**Lesson plan: Recognizing Fake News - Unit 1**

Part of a sequence of 3 lessons to learn more about misinformation:

* **Recognizing the characteristics (websites/sources/visual aspects)**
* Identifying language cues + learning about epistemic vigilance
* Fact-checking + Creative activity: write your fake news article

**Skills:** writing, speaking (grammar)

**Level**: 2nd-year students

**Material:** Coursebook, PPT, YouTube video (<https://www.youtube.com/watch?v=V4o0B6IDo50>). To build this lesson plan, I will base the activity on the *New Close-Up* coursebook[[1]](#footnote-1)

**Lesson length**: 45’

**Linguistic awareness**: understanding misinformation through linguistic lenses by focusing on its characteristics and categorization.

**General objectives**

By the end of this lesson, the students will have:

* Learned new vocabulary related to the media
* Practiced listening & reading
* Recognized fake news articles

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| **Timing** | **Tasks/topics** | **Objectives** | **Material used** | **How?** | **Who?** | **Linguistics concepts** |
| 5’-7’ | Hook activity | Link linguistics to regular program  Create meaning to learning | *Close-Up*, Unit 8 - Media matters | * Complete and correct exercises 1 & 2 | Teacher + students |  |
| 8’ | Introduce fake news | Sense the class’s existing knowledge on the topic | YouTube video | * Ask the students whether they know what fake news is * Play the video * General discussion * Clarify terms (misinformation, disinformation, ...) | Teacher + students | * Misinformation * Disinformation * Fake News * Manipulation * Intention behind communication |
| 10’ | Categorization of fake news | Show the different kinds[[2]](#footnote-2) of fake news | PPT | * Go through the different categorizations + explain features * Bring examples to show to the students | Teacher | * Based on Molina et al. (2021) |
| 15’ | Hands-on activity | Explore and start recognizing the features of fake news | PPT; Websites[[3]](#footnote-3) | * Students work in group * Each group is assigned to a specific article on a website * Based on the categorization features, students must recognize the type of information * Teacher walks around and provides guidance if needed | Students in groups |  |
| 5’ | Wrap-up & link to next lesson | Consolidate the lesson’s outcome  Introduce what we’re going to work on next lesson |  | * Students share what they’ve worked on * Give feedback * Ask them what they think about the content of a specific article * Tell them that we’re going to focus on the language used in FN | Students  Teacher |  |

1. Essenhigh, L. (2021). *New Close-Up B1+: Student's Book*. Cengage Learning, Incorporated. [↑](#footnote-ref-1)
2. The idea here is to come to class with 2/3 different subtypes of fake news (ex. fabricated news, sensationalist content, satire) so not to give too much theory to the students and be clear with differences [↑](#footnote-ref-2)
3. A list of fake news websites is available on Wikipedia (also in other languages): https://en.wikipedia.org/wiki/List\_of\_fake\_news\_websites [↑](#footnote-ref-3)