

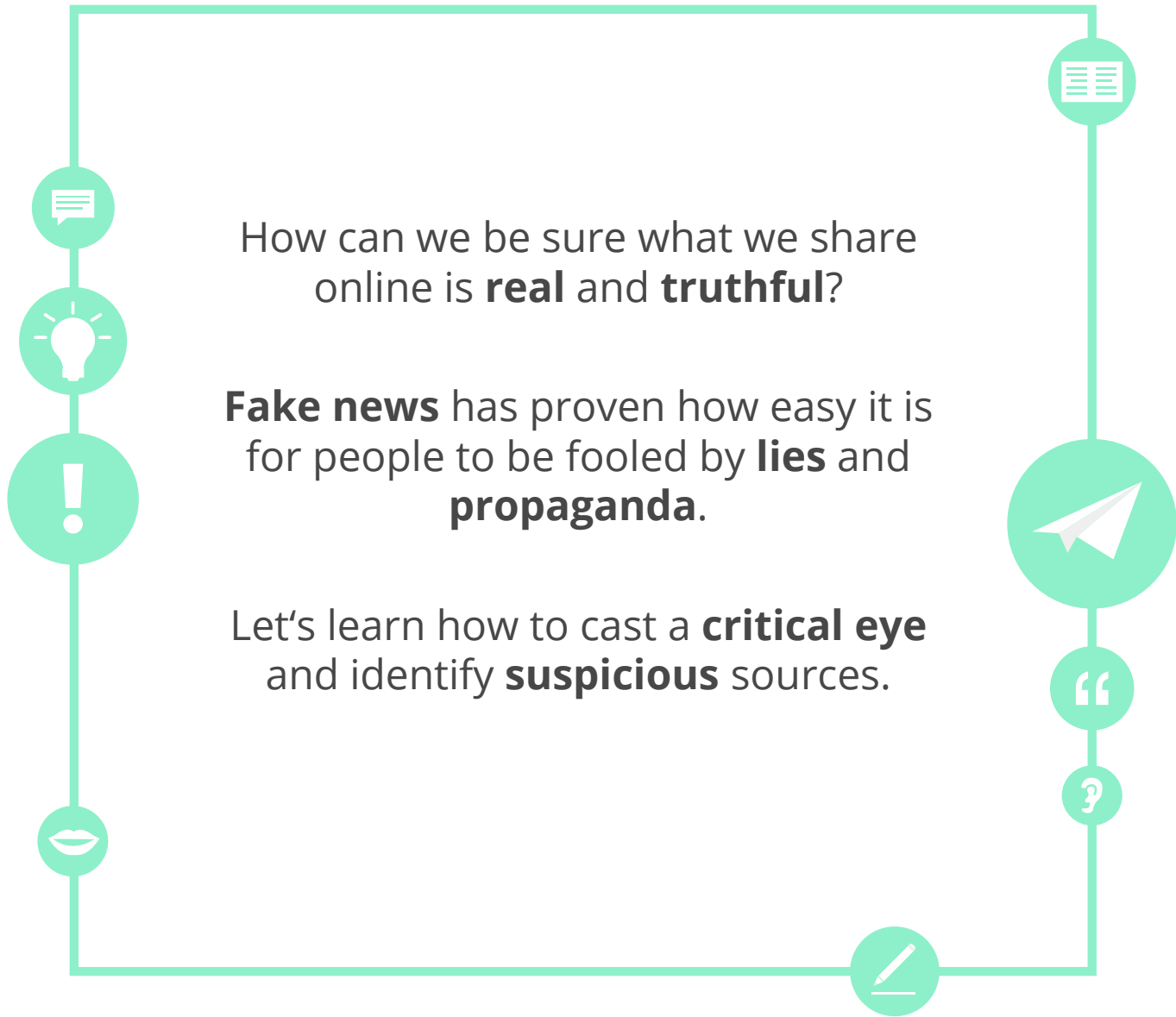




## Goals

- Can read, understand, and recall facts from a text about fake news.
- Can maintain a straightforward discussion about the impact of fake news.







## Fake news

Have you ever had an experience with fake news?  
Describe the article or experience to your teacher.





