**Lesson Plan: Recognizing Fake News – Unit 2**

Part of a sequence of 3 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, speaking

**Level**: 2nd-year students

**Material:** PPT, FN websites, pieces of news printed out

**Lesson length**: 45’

**General objectives**

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

* Identified linguistic cues in FN
* Learned about epistemic vigilance

**Linguistic awareness**: misinformation articles present specific linguistic cues that are recognizable from other kinds of information. In addition, the cognitive mechanism responsible for information vetting – Epistemic Vigilance – is introduced.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Timing** | **Tasks/topics** | **Objectives** | **Material used** | **How?** | **Who?** | **Linguistics concepts** |
| 5’-7’ | Back to the websites/articles | Move focus on linguistic cues | PPT, websites | * Explain that fake news can be recognized also through language * Show PPT with linguistic elements * Clarify terms | Teacher | Always based on Molina et al.’s article |
| 10’ | Delving into analysis | Apply theory to concrete examples | Websites | * Students are asked to work on the websites or articles they worked on during last session * This time, instead of focusing on all characteristics, students focus on the language * Identify all the language cues that can help recognize the type of news * Question: *why do you think language is manipulated in fake news?* | Students | * Emotionally loaded language * Verb tenses * Pronouns * Headlines |
| 2’ | Introduce cognitive approach to analyze misinformation: let’s talk about epistemic vigilance (see below) | Bring linguistics into classroom  Explain why it is important to study this > making sense of their learning |  | Ask the students: *why do you think it is important to detect fake news?* | Teacher | * Human communication * Assess information’s quality * Epistemic vigilance |
| 5’-7’ | What is epistemic vigilance? | Give basic knowledge about EV to the students | PPT | * Teacher explains how EV works very basically but still precisely enough for students to understand its importance * Ask if there are any questions | Teacher |  |
| 10’-15’ | Become the filter | Consolidate the notions about EV  Motivate the students  Create meaningful learning  Develop critical thinking | Printed out fake news | * Teacher prints out different types of news (misinformation, real news, satire, …) and gives them to the groups * Students must evaluate the news based on content and source * Groups write down their evaluation * Sharing together * Teacher walks around if needed | Students in groups  Teacher |  |
| 5’ | Wrap up | Mention the lesson’s outcome  Mention the next topic |  |  |  |  |