A GUIDE FOR ORGANIZATIONS

"Get your bakers online"

Co-funded by the Erasmus+ Programme of the European Union

CHAPTER 1

Presentation of the course

This guide was created within the Erasmus+ Programme – Strategic Partnership ” BIO-BAKERS IN SERVICE” with its ID number 2020-1-RO01-KA202-080284.

The guide contains basic instructions for the employers and trainers to be able to initiate their bakers in using computer, internet and e-learning platforms to develop their professional skills.

The guide was made to be used by trainers in bakery and bakers responsible for training part of the employees, but the main beneficiaries of this guide are trainees and those who want to improve their digital skills as a result.

In this guide we instruct the trainees to use the internet to develop their business, to create an e-mail address and to make a Power Point Presentation of their business, then they are taught to design a website to promote their projects, to make a promotional flyer, but also to be aware of the digital footprint and to check the credibility of the sources they use.

CHAPTER 2

Basic Digital skills for Bakers: step by step

1. Benefits of the Internet for the business

- ✓ We communicate more easily and rapidly
- ✓ Information sharing and finding is faster
- ✓ Business automation
- ✓ Latest marketing approaches to reach more customers
- ✓ More new clients and more engaged customers
- ✓ Enhanced customer service
- ✓ Using the internet to manage corporate networks
- ✓ Reduced costs
- ✓ Improves workplace and business productivity

2. How to create an e-mail address

Create a Gmail account

To sign up for Gmail, create a Google Account. We can use the username and password to sign in to Gmail and other Google products like WeTube, Google Play, and Google Drive.

- Sign up for a Gmail account
- Go to the Google Account creation page.
- Follow the steps on the screen to set up the account.
- Use the account we created to sign in to Gmail.

3. Understand The Digital Footprint

Every time we go online, we leave behind data -- or information -- about theself.

The online information about we that exists as a result of the activity on the internet is called the "digital footprint."

For example, potential employers can view information about we or the social media accounts or even the friends' accounts.

Or companies may be able to see the search or purchase history.

They can use this data to develop opinions about we, make assumptions about the likes and dislikes, and try to sell we things.

Sometimes we can be aware of the data we are leaving behind -- for instance, when we fill out a form, make a purchase, post a comment, or upload a photo.

So, here we will learn about all the things that make up a person's digital footprint and list them in a spreadsheet.

Then, we will mark all the online actions we take part in and use conditional formatting to add color to our digital footprint.

If we do not have a Google account, create one now.

To begin, open the Google Drive.

Have one person in the group create a new spreadsheet and rename it.

If we're working with others, share the spreadsheet with each person in the group.

Select the permission we want to use: "Editor" means the person we share with can make changes directly in the spreadsheet.

"Commenter" allows them to make comments, but not change the project spreadsheet.

And "Viewer" lets them see the spreadsheet only.

For this time, choose "Editor."

Now, we will brainstorm online actions that may leave data behind.

Then, we will add at least ten activities to the spreadsheet.

If we are working with a group, we can each add three activities.

To begin, by yourself or with the group, think of the many things that people do online.

They might play games, send email, or talk to friends.

Others might do homework, read the news, look up information for a research paper, watch videos, download apps, or read books.

Think of ways that anyone might use the internet.

Once we have several ideas, type "Online Actions" in the first cell of the spreadsheet to create a header for the list.

Bold the header.

If we're in a group, gather at one computer and one of we can type and bold the header.

Then, under the header, add at least ten ways that people use the internet, or three for each student if we're working in a group.

Then we will learn about some of the most common ways websites collect and store information about people.

Then, we will brainstorm additional ways we leave a digital footprint and add them to the list.

When we browse the internet, websites install cookies that track what we are looking at.

A "cookie" is a message that is given to a web browser by a web server.

A cookie identifies a user and allows a business to prepare a customized web page or store information for we.

Cookies save we time loading web pages that we visit frequently.

But they also leave evidence of the sites we visited and how often, which could help others form a profile of we.

Geolocation can also add to the digital footprint.

If an app or website uses "geolocation," it records the exact location of the computer or mobile device.

