Europeana Learning Scenario

Title:

I can be a fact-checker, too!

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Abstract

In a time when information spreads rapidly from one place in the world to another, combined with a series of undesirable events (the COVID-19 pandemic, the war in Ukraine) which cause anxiety to millions of people, teenagers have become very vulnerable to the effects of fake news. This lesson seeks to equip learners with instruments to help them distinguish fake news and ease the consequences of false or alarmist information. The learning scenario can be divided into two parts which can be taught separately: sources of information and fake news.

Keywords

disinformation, fact-checker, fake news, misinformation, reverse image, sources of information

Table of summary

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Subject	English as a foreign language, Citizenship, ICT, Mathematics
Topic	*Fake news*
Age of students	13-14
Preparation time	2 hours
Teaching time	180 minutes but it can be shorter if the poster is made at home
Online teaching material	- Five ways to spot fake news - How to use Google reverse image search to fact check images - Canva - Visual Thinking Strategies website - Quizziz - Rubistar - Sources of information - Google form
Offline teaching material	- Vocabulary graphic organiser - Venn Diagram - Scissors - Glue - Smartphones

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Integration into the curriculum

The Citizenship curriculum for the seventh grade in Romania requires students to:

- use vocabulary related to democratic citizenship correctly;

- analyse problematic situations caused by deviations from the values, principles and practices of the democratic society;

- cooperate in order to carry out activities and investigate problems specific to different groups and communities.

The English language curriculum for the seventh grade includes the following competences:

- presenting plans / exposing future intentions and projects

- manifesting a positive attitude towards participation in dialogue and public expression

Moreover, all the ministry approved textbooks for English classes contain CLIL lessons.

The ICT curriculum for the seventh states:

- editing documents using dedicated applications

The curriculum for the National Evaluation in Mathematics requires students:

- to process quantitative data using ratios and proportions for data organization.

Aim of the lesson

By the end of the activity, the students will have

- identified sources of information used in their daily lives; assessed the validity of the information found online; distinguished fake news from real news; summarised actions to identify fake from real news in a poster (content objectives), and

-used vocabulary related to fake news in new contexts; practised ways of expressing an opinion (language objectives).

Outcome of the lesson

The students will create posters containing information and advice on how to distinguish fake news. This poster will be shared with the other students in school.

Trends

CLIL

Visual thinking strategies

Project-based learning

Key competences

Citizenship

Media literacy

Digital competence

Critical thinking

Activities

Name of activity	Procedure	Time
Stage 1 **Visual Thinking Strategy**	Students are presented with an image and, according to the Visual Thinking Strategy, they take a moment of silence to look and then, answer the following questions: • What is going on in the picture? • What do you see that makes you say that? • What more can we find? Image to be shown. The teacher values all input by restating the information back to the group, without any personal comments. There are no right or wrong answers. This activity is an opportunity to activate previous knowledge on the topic of reading newspapers. This activity is intended to introduce the students to the atmosphere and the general topic of the lesson- *News*.	10`
Stage 2 **Comparing and contrasting**	Using a Venn diagram, students are asked to identify the similarities and differences between finding news in the 19th and 21st centuries. (see Annex I)	10`

Name of activity	Procedure	Time
Stage 3 **Sources of information**	• Students are given pieces of paper containing types of sources of information and they are asked to put the words under the correct heading: print sources or digital and electronic sources. (Annex II)	10`
	• Then, they have to match the sources of information with their definitions (Annex III).	10`
	• Using a Google form, students choose the sources of information they use in their daily life. Sample answers: 	3`
	• A bar graph will be generated. Students will interpret the graph, noticing the most and the least used, and write about it, using sentence starters (Annex IV).	10`
	• Order the sources of information from the most reliable to the one most likely to contain fake information/ news. Explain your choices.	3`
	• The question that arises is "How can I, as a teenager, identify fake news?"	
Stage 4 **Video**	Students complete a mind map containing words related to fake news. (Annex V). The teacher suggests some of the words (*fact-checker, disinformation, misinformation, etc.*) Before watching the video, students brainstorm ways to spot fake news. Students watch the video and check their lists.	10`  5` 3` 5`
Stage 5 **Image-checkers**	Students watch a video about reverse image search and they are given a photo. They check whether the image is true or fake. (See Annex VI).	15`

Name of activity	Procedure	Time
Stage 6 **Poster-making**	Students are presented with the steps for making a poster. (Annex VII) They work in groups of 3 on the posters which should summarize the information in the lesson. The posters are presented to another class. The posters are evaluated using rubrics (Annex VIII).	60`
Stage 7 **Dictionary**	Interactive notebook/ graphic organizer. Students complete their graphic organizer with the vocabulary words learnt during the activity and their definitions and stick them in their notebooks. (Annex IX)	20`
Stage 8 **Quiz**	Students do a quiz on Quizziz to check their knowledge.	10`

Assessment

Quiz

1. Fake news is...
A. news or stories on the Internet that are deliberately spread through news or social media that are not true.
B. news or stories on the Internet that are deliberately spread through news or social media that are true.

