

AI Fact Checking Activities for Teachers and Students

*Printable worksheets for verifying claims, sources, citations, statistics
and media.*

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Introduction

Evaluation has always been one of the core skills of critical thinking. Facione (1990) included it among the six cognitive skills in his Delphi Report, the expert consensus statement that still shapes how many of us define critical thinking. He described it as the ability to “assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation” (p. 9).

Teachers have been building that skill for decades through source analysis, peer review, and media literacy lessons. Now that the digital world is saturated with AI content, evaluation has become even more urgent. The ability to produce fluent text, images, and summaries used to be an exclusively human feat. AI systems now share that ability with us, and they do it at a speed and scale human writers can't match.

The output sounds confident and reads well. It also comes with well-documented limitations, including hallucinations, factual inaccuracies, invented citations and quotations, and bias inherited from training data. A polished paragraph can carry a made-up statistic, and a real source can appear next to a claim it never made. Students need to know how to check what AI tells them before they repeat it, cite it, or build an argument on it.

In this guide, I'm sharing 12 classroom-ready fact checking activities for students in grades 6 to 12. Each one comes as a printable worksheet that works in print or on a device, and each targets a specific verification habit. Students separate claims from opinions, audit an AI response claim by claim, check that a citation exists, trace a statistic to its original context, verify a quotation, examine an image and its caption, compare two AI answers, and rebuild an unreliable answer with traceable evidence.

The pack also includes a six step fact checking routine, a source quality checklist, a set of verification labels, a worked example you can model as a think-aloud, a student reflection page, and teacher notes for adapting and assessing the work. I've organized the activities in three levels of challenge so you can start where your students are. The purpose throughout is to help students treat AI output as a starting point for investigation and to build verification habits that carry over to search engines, social media, news, and everyday decisions.

TEACHER PAGES

Teacher Guide

How to use this pack

Suggested sequence

1. Begin with the Fact Checking Routine and Verification Labels.
2. Model the Worked Example as a think aloud.
3. Choose activities that match your students and subject area.
4. Ask students to keep a record of the sources they opened and the changes they made.
5. End with the Student Reflection page.

Three levels of challenge

Level	Student task	Good starting activities
1 Identify	Separate claims from opinions and locate checkable details.	1, 2, 6
2 Verify	Trace claims, citations, quotations and statistics to evidence.	3, 4, 7, 8
3 Evaluate and revise	Judge context, compare answers and construct a better response.	5, 9, 10, 11, 12

Before students begin

- Select or generate age appropriate content connected to your curriculum.
- Avoid claims involving personal, medical or other sensitive information.
- Provide access to reliable sources when open web searching is not appropriate.
- Require students to record enough information for another reader to retrace their check.

STUDENT REFERENCE

The Six Step Fact Checking Routine

Use this process with any AI generated answer

1	Identify the claim	Underline one statement that can be checked.
2	Name the evidence	What kind of evidence would support or challenge it?
3	Find the original source	Move beyond summaries. Open the study, dataset, report, quotation or image source.
4	Compare carefully	Does the source say what the claim says? Check population, date, method, wording and context.
5	Classify the result	Choose a verification label and explain your judgement.
6	Correct or qualify	Rewrite the claim so it matches the strongest available evidence.

Useful question: What would I need to see before I could responsibly repeat this claim?

A fact checking habit I want to practise

STUDENT REFERENCE

Source Quality Checklist

A source can be real and still be weak or unsuitable

Use the questions below before deciding that a source supports a claim. Tick Yes, No or Unsure, then explain the two checks that mattered most.

Quality check	Yes	No	Unsure
The author or organisation can be identified.	☐	☐	☐
The source has relevant expertise or responsibility.	☐	☐	☐
The evidence or method is explained.	☐	☐	☐
The information is current enough for this claim.	☐	☐	☐
The source addresses the same population, place or situation.	☐	☐	☐
The claim is represented in context.	☐	☐	☐
The source links to underlying evidence or data.	☐	☐	☐
Other credible sources broadly agree.	☐	☐	☐

The two checks that most affected my judgement

STUDENT REFERENCE

Verification Labels

Choose the label that best describes the relationship between a claim and its evidence

Supported	The evidence directly and adequately backs the claim.
Partly supported	Some of the claim is backed, but part is too broad, too certain or incomplete.
Unsupported	The cited or located evidence does not back the claim.
Contradicted	Credible evidence directly conflicts with the claim.
Unverifiable	There is not enough accessible information to reach a responsible conclusion.
Misleading	The claim uses true details but leaves out context in a way that changes their meaning.

A verification label is a conclusion, not a guess. Always add a short explanation and identify the evidence you used.

Example claim

☐ Supported	☐ Partly supported
☐ Unsupported	☐ Contradicted
☐ Unverifiable	☐ Misleading

Evidence-based explanation

MODEL WITH THE CLASS

Worked Example

From a confident AI claim to a defensible statement

AI claim: Students remember 90 percent of what they teach to someone else.

1 Identify the claim

The statement presents a precise percentage and a causal-sounding relationship. Both can be checked.