## Vocabulary review

**debate**

**fake sources**

**newsfeed**

**click-bait**

**lie**

**reputation**



**organisation**

**suspicious**

**society**

**reality**



## Sentences



This data will have an impact on the environmental **debate**.

Are you aware of the **organisation** responsible for this?



The executive told a **lie** to avoid prosecution.

Jane noticed some strange links in her **newsfeed**.





## Sentences slide



There are concerns about the wider impact of fake news on **society**.

That site has a great **reputation** for reliable reporting.



Something about the tone of the argument made me **suspicious**.

It is extremely important to check an article's credentials to avoid sharing **fake sources**.





## Dealing with fake news

Of the many global threats to **democracy**, free speech and the Western world, fake news is quickly becoming one of the most discussed. **False** information from **fake sources** has the **ability** to make people believe things that aren't true or **divert** their attention from more pressing events that are true.





## Dealing with fake news

Many of us enjoy sharing news and other media on social networks with our friends. Many people also don't stop to **consider** whether what they read is true before they share it with their friends. Social media has changed the **landscape** of news media – not everything on the internet is true, and many of the articles which may appear to be truthful news are actually **fabricated**.



Fake news has become more common as a result of social media use.



## Dealing with fake news

In sharing news or stories that are not true, users of social media **unwittingly** spread **rumours, false** information and lies which can have a range of **consequences** in the real world and **society**.

There are many types of fake news. Many people mistake **satire** for real news and spread **misinformation** by sharing it as if they were the truth. A darker form of fake news is **produced** with the intention of **tricking** readers into sharing it with their friends.



## Respond to the images

**What might some of the consequences of the sharing of fake sources and lies be?**

**Explain some of them to your teacher.**





## Fill in the gaps

In sharing news or stories that are not true, users of social media unwittingly spread rumours, \_\_\_\_\_ information and \_\_\_\_\_ which can have a range of consequences in the real world and \_\_\_\_\_.

There are many types of fake news. Many people mistake \_\_\_\_\_ for real news and unwittingly spread misinformation by sharing it as if they were the \_\_\_\_\_. A darker form of fake news is produced with the intention of tricking readers into sharing it with their \_\_\_\_\_.



**Fill in the gaps by scanning the text and using the vocabulary from the lesson.**



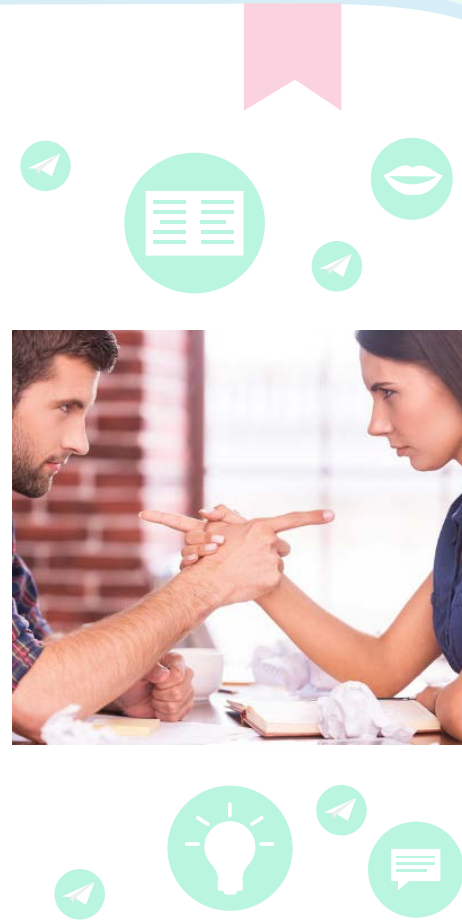
## Fake news: True or false?

	TRUE	FALSE
1. Fake news only refers to satirical websites that people believe are true.	<input type="checkbox"/>	<input type="checkbox"/>
2. Fake news can have wider implications for society.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most of the things you read on the internet are true.	<input type="checkbox"/>	<input type="checkbox"/>
4. Many made up articles are shared and spread deliberately.	<input type="checkbox"/>	<input type="checkbox"/>
5. Many users of social networks often share media with their friends before assessing the quality of the source.	<input type="checkbox"/>	<input type="checkbox"/>
6. Many believe misinformation and false information is a threat to democracy and Western political systems.	<input type="checkbox"/>	<input type="checkbox"/>



## Dealing with fake news

Fake news often is **biased**, with a strong focus on certain **view points** while failing to talk about both sides of the story. Yet another form of fake news, known as **click-bait**, is created with the **intention** of attracting more traffic to their website.