Geolocation allows we to: get directions, find and meet up with people who are close by, track how far we've walked, or play games that involve location.

If we post photos online that are tagged with the location, we could also unintentionally reveal where we live or when we're not home.

We also add to the digital footprint with metadata.

"Metadata" is text that is written and added to web pages, images, and files so computer systems and search engines can easily find and share it.

For example, when we take a photograph and post it online, the image may contain metadata about where the photo is taken, who took it, and when it was taken, even if we don't directly add that information yourself.

Search engines read the metadata of web pages and images and deliver results related to the search.

Metadata can make search engines work better and faster.

But it also adds to the digital footprint.

Other people can also add to the digital footprint, such as when a friend or family member tags we in a post or comment.

There are many ways that the digital footprint can grow even when we are unaware that we are leaving information behind.

Now, think about less obvious ways that we could leave digital footprints.

Add at least one way to the spreadsheet.

Finally, resize the column so we can read all the text.

Now, we will indicate which online actions we take part in.

We will add our own column to the spreadsheet and an "x" for every action we take online.

Then, we'll add conditional formatting to visually show the digital footprint.

To begin, add the name to a column in the spreadsheet.

Bold the text.

Next, read through the list of online actions.

If the action is something we have done or might do online, place an "x" in that row.

Once we have marked all of the things that we do online, add conditional formatting so we can clearly see the online activities.

"Conditional formatting" changes the color of spreadsheet cells if they meet certain conditions, such as containing a particular word or number.

To add a conditional formatting rule, select the own column in the sheet.

Then, in conditional formatting, add a rule that tells Google Sheets to format the cell if the text contains an "x."

Choose a color that reflects the personality and is different from any group members we might be working with.

In this lesson, we brainstormed the kinds of actions that people take online that leave a digital footprint.

We worked in a spreadsheet to make a list of actions that actively contribute to a person's digital footprint.

We also learned about cookies, browser history, geolocation, and metadata, which are less obvious ways that people add to their digital footprint.

Then, we added color to the spreadsheet to create a picture of the own digital footprint using conditional formatting.

If we worked with others, compare footprints with the group.

What are some things that we all do online?

What kind of data is left behind when we do those things?

Then, think about the own digital footprint as a whole.

If all someone knows about we is the data in the digital footprint, what impression would that person have about we?

Lots of people may look at parts of the digital footprint.

For example, college admissions officers, sports coaches, employers, or even criminals might look at the online activity to find out more about we.

We may want to make an effort to create a smaller digital footprint or take less action online.

Or, we may want to add more information to the digital footprint so we can share things we want people to know about we.

For instance, we can shape the digital footprint in a positive way by creating a blog or website that showcases the work and interests.

Everyone who uses the internet has a digital footprint.

By examining the digital footprint, we become aware of the information we're leaving behind, who is collecting it, and why.

Then, we can start to make more informed decisions about the information we share online.

4. CREATE A POWER POINT PRESENTATION

A digital presentation combines text, images, and design, so we can communicate about a topic in a way that engages the audience and expresses who we are.

The topic for the presentation could be anything, such as: Something we're studying in school, something we're interested in, or something the teacher assigns, the presentation can also be a way to introduce yourself to the class or a new club we're joining.

We will include at least three slides containing details about the topic.

Just like the culture and beliefs may influence the views on a topic, the audience may view the topic based on their own culture and beliefs.

For example, if the presentation is on manners, we might say something that it's a good idea to maintain eye contact with the person we're speaking with.

However, in some cultures, lowering the eyes is a sign of respect.

It's also important to keep in mind that many topics, especially those pertaining to current events, can have multiple perspectives.

The perspective is the point of view.

How we feel about a topic may not necessarily be how someone else feels, and that's OK.

We will use digital skills to create the presentation, so we can easily add slides and exciting elements, like animations and transitions, to complete the project.

This lesson uses Google Slides, but we could apply these skills and concepts in most other presentation applications.

If we'd like, we can turn on captions in Google Slides when presenting the topic.

Captions may make it easier to follow the presentation.

Click on the links next to this video to learn how to use captions and other features.

