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| **Lesson Objectives** | * To find out what we mean by real news or fake news * To think about where it comes from and why people share it * To recognise why and how this may influence opinions and perceptions of people and events * To think about how personal data is generated, collected and shared, including by individuals, and the consequences of this * To understand how data may be used with the aim of influencing decisions, including targeted advertising * Spotting the difference between real and false- to learn strategies to critically assess bias, reliability and accuracy in digital content. |
| **Prior Learning** | Pupils have thought about personal and private data and online safety in KS3. They have had the topic of information accuracy raised before. |
| **Starter** | **Slide three**  Open with a discussion – allow pupils a few minutes to discuss their answers to the questions with those near them.  Take some responses from pupils – pick a couple of ideas from the class. It may be worth taking hands up for the first two if you say things like ‘who watches the news on TV?’ or ‘who gets the news every day’ etc. |
| **Main** | **Slide five**  Pupils should write down what they think fake news is. If they struggle to define it, they could give examples.  Reveal the definition from author and media scholar Nolan Higdon. Pupils should note down the bit in bold.  **Slide six**  Watch the TED Ed video on how false news can be spread: https://www.youtube.com/watch?v=cSKGa\_7XJkg  Possible discussion points:   * Do we think fake news is potentially damaging? * Does it matter if jokes are taken seriously? * Should everyone publishing writing have a responsibility to check and cite their sources?   **Slides seven to fifteen**  There are 8 headlines on the slides. Pupils should vote real or fake. On each slide there are notes giving the source of the headline, which you could share with pupils for more context.  All these stories appeared in the news and are therefore real news or real ‘fake’ news.  Ask if it always easy to tell? Do you have the information you need to decide? How might people react to these headlines?  **Slide sixteen**  Watch the TED Ed video on how to choose your news sources: https://www.youtube.com/watch?v=q-Y-z6HmRgI  Discussion points:  Where would be best to get our news from?  Does media create reality or report on it?  **Slide seventeen to twenty-one**  News article activity  **Slides twenty-two to twenty-five**  Personal data discussion and video  **Slide twenty-six**  Summary of REAL guidelines |