

Lesson Plans Templates

| Lesson Plan | |
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| Addressing Fake News with Critical Thinking | |
| Module | <i>Module 3 Lesson 3</i> |
| Total Duration | <i>1.5 hours</i> |
| Materials | <p><i><List any materials that you will need to teach the lesson (e.g., textbooks, handouts, videos ></i></p> <ul style="list-style-type: none"> • Case studies or scenarios depicting fake news situations • Whiteboard or flipchart for group brainstorming • Pens and paper for role-playing exercise |
| Learning Outcome Matrix | <p>Knowledge</p> <p><i>Recognise useful strategies for dealing with misinformation</i></p> |
| | <p>Skills</p> <p><i>Apply analytical abilities to recognise and reject false information. Have fruitful conversation around media Literacy and responsible information consumption</i></p> |
| | <p>Attitudes</p> <p><i>Acquire independence in fighting false information</i></p> |
| | <p>Learning objectives</p> <p><i>Analyse real-world situations with fake news using critical thinking techniques. Analyse tactics to stop the spread of false information. Talk on how people may help to promote media literacy and responsible information use.</i></p> |
| Introduction | <p><i>The objective of this last session is to demonstrate how to use critical thinking techniques in the real world to identify and fight false information. To strengthen their understanding of fake news identification and prevention techniques, participants will take part in interactive exercises and discussions.</i></p> |

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| <p>Theoretical Contents</p> | <p><i>Case studies</i> <i>Group discussion</i> <i>Role-playing</i></p> |
| <p>Learning Activities</p> | <p><Describe what activities students will do to practice and apply new skills or concepts. This could be guided (group work or individual practice) or self-directed (homework assignments, independent projects)></p> <ol style="list-style-type: none"> 1. Analysing case studies: Looking at real-life cases of fake news spreading and reactions 2. Group discussion: generating ideas for tackling false information both locally and personally 3. Exercise in role-playing: pretending to be in scenarios where players have to react to false information |
| <p>Assessment</p> | <ul style="list-style-type: none"> ● <i>Ability to recognize strategies for dealing with misinformation and fake news.</i> ● Case Study Analysis: <i>Learners will analyze provided fake news case studies and identify specific strategies for recognizing and combating misinformation. Assessment will be based on the accuracy and depth of their identification and understanding of strategies.</i> ● Group Discussion: <i>Learners will participate in group discussions and present their conclusions, demonstrating their ability to recognize strategies in a collaborative setting.</i> ● Role-Playing Exercise: <i>Learners will participate in role-playing scenarios in which they must respond to fake news. Assessment will focus on their application of critical thinking, the identification of false information, and their ability to engage in dialogue about media literacy.</i> |
| <p>Useful references and resources for further learning</p> | <p><Provide at least 6 useful references and resources (texts/books/videos) with links where possible, which assist the learner in researching issues of interest in further depth></p> <ul style="list-style-type: none"> • ... • "" • "" |

