Consequences of false information

Language of Instruction	English
Target group	Adults Learning English
Suggested Level	B1-B2
Group size	15-25 students
Duration	90 minutes
Learning goals	- Introduce students to the concepts of false or misleading information and to equip them with the vocabulary to talk about misinformation, disinformation and malinformation. - Strengthen students' ability to express opinions and hold constructive debates in English. - Strengthen critical thinking about dissemination of information on social media, especially in the context of migration and ethnic minorities.
Materials	- Lesson plan - Teaching material (editable PowerPoint presentation) - News and magazine headlines (for the warm-up assignment) - Animation video: *Consequences of false information* (duration 3:44 minutes)

I. Introduction

The editable teaching material includes a slide for presenting the objectives for the students, which can also be left out if not fitting into specific teaching context.

Introduction assignment: The true or false assignment is meant to warm up the students for the lessons' main topic, as well as to accumulate their vocabulary. It is possible to use the provided package of news and magazine headlines in the class, or to prepare your own material.

It is not necessary to have the right or wrong answers to the given headlines at this stage. The fact is that in most cases, it is necessary to know the context, and more information about the topic, to be able to fully say if a single headline is true or false.

<u>The point of the assignment is to trigger critical thinking among the students, to make them think on what they base their opinion/decision on? Is it based on assumptions, or knowledge about the topic?</u>

The introduction part also includes an explanation of the main concepts: misinformation, disinformation, and malinformation. If you have more time in use, it is possible to ask students to come up with examples of their own.

Kindly note that creating a list of words, which are used in the assignment material has been left for the teacher to either make, or to assign the students to do, if seen necessary.

II. Watching the animation

The animation presents three different stories that are based on true, real-life situations. The stories have been slightly modified for the teaching purpose, as it was important to emphasize the universal nature of misinformation, disinformation, and malinformation: the same could happen in different places and contexts.

It is however important to pay attention to the context of migration, minorities, and intercultural relations in these stories.

You may find the video embedded on the teaching material (PowerPoint presentation), as well as a separate video file online: [link]

You may play the video when placing the mouse on top of the video slide, which reveals the toolbar to play, stop and pause the video.

III. Group work

Dividing the students into groups of 3-4 people. You may wish to form new groups or to keep the same groups that you had during the warm-up assignment.

Each group can choose one of the three stories covered in the animation they want to work on. Discussion questions can be found on the teaching material (PowerPoint presentation) and can also be modified by the teacher.

If you wish so, it is possible to collect groups' ideas on post-it notes, but this is not absolutely necessary. Reflection/exploring the results can be done also as a very informal discussion round.

IV. Homework

To deepen the thinking and understanding of the lesson's topic, the students can write an opinion piece as homework. The teaching material provides three different suggestions for the topic, which can be reduced or increased by the teacher.

EXTRA: In case you have time in the class, we have done a short and easy-to-follow guide on how to use digital verification tools. This guide can be found in supporting materials for teachers.