



**Project Website** <https://pros4democracy.internprize.eu/>

**Activity Video Summary** [https://www.youtube.com/watch?v=fLvevptGO\\_A](https://www.youtube.com/watch?v=fLvevptGO_A)

Lesson Category

## Social Emotional Literacy

Title

### "Fake News" and The Responsibilities of The Media Creators

Area(s)

## Social-emotional Literacy

Objectives

- 1. Understand the rights and responsibilities of news/media consumers and news/media producers.**
- 2. Reflect on why these rights and responsibilities are essential in this age of increased digital access to media.**
- 3. Build emotional awareness around the issue of "fake news" and strengthen critical thinking skills in relation to politics media consumption.**

Time needed

**1-90 minutes class**

Materials needed

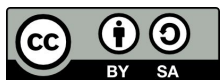
**Pen, paper, device with internet access**

Age level(s)

**14-18**

Number of participants per group

**Group students into pairs**



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**"Fake News" and The Responsibilities of The Media Creators**

Originally designed by **CECE** as a part of the EuroVoters project

<https://eurovoters.eu>

## **Step-by-step description of activity**

1. Make sure all students have notebooks they can use to record their observations throughout the activity.
1. To warm up, ask students to define in their own words the terms consumer, right, responsibility and bill. (See the vocabulary provided in the apprentices). Prompt a few students to share their definitions.
1. Instruct students to add the vocabulary terms consumer, right, responsibility and bill to their notebooks.
1. Explain to students that they will be reflecting on the rights and responsibilities of media and news consumers and producers in politics. Ask students to think about why it is important that people who create news and media content meet certain standards and why consumers should be aware of these standards.
5. Engage students in a class reading the “The protection of fundamental rights in the EU” (provided in apprentices - provide students with copies). Ask students to explore the rights and responsibilities outlined in the bill, and facilitate a class discussion. Possible guiding questions can include the following:
  - As a consumer of news/media, what rights do you think are most important and why?
  - Which responsibilities of news producers or media content creators are most important and why?
  - As a consumer of news/media, what do you think your responsibilities should be? What do you consider when assessing the validity or reliability of a source online? Describe your approach.
  - Is there anything missing from the bill that you think would be important to add?
  - How might a person determine if a source online is "fake"? Is it challenging to determine if a source is "fake"? Why or why not? Share any experiences you have had with "fake news" or unreliable sources.

6. Inform students that they will have the opportunity to read an article about "fake news" and how to responsibly approach sources. Group students into pairs. They can choose one article from two possibilities: Teen Vogue's "5 Steps to Improve Your Media Literacy" or NPR's "A Finder's Guide to Facts." After students finish reading, have pairs discuss three writing prompts and respond in writing in their notebooks:
  - a. Summarize the main points from the article in your own words.
  - b. Why is ensuring media/news creators meet certain standards especially important in an age when people claim news is fake or consume news without a critical eye simply because it is published online?
  - c. What is one important takeaway you have from the article? What will you do with (or how will you apply) this takeaway moving forward?
6. If students finish early and have access to a device and the internet, have them practice their "fake news" detection skills by playing the game Factitious, which provides students with sample articles to critically assess. They must determine whether each article is "fake" or from a valid, reliable source and reflect on which factors influenced their decision.
8. Engage students in a class discussion around the second and third writing prompts related to their article; ask them to share their responses and build on one another's thoughts.
8. Encourage students to continue building their critical media literacy skills by practicing some of the strategies suggested in the articles and being mindful of the responsibilities included in the bill.
8. Optional: For homework, students can read the article they did not have a chance to read in class. Ask them to summarize the main points and share their thoughts, reactions and any questions in a written response.

## Strategies of teaching and learning

Critical-incidents analysis.

## Evaluation

Understand if students developed better reflections understanding and spotting "fake news" and if they follow with more understanding the increasing tendency toward uncritical consumption of the media.

## Notes to the educator

For this activity, whether you're teaching in person or remotely, you will need to prepare some materials in advance. These include reading the articles and preparing the questions in depth that will be presented in class. Students should have some way to access to the articles and to play the game.

## Notes to the students

Use the time needed during the activities. If you are familiarized with the concepts here analyzed, please provide that information to the class and teacher. Bring extra information, and collaborate with your colleagues.

## Suggestions for follow-up activities

Since students are living in a digital era, present the video **"How effective is social media in politics?"**

(<https://www.youtube.com/watch?v=JgaeGgYkU5g>).

Since it is estimated that campaigns have spent more than \$1 billion on digital ads in 2016 (USA), debate in class how's the future of politicians propaganda.

## Appendices

### Vocabulary by Google Dictionary, merriam-webster.com

**Consumer** [kən-sōō-mər] (noun) a person who purchases goods and services for personal use

**Right** [rīt] (noun) a moral or legal entitlement to have or obtain something or to act in a certain way

**Responsibility** [rə-spän-sə-bil-ə-tē] (noun) a thing that one is required to do as part of a job, role or legal obligation

**Bill** [bil] (noun) an itemized list or a statement of particulars; a written document or note

### The protection of fundamental rights in the EU

<https://www.europarl.europa.eu/factsheets/en/sheet/146/European-Union-Charter>

### Teen Vogue's "5 Steps to Improve Your Media Literacy".

<https://www.teenvogue.com/story/5-steps-to-improve-your-media-literacy>

### NPR's "A Finder's Guide to Facts".

<https://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts?t=1610455582983>

### "Factious" game:

<http://factitious.augamestudio.com/#/>

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