How to recognise fake news and find valid sources

15-18   2 h

LEARNING OBJECTIVES

- Define what a fake news is
- Identify common characteristics of fake news
- Distinguish reliable and unreliable sources of information
- Use strategies to evaluate the credibility of sources
- Apply critical thinking skills to determine the accuracy of information

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MATERIALS NEEDED

- Computer with internet access and projector
- Handouts on evaluating sources
- Examples of fake news articles
- Examples of reliable sources of information

LEARNING SCENARIO AND ACTIVITIES PROPOSED

1) Introduction (10 minutes)

Introduce the topic of fake news and its prevalence in today's society. Ask students if they have ever encountered fake news and what their experience was like.

2) Defining Fake News (15 minutes)

Define and discuss techniques to detect fake or biased news. Emphasize the importance of being critical consumers of information.

3) Characteristics of Fake News (15 minutes)

Introduce the concept of fact-checking and provide students with practical strategies on how to verify the authenticity of news stories. Encourage them to cross-reference information from multiple reliable sources. Present a list of common characteristics of fake news, such as sensational headlines, emotional language, and lack of sources. Discuss why these characteristics are often used in fake news articles.

4) Techniques to detect fake or biased news (20 minutes)

Present a list of techniques to detect fake news:

Check the Source's Credibility

Make a cross-Reference with Multiple Sources

Investigate the Author's Credentials

Examine the Publication Date

Look for Supporting Evidence

Verify Images and Videos

Use Fact-Checking Websites, that specialize in assessing the accuracy of news stories. Sites like Snopes, FactCheck.org, and PolitiFact can provide insights into the credibility of specific claims.

5) Activity: Evaluating Sources (30 minutes) with online newspapers, social network news, articles on different sites according to the list of techniques to detect fake news. Provide examples of reliable sources of information, such as academic journals, government websites, and reputable news outlets.

6) Conclusion: Critical Thinking (20 minutes)

Discuss how critical thinking skills can be applied to determine the accuracy of information. Provide examples of common logical fallacies and how they can be used to manipulate information.

EXPECTED DIFFICULTIES AND PROPOSED SOLUTIONS

- Some students may have difficulty recognising fake news articles.

  Solution: provide clear examples and explain the common characteristics of fake news.

- Some students may not be familiar with the strategies for evaluating sources.

  Solution: provide handouts and give ample time for students.

ASSESSMENT

- Ask students to write a short reflection on what they learned about recognising fake news and finding valid sources.
- Have students evaluate a news story on their own and write a short report on their findings.
- Find fake news on any social media usually used.

ADDITIONAL INFORMATION

- Emphasise the importance of being sceptical about information found online and the need to verify sources.
- Encourage students to fact-check information they encounter online and to share their findings with others.

BIBLIOGRAPHY

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