



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=V4o0B6lDo50>). To build this lesson plan, I will base the activity on the *New Close-Up* coursebook¹

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

¹Essenhigh, L. (2021). *New Close-Up B1+: Student's Book*. Cengage Learning, Incorporated.



| Timing | Tasks/topics | Objectives | Material used | How? | Who? | Linguistics concepts |
|--------|-----------------------------|--|--|---|--------------------|---|
| 5'-7' | Hook activity | <p>Link linguistics to regular program</p> <p>Create meaning to learning</p> | <i>Close-Up</i> , Unit 8 - Media matters | <ul style="list-style-type: none"> Complete and correct exercises 1 & 2 | Teacher + students | |
| 8' | Introduce fake news | Sense the class's existing knowledge on the topic | YouTube video | <ul style="list-style-type: none"> Ask the students whether they know what fake news is Play the video General discussion Clarify terms (misinformation, disinformation, ...) | Teacher + students | <ul style="list-style-type: none"> Misinformation Disinformation Fake News Manipulation Intention behind communication |
| 10' | Categorization of fake news | Show the different kinds ² of fake news | PPT | <ul style="list-style-type: none"> Go through the different categorizations + explain features Bring examples to show to the students | Teacher | <ul style="list-style-type: none"> Based on Molina et al. (2021) |

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



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| 15' | Hands-on activity | Explore and start recognizing the features of fake news | PPT; Websites ³ | <ul style="list-style-type: none"> • 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 | <p>Consolidate the lesson's outcome</p> <p>Introduce what we're going to work on next lesson</p> | | <ul style="list-style-type: none"> • 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 | <p>Students</p> <p>Teacher</p> | |

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