

CEFR
B1.2

TEACHER GUIDE 6

Fake News

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the **Student Unit**:

LET the ADVENTURE Begin! Opening activity that familiarizes the student with the topic to work on.

Let's Get READY Preparation activity in which mainly vocabulary related to the topic is introduced.


HANDS On 1 First practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.

HANDS On 2 Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.

Let's CHECK! Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.

My LEARNING Progress Formative assessment in which students review how much they have learnt and can apply.

Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in **the Learning Object**:

 **1. Activity Procedure:** this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.



2. Length: indicates the estimated time to carry out the activity or activities within each of the sections.










3. Extra Activity: when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.



4. Tips: this icon presents procedural suggestions to complete or extend the procedure of the previous activities.



5. Critical thinking: when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

FOCUS			SKILL			
Grammar	Vocabulary	Functions	Reading	Listening	Speaking	Writing
						

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum
Module 4
Grade 10th
Globalization

FOCUS



SKILLS



Learning Object 6 allows the consolidation of students' learning performance indicators for **Module 4, 10th grade**, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Recognizes expressions related to fake news and fraudulent internet practices.
2. Produces written texts and provides information on how to verify social media information.

NOTE: this Learning Object can be used at the end of the academic term to wrap up the conversation upon globalization. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA).

OBJECTIVE(S):

Should you believe everything you read? It is harder and harder to determine the truth when the media shows us so many versions, favoring so many interests. At the end of this lesson you will be able to recognize tools to determine veracity in sources of information we find, and use them to analyze stories presented in the media.

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words about the verification of facts in media: *reliability, fake, hoax, source, bias, prank.*

How to *analyze information found in the media to determine its reliability.*

How to *evaluate different strategies so fake news cannot trick people.*

Basic Learning Rights (BLR): Sixth Grade

1. Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.
2. Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.

LET the ADVENTURE Begin!



Activity Procedure: students are required to answer some questions about how they get informed on the latest news. If you want to expand the thematic references or expand activities according to the population, read **Module 4, 7th Grade** of the **Suggested English Curriculum**.



Length:
15 minutes.

A. Activity 1: students are enquired about their primary source of information, how often they use it, and how reliable they think it is.

How do we know when something is true?



Activity 1: Let's take a survey



1. What is your primary source for news?
 - a. Social media
 - b. Online media sites
 - c. Cable news
 - d. Newspaper
 - e. Other Which?
2. How often do you listen to, watch or read the news?

3. Is it important to be informed about the news? Why/Why not?

4. How do you know if the information you find in the news can be trusted?

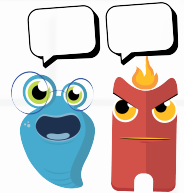
5. How confident are you that you can identify fake news?
 - a. Very confident
 - b. Somewhat confident
 - c. Not confident
6. What strategies do you use to identify fake news?

B. Activity 2: students share the answers they got on the exercise to the ones their partners got. Are they different? How different? Does everybody have the same perception towards news?.



Activity 2: share your answers. Are they different from the others' answers? Is the news important to the people you discussed this with?

Extra Activity: you can ask students to create a timeline listing the different sources of information humankind has got throughout history. Draw a line on the board and then ask students to say different sources of information we have used in our history.



Tip: you can take students to a computer's lab or the school library for them to look for sources of information and create the timeline in the classroom.

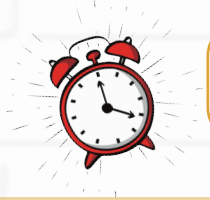
Critical Thinking: do this activity whether in a face-to-face or a virtual session. Ask students if it is possible to believe every piece of information we find on the Internet. Why? Why not?



Let's Get **READY**



Activity Procedure: students are introduced to a character that will be joining them for some of the activities in the learning object. Students get familiar with some of the vocabulary related to fake news and explore a website with general information about it.



Length:
20 minutes.