2. What is misinformation?
A. Misinformation is generally used to refer to misleading information created or advertised with the intent of being harmful.
B. Misinformation is generally used to refer to inaccurate information distributed without the intent of being harmful.

3. What is disinformation?
A. Disinformation is inaccurate information deliberately distributed and intended to confuse, mislead or influence.
B. Disinformation is false information that's created without intending to deliberately cause harm.

4. 31% of kids who shared a news article online later found out it was inaccurate or wrong.
A. True
B. False

5. According to a 2016 Stanford University study of 7,804 students from middle school through college, 10% of middle-schoolers could not distinguish between an ad labelled "sponsored content" and a real news story on a website.
A. True
B. False

*************************** **AFTER IMPLEMENTATION** ***************************

TAG feedback: T- tell something you liked, A-ask a question, G-give a suggestion.

Teacher's remarks

The students were extremely interested in the topic, especially in the practical activities, such as fact-checking one. Working on the posters was time-consuming, being done in the classroom.

About the Europeana DSI-4 project

Europeana is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

European Schoolnet (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

COMPARE & CONTRAST

Finding out news in the 18th vs 21st century

Annex II- Sources of information

Print sources	Digital and electronic sources
books	multimedia
textbooks	websites
academic and trade journals	blogs
government reports and legal documents	social media pages
press releases and advertising	
flyers, pamphlets, leaflets	

Annex III

Match the source of information with their definitions.

Books and textbooks	They can be about almost any topic you can imagine. Due to the time it takes to publish them, they usually contain more dated information than will be found in other sources. However, because they are usually much longer, they can often cover topics in greater depth than more recent sources.
Newspapers	They contain very recent information by covering the latest events and trends. They publish both factual information and opinion-based articles. They focus mainly on the facts relevant to the exact details of the story. This is aggravated by the rapid publication cycles most of them experience: new editions must come out frequently, so long, in-depth investigations tend to be rarer than simple fact-reporting pieces.
Academic and trade journals	They contain the most recent information and research in different fields. They may contain literature reviews that overview current and past research, articles on theories and history, and articles on specific processes or research. While a well-regarded one represents the cutting-edge knowledge of experts in a particular field, the articles can often be difficult for non-experts to read, as they tend to incorporate lots of technical jargon and are not written to be engaging or entertaining.
Government reports and legal documents	They are regularly released and intended for internal and/or public use. These types of documents can be excellent sources of information due to their regularity, dependability, and they are written with a large amount of care and attention to detail. Most of them can now be accessed online.
Press releases and advertising	Companies and special interest groups produce texts to help convince readers to act in some way or inform the public about some new development. While the information they provide can be accurate, readers should approach them with care, as the publishers may have an interest in highlighting particular facts or viewpoints.
Flyers, pamphlets, leaflets	While some of them are created by reputable sources, because of the ease with which they can be created, many untrustworthy sources also produce these. They can be useful for quick reference or very general information, but we should beware of those that spread propaganda or misleading information.
Multimedia	They represent sources such as radio and television broadcasts, interactive talks, and recorded public meetings. Though we often go online to find this sort of information today, libraries and archives offer a wealth of media that is not available online.
Websites	These are sets of pages of information on the Internet about a particular subject, published by a single person or organisation.
Blogs and personal websites	They vary widely in their validity as sources for serious research. For example, many prestigious journalists and public figures may have them, which may be more credible than most amateur or personal ones. However, there are very few standards for impartiality or accuracy when it comes to what can be published on them.
Social media pages and message boards	These types of sources exist for all kinds of topics. Some may be useful, depending on the topic you are studying, but, just like personal websites, the information found on them is not always credible.

