



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <i>why do you think language is manipulated in fake news?</i> 	Students	<ul style="list-style-type: none"> • Emotionally loaded language • Verb tenses • Pronouns • Headlines
2'	Introduce cognitive approach to analyze misinformation:	Bring linguistics into classroom			Teacher	<ul style="list-style-type: none"> • Human communication



	let's talk about epistemic vigilance (see below)	Explain why it is important to study this > making sense of their learning		Ask the students: <i>why do you think it is important to detect fake news?</i>		<ul style="list-style-type: none"> Assess information's quality Epistemic vigilance
5'-7'	What is epistemic vigilance?	Give basic knowledge about EV to the students	PPT	<ul style="list-style-type: none"> 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	<p>Consolidate the notions about EV</p> <p>Motivate the students</p> <p>Create meaningful learning</p> <p>Develop critical thinking</p>	Printed out fake news	<ul style="list-style-type: none"> 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 	<p>Students in groups</p> <p>Teacher</p>	



5'	Wrap up	Mention the lesson's outcome Mention the next topic				
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