



Fact, Opinion and Interpretation

Overview

In this LE, learners will strengthen the skills that allow them to distinguish among facts, opinions, and misinformation. Working through a set of provided statements, learners will be asked to identify whether each is a fact, an opinion, or misinformation. They are then encouraged to think through how to interpret each statement.

Learners will...

- Strengthen their ability to distinguish between fact, misinformation, and opinion.
- Understand the relationship between misinformation and fact or opinion.
- Appreciate the consequences of misinformation on individual and community lives.
- Learn to ask whether a statement is true before they accept its meaning or interpretation.
- Become aware of some of the common stereotypes about Mi'kmaw people and history.

Focus

Learners are provided with 3 wands each: a true fact wand, a false idea wand, and an opinion wand (wand icons are provided; they can be cut out and attached to popsicle sticks). Educators share the statements and work through the discussion as outlined in the provided notes.

This activity is most powerful when learners are encouraged to think through what the consequences of a statement might be. For example, what happens when a piece of misinformation is considered true? What happens when an opinion is mistaken for a fact? The goal is to help learners move beyond a simple determination of fact from fiction. This is to help them understand how pieces of information create meaning and comprehension in their lives and how, in turn, such meaning-making affects others' lives. When misinformation influences someone's understanding of the world, the consequences for Mi'kmaw people (and others) can be immense.



PE!

It is important that learners have a clear understanding of the following content:

- The Mi'kmaq as the indigenous people of Nova Scotia and the Atlantic region.
- Mi'kma'kik as the ancestral homeland of the Mi'kmaq.
- A basic definition of a stereotype. (See *Misconceptions* introduction)

Additional Resources

- See the introduction to the **Misconceptions** section.
- For additional resources, see the digital version of this LE at **Mi'kmawey Debert Cultural Centre website:** <http://mikmaweydebert.ca/f14>