LESSON PLAN	**AGAINST ONLINE SLAVERY (**2019-1-FI01-KA229-060725)

Country + School:	**Turkey, TED Ege College**		
Teacher(-s)	**Müge Altınçınar / Aslıhan Kayhan**		
Subject / Course:	**English**		
Topic:	**Fake News**		
Age group:	13-17	**Lesson Duration:**	**45 minutes**

Lesson Objectives which the students acquire:

- To expand knowledge of vocabulary related to news and the media.
- To raise students' awareness of fake news through discussion and reading
- To develop students' 21st-century skills, including critical thinking, collaboration and media literacy

Summary of Tasks / Actions:

Ideally this lesson is for teenagers, but it can also be used with adults. The lesson begins with a brief discussion about news and fake news.

Students then skim read two webpages. One website is about the Tree Octopus (a spoof), while the other is about the Octopus Tree. After a brief reading comprehension activity, students study the websites, using a set of questions to help them. The goal is to discover which one is the fake website and why it's fake!

As a final activity, students find other fake news stories currently circulating the internet. They choose one from the list and design a post or meme advising their friends not to fall for it.

Materials / Equipment:

1. Worksheet
2. High-tech classes: Use the internet. Send students to the two websites online.

Low-tech classes: Make photocopies of the two website pages and hand them out to students.

https://zapatopi.net/treeoctopus/ https://www.atlasobscura.com/places/octopus-tree-of-oregon

References/ theories/ teaching methods used:

1. Lead in (5-10 Minutes)

- Tell the class that today's lesson is about real and fake news websites.
- Hand out the worksheet. Ask students to answer Q1 in small groups.

- Bring the class back together. Elicit the meaning of 'fake news'.
- Encourage students to come up to the board and write a simple definition. Use prompts to help them develop a more complete definition as a class, e.g. Is it deliberate? Is it always a complete lie or does it contain some true elements? Where do you find it? How is it spread? Why is it done? Read out a definition.

2. Reading (10-15 Minutes)

- Introduce Q2 of the worksheet. Tell the class that they are going to skim read two website pages. One site is about a Tree Octopus, the other is about an Octopus Tree. (Important: don't explain yet that one is fake.)
- Send students to the websites (high-tech) or give them the photocopies (low-tech). https://zapatopi.net/treeoctopus/ https://www.atlasobscura.com/places/octopus-tree-of-oregon
- Set a time limit. Monitor and help students as they read the two websites quickly, looking for specific information. Discourage them from spending a long time looking up unknown vocabulary. Then briefly check the answers.

3. Discovery Activity (15-20 minutes)

- Lead students into Q3. Explain that one of the two websites was fake! Invite them to guess which one, but don't give away the answer!
- Turn to p.2 of the worksheet and explain that we can use five W-questions to help us validate websites. Pre-teach some useful vocabulary from the W-questions: credible/genuine/authentic/legitimate, suspicious, sensational, source, layout, URL, headline, reverse Google image search, Photoshop.
- Ask students to work in groups. Tell them to apply the W-questions to the two websites in order to find out which one is fake. Students make notes of the evidence that shows the fake one. Note: students can divide up the W-questions between them to make the activity quicker and easier.
- Finally, as a whole class, elicit the answers. Ask: Which one is fake? (The Tree Octopus). How do you know? Elicit the evidence that proves it's fake (1. The URL is incomplete; 2. the content – see the section on history – is sensational and not credible; 3. the images of the octopus consist entirely of artwork and Photoshopped images – a reverse image search shows this; 4. there is no 'About Us' section or contact information on the page; 5. a simple check on more credible websites, such as Snopes and Wikipedia, reveals that the creature doesn't exist.)
- Optional: Have students look at the Wikipedia entry for the Tree Octopus and the Octopus Tree. Additionally, invite them to look at the Snopes page, which explains that it's fake. (Note that this excellent Tree Octopus site has been used in schools around the world to test students' media literacy skills.)
  https://simple.wikipedia.org/wiki/Pacific_Northwest_tree_octopus
  https://en.wikipedia.org/wiki/Octopus_tree https://www.snopes.com/fact-check/tree-octopus/
- Ask students: Did you guess it was fake? How? What do you think of the quality of the fake website?
-

Evaluation of the objectives acquired:

- Introduce students to Q4. Time allowing, encourage them to find one (or more) of the fake stories currently circulating the Internet.
- Have students create a meme, post or tweet, warning their friends not to fall for this fake news story. They should supply a fact, e.g. the image is fake.