## Dealing with fake news

**Click-bait** often comes with an **attention seeking** headline and has other signs which make it look **suspicious** when **compared** to more traditional news media. One good sign is they are **emotionally manipulative** – if you feel a sense of **curiosity** you should spend some time **considering** why.

**Organisations** which create and spread fake news may do so for a number of reasons. Many produce **harmless click-bait** for more clicks and traffic to their sites.



Every visitor to a site, as a result of click-bait, is more money for the website's owner.



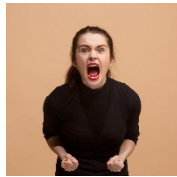
## Dealing with fake news

Those that create fake news, with the **intention** to change people's opinions, can **damage** the **reputation** of others, or alter political **debates**, with lies. These false stories are used as **weapons** for those with a specific political view or **agenda**.



## Discuss

**What makes click-bait so tempting to click on? Talk to the teacher.**



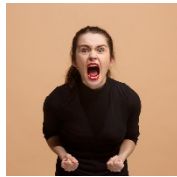
1

What are some of the characteristics of effective click-bait? Discuss with the teacher.



## Write an effective headline

Come up with an attention grabbing headline as well as a picture to go with it. What will make people want to click on your article?



1

What are some of the characteristics of effective click-bait? Discuss with the teacher.



2

Think of a good topic for click-bait. Create an emotionally manipulative headline.



## Write a paragraph

**Write a fake news paragraph, following on from your topic and idea from the previous step.**

**Listen carefully to the teacher's feedback.**



**1**

What are some of the characteristics of effective click-bait? Discuss with the teacher.

**2**

Think of a good topic for click-bait. Create an emotionally manipulative headline.

**3**

Write a paragraph of fake news to go with your headline.



## Explain

**Explain some of the consequences of fake news.  
Use vocabulary from the lesson.**

agenda

manipulative

biased

debates

click-bait

fabricated

organisations

suspicious

false



## Dealing with fake news

Fake news is widely recognised as a modern problem. The best thing users on social networks can do is share links and media **responsibly**. If there is any **uncertainty** about the source of an article then it is best not to share it with others. There are many ways to **identify suspicious** links and fake sources.





## Dealing with fake news

The spread of false journalism is having **negative** effects on the news industry. Supporting **quality** journalism and news sources you **believe in** is one way to stop the spread of fake news on a personal level. While people who **consume** news media have a responsibility to **figure out** if what they're reading is true, social media platforms, which assist in the spreading of false sources, must also help combat the new trend for false news.



Support quality journalism!



## Dealing with fake news



Do you think it is **necessary** that users on social networks are **equipped** with better training to **identify** false sources?

How could this be **implemented**?



## Developing critical skills

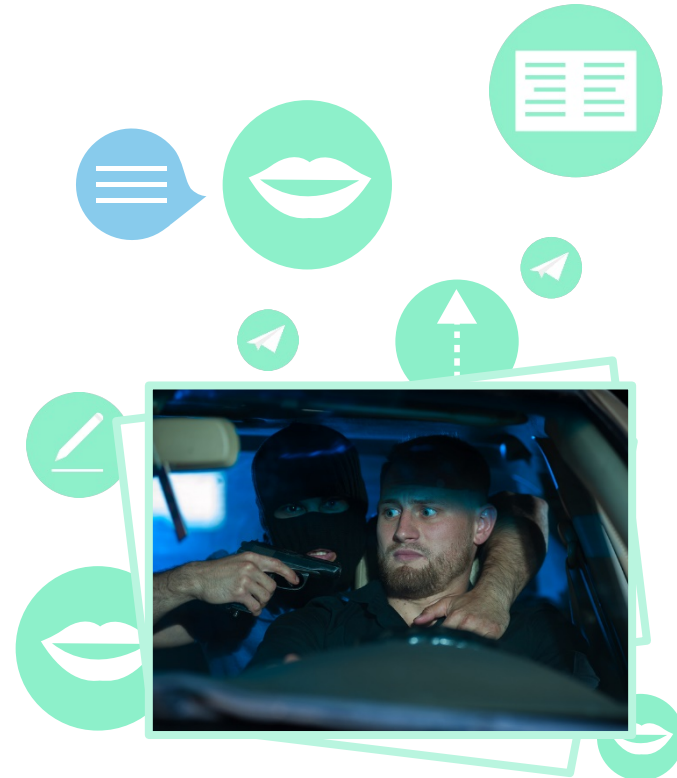
**Do you think the headline below could be fake news?  
Talk to the teacher about your reasons why or why not.  
What aspects of the headline make you think this way?**

