

Safety issues	
Potential sensitivity relating to health risks	
KS3 Science Programme of Study (DfE National Curriculum PoS)	KS4 GCSE Science Programme of Study (DfE National Curriculum PoS)
<p>Scientific attitudes</p> <ul style="list-style-type: none"> pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility evaluate risks <p>Analysis and evaluation</p> <ul style="list-style-type: none"> evaluate data, showing awareness of potential sources of random and systematic error 	<p>Development of Scientific thinking</p> <ul style="list-style-type: none"> appreciating the power and limitations of science and considering ethical issues which may rise explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments recognising the importance of peer review of results and of communication of results to a range of audiences <p>Analysis and evaluation</p> <ul style="list-style-type: none"> being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error
KS3 English Programme of Study (DfE National Curriculum PoS)	KS4 English Programme of Study (DfE National Curriculum PoS)
<p>Reading</p> <p>Pupils should be taught to:</p> <p>develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> reading a wide range of fiction and non-fiction, understand increasingly challenging texts through: making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense. <p>read critically through:</p> <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	<p>Reading</p> <p>Pupils should be taught to:</p> <p>read and appreciate the depth and power of the English literary heritage through:</p> <ul style="list-style-type: none"> reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. <p>understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation seeking evidence in the text to support a point of view, including justifying inferences with evidence distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these.

PSHE (DfE National Curriculum PoS)

Online and media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- how information and data is generated, collected, shared and used online.

Internet safety and harms

- that the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Behaviour Change Theory links

- BCT 1.2 Problem solving
- BCT 5.1 Information about health consequences
- BCT 9.2 Pros and cons
- BCT 9.3 Comparative imagining of future outcomes
- BCT 16.3 Vicarious consequences

Lesson 6

Misinformation



Objectives

At the end of this lesson students should be able to:

- Identify fake news and its purpose
- Describe how misinformation impacts individuals and society
- Explain why it is important to check how good (quality), relevant and sufficient the evidence is
- Suggest ways we can identify misinformation

Hook

Watch the video clip introducing COVID-19 fake news:
<https://www.youtube.com/watch?v=P92DjNbcndE>
(N.B. first 1.30 mins only)

Activities:

!!This lesson could raise some sensitive issues and awareness is needed as students or their family members may believe in some of the fake news/misinformation. Introduce the lesson and share the objectives with the students. Individuals record how confident they are for each of the objectives at the start of the lesson.

Starter

Activity 1: What is fake news?

Time: 5 minutes



We are currently being bombarded with lots of information from lots of different sources and we keep hearing people using the term 'fake news', but what does it mean? Students add to the mind-map everything they already know about fake news. You can use the video to prompt students if needed: How to detect fake news on the coronavirus | #InThisTogether – YouTube <https://www.youtube.com/watch?v=P92DjNbcndE>

Examples of COVID-19 fake news: *The virus was probably made in a lab. Drinking bleach can kill the virus inside you. Eating garlic protects you. 5G networks spread the virus. The vaccine contains a microchip. Wearing masks can cause CO2 poisoning.*

There are more examples you can use on: BBC video on COVID Myths: Coronavirus: Health claims debunked - BBC News <https://www.bbc.co.uk/news/av/52369688>

WHO COVID-19 Myths-busters: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

COVID-19 Vaccine: Latest News & Fact Checks | Snopes.com <https://www.snopes.com/tag/COVID-19-vaccine/>

Extension for students who need stretching - produce their own examples and definition of fake news.

Lesson 6 Misinformation



Main

Activity 2: What is the difference between misinformation and disinformation?



Time: 5 minutes

Introduce the key terms: Fake news, Disinformation, Misinformation and discuss the differences.

Students write their own definitions for the key terms in their booklets.

Disinformation or fake news refers to articles or posts that appear to be factual, but which contain intentional lies, pretending to be facts, which are intended to influence people, attract viewers, or deceive them.

Misinformation is false or inaccurate information that is mistakenly or inadvertently created or spread; the intent is not to deceive.

Lesson 6
Can you Identify Misinformation?