As we create the presentation in Google Slides, we will: Add slides to a presentation, add text and images, format and reposition text and images to change how the slides look, add animations and transitions to the presentation, and digitally share the slides with a classmate.

First step: sign in to the Google account.

Open a new tab in the browser, and navigate to "google.com"

If we do not have a Google account, create one.

Then, open Google Drive, and create a new presentation in Google Slides.

Give the presentation a title.

Step 2: we will choose a theme for the presentation.

We will also add three slides and fill in the text on the title slide.

A theme is a collection of design and lawet elements, like backgrounds, colors, graphics, fonts, and more.

Adding a theme gives the slides an overall color scheme and style, so all of them have the same look and feel.

To start, choose a theme for the presentation.

Pick a theme that relates to the topic and expresses the personality and tastes.

We might choose a theme that is serious, fun, simple and understated, or that simply uses the favorite colors.

Next, add three slides to the presentation.

Then, we will fill out these slides with text, images, and information that we would like the audience to know.

Choose the same lawet for all three of the slides, or choose different lawets to add more variety to how the slides will look.

Return to the title slide.

Click in the title text box, and type in a title that tells the audience what the presentation is about.

Next, we will add text to the slides.

The text will communicate details about the topic.

On the presentation, the slides might represent a different part of the main topic for a subject we're studying in school.

Use Google Search to do research on the topic if we need to.

To start, click on the second slide in the presentation.

Think about the first thing we would like the audience to know.

If a title is in the lawet, type a descriptive title on the slide.

Next, add text to go with the title.

Then, format the text to make the look of the slide fit the topic and personality.

We can change the font size, type, or both.

We can also add color to the text… …and bold it to make it stand out.

Once we finish the first informational slide, repeat the process for the next two slides.

Insert more text to tell the audience more about the topic.

Finally, add one more slide and choose a lawet.

Type a final thought for the audience.

This might be a motto, a phrase that describes we, or a short message, like "thank we" or "think positive."

Images make the presentation more visually exciting and eye-catching to the audience.

There are a few ways we can insert images.

First, we can search for them online.

To begin, search the web for an image to add to the first informational slide.

Search for the image and make sure we have the right to use the image.

When we’ve found an image we like, insert it.

Then, resize and move it to where we want it on the slide.

We can also upload the own photos that we took with the phone or camera, or images we downloaded from the internet.

The photos or images need to be on the computer or in Google Drive for we to use.

This is a great option if the topic is about we personally or about places we’ve visited.

If we’re using images of specific people, be sure to get their permission first.

We may even want to add captions to the photos.

Finish adding images.

Finally, preview the slides to see what they look like so far.

Next step: we will animate some of the images and text on the slides.

Animating objects like text and images is a way to add movement to the slides.

Effects like animations and transitions, which we’ll add in the next video, make the slides look more interesting and fun.

They engage the audience and allow we to share information about the topic in different ways.

To start, click on the title on the title slide to animate it.

Then, choose from the list of animation effects.

Test different animations until we find the one that works best for the presentation.

The default setting to make the animations appear is "on click." If we leave this in place, we'll need to press a key to see the animation.

Select "after previous" to make the animation happen automatically as the slide presentation progresses.

If we included a subtitle, animate it as well.

Adjust the speed of the animations until we are happy with the effect.

Test the animations again.

Now go to the next slide and choose what we'd like to animate.

While animating is fun, it's best not to animate everything so it doesn't distract from the message.

We can animate images the same way as text.

Make sure the animations begin "after previous" so they run automatically.

Now, animate the next slide.

We can animate any captions we included on the slides, too.

Continue animating the slides.

Animate the closing message for the presentation in a way that will leave a lasting impression on the audience.

For example, we may want to zoom out to show that the presentation is finished.

Finally, preview the presentation to see what all of the animations will look like together.

Next, we will add transitions to the slides.

A transition is a visual effect that occurs when slides advance.

To begin, add a transition to the second slide.

This will be the transition we will see between the first and second slides.

Set the speed for the transition so it's not too fast or slow between slides.

