

DIGITAL CULTURE

# Fake news

## How do we get the news in a virtual world?

UNIT\_5

*“In the age of information,  
ignorance is a choice”.*

Donny Miller



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**1 AIMS**

- > To convey the importance of quality press information in any means of communication
- > To learn about the new reality: how is communication done in a digital world
- > To generate involvement and critical spirit, in young people, regarding both local and international news
- > To encourage conscious, responsible and ethical consumerism in social media
- > To encourage creativity in digital media, by focusing in our actual and immediate world

## 2 CONTENTS



- > Newspapers: from linotype to paper and website. The journalistic style and types of press
- > Information in the digital world. The new digital press, the podcast, on demand television, storytelling, the digital merging, cinema and newsgames
- > Cyberjournalism. Digital storytelling tools, the blogosphere, data journalism and global networks of investigation journalism
- > Fake news characteristics and typologies. Fact checking websites, algorithms and digital political persuasion
- > Online activism. From citizen journalism and online individual campaigning to global and viral challenges
- > Social networks. Their influence on education and society. The power of YouTubers and influencers and their risks

**3 CLIL CONTENTS****CONTENTS / COGNITION / COMMUNICATION / CULTURE**

- > Defining and identifying fake news
- > Evolution of newspapers from paper to online media
- > Editing news reports in different formats and on different supports
- > Online activism

**3 CLIL CONTENTS****COGNITION / COMMUNICATION / CULTURE / CONTENTS**

- > Identifying different sources of information
- > Organising groups, carrying out tasks towards an end product
- > Identifying the positive aspects and the risks of social networks

## 3 CLIL CONTENTS

**COMMUNICATION / CULTURE / CONTENTS / COGNITION**

- > Reading and writing journalistic texts on different supports
- > Reading for detail, identifying clues of fake news in written texts
- > Key vocabulary: newsgame, cyberjournalism, citizen journalism, online activism, big data

**3 CLIL CONTENTS**



**CULTURE / CONTENTS / COGNITION / COMMUNICATION**

- > Understanding the global impact of fake news
- > Learning about the origins and history of newspapers and journalism
- > Understanding the importance of identifying misinformation in social media





## 4 ASSESSMENT



## ASSESSMENT CRITERIA / ASSESSMENT TOOLS

**Teachers will assess the students' ability to:**

- > Understand the motivations behind fake news
- > Work in groups and create journalistic products on different supports and in different formats
- > Identify instances of fake news and provide positive alternatives
- > Reflect on the influence of social networks on teenagers



4 ASSESSMENT



ASSESSMENT TOOLS / ASSESSMENT CRITERIA

- > Teacher's rubrics
- > Assessment of cooperative learning group work
- > Assessment of written articles, reports and essays
- > Peer assessment and co-assessment



## V

## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 1

**1st ESO** Watch the videos **The storied history of newspapers** and **how to work a rotary press**.

Then, do a small research in groups on how they produce newspapers on paper. In groups, make small newsrooms to prepare a newspaper with the news selected from various digital newspapers in English (see Other learning resources for links). The different groups can yield different products: newspaper article, presentation, collage, etc.

**2nd ESO** Turn the whole class into an editorial office of a newspaper, with its different departments. Discuss and make a list with the news you must choose for your newspaper to publish. Bear in mind **The five core values of journalism**. You may also follow this **advice**.

Extension: write some of the articles for your newspaper. Before writing you need to remember the **5W** and the **inverted pyramid**.



## 5 GRADED RESOURCES

## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 2

**1st ESO** With your teacher visit the website to learn about podcasts.. In groups: work as an editorial office in a radio station and make a podcast interviewing interesting people (people in your school, relevant people in town, etc.). Students can role play the people being interviewed.

**2nd ESO** In small groups learn about the new digital newspapers, such as Huffpost, Propublica, Inside Climate News and observe their main features.

Analyse the programmes of an on-demand TV channel ( CNN, BBC, Youtube BBC ) and prepare a news-based programme or chat show inspired on an English-speaking example.



