

## Learning Design for: Fake News by Jolanta Arciszewska

### Context

Topic: How to recognize the Fake News?

Total learning time: 1 hour and 45 minutes

Designed learning time: 1 hour and 45 minutes

Size of class: 20

Description: During these sessions you will gain knowledge about fake news, learn what can help you recognize fake news. You will create posters about fake news that will be posted around the school.

Mode of delivery: Blended

### Aims

To make students aware of how fake news is created. Teaching students to verify real information from fake news. To stimulate students to think critically.

### Outcomes

Knowledge: To make students aware of how fake news is created.

Application: Teaching students to verify real information from fake news.

Comprehension: To stimulate students to think critically.

Synthesis: Gathering all the information about fake news and creating a poster - sharing your knowledge.

### Teaching-Learning activities

#### ***As a class: Fake News - Padlet - online activity***

*Produce                      5 minutes                      1 Student                      Teacher not present                      Online*

Write information about yourself: one true and one false. Write them in separate columns.

*Linked resources*

 [Fake News - Padlet](#)

*Collaborate                      10 minutes                      1 Student                      Teacher not present                      Online*

Which information about your classmates do you think is true and which is false? Vote for the padlet.

*Linked resources*

 [Vote - Padlet](#)

**As a class: Fake News - information and discuss - face to face activity**

<i>Discuss</i>	<i>5 minutes</i>	<i>20 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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What did you vote for the real information based on? What was the motivation for believing this information?

<i>Read Watch Listen</i>	<i>10 minutes</i>	<i>20 Students</i>	<i>Teacher present</i>	<i>Face to face (not online)</i>
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The teacher presents the rules of verification of fake news.

<i>Read Watch Listen</i>	<i>5 minutes</i>	<i>1 Student</i>	<i>Teacher not present</i>	<i>Face to face (not online)</i>
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Watch a video about fake news: The fake "kitchen hacks" with billions of views created by BBC.

*Linked resources*

 [Fake News](#)

<i>Discuss</i>	<i>5 minutes</i>	<i>20 Students</i>	<i>Teacher not present</i>	<i>Face to face (not online)</i>
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What do you think of this video? What helped uncover the truth? Would you suspect that this is fake news?

**In groups: find a video on the Internet that you think is fake news - face to face and online activity**

<i>Investigate</i>	<i>10 minutes</i>	<i>2 Students</i>	<i>Teacher not present</i>	<i>Face to face (not online)</i>
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Think about why you chose this video? What makes you think this is fake news? Apply prior knowledge. Be like detectives!

<i>Practice</i>	<i>15 minutes</i>	<i>20 Students</i>	<i>Teacher not present</i>	<i>Face to face (not online)</i>
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Present your choice. Justify it. Let's discuss the video you found.

***In groups: Poster - face to face***

*Collaborate                      10 minutes                      4 Students                      Teacher not present                      Face to face (not online)*

Plan what will be on the poster.

*Produce                      30 minutes                      4 Students                      Teacher not present                      Face to face (not online)*

Create a poster about fake news.

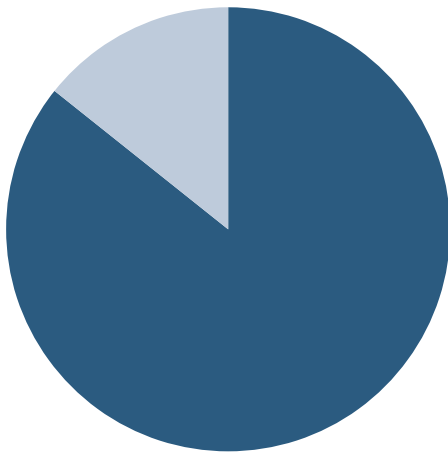
**Representations of the learning experience**



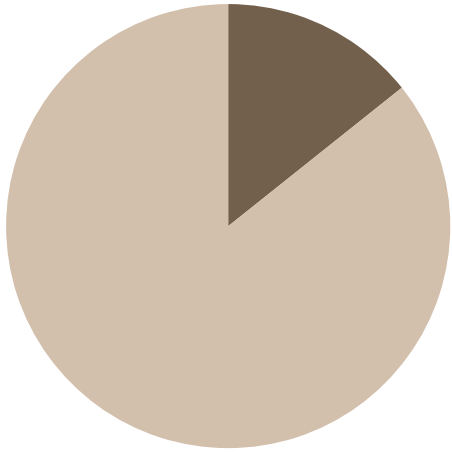
Learning through	minutes	%
Acquisition (Read, Watch, Listen)	15	14
Investigation	10	10
Discussion	10	10
Practice	15	14
Collaboration	20	19
Production	35	33



	minutes	%
Whole class	35	33
Group	50	48
Individual	20	19



	minutes	%
Face to face (not online)	90	86
Online	15	14



	<b>minutes</b>	<b>%</b>
Teacher present	15	14
Teacher not present	90	86