If it's too fast, the audience won't have time to read what's on the slide.

If it's too slow, they might lose interest.

We can apply the same transition to all slides or choose different transitions.

Continue adding transitions to the remaining slides.

Finally, preview the presentation to see the finished product.

Nice job.

5. DESIGN A WEBSITE TO PROMOTE A PROJECT

When we work on a large project with a group or the class, it's helpful to have a place where people can easily view important information about the project.

Now, we will use Google Sites to create a website to communicate with others about a community project. We will design website to share important information about the project. Then we will publish the site we created so that people can access the information from their own computers.

The project in the example for this lesson is a neighborhood cleanup event, but we will create a website for our own project.

This lesson uses Google Sites, but we could apply these skills and concepts using any website design application.

To work on this lesson, sign in to the Google account.

Open a new tab in the browser, and navigate to Google dot com.

If we are not signed in, do so now.

If we do not have a Google account, pause the video and create one now.

For this lesson, we will work with a group of 3-4 people.

If we don't have a group, ask the teacher to assign we to one.

Gather around one group member's computer now.

To begin, create a new website in Google Sites and name it.

Next, add a title to the website's homepage.

This is the first page the viewer will see when opening the website, so it's important to have a descriptive title that tells them what the project is about and makes them want to read more.

Resize the text box that contains the title, if necessary, so that we don't break up any of the words.

Then, move on to the next video to start developing the website with the group.

The design elements we choose should reflect the purpose and audience for the website.

Start by choosing a theme for the website.

A theme is a set of colors, text styles, and other design elements that give the website a certain look.

Different themes fit different types of content.

If the purpose of the website is to share information about the project with community leaders, then we might choose a theme that looks professional or serious.

Select a theme that we think fits the website's purpose and audience.

The theme will carry over to every page of the website.

Adjust the colors and font style for the theme as we would like.

Next, select a header image for the website.

A website header sits at the top of each page and can help create a consistent browsing experience throughout the website.

Select an image for the header that represents the project and supports the website's purpose.

We can choose an image from the gallery, upload one from the computer, or search the Internet for an image.

If we choose an image from the internet, make sure we have the right to use it.

Sharing the website allows we and the group to collaborate on different aspects of it.

To begin, open the share settings, and type in the email addresses of the other members of the group.

Select the permission we want to use: "Can edit" means the person we share with can make changes directly in the website, And "can view published" lets them see the website only after it is published.

For this project, select "can edit" so that the group members can add and make changes to the website before it is published.

Let the group know we shared the website file with them.

As we develop the website, we might choose to collaborate on some parts of it as a group and work on some components separately.

For example, different people could build different pages.

The website's homepage is like the window of a store.

Its purpose is to grab viewers' attention to encourage them to enter.

To begin, choose a lawet for the homepage.

A lawet is a pre-set format for text and images.

Discuss the text we'd like to display on the homepage with the group.

The homepage should contain all of the relevant information about the project.

Determining which text we'd like to include on the homepage will help we choose an effective lawet.

Next, add text to the homepage.

We've already added a title that describes the project.

Now add other important information about the project to the homepage, such as the event's time, date, and location.

Select fonts that make important text stand out.

For example, headings and subheadings will stand out more than normal text, while titles will be the most prominent.

Now add a sentence or two to entice the audience to read more. If necessary, add a text box.

If we would like the audience to participate in the project, include a call to action.

A call to action asks people to do something specific to achieve a goal or deal with a problem.

Format the text as we would like.

And now, we will add pages to the website, choose lawets for them, and add text.

To begin, discuss with the group any additional information we'd like to include in the website.

Think about the purpose of the website.

What information could we share with the audience to help support that purpose?

Now add a page to the website and give it a title.

The titles for each page will show up on the website's homepage and allow viewers to navigate easily from page to page.

Next, select a lawet. The lawets can combine text and images, or just images.

We can also add more than one lawet to a page.

Then add text to the page, keeping the website's purpose and audience in mind.

Finally, format the text.

Repeat these steps for all of the pages we added to the website.

Additional pages might include photos of the team or from the event itself, the story of how we got the idea for the project or contact information.

