**Lesson Plan: Recognizing Fake News – Unit 3**

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

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

**Skills:** reading, writing

**Level**: 2nd-year students

**Material:** PPT

**Lesson length**: 45’

**General objectives**

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

* Learned about fact-checking
* Practiced writing by creating their own fake news article

**Linguistic awareness**: how can we fight misinformation? Fact-checking tools are introduced here as a way to prevent fake or deceitful information from entering our cognitive system.

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| **Timing** | **Tasks/topics** | **Objectives** | **Material used** | **How?** | **Who?** | **Linguistics concepts** |
| 5’-7’ | Recall EV | Recall what was done last time |  | * Teacher ask students what they remember about EV | Teacher |  |
| 7’-10’ | Fact-checking | Show concrete techniques to fight misinformation  Link with EV  Make sense of their learning (fact-checking <> misinformation) | Websites | * Ask the following question: *when you hear someone saying something you know is false, what have you done to reach that conclusion?* * Explain fact-checking * Show some examples | Teachers  Students |  |
| 20-25’ | Writing activity | Consolidate learning  Practice writing | Paper, PPT | * Explain the students the exercise * Class is divided in groups, each group chooses a type of news to write * Based on the characteristics they know, the groups produce a news article | Students | * Human communication * Assess information quality * Epistemic vigilance |