//

Local Member of Parliament by day,  
CROOK AND CAR ROBBER by night.

MP Bob Smith behind violent carjacking  
gang.

//





## Talk to the teacher about the issues

**Discuss the issues surrounding fake news with the teacher.**



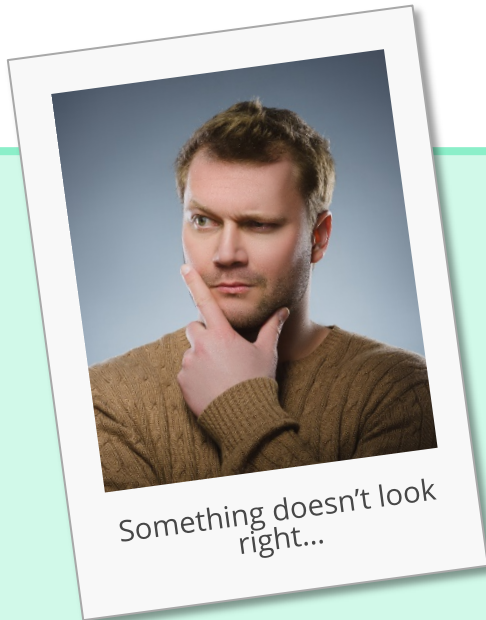
Can somebody profit if we share information on social media and don't check the source?

Can fake news make us believe something that is objectively wrong?

What are some good strategies to avoid falling into the trap of fake news?



## Fake news or not fake news?



Your friend Andrew, who you know holds some different views to you, just shared a piece of news with you that looks very suspicious. You are quite sure it is fake news.

How would you react? Explain your reasoning to the teacher.

Below are some suggested options.

Investigate the source and decide for yourself whether the link is real.

Ignore the link.

Explain how to identify false sources to Andrew.

Link Andrew to a factual article.



# Dictogloss

Your teacher is going to read to you.  
Write down what you hear them say.

A stack of white lined paper with a light blue spiral binding on the left. A large, faint watermark of a globe is visible in the background of the paper.



abc





## Reflect on the goals

Go back to the second slide of the lesson and check if you have achieved all the goals of the lesson.

yes

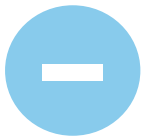
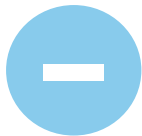
no




## Reflect on this lesson

Think about everything you have seen in this lesson.  
What were the most difficult activities or words? The easiest?