Be mindful of the types of information we share on the website.

However, since the website will be available to anyone on the internet, do not include personal information like personal phone numbers and addresses.

Images add visual appeal to the website.

They can also help illustrate the text on each page and reinforce the website's purpose.

To begin, add images to one of the website’s pages.

We can upload images from the computer or search for images on the internet.

The images might show an example of the problem the project is trying to address, the group in action, or other images that encourage people to get involved with the project.

Make sure any images we select from the internet are free to use.

And if we upload personal images that include any identifiable people, make sure we have their permission to use their pictures on a public website.

Now add images to the other pages in the website.

Choose images that complement the text on each page and support the website’s purpose.

Be careful to choose images that don’t distract from the text.

The most important component on the website is the information people need to know.

Resize images as necessary.

Now add section backgrounds to fill up any remaining white space on the pages of the website.

We can select styles for the backgrounds, or images.

We will then share the website link with others to promote the event.

Previewing the website allows us to see what it will look like when it is available on the internet, so we can make changes before publishing it, if necessary.

Preview the site.

Navigate from page to page to make sure that everything looks the way we want it to.

Check for spelling and grammatical errors, as well as any missing or incorrect information.

When we are finished previewing the site, exit preview mode.

And make any needed changes.

Before we publish the site, share it with the teacher so that they can review it and provide feedback.

After we've made any final changes to the website, we're ready to publish it to the internet.

First, adjust the web address, if we would like.

Then publish the website.

The website is now live!

Now anyone can find, see, and interact with the website.

Now that the site is live, we can still make changes to it, but we will need to republish the website for the changes to appear online.

If we need to take down the site for any reason, unpublish it.

This removes the website from the internet, so no one can access it.

We can always publish it again later.

Make sure to share the link to the website with others to promote the project.

First, copy the link for the site.

Then insert the link to the site into an email, press release, flyer, or any other promotional materials for the event.

6. Make a Promotional Flyer

When we are involved in completing a big project, such as a school improvement project or a neighborhood cleanup, we often want others to know about it.

We may even want people to join us in completing the project.

One way to raise awareness and recruit volunteers is to create a flyer to promote the project.

Now, we will create a promotional flyer for a large project we and the class or group might do together in the community or school.

A big project involves many tasks to be completed and many people to complete them.

A promotional flyer can make a project like this easier to complete by spreading the word to people around the school or community who might be inspired to either support or join we.

As we complete the flyer in Google Drawings, we will: Set up the size and background color, Add and format text, Add and format images, And align the text and images in the flyer.

This part uses Google Drawings, but we could apply these skills and concepts in any drawing application, or even on a piece of paper.

To work on this lesson, sign in to the Google account.

Open a new tab in the browser, and navigate to Google dot com.

If you are not signed in, do so now.

If you do not have a Google account, create one now.

To begin, open the Google Drive.

Create a new drawing and rename it.

Then, set up the drawing so it is the size of a typical flyer.

<u>Most flyers are the size of a standard sheet of paper.</u>

If we are working with a group, we can work around one computer and have one group member type the text, or we can each contribute from the own computers.

While flyers should be colorful, appealing, and interesting to look at, when people read the flyer, they should learn something about the project as well.

Adding text to describe and explain the project will help readers better understand its purpose.

Big projects often need volunteers or supporters, so use the flyer to encourage others to join the group in the efforts.

To begin, add a text box to the flyer.

Then, add text to the text box.

The text at the top of the flyer should get people's attention and communicate the project's purpose in an interesting way.

To help people notice the text, change the font and size.

Changing the text to all capital letters is one way to make it easier to see and read.

We can also change the color of the text.

Choose a color that we think will look good on a flyer and that gain people's attention.

We can highlight some of the text to add even more emphasis to it.

Next, add text in another text box to tell more about the project.

We should include at least one text box that clearly states what the project is about and what people can do to help.

Then, format the text. We can choose a different font, color, and style.

Or we can keep certain things the same.

Add emphasis to words or sentences that we want people to notice.

We want others to learn about the project while also thinking about supporting or volunteering for the cause.

