

Lesson 4 Fake News

PLANNING

Subjects	English Personal Development
Learning Outcomes	Pupils will be able to: <ul style="list-style-type: none">• discuss the meaning of fake news, its sources and how to recognise it; and• explore possible issues concerning fake news.
Thinking Skills and Personal Capabilities Focus	Pupils will have opportunities to develop skills in: <ul style="list-style-type: none">• listening actively and sharing ideas and opinions (Working with Others);• using initiative to seek out explanations and clarifications (Being Creative); and• making links between cause and effect (Thinking, Problem Solving and Decision Making).
Attitudes and Dispositions	Pupils will develop openness to new ideas.

SUGGESTED TEACHING AND LEARNING STRATEGIES

LAUNCH

Lead a class discussion, using prompt questions and effective questioning techniques:

- Where do you get most of your news?
- Do you share social media?
- Do you always read it properly before you share?
- Do you assume that everything you read is true?
- Have you ever shared information on social media that turned out not to be true?

Discussion point:

- 59 percent of links shared on social media have never actually been clicked; most people appear to share news without ever reading it.
- Here is an example of fake news [Woolworths High Street 'relaunch' proves a hoax](#)

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DEVELOPMENT



ACTIVITY 1

Ask the class whether they think there was fake news before the internet.
Share this four-minute video [What is Fake News](#)

Why is it more topical now?

Who starts fake news?

Share this three-minute video from BBC Disinformation Officer Marianna Spring about [Fake News](#), who starts it and who spreads it.

Open a discussion: Is there much talk about fake news? Is this recent? Where does it come from?



ACTIVITY 2

Does it matter if we cannot tell real news from fake news?

Use some of these prompts to start a discussion:

- diet products for a one month banana diet to lose weight – impact on health
- an expensive shampoo that makes hair shinier – impact on finances
- a racist event that did not happen – impact instills fear, promotes bigotry
- a fake political event – impact the wrong people gaining positions of authority
- a story about a celebrity having cosmetic surgery – impact fans copy, fans desert celebrity

Consequence Wheel

Ask your pupils to think about the issue of fake news. Draw a circle and write an item of fake news in the centre. Then, ask your class to think of as many direct consequences as possible. Encourage them to sort the consequences into short term or long term, colour coding them as positive or negative.

Think, Pair, Share

How have you recognised fake news?

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ACTIVITY 3

How to spot fake news

Share this three-minute video [Fake News and How to Spot It](#)

Encourage feedback from the class.

Prompt a class discussion and use effective questioning to explore pupils' knowledge of fake news. Did they discover anything new from watching this video?

DEBRIEF

Ask your class:
How can you prevent Fake News?

Possible answers and discussion points include, we can prevent it by:

- vetting information (finding original footage or sources);
- reading the text thoroughly;
- analysing the headline: it may be shocking, but is it true?
- being sceptical;
- going through fact checkers; and
- not sharing unless 100 percent sure it is factually correct.