C. Activity 3: students meet Judge Polly Tix. She is the fake news lead investigator for the country. In this activity students are required to explore new vocabulary words that will be used in the next activities. Students read the words and then write a line to match them to their corresponding definition in front. (<https://sites.google.com/view/fake-news-gl/home>)



Activity 3: this is Judge Polly Tix. She is the fake news lead investigator for the country. She is here today to teach us about this issue as well as some strategies to find the truth behind the information we receive from the media. Before we begin, Judge Polly wants to make sure you understand the following words. Match the words to their definition:

1. Hoax
2. Source
3. Reliability
4. Fake
5. Bias
6. Prank

- a. Synonym of "false."
- b. A practical joke or mischievous act.
- c. Something intended to deceive or defraud.
- d. The quality of being dependable, honest or trustworthy
- e. Personal beliefs or ideas that affect neutrality.
- f. Origin

D. Activity 4: in this activity students are required to explore a presentation about fake news. After exploring the content of the presentation, students write down the most relevant information in the chart given.



Activity 4: in the box below, take notes of the things you learned from the presentation. Write down ideas, thoughts that call your attention from it.

My notes

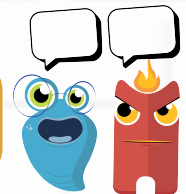
Most important concepts:

I didn't know... _____

Ideas about what "Fake news" IS _____

Ideas about what "Fake news" IS NOT _____

Extra Activity: ask students to tell you if they have ever fallen for an article or a post that turned out to be fake news. What was it? Where did they see it?



Tip: you can conduct this activity as a round table. Providing each student with opportunities to participate and share their experiences regarding fake news. Ensure students participate actively during the session. In case the class has a large number of students, you can have more than one round table activity at the same time.

Critical Thinking: discuss with students how exactly they felt when they realized they were victims of a fake news article or post.



HANDS on 1



Activity Procedure: students continue exploring the concept of fake news. Students are required to share some examples of fake news they remember and then explore a website with recommendations on how to determine the veracity of a piece of information.



Length:
25 minutes.

E. Activity 5: students are asked to read examples of fake news they remember or have been exposed to. Having in mind the information students explored during the judge's presentation. Students write an example of fake news they know of. Students are also encouraged to look at the examples on the links provided in the activity.

- A. Coronavirus as a bioweapon (<https://greatgameindia.com/coronavirus-bioweapon/>)
- B. Pope Francis endorses Trump for presidency (<https://www.snopes.com/fact-check/pope-francis-donald-trump-endorsement/>)
- C. Yoko Ono had a romance with Hillary Clinton in the 70's (<https://worldnewsdailyreport.com/yoko-ono-i-had-an-affair-with-hillary-clinton-in-the-70s/>)



Activity 5: Do you know any examples of "fake news"? After looking at the Judge's presentation, write an example of "fake news" that you know about. Look at some examples on these links for your analysis:

1. Coronavirus as a bioweapon (<https://greatgameindia.com/coronavirus-bioweapon/>)
2. Pope Francis endorses Trump for presidency (<https://www.snopes.com/fact-check/pope-francis-donald-trump-endorsement/>)
3. Yoko Ono had a romance with Hillary Clinton in the 70's (<https://worldnewsdailyreport.com/yoko-ono-i-had-an-affair-with-hillary-clinton-in-the-70s/>)

Fake News Forum

The story: _____

What was Fake about the story? _____

F. Activity 6: students are now required to browse the websites provided in the activity. According to the info shown on such websites, students write two strategies that can be used to determine the veracity of a piece of news or a web post.

A. How to spot real and fake news (<https://www.mindtools.com/pages/article/fake-news.htm>)

B. How to spot Fake news BC (<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/how-to-spot-fake-news>)



Activity 6: look at these websites to find some ideas and evaluate the strategies that are being proposed. What strategies could be used to determine the truth in this “fake news” story you just told? Say two.

1. How to spot real and fake news (<https://www.mindtools.com/pages/article/fake-news.htm>)
2. How to spot Fake news BC (<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/how-to-spot-fake-news>)

How can we discover the truth?