Be sure to include important details about the project that people might need to know to participate. We might include the time, date, and location if there's a specific event.

If people need to bring something with them to participate, we can include that information as well.

Adding bullets to project details can make them more organized and easier to follow.

After we have added all of the project information, align the text boxes. This keeps all of the information neatly arranged.

We can also center the text in the text boxes to keep the information looking organized.

An image is a great way to bring more attention to the project.

Images provide visual details that can help people make connections to the purpose of the project and the group's efforts to complete it.

Images can often gain added attention that words alone cannot.

To complete a big project like yours, getting as much attention as possible is a good thing!

To begin, find an image to add to the flyer.

We can use an image from the phone or computer The image we choose should be suited to the project.

We can search the web for an appropriate image if we need to.

If we cannot find an exact image for the project, choose something that can act as a symbol for it.

Choose an image that represents the project in a way that anyone seeing the flyer will understand.

Search for the image, Review the search results, And choose an image for the flyer.

Make sure we have the right to use the image.

Add the image to the flyer.

Then, move the image and adjust its size to fit with the text in the flyer.

We want the image to be large enough to clearly see, but not so large that it takes the focus away from the project details. We can add more images if we choose.

We may need to move the text boxes to make room and align them with the image.

Next, change the background color. We can choose a color that the group has used or will use in other project materials. Or use the school colors or a color that looks good with the rest of the flyer.

When we are working on a big project to make the school or community a better place, it's important to get support.

We want to let everyone around we know about the work the group is doing, so they can take an interest in the efforts and maybe even help out and join in!

Then, we created a flyer to advertise and get support for a community project we are working on with the class or a group.

Creating a promotional flyer is a great way to spread the word about a project we are taking part in.

The flyer we created has details about the project that can inform others, get them interested, and perhaps persuade them to become involved!

We can apply the digital skills from this lesson to create flyers for other purposes as well.

Flyers are often used to advertise something for sale, Or a local event.

No matter what we use it for, a promotional flyer is an effective way to spread information and enthusiasm and gain help and support for the efforts.

7. CHECK THE CREDIBILITY OF ONLINE SOURCES

In this part, we will use the five "W's" to evaluate the credibility of an online article.

The internet is an amazing resource for knowledge.

Information about human history and culture, art and science, the latest business news, and anything else we can imagine is only a click away.

It's easy to create content on the internet — from blogs to magazine articles to news videos and more.

But not all the information we find on the internet is true and unbiased.

"Bias" is when favor is given to something, someone, or a group over another.

It is important that we maintain awareness that biased or discriminatory content exists when we search for information online.

"Discriminatory content" shows unfair and incorrect distinctions between different types of people based on who they are, like their race, age, or sex.

We also don't always know who created content, or why, or if it's credible.

"Credible content" is believable and trustworthy.

While using internet, it is important to check the source for credibility so we won't be misled by false information.

We might find something on a website that is not credible, even though it pretends to be.

It's also important to think about the credibility of a source before we share it with someone else, so we don't spread false or misleading information.

So, double check the credibility of the sources.

In every type of content, we see and read online, there are clues about credibility.

We can use five key "W" questions which we can ask ourselves when investigating any information, or evaluating the credibility of an article:

Who wrote the article?

What is the author's point of view?

When was the article written?

Where does the author get their information?

And why did the author write this?

This time we will also use Google Docs, but we could complete it in any word processing application, or with a pencil and paper.

To work on this lesson, sign in to the Google account.

Open a new tab in the browser, and navigate to "google.com"

If we are not signed in, do so now.

Then, open Google Drive and create a new, blank document.

Give it a title.

Next step: we will search online for an article and add it to the document.

To begin, open a new browser tab.

Then, search for a topic of the choice or a topic that the teacher assigns.

The topic can be about current events, history, science, the favorite book or movie, or something else.

When we search online for a topic, a computer looks at many factors, like the words we use, the expertise of sources, and the location and settings in order to find the most useful and relevant results.

Explore some results and select a short article.

Copying and pasting the article into the document will make it easier to read and evaluate.

