

Recognizing fake news in digital space

Our lesson is called Recognizing fake news in digital space and we want participants to identifying fake and real news and connect with critical thinking

Topic: critical thinking + digital safety

Lesson summary:

The lesson is about identifying fake news in digital space, the participants will be exposed to fake news and will have to identify it, it will keep them safe and get them fake news immunity.

Team Members and Roles:

1. Celina - 1 text and 1 source, instruction
2. Jazmin - 1 text and 1 source
3. Andrea - 1 text and 1 source, brainstorming ideas
4. Styliana - 1 text and 1 source, introduction to the group
5. Patryk - 1 text and 1 source, spreadsheet
6. Ūla - 1 text and 1 source, A3 card

What real-life problem or need does the lesson address?

Lack of critical thinking among the society and learning how to use internet with awareness

Target group

Everyone because this problem is not connected to the age

Concrete objectives

- Think about why it is fake news/untrustworthy - a discussion
- Double check facts. - confronting them with it
- Participate in the rush

Instructions

1. Give out only the text and spreadsheet. Make them read it and fill out "First impression" and "Explanation". Explanation should explain their instinctive reaction! Around 10 minutes

2. Hand out the matching "source" paper and let them fill out the rest of the forms. Around 10 minutes

3. Let them sit in a big circle. Start with a group. Read their text out loud -> explain their process. We ask a few questions if needed. If possible repeat with other groups. Around 10 minutes

Material List

- Paper
- Pens
- chairs and tables
- timer

Reflection Questions

What do you think about our exercise?

Was it hard to find real answers?

Are fake news and propaganda a real issue in your country?

Do you notice a lot of fake news in social media?

Do you feel that you'll recognize a fake news in a future?

Self-reflection during testing with other groups

	Yes	Almost	Needed work
Were the instructions clear to the participants?	☐	☒	☐
Are participants active rather than listening to a lecture?	☒	☐	☐
Does the activity achieve its objectives?	☒	☐	☐
Did it realistically fit in 20–30 minutes?	☒	☐	☐
Is everyone meaningfully involved?	☒	☐	☐
Is the activity inclusive?	☒	☐	☐
Is there enough reflection/debriefing?	☒	☐	☐
Is the learning connected to real life?	☒	☐	☐

Based on the peer test session, the strongest part of the lesson was –
That everyone was involved

Based on the peer test session, one thing that was unclear was –
Instructions was a little bit unclear