a critical element of our daily lives, it is important to become digitally literate. This involves understanding how you connect with technology and making sure that you are able to effectively utilize that technology for yourself and to communicate with others. A digitally literate person is someone who:

- possesses the variety of skills required to find, understand, evaluate, create, and communicate information in a wide variety of formats;
- is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information; and
- uses these skills and the appropriate technology to communicate and collaborate with peers, family, teams, and others.

One of the most challenging aspects of being digitally literate is determining if the information is “good” information. This involves making sure that information is factual, accurate, and being used in the appropriate context. You can make this decision by doing the **CRAAP** test on any information that you find; that is finding out about its Currency, Relevance, Accuracy, Authority and Purpose.

Currency: Is the website up-to-date? Has it been updated recently? You can then compare it with other information that you find – has the situation changed since this website was written? This will affect how you use the information.

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EXPEDITIONARY SKILLS FOR LIFE

CRAAP DECISIONS, CONTINUED

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Relevancy: Does the information help you answer your research question/support your project? It's very easy to get sidetracked when searching the internet. Can you understand it? It's no good using information that you do not understand. If you are just starting to find out about your topic, try simple websites or books first, then more advanced ones later.

Accuracy: Is it correct? You need to check how accurate the information you find is. Check your website with information from other sources. Once you know that the facts are correct, you can think about what the author is actually saying about the information.

Authority: Find out who has written the information. Who are they and why have they put the information on the internet? Does the person know what they're talking about? This will give you an idea of bias and how balanced or one-sided the information might be. Also consider:

- Is the information country specific – does it matter? Do you want only American based information?
- Is it a named person, a business, an educational website or charity? This will help you make a decision about if and how to use it. Different types of people have different reasons for sharing information.
- Check out the author using Google scholar to see if they have any other publications.

Purpose: Does the web site aim to inform, sell or entertain? Does it include facts or opinion? Do you think the information is impartial? If you decide the information is biased, find alternative views on other sites to help you make informed judgments.

While you are probably adept at navigating the digital world, the CRAAP test can help you navigate to selecting information that is reliable and accurate. This important critical thinking skill will help you become a more knowledgeable and wary consumer of information.

ACTIVITY INSTRUCTION

ACTIVITY: SEARCHING FOR NON-CRAAP (60 MINUTES)

Divide the youth into small groups of 3-5 youth per group. Have each group determine a topic they would like to research. Example topics: rooftop gardening, building a submarine, climbing Mt. Everest, forming a musical group, or choosing a culinary arts (cooking) school.

Explain that in researching a topic, most people will simply type the first things that come into their head into a search engine. This approach will only get you so far. Time spent as a team thinking about what you want to find out is time well spent, and good researchers create a 'search strategy' where they work out what to search for and where to look for it.

For example: Imagine you were carrying out a project to invent a flying car. The obvious words to use when searching for this topic might be flying car. TOP TIP: Carrying out a phrase search is a simple way to improve your results. You put two or more words into quotation marks so that the search engine will look for them together (e.g. "flying car"). However, if you only search for flying car you might miss other resources where someone has described it differently. You can find more resources by using synonyms (similar or related terms). You can use a thesaurus, such as Thesaurus.com, to help you find different words. Provide these other keywords as an example:

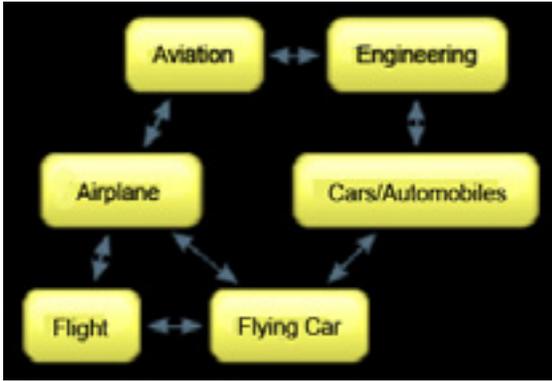
Flying	Car
Fly	Automobile
Flight	Vehicle
Aviation	Motor
Aerial	Motor Car
Aeronautical	Transportation

Have each group make a list of all the words they want to include in their search strategy, and then create a word map to show how the terms that they are using link the words together.

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CRAAP DECISIONS, CONTINUED

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Using a computer or mobile device with internet access, each group should begin to create a list of three or four useful resources to research for their topic. Under each resource, they should indicate what word or combination of words were used to locate the resource and which search engine was used. Encourage the youth to try the same words using different search engines.

Have each group conduct the CRAAP test for each resource they put on their list. Using the results, the group should determine if the resource should stay on the list or not.

DEBRIEF ACTIVITY: QUICK QUESTIONS (15 MINUTES)

1. Have participants find a partner and stand back-to-back (facing away from their partner).
2. Ask a question, and when you say "go" they turn and each person answers the question to their partner. Give a 1-2 minutes, then a 30 second warnings to end conversation.
3. Choose a different partner and stand back-to-back, facilitator provides a different question and repeat.

Example Questions

- What was easy and difficult about creating a search strategy in a group setting?
- Did creating a word map help you in creating your search strategy? Why or why not?

- Did using multiple search engines make a difference in the resources you found?
- Did using the CRAPP test make it easier to determine if an item should stay on the resource list?

APPLIED CHALLENGE SOLUTION SCENARIOS (30 MINUTES)

When you are part of a team, it is important that everyone be able to communicate effectively in order to achieve their goal. However, if the information being communicated is not accurate or not relevant to the situation, it is likely that the goal will not be achieved regardless of how well the information was communicated. Invite youth to share examples (without naming names) when they were given "bad" information and describe any negative consequences that occurred.

Directions:

1. Divide youth into small groups of 3-5 youth per group.
2. Have the group identify one specific scenario where receiving bad information in a team environment could result in the team failing to achieve its goal.
3. Have the group identify one way that the person providing the information in their scenario could have made sure the information was correct.
4. Have the group then identify two questions or strategies that others on the team could have asked or done to make sure the information was correct.
5. Have each of the small groups share their solutions with everyone. If time allows, encourage the small groups to present their information in a performance-based style such as a skit, infomercial, song or cheer.



ACTIVITY 3.2: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I understand the concept of digital information literacy.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I can identify three ways to make sure information is accurate.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I can explain why it is important to know where your information comes from.

- Not at all like me
- A little like me
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