



LESSON PLAN

Title: How do you tell someone in a non -conflictual way that she/he shared fake news?
Ways of a nonviolent communication.

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Grades (age of students):	9th-12th grades
Materials:	Computer/ Smart phones, WIFI, Zoom Breakout rooms
Duration:	2 online 40' sessions (80 min.)
Skills:	Critical thinking, Informational Literacy, Media Literacy

Objectives:

- to understand the concept of fake news,
- to distinguish between news and fake news
- to develop ability to recognize clues/elements of unreliable information sources
- developing the ability to communicate in an assertive way with someone who is sharing fake news

Lesson Procedure / Sequence / Steps / Tasks / Activities:

The scenario is based on GEAR learning model which is designed for online/distance learning, combining synchronous and asynchronous activities in 4 learning cycles. This process is about learning, not about teaching. Teaching is a component of the learning process, is one of the resources, a part of the question "HOW?" "How can I learn this?"

GEAR Blended Spaced-Learning Model

Spaced learning

- Much richer learning experiences.
1. **Gather** online to learn.
 2. **Expand** and personalize understanding by completing and reviewing workbook exercises after training.
 3. **Apply** learning into work streams based on personal assignments.
 - not graded, done offline. Intentional assigned where they do the work that was discussed in Gather.
 4. **Report** on personal assignments and receive direct feedback. This re-enforces the learning.



Learning Cycle	Activity	tools/ content/materials/platforms/ap plications
pre-work for students	<p>Students research the resources indicated by their teacher: UN website shareverified, fact checking platform Snopes, an online dictionary page, -shareverified.com, https://content.shareverified.com/en/</p> <ul style="list-style-type: none"> - https://www.wikihow.com/Find-Trustworthy-Advice-on-Covid-19 - https://www.snopes.com/fact-check/category/junk-news/ - https://www.dictionary.com/e/misinformation-vs-disinformation-get-informed-on-the-difference/ - they are requested to collaborate on Padlet (a collaborative wall) to create a list of clues of unreliable information sources based on their own way of understanding. 	<p>-clip- verified.com https://vimeo.com/420695032</p>
prework for teacher	<p>The teacher studies the same resources and sets up a list of questions for the ice -breaking moment of the synchronous /gather moment</p>	
Gather (synchronous)	<p>Part 1</p> <ul style="list-style-type: none"> ● teacher starts the online lesson asking students if they know the difference between misinformation and disinformation, if they met the fake news phenomenon before. <p>Question& Answer Scenario What is fake news?" "When do you think fake news appeared? Most likely, most of the answers will be that they appeared with social networks, thus the teacher introduces the idea that fake news is not new, that it has always existed, but that since social networks appeared, communication has become democratized, journalists have lost control over checking information, so it is very easy to put misinformation in public. Since nowadays everyone is a content creator and can share its</p>	<p>Terms</p> <p>The term 'fake news' became emblematic for our post truth era and refers to news that has been entirely fabricated or made up.</p> <p>Unlike 'misinformation', which is information that is incorrect, disinformation involves the intent to deceive.</p> <p><i>Study on media literacy and online empowerment issues raised by algorithm-driven media services; report prepared for European Commission:</i></p> <p>Disinformation: the verifiably false or misleading information which has</p>



	<p>post online, misinformation and disinformation are everywhere.</p> <p>-teacher and students watch the instructional video</p> <ul style="list-style-type: none"> The vikihow video is watched again during the zoom session. Teacher checks with students what they wrote on Padlet during pre-work period. They complete together the list updating with new ideas, information. Teacher makes sure that students understand that there is a purpose behind a message (to cause/determine an action: to buy, to vote, to produce polarization etc.), that they know basic rules like to read more than the title, to check if the article / post cites sources of information, if so, to learn to verify information from several sources, to analyze what kind of site / source of information it is; if the article is signed etc. <p>Part 2</p> <p>Students guided by their teacher read the article “How to talk with your grandparents about fake news”. They resume the content and afterwards they talk about assertive / nonviolent communication.</p> <p>- ROLE GAME- IN BREAKOUT ROOMS-(ZOOM)-students are split into groups (4/5 students)</p> <ul style="list-style-type: none"> Scenario: One who shares the fake news, the second student warns the one who shares the fake news and talk 	<p>been created, presented and disseminated for the purpose of economic gain or in order to intentionally deceive the public and able to cause public harm (European Commission, 2018). False/fake news: news articles that purport to be factual, but which contain intentional misstatements of fact with the intention to arouse passions, attract viewership, or deceive Filter bubble: the results of algorithms which create ‘a unique universe of information for each of us which fundamentally alters the way we encounter ideas and information</p> <p>Misinformation: the inadvertent or unintentional spread of inaccurate information without malicious intent.</p> <p>instructional video, vikihow Vimeo https://vimeo.com/471348850 How to check information online is reliable.</p> <p>https://qz.com/1752880/how-to-talk-to-your-grandparents-about-fake-news/</p>
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	<p>to him/her about and the three others to observe and take notes about the way communication and the process goes on.</p> <ul style="list-style-type: none"> • When students return from break out rooms, they are requested to share impressions, to talk about how it was to play the roles. Observers share their notes too. • During conversation teacher underlines aspects related with difficulties encountered when you have to convince someone that his own truth is not absolute truth, especially in post truth era. They draw the conclusion that each partner of communication should respect each other and that conflicts can be avoided with patience and understanding. • Teachers and students create a list of recommendations for a nonviolent communication. They work on Padlet again. 	
Expand asynchronous	-students explore other resources, expanding from other resources suggested by the teacher.	
Apply asynchronous	<p>Students make their own guide with the rules applicable in communication with those who are accustomed to accidentally share fake news.</p> <p>The guide includes advices to be taken into account in order to avoid conflicts in communication.</p>	

Feedback/ Assessment

Students are invited to take a few steps back and think about whether they tended to judge those who easily fall into the trap of sharing false news, how they felt to play their roles.

Questions to be asked;

1. What did you find out about yourself?
2. What you think you can do better now, identify fake news, documenting, communicating?
3. What kind of difficulties did you have during the class?



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