Annex IV- Sentence starters to analyse a graph

- This graph shows …
- A pattern I notice in the graph is …
- An anomaly/outlier/different pattern in the graph is …
- A difference between … and …. is …
- A similarity between … and … is
- If this pattern continued, I predict …
- A probable reason for that pattern is …
- A probable reason for this difference is …
- When I first looked at this graph …
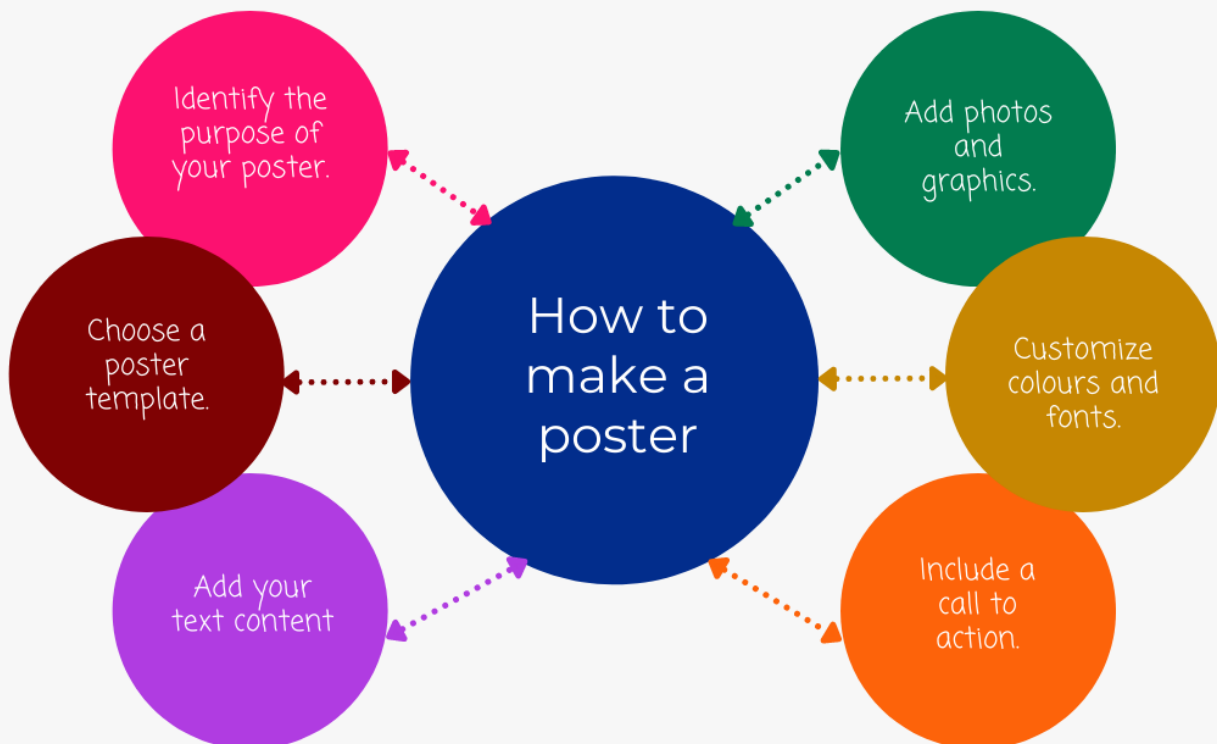- The data that most stood out to me was …

Annex V- Mind map

@lecourtzabala (Flickr) and @googlemapsfun (TikTok)

Circular Concept Map

How to make a poster

Identify the purpose of your poster.

Add photos and graphics.

Choose a poster template.

Customize colours and fonts.

Add your text content

Include a call to action.

Annex VIII- Rubrics for poster evaluation

Making a poster rubric

Category	4	3	2	1
Title	The title can be read from 2 m away and is quite creative.	The title can be read from 2m away and describes the content well.	The title can be read from 1m away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Graphics-clarity	Graphics are all in focus and the content is easily viewed and identified from 2 m away.	Most graphics are in focus and the content is easily viewed and identified from 2 m away.	Most graphics are in focus and the content is easily viewed and identified from 1 m away.	Many graphics are not clear or are too small.
Content - Accuracy	At least 5 accurate facts are displayed on the poster.	4 accurate facts are displayed on the poster.	3 accurate facts are displayed on the poster. Less than 3 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Knowledge gained	Students can accurately answer all questions related to facts in the poster and the processes used to create the poster.	Students can accurately answer most questions related to facts in the poster and processes used to create the poster.	Students can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Students appear to have insufficient knowledge about the facts or processes used in the poster.

fake news	
fact-checker	
reverse image	
misinformation	
disinformation	VOCABULARY