

PREPARATION TIME: 30'

TEACHING TIME: 1 X 60'

ABSTRACT

This learning scenario introduces the notion of fake news. It contains some basic information about fake news and how to recognize them, as well as additional sources and links on the subject. In sort, "fake news" are those news stories that are false: the story itself is fabricated, with no verifiable facts, sources or quotes. By "fake news" or false stories are considered those news stories that are false: the story itself is fabricated, with no verifiable facts, sources or quotes.

KEYWORDS

*Fake News,
Propaganda,
Manipulation,
Misinformation,
Disinformation*

ONLINE EDUCATIONAL RESOURCES

- *Lesson on Fake News from mediativeyouth.net*
- *List of Fake News Websites on Wikipedia*
- *Fact v. Fiction – Fake News: a useful website containing examples of fake news, fake news websites, quiz and online games for practicing identifying and recognizing fake news*
- *Columbia Journalism Review (CJR) website*
- *Short BBC video about various definitions of Fake News*
- *A useful website about Identifying Fake News Sources*

LESSON AIM

The aim of the lesson is for participants to understand the notion of fake news, basic types of fake news, to practice how to spot them and check if a news and/or information is genuine or fake-fabricated.

LESSON OUTCOME

Participants will understand better the basic notions about fake news, they will be able to recognize basic types of fake news, and be equipped by sources and tools required for them to practice how to spot them and check if a news and/or information is genuine or fake and fabricated.

LESSON IMPLEMENTATION PROCESS

Min 1-5 Warming-up: An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. The educator introduces the topic and class contents, prepares PowerPoint presentation; various teaching methods: lecturing, discussion, group work, self-reflection.

5-30 Collaborative learning – use of first 25 minutes participants talk about the fake news; the educator introduces the notion of fake news, explains their definition and provides some examples. The participants watch a short *BBC video* about various definitions of Fake News and discuss it later.

15-55 Use of web resources as learning material – The educator offers an online story published as genuine. Use of web resources as learning material – the story can be picked from this *list of most notorious recent fake news*.

The participants are asked to work in groups. Each group is given one news and asked to discuss whether a news sounds genuine or fake. Then, the educator consults the others and exposes the truth.

While presenting the content make sure to interact with the trainees and encourage them for active participation.

55-60 Conclusion: Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

MATERIALS / TOOLS

Video projector, laptop/desktop, internet connection, PowerPoint/Prezi presentation which is enriched with visual materials (images and video clips) and research based factual information.