If you have time, go over  
the most difficult slides again





## Answer key

**Exercise p. 12**  
false, lies, society, satire, truth, friends

**Exercise p. 13**  
1F, 2T, 3F, 4T, 5T, 6T



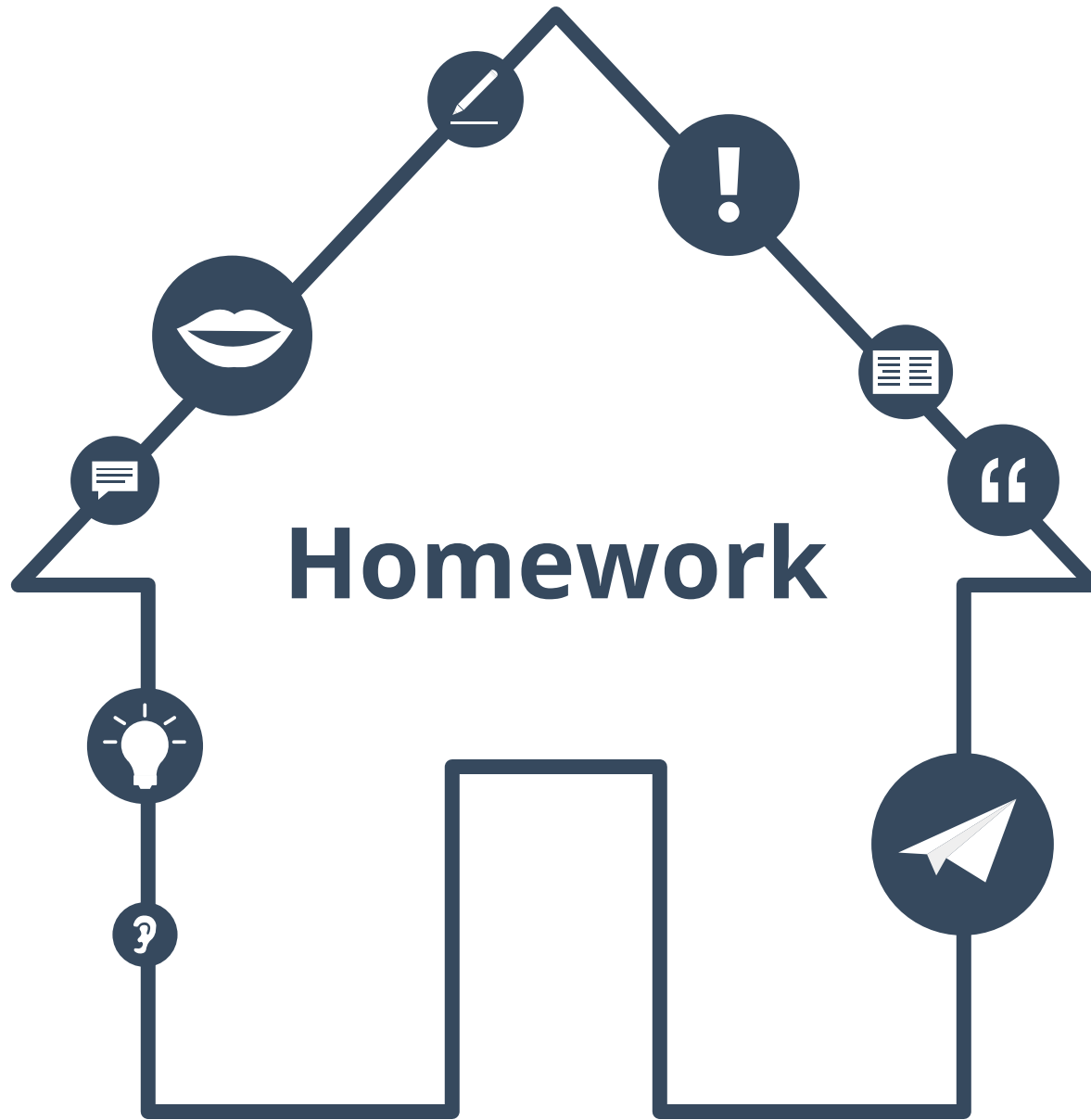
## Transcription

**Exercise p. 27**

Fake news and propaganda have actually been around for much of human history. The problem with its modern form is that it has a greater range and audience than ever – thanks to social media, false sources can go viral very quickly.

Many social networks and search engines are going to try and restrict the spread of fake news. This shows that they are trying to fight back against the problem.

The form and shape that fake news takes is also getting more complex. Fake sources are now often presented on sites which have been designed to appear like real news organisations. Identifying real news from fiction is getting more complicated.





## Unscramble the sentences

A

When it is published by foreign authors with unfriendly intentions...

There are many ways to identify...

**False** information from **fake sources** has the ability to make people...

The spread of false journalism is having...

...which translates to more money from general advertising.

...can do is share links and media responsibly.

B

Fake news has been around...

...the problem with its modern form is that it has a greater range...

...false sources can go viral very quickly...

... meaning more people have access to false stories.

...and audience than ever – thanks to social media,...

...in the form of propaganda for most of human history...



## Summarise

Summarise your learning from the lesson by answering the questions below.

- 1) What is fake news?
- 2) What are some strategies to avoid falling for fake news?
- 3) How can internet users help to fight fake news?

<input type="radio"/>	
<input type="radio"/>	1)
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	2)
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	3)
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