2 Name the evidence needed

We would need a traceable original study that defines the learners, the teaching activity, the test and the time between learning and measurement.

3 Trace the source

Searches often lead to versions of a learning pyramid, but the percentage is frequently repeated without a verifiable original study or adequate methodological detail.

4 Compare claim and evidence

The precise figure is stronger than the evidence available to support it. The broader idea that explaining material can aid learning may be plausible, but it does not validate the 90 percent statistic.

5 Classify

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

Model judgement: Unverifiable as stated.

6 Correct or qualify

Revised claim: Explaining material to another person can support learning, but the widely repeated claim that people remember exactly 90 percent of what they teach should not be presented as an established research finding without a traceable source.

Notice: The revision does not replace one confident claim with another. It narrows the wording to match what can responsibly be supported.

ACTIVITY 1 OF 12

1 Claim or Opinion

Separate statements that can be checked from opinions, predictions and value judgements.

LEVEL	TIME	GROUPING
Identify	10 to 15 min	Individual or pairs

Name: _____ Date: _____

Directions

1. Read the passage supplied by your teacher.
2. Underline four statements that could be checked with evidence.
3. Circle two statements that express an opinion or value judgement.
4. Choose one difficult case and explain your decision.

Text, question or topic being checked

Statement	Claim or opinion	Why?

One statement that was difficult to classify and why

ACTIVITY 2 OF 12

2 AI Claim Audit

Break an AI response into individual claims before judging the answer as a whole.

LEVEL	TIME	GROUPING
Identify	20 min	Pairs

Name: _____ Date: _____

Directions

1. Paste or copy a short AI answer below.
2. Number each checkable claim.
3. Choose the three claims that matter most to the answer.
4. State what evidence each claim would require.

Text, question or topic being checked

Priority claim	Evidence needed	Search terms

Which claim carries the greatest risk if it is wrong?

Sources consulted

ACTIVITY 3 OF 12

3 Source to Claim Check

Determine whether a source actually supports the claim attached to it.

LEVEL	TIME	GROUPING
Verify	25 to 35 min	Individual

Name: _____ Date: _____

Directions

1. Copy the claim and record the source.
2. Locate the exact passage that appears relevant.
3. Compare the claim with the source wording and context.
4. Assign a verification label and revise the claim if needed.

Text, question or topic being checked

Claim	Exact supporting passage or data

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

What changed when you moved from the citation to the source itself?

Sources consulted

ACTIVITY 4 OF 12

4 Citation Detective

Check whether an AI-supplied citation exists and whether its bibliographic details are accurate.

LEVEL	TIME	GROUPING
Verify	25 min	Pairs

Name: _____ Date: _____

Directions

1. Record the complete citation exactly as supplied.
2. Search by title, author and key terms.
3. Open the most authoritative record available.
4. Compare authors, year, title, journal or publisher, volume, pages and DOI or URL.

Text, question or topic being checked

Citation element	AI supplied detail	Verified detail

Is the citation genuine, inaccurate, incomplete or fabricated? Explain.

Sources consulted -----

ACTIVITY 5 OF 12

5 Real Source Wrong Claim

Detect the quieter error in which a real source is cited for a claim it does not support.

LEVEL Evaluate	TIME 30 min	GROUPING Small groups
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Name: _____ **Date:** _____

Directions

1. Read the claim and the relevant part of the source.
2. Check population, setting, method, outcome and level of certainty.
3. Identify the point at which the claim moves beyond the source.
4. Rewrite the claim to preserve only what the source supports.

Text, question or topic being checked

Comparison point	Claim says	Source says

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

The precise mismatch I found

ACTIVITY 6 OF 12

6 Polished Error Challenge

Recognise that fluent, confident language is not evidence of accuracy.

LEVEL	TIME	GROUPING
Identify	15 to 20 min	Teams

Name: _____ Date: _____

Directions

1. Read the polished paragraph supplied by your teacher.
2. Mark details that create an impression of authority.
3. Identify at least three claims that still require checking.
4. Rank them from highest to lowest verification priority.

Text, question or topic being checked

Rank	Claim	Why this priority?

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Which writing feature made the answer seem more trustworthy than it was?

ACTIVITY 7 OF 12

7 Trace the Statistic

Trace a number to its original context and judge whether it has been used responsibly.

LEVEL	TIME	GROUPING
Verify	25 to 35 min	Individual or pairs

Name: _____ Date: _____

Directions

1. Record the statistic exactly, including units and qualifiers.
2. Find the earliest credible source you can locate.
3. Record who or what was measured, when, where and how.
4. Check whether the statistic has been rounded, generalized or removed from context.

Text, question or topic being checked

Context check	What I found

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

Write a more accurate version of the statistic

ACTIVITY 8 OF 12

8 Quote Check

Verify the wording, speaker, date and context of a quotation.

LEVEL Verify	TIME 20 to 30 min	GROUPING Pairs
------------------------	-----------------------------	--------------------------

Name: _____ Date: _____

Directions

- 1. Record the quotation and attribution.
- 2. Search a distinctive phrase in quotation marks.
- 3. Locate the earliest reliable transcript, text, recording or archival source.
- 4. Compare the exact wording and explain the surrounding context.

