

The Character Curriculum

Flourishing for Life



<p>Y5: Fake news L1 - What is fake news?</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To identify the virtues needs to be a virtuous writer or reader of news. 	<p>Key vocabulary: Fake news, journalist, fact checking, critical thinking, judgement, responsibility, misleading, propaganda, satire Key virtues: Honesty, integrity, judgement, critical thinking</p>
<p>Resources:</p> <p>PowerPoint</p> <p>Pictures of journalist/reader to annotate (can be printed from the PowerPoint)</p>	<p>Statutory links:</p> <p>Relationships Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online. <p>Health Education (2020) Pupils should know:</p> <ul style="list-style-type: none"> - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	

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<p>Key questions:</p> <p>Have you ever seen/read any fake news?</p> <p>What do you think about fake news?</p> <p>Why do you think fake news is increasing?</p> <p>What virtues do you think relate to fake news?</p> <p>What clues might help you to spot fake news?</p> <p>What virtues are needed to be a virtuous reader/writer of news?</p>	<p>Learning activities:</p> <p>Starter: Definitions</p> <p>Introduce the definition of fake news from The Cambridge Dictionary on the PowerPoint and the fact about the increased usage of the term.</p> <p>Ask the children:</p> <ul style="list-style-type: none">- Have they ever seen/read any fake news?- What do they think about 'fake news'?- What factors might mean the use of the term of has increased?- What virtues might be relevant to this lesson? <p>Activity 1: Spotting fake news</p> <p>Working in partners, use https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz [accessed 28.05.2020] and ask children to spot which news stories are 'fake news'. How did they know/what clues are there?</p> <p>Introduce Full Fact (https://fullfact.org/) [accessed 28.05.2020] and the role of fact checking in preventing and checking fake news.</p> <p>Discuss:</p> <ul style="list-style-type: none">- What do you think the consequences of fake news could be?- Who are they written for?- What is the motivation behind writing them? <p>Activity 2: How to avoid fake news</p> <p>Ask children to work in groups to annotate the pictures of the journalist and the reader with the skills that they need in one colour and the virtues that they need in another.</p> <p>What skills or virtues need to be developed in order to avoid 'fake news'?</p> <p>Plenary: Is it really fake?</p>
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Watch the video on different type of fake news/false information online here:

<https://www.bbc.co.uk/news/school-report-43391188> [accessed 28.05.2020].

Why might some people use the word 'fake news' to describe stories that are true?