## V

## 5.1. ACTIVITIES FOR 1st and 2nd ESO

## LESSON 3

**1st ESO** Apply the features of **digital journalism** - multimedia, hypertext and interactivity – to texts published on online platforms, such as Wordpress blogs or AULES.

With your teacher, understand the idea of cyberjournalism and digital storytelling, and the influence of social networks on the evolution of communication.

**2nd ESO** With your teacher, study the presence of women in the blogosphere, as well as the **female leaderships** in the world of communication.

Make a presentation about a blog you like using **Powtoon** videos.





## LESSON 4

**2nd ESO** Find examples of fake news of current events, elections, migration movements, climate emergency, sustainability, feminism, animal rights, etc. Submit the results in groups on paper or on a digital support: video, social networks, podcasts, photos, etc.

Watch the video on Why do our brains love fake news? And try to find the origin and the motivation for your items of fake news.





## 5 GRADED RESOURCES



### 5.1. ACTIVITIES FOR 1st and 2nd ESO

#### LESSON 6

**1st ESO** With the help of your teacher learn about the **risks of social media**.

Individually, prepare a written or photographic report on social networks explaining briefly their uses, benefits and risks. Then highlight five people or organisations you would follow. Feedback to the group and compare your choices with your classmates.

**2nd ESO** In groups, learn about the power of **influencers**, especially on Instagram, as well as about their financial support. According to your interests, study different profiles and prepare a **quiz game**, with questions and answers for your classmates. Share the link with your class and learn about your classmates' choices.



## 5 GRADED RESOURCES

### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 1

**3rd ESO** In groups, analyse the funding of means of communication in your region. You can present your findings as a report, article or interviews with the managers of the means of communication in your region.

Extension: Learn more about [analysing contemporary propaganda](#).

**4th ESO** Watch the [video](#) to learn about the crisis of the business model of printed newspapers.

In groups read and compare broadsheet papers ([The Daily Telegraph](#), [The Times](#), [The Guardian](#), [The Independent](#)) with sensationalist or yellow press papers in Great Britain ([Daily Mail](#), [Daily Express](#), [The Sun](#), [Daily Mirror](#)).

Write a newspaper article using [Make my newspaper](#)



The Telegraph  
THE TIMES

The Guardian  
THE Sun

DAILY Mirror  
EXPRESS

Make My Newspaper  
Log In, Edit, and Submit Your Project

## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 2

**3rd ESO** What do you know about newsgames? Answer the questions after reading and see this website [Knight Center](#): What are they? Who is behind them? Why are they serious games? Look at some examples of newsgames [here](#) and [here](#).

The importance of [journalism in movies](#). Make a short report on the use of journalism in [films](#) or series you know. Present in any format adding images or video clips.

**4th ESO** Discover [Fred di Giacomo's](#) profile and his products, such as [25 anos Muro de Berlim](#).

In groups, design a [newsgame](#) on an interesting topic in your region. You can create the characters, describe the dynamics of the game and design a prototype with [Scratch](#).

GAMES 4 SUSTAINABILITY

{Open

FRED DI GIACOMO

SCRATCH

## 5 GRADED RESOURCES

### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 3

**3rd ESO** In groups, teachers will assign one the following topics (making sure both topics are dealt with) to make a presentation:

- Read the information about **Digital Tools** and explain the uses of Big Data and Artificial Intelligence.
- Explain the situation of journalism in the world using information from **Reporters without borders** and **ICIJ**. Highlight the links between freedom of the press and democracy.

**4th ESO** In groups, create an editorial office of a multimedia means of communication. Create content on your school, city or region. Share tasks within groups: some get to design a digital publication with **Wordpress**; while others make use of the social networks and create videos with **Moovly**.



## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 4

**3rd ESO** In pairs, try the suggested websites for [fact checking](#), look for similar websites and make an analysis of the advantages and shortcomings of some of them. Present by making infographics or a poster on paper. Check out [Claire Wardle's](#) profile on Twitter of and get to know the project [First Draft](#).

**4th ESO** Visit the website [Digital news](#), report and extract the main news you find on it. Prepare a press conference to share results. Some groups will act as journalists and others as reporters of the press conference. After the press conference, the first group will write news articles and the second one will produce videos and any content that could be shared on social networks.

