



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.



Timing	Tasks/topics	Objectives	Material used	How?	Who?	Linguistics concepts
5'-7'	Recall EV	Recall what was done last time		<ul style="list-style-type: none"> Teacher ask students what they remember about EV 	Teacher	
7'-10'	Fact-checking	<p>Show concrete techniques to fight misinformation</p> <p>Link with EV</p> <p>Make sense of their learning (fact-checking <> misinformation)</p>	Websites	<ul style="list-style-type: none"> Ask the following question: <i>when you hear someone saying something you know <u>is</u> false, what have you done to reach that conclusion?</i> Explain fact-checking Show some examples 	<p>Teachers</p> <p>Students</p>	
20-25'	Writing activity	<p>Consolidate learning</p> <p>Practice writing</p>	Paper, PPT	<ul style="list-style-type: none"> 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, 	Students	<ul style="list-style-type: none"> Human communication Assess information quality Epistemic vigilance



				the groups produce a news article		
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