Digital Citizenship Education and Foreign Language Learning

Erasmus+

Project Ref: 2020-1-DE01-KA203-005712

Lesson Plan/Teaching Unit

Title: **Seeing is no longer believing. Deepfake videos**	**Duration:** **180 min**
Learning Outcomes: **-DCE** **Consumer awareness:** Understanding the importance of checking the legitimacy of a video before sharing it or believing its content. Learning how to become sceptical and well informed consumers of information. Media and information literacy: Learning to spot and evaluate the credibility and reliability of deepfake videos and raising awareness of its potential dangers to democracy. Learning about the importance of being well-informed news consumers and reflecting on their news sources. Communication and collaboration: Collaborating through digital tools for the co-creation of resources such as posters or infographics. **-RFCDC** ● Reflecting on the dangers of misinformation and fake videos. ● Analysing manipulated videos and their impact in society. **-Language** ● Speaking: Communicating effectively in pairs and groups to answer the questions in the brainstorming session, during the questionnaire and in the conclusion. ● Grammar and vocabulary: Revising the Past tenses (mainly Present Perfect). Learning new words, using them correctly and understanding their meaning in the video. Revising useful vocabulary to give an opinion. ● Listening: Understanding the main points of various audio-visual inputs.	**Level (CEFR) :** **B1**

- Writing: Producing a number of short written texts in different formats, i.e. Short sentences using the vocabulary learned, posters, infographics, etc.

Potential Product/s = creation of a collaborative digital infographic or poster with tips to spot Deepfakes

Category (CDL, ITP, COP, CMP, IOC):
(link to an infographic of the Dice.Lang framework)
CDL

Resources Required:

- Student worksheet
- Reading comprehension
- Videos:
  - Boris Johnson (introductory video)
  - Deepfakes and Democracy (main video)
- Resources for Activity 4:
  - Here are some Deepfakes that the teacher can choose to use. The teacher will have to value if the language is appropriate for their class group age:
    - Kim Jong-Un- 'Democracy is fragile'
    - Queen Elizabeth – 2020 alternative Christmas message
    - Barak Obama
    - Nancy Pelosi
  - Students can also practice trying to detect DeepFakes clicking on Detect Fakeson https://www.media.mit.edu/projects/detect-fakes/overview/
  - Quiz
- Teachers can use their preferred platform for the creation of the collaborative poster/infographic: Google Docs, https://www.canva.com/

Possible follow up activity:

A video dubbing activity to develop oral skills. Students can create their own Deepfakes, but instead of using specific apps that might be complicated to use and might take too much class time, students can simply dub each other's videos. Students can upload a one-minute video of themselves talking about a particular previously decided topic. Using a website or app to do voiceover videos, students can then dub their partners video changing the message of the video.

Process & Assessment Activity*

Activity steps (following bullet points/numbers)

Activity 1. Introductory video and brainstorming session

Students watch a short Deepfake video in which Boris Johnson endorses the Labour Party leader to be the next UK Prime Minister. After watching the video, Students answer the questions in pairs or small groups and the teacher leads a class discussion afterwards.

Activity 2. Video. Deepfakes and Democracy

Students watch the video and answer the questions. Since it is an eight-minute video, questions have been divided in three parts and the teacher can choose to watch all the video or just parts of it. The last part is the most important and it is advisable to give students enough time to gather as much information as possible from the video and let them reflect on their own use of social media as a source of news. The teacher can lead a brief discussion afterwards.

Activity 3. Vocabulary from the video

Students fill in the gaps with the phrases and words from the box. All the sentences have been taken word for word from the video and the teacher can choose to play the video once more to reinforce the ideas discussed in the previous activity and to learn and practice vocabulary.

Activity 4. Questionnaire about your habits and sources of information

In pairs, students will use this questionnaire to revise the Present Perfect tense while they practice their oral skills and reflect on their habits and sources of information.

Activity 5. Spotting Deepfakes

Students read the text *10 tips to spot Deepfakes* and learn how to detect them. They then practice detecting them in the videos the teacher will give them.

Depending on the age of the groups, the teacher can choose Deepfakes from the suggestions in Resources, or online. In addition, students can take a quiz that offers four pairs of videos to compare.

Activity 6. Conclusions and wrap up. Collaborative digital poster or infographic with Google Docs or Canva

-The teacher leads a class discussion (examples of questions to ask on the student worksheet) to wrap up the topic and reflect on what they have learned and their future approach to Deepfakes and misinformation online.

Using Google Docs or Canva, students co-create a digital poster or infographic with tips to spot Deepfakes. They can then be printed and hung on the wall.

This lesson plan can be complemented with:

Ted talk: Fake videos of real people -- and how to spot them

CCN website on Deepfakes

Link to one of our activities from DICELANG;

Fake identities and fake accounts on social media. Do you know how to spot them?

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