**SEWANEE**  
THE UNIVERSITY OF THE SOUTH

**FIRST  
DRAFT**



## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 5

**3rd ESO** In groups, prepare a **TED-style** monologue, to show in class, talking about an original news story in your region.

Add a transmedia online campaign through social networks with different types of content (videos, photos, texts, computer graphics...).

**4th ESO** In groups, visit **Change.org** and watch their YouTube **channel**. Then prepare several campaigns to improve situations in your region. You can learn about some real examples here: **Environmental activism online**.

Use written and audio-visual resources, social networks, etc. to create a bigger impact.

**TEDx**

**C.**

**change.org The Soactivist**

## 5 GRADED RESOURCES



### 5.2. ACTIVITIES FOR 3rd and 4th ESO

#### LESSON 6

**3rd ESO** In groups, discuss the **dangers of social networking**, such as its influence on young people or the hidden advertising. Individually, prepare **monologues** in **TED** or **PechaKucha** format. You can also talk about the influence of algorithms and **Artificial Intelligence** in new ways of communication.

**4th ESO** Individually, make a selection of your three favourite youtubers and explain the reasons for this choice. Present in different formats.

In groups, create content, in **Youtube** format, to feed an educational video channel on various topics of interest for students.



## 6 INCLUSION



### RESOURCES FOR SPECIAL NEEDS STUDENTS



Websites

Teaching Kids news

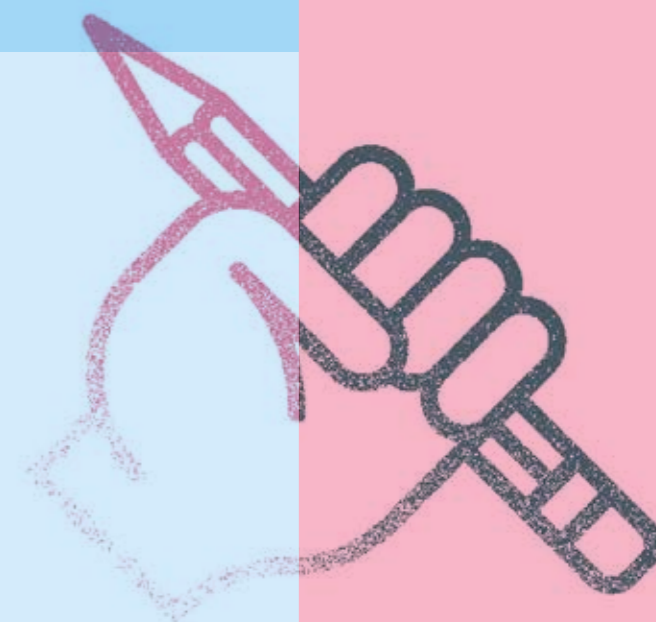
Teaching Kids news.Fakenews

Teaching Kids news. Discussing challenging news stories

BBC Young reporter

Media-kids-lesson

Comic: Fake News Can Be Deadly



## 7 OTHER LEARNING RESOURCES



Videos

**Linotype**

**What are the 5 Ws in writing?**

**Inverted pyramid style**

**Media Literacy**

**Women and Leadership in the News Media 2020**

**Features**

**How False News Can Spread**

**How social media is affecting teens**

**Citizen journalism**

**Digital News Report 2019**

**Tutorial App Moovly**

**Science Channel**



YouTube

Study.com



Gutenberg-Museum  
Mainz



media education lab

7

OTHER LEARNING RESOURCES

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Websites

The Guardian

The Independent

Washington Post

Gutenberg Museum

Internet: vital need or devil

Digital and Media convergence

How is social media changing journalism?

Types of fake news

Influencers by Unicef

Global Education Monitoring Report

The Guardian

Fake news in politics

Ciberactivism

Live Science



DIGITAL CULTURE

# Fake news

How do we get the news in a virtual world?

UNIT\_5



GENERALITAT  
VALENCIANA

Conselleria d'Educació,  
Cultura i Esport

TOTS  
A UNA  
*veu*