



HackShield Lesson Manual
Class Quest 4 - Disinformation

Lesson duration

45 minutes

Target audience

Suitable for students between the ages of 8 and 12.

Learning goals

Students learn...

- to search for the right information and to check their sources.
- to consciously think about where they get their news or information from.
- to identify digital sources where useful information can be found.
- to estimate the nature of digital information sources.
- to assess whether the information acquired is useful, reliable and representative.
- the meaning of disinformation and misinformation.

Necessities

- Interactive board
- Teacher account for HackShield ([create it here](#)).

Concepts*:

- **Disinformation:** knowingly creating and spreading false or misleading information. You know when you spread it that it is not true, but you are doing this anyway to make money or to harm a group, person or a country.
- **Misinformation:** Misinformation refers to misleading information created without that malicious intent. The distributor doesn't know that the information is incorrect.
- **Imaging:** The origin of an idea: making an image of something.
- **Clickbait:** exaggerated or shocking information, making you curious about the website. Often the message of the site does not match the title and the content is completely or partly false.

* Would you like to know more about the above topics? Then visit joinhackshield.com and view the content for inspiration and depth. Then you are fully prepared for this lesson.

General

In this class quest students meet Lux, this character is "Guardian of knowledge and information". They find out that in many places disinformation comes at you and that it is wise to always be critical of the information that comes at you just like that. It is especially wise to respond calmly, to think for yourself first and possibly to check with other sources.

Nice to know

Take a look at the website HackShield so you can see what the game environment and the class quest look like, so you know what your students can expect. This takes about thirty minutes.. Don't forget you need a teacher account for this, which you can create [here](#) .

Elaboration

Introduction - 10 min

Explain to the students that you are going to talk about the huge pile of information that can be found on the Internet and that is growing every minute. Every time you are online, pieces of that information come at you. Sometimes this is in the form of a WhatsApp message, but it is also possible with a video that you watch (on YouTube, TikTok or at the Jeugdjournaal). But, how (and when) do you decide whether or not to believe something? What is a smart response to (possible) disinformation?

Introduction questions

- Have you ever heard of the concepts of fake news and disinformation?
- Where do you find this?
- When do you feel that you are dealing with disinformation?
- Do you ever check if what you read is really true? And how do you do that?
- Have you ever shared or posted something that is not true? Did you know when you started sharing it that it might just be untrue?

Core - 30 min

Indicate that you are now going to start the game as a class and discuss the rules of the game and the distribution of the students over the different groups in advance. Start the quest on the interactive whiteboard.

Tips

You can decide to have the students read the text of a specific character (for example, child x reads André's text and child y reads Sanne's text).

During the quest choices will have to be made. Sometimes it is useful or necessary to find out something on the internet (to factcheck). For example, do this on the board in a plenary group, or have students work in smaller groups to find out the answer using their own devices. Then you practice together how to arrive at (reliable and suitable) information.

Answers to class activities in the class quest

The questions that you can discuss with the class are in the quest in the purple Queries (a kind of robot) that floats around. We recommend discussing these questions with your class to promote awareness of the online choices they can make. Of course you can choose to skip this or discuss it at another time.

- **What is the difference between misinformation and disinformation?**
Disinformation is about misleading information, sometimes it is not true at all or it misleads you. Often it is messages that influence the opinions of others, but in an unfair way. Disinformation and fake news can take many forms: a news story on the internet, a video on social media, or a picture or text message in an app group. The makers have bad intentions: they want to make money, put others in a bad light or have political aims. *Misinformation* is the inadvertent dissemination of information that is not true or contains errors. You do not realize that you are sending something that is not correct, you then share the information without malicious intent. That's misinformation.
- **What are reliable sources of information?**
Texts and information on the internet can be posted (and then shared) by anyone. So it is not always reliable. It may be that someone shares an opinion more than a fact. At the Jeugdjournaal, but also at good newspapers and magazines, people are working to check the information.

Closing - 5 min

Ask the students what they have learned. What will they tell others about this?

Final questions

- **How do you recognize disinformation?**

Answer:

- *By looking at the source, is it there and is it a reliable source (research for example)*
- *By looking at the sender. Who wrote it?*
- *By looking at the why. Why did he write that? For example, is it a joke?*
- *Is the title clickbait? Clickbait is an example of disinformation. The title is exaggerated or shocking, making you curious about the website. Often the message of the site does not match the title and the content is completely or partly false.*
- *Is this information also available elsewhere? Are there other sources that say this?*

- **Wikipedia is a website where the makers can anonymously put information on it. Anonymous means that you put the information on it without your name being there. So a reader cannot find out who posted the information online. Is Wikipedia a reliable source of information? Why or not?**

Answer: No, Wikipedia is not reliable since anyone can (anonymously) put information on it. For example, you cannot check for what purpose the creator has put the information on it. Sometimes other sources are mentioned, but they can also contain incorrect information.

- **What would you do if you accidentally shared information that was incorrect?**

Suggestion: Share another post later saying you accidentally shared something that wasn't right. If people know you've done that, they can't share the information any further.

Shield & Points

When you complete the quest with the students, you will receive a code at the end. When students have created their own profile on joinhackshield.com (look at the appendix to know how you could guide them in this), they can fill in this code, which earns a shield and extra points.

Tips

- Write the code on the board or have students write the code themselves to take home. In this way, you encourage students to delve further into cyber security at home. What else do you want!?
- Do you want your students to play HackShield more in the classroom? That is of course also possible. The appendix explains step by step how you can guide the children to create an account.

Appendix

How to create a HackShield account with the students

The students can continue their cyber path in HackShield at home or at school, but they need their own account for that. By encouraging them to come up with a suitable username and password, you help them make safe choices online. Below are some tips:

(Do you only want to know how to create an account on joinhackshield.com? Then only read the bold text at point 4)

1. Take the password crack test as a class. Have students count the number of characters in their most commonly used password. So also ask whether it contains capital letters or numbers, for example. Enter a password on the website and you will see how many years or sometimes even seconds it takes to crack a password.
2. State that a passphrase is a good and safe option. Such a sentence does not have to be difficult. As in a written sentence, have them also use the spaces between the words as characters. Bet that a hacker can crack that difficulty? Hackers, as well as automated password crackers, have a hard time trying to figure out many consecutive characters. Just count the characters of a passphrase and fill it in on a password cracking test. Do you see the difference?
3. Hackers always check what they can already find about you online. So never use your name or date of birth in your username or passphrase!
4. **Show the students that they can click LOGIN/REGISTER at the top right of joinhackshield.nl. Then they have to click on the big blue REGISTER button and they can fill in all their details there. Have they created an account? Then they can click on the big orange PLAY button at the top right of the website.**
5. Before everyone gets started, you go through the first steps together. The game speaks for itself. Mention that this game is not about speed, but about answering most questions RIGHT. It contains tips and new insights that can come in handy to prevent hacking.
6. There are a lot of difficult words in it. Students can of course always Google them! It is useful if they write it down immediately, so that you can discuss a number of those concepts with each other at the end of the lesson (power of repetition).