1. _____

2. _____

Extra Activity: you can enquire the class to consider if the fakes news problem is an issue that appeared due to the widespread of information technologies or if society have always had the same issue



Tip: before this activity, you can ask students to ask their parents or older relatives about the fake news problem. Have them enquire if this situation was similar or different in the past.

Critical Thinking: ask students to reflect and then come up with a list of actions they consider their parents or grandparents could have used to deal with fake news at that time.



HANDS ON 2



Activity Procedure: students have already explored and understood the most important concepts around the idea of fake news. Now, students are required to create a plan to implement in their classes or in their communities on how to prevent being affected by fake news.



Lenght:
30 minutes.

G. Activity 7: students are required to describe their proposal for a strategy to educate their community about the fake news problems, and some tips they might use to prevent being fooled by them. Students write the name of the strategy and a description in the space given in the activity.



Activity 7: your mission is to create a plan to educate your community about the problem of "Fake News" and some strategies to prevent being affected by them.

In the box below, write a description of the "Fake News" problem, and then give your 3 strategies a name and a description.

Describe the problem of "Fake news"

Strategy name	Description
1.	
2.	
3.	

Extra Activity: fake news is a growing social phenomenon, which might be too harmless to care for some people. For this activity, you can ask students to look up information about the consequences the widespread use of fake news can have.



Tip: you can take students to the computers' lab for them to look up information about situations where fake news was the cause of problems or led to bad consequences. (e.g. US elections, Covid misinformation, etc.)

Critical Thinking: ask students to discuss if they consider the epidemic of fake news a problem that can be eradicated or we might have to learn to coexist with it?



Let's **CHECK!**



Activity Procedure: after being introduced to the phenomenon of fake news and exploring the concept in depth, it is now the time for students to use the knowledge and the strategies they created to propose a solution. Students must create a presentation and explain in depth the strategies they have created regarding fake news.



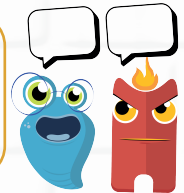
Length:
20 minutes.

H. Activity 8: students will use the strategies they created and must organize them in a presentation to teach others how to identify a truthful piece of information. Students can use PowerPoint, Google Slides, Genial.ly, or any other tool.

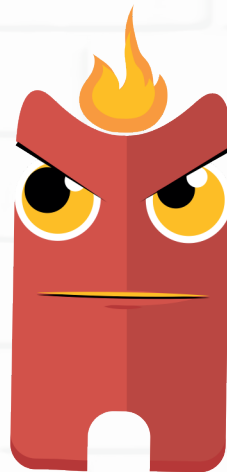


Activity 8: now, you need to transform the strategies you wrote into a presentation. Create some slides in which you teach others how to determine the truth in the era of “fake news.” You can use PowerPoint, Google slides, Genial.ly, or any other service to create presentations. Then, present it to your class, or record a video with your presentation.

Extra Activity: have students present their proposal to fight fake news. At the end of the presentations, students can vote for the strategy they consider the best.



Tip: this exercise promotes task-based learning and interaction among students. For further information on this approach, refer to the [Basic Learning Rights](#) and [Module 4, 7th Grade of the Suggested English Curriculum](#).



My LEARNING Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.

My LEARNING Progress



Congratulations! This is the end of this adventure!

Now I know these words: *reliability, fake, hoax, source, bias, prank.*

Now I can:

- Understand these words in context and use them to express my thoughts about the "Fake News" problem.
- Analyze information found in the media to determine its reliability.
- Create different strategies so fake news cannot trick people.



It's time to evaluate your progress. For each description, write **Yes** or **No**.

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I understand the words <i>reliability, fake, hoax, source, bias, prank.</i>				
I can <u>understand</u> these words in context and use them to express my thoughts about the "Fake News" problem.				
I can <u>Analyze</u> information found in the media to determine its reliability.				
I can <u>Evaluate</u> different strategies so fake news cannot trick people.				



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