Text, question or topic being checked

Check	Finding	Evidence or source

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

Should the quotation be retained, corrected, paraphrased or removed? Why?

Sources consulted

ACTIVITY 9 OF 12

9 Image and Caption Check

Examine whether an image and its caption belong together and represent an event accurately.

LEVEL Evaluate	TIME 30 min	GROUPING Pairs
--------------------------	-----------------------	--------------------------

Name: _____ **Date:** _____

Directions

1. Describe only what is directly visible before reading the caption.
2. Inspect the source, date, location and original caption.
3. Use reverse image search or source tracing when available.
4. Explain whether the image verifies, illustrates or contradicts the written claim.

Text, question or topic being checked

Observation	Evidence	Interpretation

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

What could a viewer wrongly conclude from the image and caption?

Sources consulted

ACTIVITY 10 OF 12

10 Compare Two AI Answers

Compare two AI responses using evidence rather than fluency or personal preference.

LEVEL Evaluate	TIME 30 to 40 min	GROUPING Small groups
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Name: _____ **Date:** _____

Directions

1. Highlight claims shared by both answers.
2. Mark claims on which the answers differ.
3. Select three important points to verify.
4. Decide which answer is better supported, or explain why neither is adequate.

Text, question or topic being checked

Criterion	Answer A	Answer B	Judgement

Which answer sounded better at first, and did the evidence change your view?

Sources consulted

ACTIVITY 11 OF 12

11 Missing Context

Identify facts that may be technically accurate but misleading because important context is absent.

LEVEL
Evaluate

TIME
25 to 35 min

GROUPING
Individual

Name: _____ **Date:** _____

Directions

1. Read the claim and list what it tells you.
2. List what you would need to know before interpreting it.
3. Investigate at least two missing contextual details.
4. Rewrite the claim so a reader is less likely to draw the wrong conclusion.

Text, question or topic being checked

Missing context	Why it matters	What I found

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

Which omitted detail most changed the meaning of the claim?

Sources consulted

ACTIVITY 12 OF 12

12 Build a Better Answer

Replace an unreliable AI answer with a transparent, evidence based response.

LEVEL Evaluate and create	TIME 40 to 50 min	GROUPING Individual or pairs
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Name: _____ Date: _____

Directions

- 1. Audit the original response and select its central claims.
- 2. Verify each claim using appropriate sources.
- 3. Remove, correct or qualify unsupported material.
- 4. Write a revised answer with traceable citations and a short uncertainty note.

Text, question or topic being checked

Original claim	Verification label	Action taken

Verification label

☐ Supported	☐ Partly supported	☐ Unsupported
☐ Contradicted	☐ Unverifiable	☐ Misleading

What makes your revised answer more trustworthy than the original?

FINAL REFLECTION

Student Reflection

What did verification change?

NAME	ACTIVITY	DATE
_____	_____	_____

Describe one claim you initially accepted but later revised or rejected.

Which verification step was most useful? Explain with an example.

What made one source more useful or trustworthy than another?

Where did uncertainty remain after your investigation?

What will you do differently the next time you use an AI generated answer?

TEACHER PAGES

Teacher Adaptation and Response Guide

Use these indicators when reviewing student work

What strong work usually shows

- The student isolates specific claims instead of judging an answer only as a whole.
- The source is traceable and appropriate to the type of claim.
- The student compares wording, population, method, date and context.
- The verification label follows from the evidence provided.
- The revision is more precise and does not overstate certainty.
- The student records remaining uncertainty rather than hiding it.

Quick feedback prompts

☐ Show me the exact passage.	☐ Is this the original source?
☐ Does the source examine the same population?	☐ What would challenge this conclusion?
☐ Which word is too strong?	☐ What context is missing?
☐ Can another reader retrace your check?	☐ How should the claim be revised?

Adapt for different learners

- Younger learners: provide three preselected sources and verify one claim together first.
- Multilingual learners: allow oral explanations and provide sentence frames for evidence based judgements.
- Advanced learners: add methodological critique, source triangulation and conflicting evidence.
- Limited device access: print the AI response and source excerpts; the reasoning task remains intact.

Assessment option

Use a simple four point scale for each dimension: claim identification, source selection, evidence comparison, and revision. Score the quality of the reasoning trail, not whether the student happens to agree with a preferred conclusion.

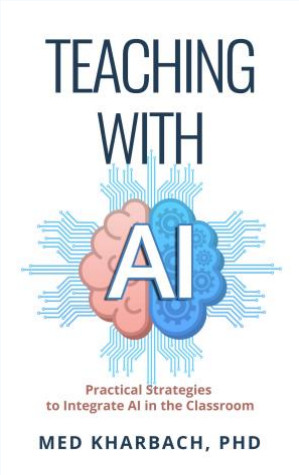
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AI Disclosure Statement

AI tools (namely Claude and ChatGPT) were used for limited editorial support in the preparation of this guide, including language clarity, synthesis, brainstorming ideas, and stylistic consistency. I retain full responsibility for all content and claims.

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