Activity 2: What is misinformation and disinformation?
Write your own definitions for the key words:

Fake News =
Disinformation =
Misinformation =

Activity 3: What does misinformation look like?
Give two examples of misinformation in the table below:

Example of misinformation	Where could it be found?	Who might start it?	Why? What is its purpose?

Lesson 6
What's the Problem?

Activity 4: What's the problem?
Discuss the following questions below

Activity 5: Top tips to check?
Think about how you could check for yourself if an article is **reliable** and **trustworthy**, write down your top three tips you would advise a friend on how to check:

-
-
-

Main

Activity 3: What does misinformation look like?



Time: 20 minutes

Using the examples on the PowerPoint students discuss the following questions : *'Where can you find misinformation?'* Students consider which sources are trustworthy and which are least trustworthy, explaining why. *'What is its purpose?'* Show the short video clip from Internet Citizens, ask students if they can think of any more examples. *'Who spreads it?'* Students think about the different reasons why different people may want to spread misinformation and how it can then spread. For example: Joker - shared as a joke, but can be taken out of context. Scammer - trick people into giving away money or personal details. Politicians - misleading claims from government officials to appeal to their supporters, for political gain. Conspiracy theorist - shares an unproven theory believing it to be true. People who might spread it could be: Relatives & Friends - spreads through group chats and social media. Celebrity - famous faces post fake or misleading claims on social media or TV, can be mistaken as them endorsing the misinformation. Super spreaders - celebrities or politicians with large audiences who share things without checking or thinking, to get as many likes as they can. *'How does it spread?'* Explaining how echo chambers and filter bubbles work. Students choose two examples of misinformation to complete the summary table in their booklets.

Lesson 6

Misinformation



Main

Activity 4: What's the problem?



Time: 20 minutes

We use a lot of different sources of information and we need to be able to judge if they are reliable and trustworthy before we can make any decisions. The problem is you can't just believe what you see and should always ask the question *'Do I believe this? How do I know? What is the evidence to support this claim?'*

Watch the WHO animation on the PowerPoint and then in small groups students discuss the following questions: *'How does it make you feel? What could it lead to? Who should take responsibility? What can we do about it? How can we spot misinformation?'*

Using the 'Can you spot the signs of fake news?' quiz on the PowerPoint, highlight how we can check if an article is reliable and trustworthy.

Share another example of misinformation and ask the students: *'Why have you decided that this headline is fake? What specific part of the headline seems to be fake? What are real news sources more likely to have? What do you notice about the language used in the fake news headlines?'*

Plenary

Activity 5: Top tips to check?



Time: 10 minutes

Ask students and discuss *'What kind of criteria do we use to check information in the media and online?'*

i.e. we should be looking at the quality of the evidence, the sufficiency of evidence and the relevancy of it.

Summarise how we can check and what we should all consider before we believe what is written in an article:

- Source is trustworthy - *'Who made, wrote or published it? Have you heard of the organisation that published the story? Are they a trustworthy source?'*
- Evidence is reliable - *'Does the story sound believable? Is the evidence reliable? Where/who did the news come from? Are there facts to support it or is it just opinion? Can the information be found on other websites? Do photos or videos look normal? Google search the images.'*
- Website is genuine - *'Does it look genuine? Check the website address, does it look real? Are there any spelling mistakes? Check the dates, Do the headlines provoke emotions?'*
- Evidence is sufficient - *'Is there more than one piece of information used to support the story? Is the information based on evidence from research studies or other people's opinion?'*
- Evidence is relevant - *'Is there a direct link between the evidence used to support the story and the conclusions made?'*

Students think about how they could check themselves if an article is reliable and trustworthy, and write down their own top three tips they would advise a friend on how to check if an article is reliable and trustworthy.

Students refer back to the lesson objectives and complete the assessment for learning activity in the orange boxes, feedback and share an interesting fact they have found out from the lesson.



Remind students about using the LifeLab app they downloaded

Resources

- Lesson 6 PowerPoint slides
- Student booklet pages 48-51

Keywords

- fake news
- disinformation
- misinformation
- reliability
- trustworthy