Next, copy the article from the website.

The article may have images and formatting.

To make it easier to read in the document, paste without formatting.

If the article is long, we can copy a part.

You may change the font size or style to make the text easier to read.

We can also bold the title or make it bigger, so it stands out.

To quickly return to the original article, insert a link to the website in the document.

A "link" is a clickable part of text that takes you to another location.

Select and copy the web address.

Then, return to the document and insert the link in the article's title.

Sometimes it's obvious that a website is trying to get us to do something, like click on a link, buy a product, or share the personal information.

But most of the time, it's not so easy to determine if a source is credible or not.

Sometimes online content can seem credible if it has an impressive lawet or looks professional.

However, it may have been written by someone who doesn't know much about the topic, or the author could be biased.

If we ask the five "W" questions — who, what, when, where, why — it can help we make a thorough evaluation of the credibility of the article.

To make it easier to answer these questions and evaluate the article, create a table in the document with two columns and five rows.

Think of the following questions: Who wrote the article?

What is the author's point of view?

When was this article written?

Where does the author get their information?

And why did the author write this?

Leave the right-hand column blank for now.

We will complete it in the following videos.

Then we will read through the article and make notes about who wrote it and what the author's point of view is.

We can evaluate the author’s trustworthiness and point of view to help we determine their overall credibility.

An author's "point of view" is their attitude toward what they are writing about.

To begin, identify who wrote the article and evaluate if that author is a trustworthy source of information.

To do this, perform an internet search about the author.

Try to find out more about who they are, other articles they've written, or where they work.

If you cannot find the author in an internet search, it could be a warning that the author is real or not credible.

If we can't find the author of the article, look at the website it appears on, or check the organization that published it.

Type any information we learned about who wrote the article in the "Who" row of the table.

Next, think about what the author's attitude is toward their subject.

What's their point of view?

For example, does the author present accurate facts in an unbiased way?

Then we will read through the article and make notes about when it was written, where the author got their information, and why the article was written.

We can better understand the accuracy and the purpose of the article by answering the questions when, where and why.

To begin, find out when the article was written.

Does it have links to its sources or to data collected about the topic?

Can we find similar claims in other sources?

Next, search the internet to verify the claims made in the article.

If other credible sources make similar claims or if we can find data that supports the article, it may be trustworthy.

If we cannot verify the information in the article on other websites or in other sources, the article may not be credible.

Finally, try to find why the author wrote such an article.

For example, is the author writing to inform we about an important issue?

Or is the article for fun and not intended to educate?

A tabloid article about a celebrity, for example, might share rumors rather than actual facts.

Or is the author trying to persuade we to perform a specific action?

For example, an article might try to get we to click on a link, submit personal information, or make a purchase.

This is a clue that the article may not be credible.

Type the ideas about why the author wrote the article in the "Why" row of the table.

Then we will look back through the notes we took about the article and decide whether or not it is credible.

Look at all the evidence and use the best judgment.

Think about the most trustworthy parts of the article.

And the least trustworthy parts of the article.

Given all of the observations, do we think the article we chose is credible?

Then, write a sentence or two about how we came to the decision.

In this part, we used the five "W" Questions to evaluate the credibility of a source.

Some things we read or see on the internet are obviously true or false, but most information falls somewhere in between.

Make sure to evaluate the credibility of everything we read or see online.

And always pause to check its credibility before we share content with others.

We also: searched online for an article and copied and pasted it into a document, created a table to help we assess the credibility of the article, and determined whether the article was credible.

Knowing how to evaluate different types of content and determine their credibility can help we in school, the personal life and at work.

We can filter the information we find online, make smart decisions, and develop informed opinions about important topics by assessing the credibility of sources.

When we read information closely and think critically about it, we become a better student and citizen who can evaluate current events and historical issues thoughtfully.

When we use credible sources, we enhance the own credibility.

Use the knowledge we gained from this lesson to make strong and persuasive arguments in trusted articles of the own or in conversations with friends, classmates, or coworkers.

Be mindful of what we read or see on the internet, whether a written article, a video, or any other type of content, and remember to check for credibility.

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