

The Character Curriculum

Flourishing for Life



<p>Y9: Fake News L2 - What makes a virtuous consumer of news?</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - Identify and practice the virtues needed to be a good journalist. 	<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: PowerPoint presentation</p>	<p>Statutory links: Relationships, Sex and Health Education guidance (2019) Pupils should know:</p> <ul style="list-style-type: none"> - How information and data is generated, collected, shared and used online; - what to do and where to get support to report material or manage issues online. <p>PSHE guidance (2020) Students learn:</p> <ul style="list-style-type: none"> - To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views; - that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours. 	
<p>Key questions:</p> <p>What virtues are important to being a journalist?</p> <p>Where/when did the journalist work?</p> <p>What are they Remembered for?</p> <p>What virtues did they show?</p> <p>What pressures are</p>	<p>Learning activities:</p> <p>Starter:</p> <ul style="list-style-type: none"> - What virtues might make somebody good at reporting the news? - What is the primary job and responsibility of someone who reports the news? <p>Activity 1: Avoiding fake news</p> <p>We explored the rise and consequences of fake news in the last lesson.</p> <ul style="list-style-type: none"> - How might you go about avoiding fake news? <p>Take feedback from class and explore the responses. Add your responses to the class discussion.</p>	

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<p>journalists under?</p> <p>How might this effect their behaviour?</p>	<ul style="list-style-type: none">- Consider the source- Read beyond the headline- Check the author- What's the support?- Check the date- Is this some kind of joke?- Check your biases- Consult the experts <p>Activity 2: Why is fake news making news!</p> <p>Read through the resources sheet with some recent examples of fake news making the news.</p> <ul style="list-style-type: none">- Why are these examples of fake news so significant?- In what ways do these examples display a lack of virtue from those involved?- Which negative character traits are they potentially displaying? <p>Activity 3: Thinking questions</p> <p>Read through how can fake news affect our democracy sheet and discuss the issues with your partner.</p> <ul style="list-style-type: none">- Should people be able to make important decisions if the information they have is unreliable?- Is the majority always right?- How are the media important in a democracy?- Should a leader always listen to their people? <p>Ask students to discuss these issues in groups/pairs and then feedback to the group.</p> <p>Activity 4: Curiosity</p> <ul style="list-style-type: none">- Why is it important to be curious?- Can you give an example?
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In activity 2 you outlined some of the negative character traits that might be associated with pedaling fake news.

- Can you describe the opposite and positive character traits that needs to be developed in its place?

Activity 5: Role Model

Read the story of Marie Colvin.

- What virtues did Marie display in her story? What did she have to overcome?
- What challenges would Marie have had to face in bringing attention to the horrors of war?

Plenary:

- Why is it important to be curious?
- Can you give an example?

In activity 2 you outlined some of the negative character traits that might be associated with pedaling fake news.

- Can you describe the opposite and positive character traits that needs to be developed in its place?
- How would someone need to go about developing them?
- What does this say about their character/what virtues might they need to develop further?

